

PSYCHOPHYSIOLOGICAL AND LINGUISTIC FOUNDATIONS OF THE THEORETICAL STUDY OF SPEECH DEFECTS

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ABSTRACT

In this article, the psychophysiological and linguistic foundations of the theoretical study of speech defects, the characteristics, function, structure and ways of development of the language have an important place in special pedagogy, the opinions that language is one of the necessary conditions for thinking, and that it is important in the development of society. z is reflected.

Keywords. Linguistics, psychophysiology, speech, vocabulary, psychological state, research, dysfunction, brain, contingent factor, speech process.

INTRODUCTION

All the child's achievements in acquiring the language system include fluent speech, which is considered as a meaningful, widespread thought that provides communication. It is distinguished by its content, logic and consistency. Fluent speech is an indicator of how well the child has mastered language, it reflects the level of the child's intellectual, aesthetic, and emotional development. The formation of language skills is related, on the one hand, to the maturity of neuro-psychological mechanisms, and on the other hand, to social needs. Language is a system of signs, two types of activity are adequate for language - generalization and understanding. Language is explained and spread through speech.

Knowing the characteristics, function, structure and ways of development of the language has an important place in special pedagogy, language is one of the necessary conditions of thinking and is important in the development of society. Knowing the language is a way to recognize a person as a member of society. Any disturbance is clearly manifested in the child's knowledge of the environment, has a negative impact on the formation of his speech and socialization. From the point of view of special pedagogy, the problems of psycholinguistics and linguistics are divided into the following:

Firstly, the problem of the unity of linguistic and psycholinguistic relations. Linguists consider language as a complex educational process. The individual confronts language with the object that represents it, language emerges as an external standard.

One of the second important problems is the development of the child's speech. The ontogenesis of language ability is a complex phenomenon, on the one hand, the communication of adults with the child, and on the other hand, the development process of the child's objective cognitive activity.

According to psycholinguists, the development of speech is, first of all, the development of all communication skills. The child has to choose a specific means of communication. In this, the

child can see the language of adults and their organization. But the child cannot use these tools like adults. He tries to pronounce words based on the relevance of the object, relying on them, the child's speech skills are formed. He does this, despite the influence of psychological, physiological and social factors, at first with some success. Later, after new communication needs are born, more complex mechanisms begin to form.

The third problem is the lack of development of symbolic signs in ontogenesis. According to L. Vygotsky and other famous psychologists, this problem is related to the development of language features: thinking and speech. If we look at the roots of thinking and speech, we can see that their development does not go parallel: it is possible to observe that the intellect did not develop until the development of speech, or that speech did not develop until the development of the intellect. Until a certain time, speech and thinking depend on each other. develops without it.

The fourth important problem of special pedagogy is the analysis of the uniqueness of the language. Special pedagogy is related to the socialization of a person and the social relations of speech aspects. This group includes the following types of speech activity: bringing individuals into contact with large groups (social groups, society)

Another of the problems of special pedagogy is the deviation from the development of standard speech. Speech disorders, speech disorders are considered as the lack of formation and disorders of psychophysiological mechanisms, which ensure the acquisition of language features and speech. In speech disorders, a person with a speech disorder needs help. In speech disorders, there is a problem about whether or not there is an opportunity to communicate. From a psycholinguistic point of view, the following speech disorders can be distinguished:

- pathopsychological speech disorders associated with personality disorders, consciousness and higher mental functions (for example, schizophrenia);
- speech disorders caused by local injury of the brain (aphasia);
- speech defects (deafness) associated with congenital or acquired sensory system disorders;
- speech defects caused by mental retardation or retardation of mental development;
- defects of motor planning of speech or violation of the distribution program of speech motility.

When it comes to teaching the speech system in a pre-school education institution, it is meant to pay great attention to the speech system of the language. The language system consists of 3 interrelated principles. Syntagmatic - the relation of units of one level - is mastered by the child in concrete conditions. Pragmatic - the relationship of words at different levels of generalization - in order to master these, it is necessary to select enough speech material and conduct speech observations.

In short, mastering the grammatical system of speech involves mastering paradigmatic and syntagmatic relations. In the formation of the grammatical system of speech, morphemes are connected with the lexical or grammatical meaning of the word if it is not understood at first. Based on this, speech generalization (morphological and syntactic) occurs. Only a child who has mastered certain speech rules of the language can make correct and clear sentences. Ignorance of the grammatical rules of the language leads to the distortion of the morphological system of the word and the syntactic structure of the sentence.

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