



THE CONCEPT OF SOUND CULTURE, ITS SIGNIFICANCE FOR THE DEVELOPMENT OF THE CHILD'S PERSONALITY

Dilorom Buzrukova Mamurkhanovna

Teacher, the Department of Preschool Education, Fergana State University, Uzbekistan

Mavluda Ibrakhimova

2nd grade student Fergana State University, Uzbekistan`

Annotation: the article deals with the issue on the work of educating the sound culture of speech in the middle group. Since this is a step towards the completion of the formation of the correct sound pronunciation, the development of phonemic hearing, sound analysis words and intonation.

Keywords: oral speech: dictionary, grammatical structure, sounds pronunciation.

The program of education and training in kindergarten provides for the development of all aspects of oral speech: vocabulary, grammatical structure, sound pronunciation.

Vocabulary and grammatical structure develop and improve constantly not only at preschool age, but also in the process of learning at school. Correct sound pronunciation is formed mainly by 3-5 years. Therefore, the education of the correct pronunciation of all the sounds of the native language should be completed at preschool age. (We are talking about children with the norm of hearing, vision, intelligence, without speech pathology).

Sound is a semantic unit in a word. Consequently, all work on the education of correct sound pronunciation is inextricably linked with work on the development of children's speech. Speech is formed gradually, along with the development of the child.

For the formation of speech, the development of speech-motor and speech-auditory analyzers is important. Of great importance is the psychophysical health of the child - the state of his higher nervous activity, higher mental processes (attention, memory, imagination, thinking).

Speech is an innate function and is acquired by each person individually, as well as from imitation of the speech of others. The entire course of normal speech development proceeds according to certain patterns, which can be clearly traced in the speech of each specific child, and also proceeds within certain time frames.

Consider the approximate timing and basic patterns of development of a child's understanding of the speech of others and the formation of his own speech. At the same time, in the development of a child's own speech, it is important to trace the developmental features of his sound pronunciation, vocabulary and grammatical structure of speech.

The development of a child's speech begins from 3 months, from a period of cooing . This is a period of active preparation of the speech apparatus for the pronunciation of sounds. The child begins to distinguish the intonation of speech, then words denoting objects and actions. The process of developing understanding of speech is being carried out, i.e. expressive speech is formed .

By 9-10 months, the child pronounces separate words consisting of identical paired syllables. By the year the dictionary grows to 10-12 words. At this time, a clear, unhurried speech of adults surrounding the child plays an important role. During this period, the composition of even the first words that have already appeared in him is not yet completely divided and their meaning is unstable, and it is not a

means of communication on its own - the child addresses others mainly with the help of facial expressions and gestures. However, the course of this period plays an extremely important role in the entire further course of his speech development. The acquisitions of this period are as follows:

- develop attention to human speech and the beginnings of its understanding;
- there is a need for it, in verbal communication with people around;
- develops memory for words;
- the ability to distinguish speech sounds by ear is formed;
- The child's voice function and his articulation capabilities develop and improve.

All of the above constitutes the necessary base on which a sufficiently full-fledged speech can be formed in the future.

The age period from one and a half to three years is considered the pre-preschool stage of speech development. Already in the second year of a child's life, words and sound combinations become for him a means of verbal communication, i.e. expressive speech is formed. By the age of 2, children have an active vocabulary of 250-300 words. At this time, phrasal speech is formed. Usually the speech of a child of this period is understandable only in a specific situation. In children of 3 years old, there are irregularities in the pronunciation of a number of words, especially long and unfamiliar ones:

- abbreviation of words;
- permutation of syllables in the word;
- permutation of sounds in the word;
- omissions in the word sounds,
- Sometimes children, in order to avoid consonants, introduce additional vowels, which gradually disappear.

The pronunciation of each sound by a child is a complex act that requires a lot of coordinated work of all parts of the speech-motor and speech-auditory analyzer. In a 3-year-old child, the central auditory and speech apparatus still function imperfectly. The connection between them is not sufficiently developed and strong, the muscles of the peripheral speech apparatus are still poorly trained. All this leads to the fact that the child distinguishes speech sounds by ear. And the movements of his speech organs are not yet clearly coordinated, so the child's speech is little understood. By the age of 3, the active vocabulary reaches 800-1000 words. Three-year-old children speak in short phrases consisting of several words (usually 4 words). The phrase at this age begins to lengthen and become more complicated, but some imperfections of phrasal speech are noted:

- the order of words in a sentence is not always correct;
- sometimes the gender of nouns is distorted;
- You can hear the wrong endings.

