

## AGE CHARACTERISTICS OF SPEECH AND COMMUNICATION

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### ABSTRACT

Communication is a form of interpersonal communication in which people interact with each other spiritually, exchange information, interact with each other, feel each other, and understand each other.

### INTRODUCTION

The rhythm of thinking, the way of thinking, the ability to read, the ability to get out of a situation are also imitated by other people and are followed in life experience.

Let's talk about how babies interact with adults. When a child is born in the family, family members try to communicate with him. But the baby is not immediately ready for communication, he sleeps, cries and does not eat. The baby begins its life with an unconditional reflex, a scream. The first scream is the first sign of speech. Some scientists call the first scream a negative emotion. In fact, the baby's cries indicate the need for sleep, food, and warmth.

It is human nature to live without communication with others. When a baby is born, its mother expresses her love through communication. Also, other adults in the family cannot stand without interacting with the baby. Proper communication by adults shapes a baby's need for communication. When a baby is first a month old, he or she will have speech signs such as "ga", "da", and "ua". The child's communication can be reactive (passive) or active (active). A child's interaction with an adult begins with looking at the lips and eyes of an adult.

Adults need to have a positive emotional relationship with babies at all times. The attitude of a 4-5 year old child is unique. She separates her family from strangers. If an adult is constantly fluttering around a baby, he will not play with the toys, but the baby will become whimsical when he is separated from his mother. A 7-9 year old child carefully observes the speech and movements of adults. Then he tries to repeat the words that came out of the mouths of adults. A toy is not only an object of entertainment, but also a means of mental development of the child. In addition to toys, 9-month-olds now need paper and pencils. This will allow the child to form the drawing elements of the written speech.

Play is also important in early childhood. Through play, children develop mental qualities. Children in this age group are more likely to play with toy objects. Didactic toys are especially important in a child's life. The child no longer plays with one toy, but with several. During this time, children interact more with toys than with adults.

Preschoolers play by imitating adult behaviors and interactions. This helps them develop communication.

In early childhood, children become dependent on adults because it is difficult for them to act independently. Behavioral norms are learned by children through adults. During this time, the motive for the child's behavior is not understood. The formation of a child's inner world depends on the adult. Because a child cannot immediately give the communication that adults expect. The child first expresses interest in the subject by addressing an adult. Get the help you need by using speech. What matters is what the adults want from the child. If adults have little

contact with the child, his speech may be stunted. The need for communication does not develop spontaneously in the child, but grows through the interaction of adults on the subject activity. Speech development in early childhood is accomplished in two different ways: through the understanding of adult speech and through the formation of a child's personal active speech. The mother's communication with the child is carried out not only through words, but also through facial expressions, gestures, pantomime, tone and situation. They serve as a signal for action. If a 2-year-old has a toy in front of him and his mother shows him the toy, he immediately picks it up. The word "impossible" is a signal to the child to stop. For example, when touching a socket, when approaching a hot iron, or touching shoes, saying the word will cause the child to stop moving.

By the age of 3, a child can easily communicate with adults through speech. Children this age try to wear all their own clothes. Can express his / her needs in words. Because he is fluent in speech. The child learns to direct his actions according to the instructions of adults. She listens to adults interactively and tries to understand. During this time, children love to listen to fairy tales, stories and poems. This has a huge impact on a child's knowledge of the outside world. 1.5-year-olds only master 30-40 to 100 words. After the age of 2, children ask adults a lot of questions. "What is this?", "Why is that?" such questions indicate that the child's speech is developing. By the end of 2 years, the child will have learned 300 words. By the end of 3 years, he will know 500-1500 words. But children of this age have autonomous speech, calling bread "nanna" and water "umma." Gradually, when adults communicate properly with children, this autonomous speech disappears, meaning that the child begins to say everything in his own name. One word a child utters expresses what he or she wants to say. For example, if the mother says "bread", she can give the child bread or water. This will satisfy the child's needs. Teaching a child to communicate also has a positive effect on the development of his mental processes. Children in this age group should be able to express themselves immediately. But it can be overcome by gradual upbringing, that is, patience should be taught to the child from an early age.

The first "crisis" period begins in 3-year-old children. During this time, children develop the concepts of "I do everything myself" and "I do it myself." They become stubborn and capricious. Parents should pay more attention to the upbringing of children of this age.

