

**PSYCHOLOGICAL ASPECTS OF SPEECH TO INITIAL LEVEL
STUDENTS**

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Abstract: *This paper explores the psychological factors that influence speech acquisition and communication in initial-level students, focusing on early childhood and primary education settings.*

Keywords: *Speech development, initial-level students, psychological factors, language acquisition, early education, student motivation, communication anxiety, cognitive development, emotional support, teaching strategies*

**ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РЕЧИ ДЛЯ УЧАЩИХСЯ
НАЧАЛЬНОГО УРОВНЯ**

Аннотация: *В этой статье рассматриваются психологические факторы, которые влияют на усвоение речи и коммуникацию у учащихся начального уровня, уделяя особое внимание раннему детству и начальной школе.*

Ключевые слова: *Развитие речи, учащиеся начального уровня, психологические факторы, усвоение языка, раннее образование, мотивация учащихся, коммуникативная тревожность, когнитивное развитие, эмоциональная поддержка, стратегии обучения*

**DASTLABKI BOSQICHDA NUTQNING PSIXOLOGIK
ASPEKTLARI.**

Annotatsiya: *Ushbu maqolada boshlang'ich sinf o'quvchilarida nutqni o'zlashtirish va muloqotga ta'sir qiluvchi psixologik omillar ko'rib chiqiladi, bunda erta bolalik va boshlang'ich maktabga e'tibor qaratiladi.*

Kalit so'zlar: nutqni rivojlantirish, boshlang'ich sinf o'quvchilari, psixologik omillar, tilni o'zlashtirish, erta ta'lim, o'quvchilar motivatsiyasi, muloqot tashvishi, kognitiv rivojlanish, hissiy qo'llab-quvvatlash, o'qitish strategiyalari

The main function of speech is communicative. Therefore, the child first uses speech as a means of communication. Small statements of children, aimed at establishing contact with people close to him, are made out for the first time in a conversational dialogic form. After some time, the child feels the need to build more detailed statements addressed to outsiders, for whom the content should be understandable. This is the beginning of the development of coherent speech. By this time, children already have a certain vocabulary of words, they master in one way or another some regularities of the grammar of the language. But all this knowledge is only the means used in coherent speech. The coherence of the speech itself means the adequacy of the speech design of the thought of the speaker or writer from the point of view of its comprehensibility for the listener or the reader. Therefore, a coherent speech is such a speech, which can be fully understood on the basis of its own substantive content, that is, to understand such a speech, it is not necessary to take into account the situation of its flow — it is enough to just use the context of speech. For this reason, such a speech is called contextual .

The speech of a young child is characterized by an inverse property: it does not form that coherent context on the basis of which it could be fully understood. The semantic content of this speech will be clear only taking into account the situation of finding the child or the course of his speech. Such speech is defined as situational

But these two types of speech should not be contrasted: any speech has a specific context, as well as a connection with a certain situation.

Contextual speech begins to develop in a child as a result of the implementation of a new goal - to present information about a subject or phenomenon that is not directly related to the situation of speech. Obviously, the beginning of the active development of coherent speech of children due to their

arrival in school. The knowledge that a child masters in the process of learning activity is not often associated with the specific situation in which he presents them. Therefore, the speech is rebuilt here. The task of the younger student is the construction of speech, in which he would be understood, based only on the speech context, and not from the situation.

The development of speaking follows the same pattern both in the mother tongue and in a foreign language from reception to reproduction as psychologists say, and from hearing to speaking if we express it in terms of methodology.

Since "language is not a substance, it is a process." (N. Brooks) and "language doesn't exist. It happens." (P. Stevens), we should know under what conditions "it happens". What are the psychological characteristics of oral language? They are as follows:

1. Speech must be motivated, i. e., the speaker expresses a desire to inform the hearer of something interesting, important, or to get information from him. Suppose one of the pupils is talking to a friend of hers. Why is she talking? Because she wants to either tell her friend about something interesting, or get information from her about something important. This is the case of inner motivation. But very often oral speech is motivated outwardly. For instance, the pupil's answers at an examination.

Rule for the teacher: In teaching a foreign language it is necessary to think over the motives which make pupils speak. They should have a necessity to speak and not only a desire to receive a good mark, Ensure conditions in which a pupil will have a desire to say something in the foreign language, to express his thoughts, his feelings, and not to reproduce someone else's as is often the case when he learns the text by heart. Remember that oral speech in the classroom should be always stimulated. Try to use those stimuli which can arouse a pupil's wish to respond in his own way.

2. Speech is always addressed to an interlocutor.

Rule for the teacher: Organize the teaching process in a way which allows your pupils to speak to someone, to their classmates in particular, i. e., when

speaking a pupil should address the class, and not the teacher or the ceiling as is often the case. When he retells a text which is no longer new to the class, nobody listens to him as the classmates are already familiar with it. This point, as one can see, is closely connected with the previous one. The speaker will hold his audience when he says something new, something individual (personal). Try to supply pupils with assignments which require individual approach on their part.

3. Speech is always emotionally colored for a speaker expresses his thoughts, his feelings, his attitude to what he says.

Rule for the teacher: Teach pupils how to use intonational means to express their attitude, their feelings about what they say. That can be done by giving such tasks as: reason why you like the story; prove something; give your opinion on the episode, or on the problem concerned, etc.

4. Speech is always situational for it takes place in a certain situation.

Rule for the teacher: While teaching speaking real and close-to-real situations should be created to stimulate pupils' speech. Think of the situations you can use in class to make pupils' speech situational. Remember the better you know the class the easier it is for you to create situations for pupils to speak about.

These are the four psychological factors which are to be taken into account when teaching speech

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