But in general, by this period, speech becomes a full-fledged means of communication.

By the end of the second stage (pre-preschool), children use and reflect in a related sense almost all parts of speech. Gradually, they develop control over their own speech.

Age range from three to seven years_ this is the preschool stage of speech development. At this age, both active and passive vocabulary continues to increase. In the dictionary of children 4-5 years old, the number of abbreviations, permutations, omissions decreases, the formation of words by analogy appears (scraped - scratched). In 4-year-old children, words continue to lengthen and become more complex. Speech becomes more coherent and consistent. By the age of 5, the active vocabulary in children increases to 2500-3000 words. The phrase lengthens and becomes more complicated, pronunciation improves. With the normal development of speech, by the age of 5-6, the child

spontaneously corrects physiological disturbances in sound pronunciation. After 5 years, children use words in various grammatical forms and combinations, express their thoughts in simple common sentences; in their sentences, nouns are often replaced by pronouns.

At the same time, a sense of language is formed. Children 5-6 years old, listening to the speech of others, are able to remember the pronunciation features of others and the shortcomings in their speech. By this time, the speech-motor and speech- auditory apparatuses of children are usually already ready for the correct perception and pronunciation of all the sounds of their native language.

The formation of sound pronunciation covers in its age period from a year to 5-6 years. At the same time, the sounds of speech are assimilated not isolated as part of whole words, the sound structure of which, as the child masters the correct sound pronunciation, is more and more refined.

The leading role in the child's mastery of the correct sound pronunciation is played by hearing and in the full sense of the word "leads" the direct articulation of speech and gradually more and more refined. Distinguishing all speech sounds by ear is permissible for a child from the age of 2, which allows him to try to imitate these sounds. By the age of 3-4, he is able to hear the acoustic difference between his own, imperfect pronunciation of a sound and its pronunciation by adults, which makes him "pull up" his pronunciation to the model that is available in the speech of an adult.

The sequence of assimilation of various sounds in terms of its articulatory complexity is determined mainly by the capabilities of the motor speech analyzer, which in development somewhat lags behind the auditory speech analyzer. Because of this, the child, who already tends to distinguish by ear all the sounds of speech, until a certain age is not able to master their correct pronunciation. For this reason, at the age of one to two years, he masters the pronunciation of only the simplest sounds in terms of articulation - vowels, labial-labial consonants - *G, B, M*. It is from these sounds that the well-known first words spoken by the child consist.

At the age of 2-3 years, the pronunciation and series of articulatory comparative simple sounds are assimilated. These include vowels *AND, BI, Y*; labial-labial consonants *Φ, B*; simple ones begin from front-lingual sounds *T, D, H*; back- lingual *K, G, H* and sounds of the middle language *G ʹ, K ʹ*. Each of these groups of consonant sounds is characterized by the presence of common signs of articulation, which is reflected in the names of the sounds themselves (labial, anterior and posterior lingual). The appearance of sounds in children in groups is not accidental. For example, only the child can raise and press the tip of the tongue against the upper incisors, so all three sounds articulated in this way appear in his speech - *T, D, H*, the same applies to all other groups of sounds.

C, Z, C and hissing *Sh, Zh, Ch, Sh* sounds, which are much more complex in their articulation, the child masters at a later date, at the age of 3-5 years. Until this time, children, as a rule, replace these sounds with articulatory simple ones. At the same time, it is characteristic that as the speech apparatus improves, the developing sounds-substitutes gradually become more complicated. So, if at first the sound *T, T ʹ*, then a little later in this role we already see *C ʹ*, then *C* (soft consonants in children's speech appear after hard ones) and, finally, the sound *Sh*. thus, the word HAPKA at different age periods in the speech of one and that child will sound differently: *TYAPKA - SYAPKA - SAPKA - HAT*. It is important to note here that in all these cases we are dealing with a complete replacement of an articulatory complex sound with some simpler but correctly pronounced sound. Later, often only at the age of 5-6 years, the child masters the normal pronunciation of the most difficult to articulate sounds *P* and hard *L*.