After the age of 3, the period of crisis in children slows down. The child's communication with adults is normalized. The child will not be the focus of the parents at this age because he or she may have a younger brother. So far, she has been in the spotlight of adults, and now she thinks her parents are just interacting with each other and ignoring her. They talk about things they don't understand. He doesn't like it, and as a result, he becomes capricious. In fact, because the child is more independent, the mother is more frustrated and less attentive, which the child does not like. Therefore, parents should pay more attention to children in this period. In some cases, the child stays with the mother or the father. Often a child lives with his mother because he is a minor. Such a family is called an illegitimate family. Growing up in such a family, a child may not feel that he or she does not have a father at first, but suddenly he or she becomes agitated and emotional. At this point, the mother should ask a relative to communicate with the child instead of the father. Parents need to feel responsible for their children. Because the

child is not to blame for the parent's relationship. If the child grows up healthy, he will be sent to kindergarten. There, the child enters into new relationships with new people, with new peers. The relationship between boys and girls is unique in kindergarten. Kindergarten is a place for a child to not only get to know the outside world, to emotionally evaluate the world, but also to interact with their peers. The relationship between boys and girls in particular is unique. A community of children will be formed in the kindergarten. In early childhood, a child cannot distinguish between a boy and a girl.

Preschoolers are beginning to differentiate. Adults explain to a child what a boy should look like and what a girl should look like. For example, when a boy cries, he is told, "Don't cry, you have to be a man," "Are you a girl?" In addition, children learn how to behave according to the behavior of older men and women. They show masculinity and femininity in play activities. This means that the formation of communication in children of this period has its own characteristics. The development of communication in them depends on the skills of educators, that is, it is important that the lessons are organized correctly.

In preschool children, volitional qualities are formed through play activities. Emotional stimulation of the child in the game gives good results. Play activities allow children to interact with each other. In particular, role-playing games can be used to determine children's attitudes toward each other. The game also helps children to care for others, to treat them properly, to meet their needs.

In play activities, children follow the rules of the game, correcting each other's actions with thoughts such as "the mother doesn't do that," "the doctor doesn't do that." The game helps the child to understand the life of an adult. The need for communication is met in the game. When he breaks the rules of the game, the child sincerely says, "I will not do it again." So, the game teaches a child to be sincere, to cultivate feelings, to do good to others, to communicate properly. The kids who break the rules of the game end up alone, the rest of the kids don't like him, they don't want to play with him, they don't even want to interact with him. The educator must be careful when organizing the game in the form of a competition. Because children who lose a game can be hostile to children who win. After the game, they can cause conflicts.

Preschoolers' speech is not yet well developed. They express their verbal opinions using 3rd person singulars such as "she is crying" and "she has fallen". It only disappears when you reach school age. Because children are not yet educated, they do not want to hear the educator's opinion to the end. They want to play faster without hearing the rules. Children tend to have egocentric speech.

Schooling plays an important role in the development of children's speech. At preschool, a child speaks without thinking, and at school, the language the child speaks becomes a science that is taught and learned. In the process of reading grammar, the phonetic aspect of a child's speech becomes more accurate, and the syntactic structure of speech improves.

In the process of studying all the subjects taught in school, the vocabulary of the student's speech is enriched, the meaning of the words is deepened and expanded. Children's ability to write is an important step in their speech development. The child tries to express his / her thoughts in writing. When a student completes a written assignment on behalf of a teacher, he or she knows in advance that his or her work will be evaluated based on the language in which his or her opinion is expressed. When a student prepares an assignment for school, the practice

of self-narration can have a significant effect on the development of a student's speech. A teacher's speech plays a big role in the development of children's speech because his speech is a model speech for students. Therefore, the teacher should work on improving his / her speech. In primary school students, play activities have a unique character. They play more active, sporting games. Through the game, students interact with each other.

Adolescents, especially students in grades 5-6, still need to play. During breaks, in their free time, teenagers also play games. They develop forms of communication through play.

Adolescents are more likely to communicate than teenagers. Because they have mastered the culture of communication, the secrets of communication.

One of our highest spiritual needs is communication. If our need for communication is not met, our consciousness will not develop. That is why we must always meet our need for communication.

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