By the age of 4, the child's active vocabulary reaches 1900-2000 words.

In the speech of children, the number of abbreviations, permutations, omissions decreases, words formed by analogy appear. It is necessary to teach children to use the stock of words they have, learned in everyday life, in the classroom, to teach them to correctly name the surrounding objects, their qualities, natural phenomena, to use words denoting temporal and spatial concepts.

As the demands on the part of adults are assimilated, the child masters the means of intonational expressiveness and begins to use them consciously. This stage is not limited by age, it depends on the teacher (14, p. 104).

The highest level is characterized by the transition from intonational expressiveness to linguistic expressiveness. The child masters the means of figurative speech: metaphors, epithets, comparisons for the figurative transmission of thought. This stage also has no specific age limits. The process of mastering sound in middle-aged children is complex, it is characterized by: instability of pronunciation, when in one sound combination the child pronounces sounds correctly, and in another - incorrectly. Typical "reverse substitution" of sounds or "reuse of sound". Some have an imperfect pronunciation of whistlers.

In the development of the sound side of the speech of children 4-5 years old, there is an inconsistency:

On the one hand - a special sensitivity, susceptibility to the sounds of speech;

On the other hand, the insufficient development of the articulatory apparatus.

At this age, the child develops awareness of his pronunciation skills. Under the influence of training, some children begin to control, correctly evaluate the pronunciation of their comrades and their own.

At the age of 7, the process of formation of sound pronunciation in children ends. Now all the words uttered by the child consist only of correctly articulated sounds, and in this respect speech does not differ from the speech of an adult. It is necessary to know the patterns of normal development of children's speech in order to be actively and correctly guided by this process.

The general culture of speech is characterized by the degree of compliance of the speaker's speech with the norms of the literary language. One of its sections is the pronunciation side of speech or its sound culture.

Sound culture is a fairly broad concept, it includes the phonetic and orthoepic correctness of speech, expressiveness and clear diction. Work on the education of the sound culture of speech includes the formation of the correct sound pronunciation, the development of phonemic perception, the vocal apparatus, speech breathing, the ability to use a moderate rate of speech and intonation means of expression.

The concept of sound culture of speech, the tasks of working on its education are revealed in the works of O.I. Solovieva, A.M. Borodich, A.S. Feldberg, A.I. Maksakov, M.F.

The education of the sound culture of speech involves:

- formation of correct sound pronunciation and word pronunciation, which requires the development of speech hearing, speech breathing, motor skills, articulatory apparatus;
- education of orthoepically correct speech - the ability to speak according to the norms of literary pronunciation. Orthoepic norms cover the phonetic side of the language, the pronunciation of its individual words and groups of words, individual grammatical forms. The composition of orthoepy includes not only pronunciation, but also stress, i.e. specific phenomenon of oral speech. The Russian language has a complex system of multi-place and mobile stress;

- formation of expressiveness of speech - possession of expressive means involves the ability to use the height and power of the voice, the pace and rhythm of speech, pauses, various intonations. It has been noticed that a child in everyday communication has a natural expressiveness of speech, but needs to learn arbitrary, conscious expressiveness when reading poetry, retelling, storytelling;

- development of diction - a distinct, intelligible pronunciation of each sound and word separately, as well as the phrase as a whole;
- education of the culture of speech communication as part of etiquette.

There are two sections in the sound culture of speech:

- i. Culture of speech pronunciation ;
- ii. Speech hearing.

Work should be carried out in two directions:

- development of the speech motor apparatus (articulatory apparatus, vocal apparatus, speech breathing), and on this basis the formation of the pronunciation of sounds, words, clear articulation;
- Development of speech perception (auditory attention, speech hearing, the main component of which is phonemic, pitch , rhythmic hearing).

The sound units of a language differ in their role in speech. Some, when combined, form words. These are linear sound units: sound, syllable, phrase. In a certain sequence, the combination of sounds becomes a word, acquires a certain meaning.

Other sound units, prosodemes are supralinear . These are stress, elements of intonation (melody, voice power, speech rate, its timbre). They characterize linear units and are a mandatory feature of oral sounding speech. Prosodic units are involved in the modulation of the articulatory organs.

Sound and word pronunciation) is of particular importance , since the most difficult thing for a child is to master the articulation of individual sounds (p , l, w, w).

Thus, the work on educating the sound culture of speech in the middle group is a step towards completing the formation of the correct_sound pronunciation, development of phonemic hearing, sound analysis_words and intonation.

Reference

1. Adkhamjanovna, K. M. ., Mirzakholmatovna, K. Z. ., Raxmonberdiyevna, T. S. ., & kizi, M. M. B. . (2022). Increasing Interest in the Lesson through Extracurricular Activities. *Spanish Journal of Innovation and Integrity*, 6, 256-261.
2. Akbarova, Z. A. (2020). LANGUAGE CONSCIOUSNESS AS AN OBJECT OF PSYCHOLINGUISTIC RESEARCH. *Scientific Bulletin of Namangan State University*, 2(6), 133-142.
3. AKBAROVA, Z., & ANVARXUDJAYEVA, S. (2018). About study the problems of speech habits. *Scientific journal of the Fergana State University*, 1(3), 118-118.
4. Alijon, A. ., Xoldorovich, S. Z. ., Abbosovna, G. M. ., & kizi, M. M. A. . (2022). Technology of Individualization of Learning. *Spanish Journal of Innovation and Integrity*, 6, 291-297.
5. Farkhodovich, T. D. ., kizi, D. M. S. ., & kizi, A. U. Y. . (2022). Critical Thinking in Assessing Students. *Spanish Journal of Innovation and Integrity*, 6, 267-271.
6. INTER, FIBER LENGTH IN. "An International Multidisciplinary Research Journal." *An International Multidisciplinary Research Journal* 41.43 (2017).
7. Jo‘rayev, V. T. (2019). The advantage of distance learning courses in the process of education. *Scientific Bulletin of Namangan State University*, 1(9), 220-224.
8. Jo‘rayev, V. T. (2020). The Role And Advantages Of Distance Courses In The Innovative Educational System. *The American Journal of Social Science and Education Innovations*, 2(10), 434-439.
9. Jurayev, V. T. (2020). PEDAGOGICAL SOFTWARE IN THE PREPARATION OF FUTURE TEACHERS OF INFORMATICS IN AN INNOVATIVE ENVIRONMENT. *Theoretical & Applied Science*, (4), 182-185.
10. kizi, O. N. K. ., kizi, B. M. U. ., kizi, S. Z. M. ., & kizi, K. G. T. . (2022). Education Creation Training Multimedia – Means. *Spanish Journal of Innovation and Integrity*, 6, 249-255.

11. Kochkorbaevna, K. B. (2022). FORMATION OF MORPHOLOGICAL COMPETENCE OF JUNIOR SCHOOLCHILDREN IN THE LESSONS OF THE NATIVE LANGUAGE. *Gospodarka i Innowacje.*, 22, 56-60.
12. Kochkorbaevna, K. B. (2022). The Role and Importance of People's Oral Creativity in the Development of Primary School Student Speech. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 57-61.
13. Kochkorbaevna, K. B. ., Pulatovna, N. G. ., & Nurmahamatovna, O. Z. . (2022). It in Individual Learning. *Spanish Journal of Innovation and Integrity*, 6, 284-290.
14. Kochkorbaevna, K. B., & Mamasoliyevna, I. H. (2022). About Methods of Teaching the Native Language. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 26-29.
15. Mamurkhanovna, D. B. (2022). THE CONCEPT OF "LOVE" AS AN IMPORTANT ELEMENT OF THE EMOTIONAL WORLD LANDSCAPE. *EPRA International Journal of Research and Development (IJRD)*, 7(5), 95-98.
16. Maxamadaliyevna, Y. D. (2022). USE OF PRESIDENTIAL NAMES IN UZBEK CHILDREN'S TEXTS. *Gospodarka i Innowacje.*, 22, 68-70.
17. Maxamadaliyevna, Y. D., & Matmusaeva, M. (2021). On Lingvofolcloristic Units. *International Journal of Culture and Modernity*, 11, 169-171.
18. Maxamadaliyevna, Y. D. ., & kizi, A. O. M. . (2022). FORMATION OF COGNITIVE COMPETENCE OF A PRESCHOOL CHILD. *Modern Journal of Social Sciences and Humanities*, 4, 53-57.
19. Maxamadaliyevna, Y. D., & O'ljayevna, O. R. F. (2020). Tursunova Dilnavoz To 'lqin qizi, Sharofutdinova Ra'noxon Shavkatovna, Ashurova Oygul Anvarovna. Pedagogical features of mental development of preschool children. *Solid State Technology*, 63(6).
20. Maxamadaliyevna, Y. D., O'ljayevna, O. F., Qizi, T. D. T., Shavkatovna, S. R. N., & Anvarovna, A. O. (2020). Pedagogical Features Of Mental Development Of Preschool Children. *Solid State Technology*, 63(6), 14221-14225.
21. Muhammadkadirovna, G. D. ., Abdulhamitovna, S. H. ., & Qizi, R. D. T. . (2022). The Role of Innovative Training Methods in Individualization Training. *Spanish Journal of Innovation and Integrity*, 6, 272-279.
22. Mukhtoraliyevna, Z. S. ., & Salimakhon, M. . (2022). Psycholinguistics and Neurolinguistics of Bilinguism. *Spanish Journal of Innovation and Integrity*, 6, 387-391.
23. Mukhtoraliyevna, Z. S. ., & Saminjanovna, M. S. . (2022). Formation of Future Primary School Teachers Skills to Use Project Activities. *Spanish Journal of Innovation and Integrity*, 6, 346-353.
24. Mukhtoraliyevna, Z. S. ., & Tavakkalovna, A. G. . (2022). History of Information Technologies in Education. *Spanish Journal of Innovation and Integrity*, 6, 359-363.
25. Mukhtoraliyevna, Z. S., & G'aniyevna, M. M. (2022). Oral and Written Forms of Speech. *International Journal of Culture and Modernity*, 13, 39-43.
26. Mukhtoraliyevna, Z. S., & Madaminkhonqizi, S. M. (2022). Methods of Mnemonics in Pedagogical Work with Elementary School Students. *International Journal of Culture and Modernity*, 13, 44-52.
27. Muxtoraliyevna, Z. S. ., & qizi, M. M. M. . (2022). The Concept of a Poetic Text and its Features. *Spanish Journal of Innovation and Integrity*, 6, 418-423.
28. Qizi, S. M. S., & Qizi, B. M. U. (2021). Dictionary in teaching vocabulary composition of language to junior school age students ways to work. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 1869-1872.

29. Rustamovna, U. N., & Toxirjonovna, M. O. (2022). Polysemy-Semantic Universal. *International Journal of Culture and Modernity*, 14, 11-15.
30. Toxirjonovna, O. M. (2021, October). SOZ TURKUMLARINI TASNIFLASHDA INTERFAOL METODLARDAN UNUMLI FOYDALANISH JARAYONIDA KOMPETENSIYAVIY USULLARNING QOLLANISHI. In " *ONLINE-CONFERENCES*" PLATFORM (pp. 219-224).
31. Valijonovna, K. I. ., Rakhmatjonovich, T. D. ., Mukhtoraliyevna, Z. S. ., & kizi, S. G. G. . (2022). Informational Technology at Education. *Spanish Journal of Innovation and Integrity*, 6, 262-266.
32. Акбарова, З. А. (2020). ИЗ ИСТОРИИ АНАЛИЗА ОТРАЖЕНИЯ МОДЕЛИ МИРОЗДАНИЯ В ЯЗЫКОВОЙ СИСТЕМЕ. In *НАУКА И ТЕХНИКА. МИРОВЫЕ ИССЛЕДОВАНИЯ* (pp. 4-10).
33. Акбарова, З. А., & Ёрмаматова, О. Ш. (2019). Табиий тил ва унинг функциялари хақида. *Молодой ученый*, (29), 164-166.
34. Зокирова, М. С. (2017). К вопросу о типах словосочетаний в разносистемных языках (на примере узбекского и таджикского языков). *The way of Science*, (2), 133.
35. Йўлдашева, Д., & Буважонова, М. (2019). БОШЛАНҒИЧ ТАЪЛИМДА ПРАГМАТИК ЁНДАШУВ АСОСИДА МАТН ЎҚИШНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ. *Scientific Bulletin of Namangan State University*, 1(12), 338-340.