

## THE DEVELOPMENT OF THE SPEECH OF A STUDENT - A TEENAGER

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### ABSTRACT

*This article reveals the development of adolescent speech during puberty, along with the development of memory, attention and thinking, a positive reflection on both the quality of assimilation of material when reading, and the success of schooling. The development of students' speech is carried out by setting the breath and training diction, as well as the conversation of a psychologist.*

**KEYWORDS:** *Physiological Development, Speech Development, Parents, Puberty.*

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### INTRODUCTION

With physiological development [1, 136 p] and changes in adolescence, the child realizes for the first time that speech determines cognitive development. It is teenagers who most often ask the question:

"How to write it correctly?",

"And what is the best way to say it?".

They become more sensitive to speech development at this age, and therefore in this period it is necessary to pay more parental attention to the development of their child. For parents, speech development exercises are recommended for developing classes for teenagers.

Speech articulation is an arbitrary movement that a child learns at preschool age. For the formation of speech articulation in the process of speech ontogenesis, the most complex coordination mechanisms of the central nervous system are necessary, which are able to regulate the specific precise work of the muscles of the articulatory apparatus that provide oral speech.

The nervous system, which ensures the operation of the speech apparatus, consists of central and peripheral parts. Peripheral nerves innervate the muscles of the speech apparatus. [2, 3 p]

Speech development and adolescent learning

The development of speech of adolescents, during puberty, together with the development of memory, attention and thinking, has a positive effect on both the quality of assimilation of the material when reading, and on the success of schooling. The development of the speech of schoolchildren, first of all, is carried out by staging breathing and diction training, as well as a conversation with a psychologist.

Performing simple exercises to train breathing and articulation apparatus improves diction, improves auditory attention, and makes speech clear, clean, firm and confident. The development of speech and articulation apparatus will help a teenager to clearly and clearly express his thoughts, easily read difficult-to-pronounce words, and actively replenish vocabulary by memorization, memory training, and thinking.

The second task and the main one, which is solved by the development of the speech of adolescents, is to increase the literacy of speech, reading, writing. The children are happy to play so-called "speech" or "verbal" games, developing verbal and logical thinking, which draw the child's attention to the structure of the word, the correctness of its spelling, the peculiarities of its use in speech, contribute to the "visualization" of the spelling of the word and increase literacy.

Thus, the development of speech of schoolchildren in adolescence solves such tasks as: the ability to speak and listen to the interlocutor, attention to the word in their speech and the interlocutor's speech, the ability to formulate their thoughts clearly and clearly, vocabulary enrichment and literacy improvement.

#### Development of the planning function of speech

It is necessary to take into account the speech peculiarities of stammerers from psycholinguistic positions, for them it is important both the choice of the semantic strategy of speech utterance and the selection of lexical units and grammatical constructions corresponding to the basic strategy of the utterance paradigm.

Thus, in the correctional process [2,34 p] it is necessary to include work on the development of the planning function of speech. It is customary to start such work by teaching stuttering people to pronounce statements about themselves. Internal pronunciation [3,157-159 p] makes it possible to select the necessary vocabulary and grammatical constructions before "turning on" the sounding speech, which organizes internal speech planning as a whole (including the motor program).

The exercises were compiled on the basis of work carried out with students who lag behind among their peers in the physical, communicative, educational process. The education of adolescence and the planning of speech utterance begins with elementary speech tasks. The speech utterance program is based on a speech sample proposed by a speech therapist using visual situational material.

As an example, the following exercises can be given.

#### Exercise 1

- (1) Confucius said that it is necessary to observe the rules that have been established since ancient times.
- (2) In China, when the head of the family became a decrepit old man, the household behaved respectfully with him.
- (3) Every morning all his sons and their wives came to him and asked if he had slept well, how he was feeling, if he was warm.

(4) The old man was led to wash, with the eldest son carrying a jug of water, and the youngest a basin and a towel.

(5) The Chinese considered longevity to be a great happiness, ..... they believed that wisdom comes with age.

Questions to the text:

1. Which of the following sentences correctly conveys the main information contained in the text?

1. Children in ancient China were very respectful towards the elderly.

2. Confucius said that it is necessary to observe the rules established since ancient times.

3. Respect for elders was considered a virtue in China.

4. Longevity for the Chinese is the greatest happiness, wisdom comes with it, so the Chinese honored old age.

2. Which of the following words (combinations of words) should be in place of the omission in the fifth (5) sentences of the text? Because, however, a, therefore. Write down this word (a combination of words). Find the main members of the sentence.

Performing each task, the student must read aloud, put emphasis, write out incomprehensible words, find them in the dictionary (translate). When performing tasks in stages, the student explains the performance of this task. At the same time, the teacher analyzes each answer, forwards the mistakes made, discussing with the student, makes it possible to complete tasks in several variants.

Usually, when learning Russian as a non-native language, mistakes are made when pronouncing double, soft, iotized vowels. When reading these words, the vowel "and" is read between a consonant and a vowel. For example: when pronouncing: ball- "мячик", meat- "мясо", ring- "кольцо", pronunciation of the word without a soft sign. etc. The teacher should clearly show on the transcription of these words how to pronounce these words correctly.

Exercise 2. Softening the vowels in front of the consonant. Read, stress, phonetic analysis of words.

- Minute. M - Soft, consonant. Softens it standing after the letter and.
- Comet. M - Soft, consonant. ...
- Orange. P - Soft, consonant. ...
- Quarantine. T- Soft, consonant. ...
- Grapes. B - Soft, consonant. ...
- Ring. L - Soft, consonant. ...
- Computer. P - Soft, consonant. ...
- Ball. M - Soft, consonant.

In complex psychological and pedagogical systems of adolescents in the rehabilitation of stuttering, several gradually becoming more complicated stages of the development of the planning function of speech are distinguished, which is realized on the material of conjugated, reflected, response-question, retelling, story, spontaneous forms of speech.

N.A.Vlasova distinguishes 7 types of speech, which, in order of gradualness, must be used in the classroom:

1. Conjugated speech,
2. Reflected speech,
3. answers to questions about a familiar picture,
4. Self-description of familiar pictures,
5. Retelling of the listened short story,
6. Spontaneous speech (a story based on unfamiliar pictures),
7. Normal speech (conversation, requests, etc.).

Conjugated speech is the utterance of a word (phrase) by a teenager simultaneously with a speech therapist. At the same time, the child is recommended to look at the articulation of a speech therapist. Usually, adolescents do not have convulsive stutters in the process of conjugated speech. The ability to pronounce a word, and even more so a phrase without stuttering, has great psychotherapeutic significance. The development of this type of speech takes place in a game situation, with the direct presentation of the so-called objects. The teacher, showing the picture, clearly pronounces: "Here's the ball, repeat with me -here's the ball." Gradually, the number of words in a phrase can increase to 4-5 or more.

Reflected speech is a repetition of words (phrases) following the speech therapist. In this type of speech, as well as in conjugated speech, as a rule, stuttering is not observed. During this period of work on the speech, a reflected repetition of small poems consisting of 2-4 stanzas is introduced.

Answers to questions about familiar pictures. The question is asked in such a way that the child can use in his answer the words that the question contained, adding only one well-known word to him ("Who is playing with a kitten?" "A girl is playing with a kitten"). Gradually, as the skill of smooth speech develops, the child's answers become more independent and widespread. This stage prepares the teenager well for the independent description of the pictures.

Independent description of images. Teenagers learn to describe familiar pictures, toys, objects, while enriching their vocabulary. They learn to build complex sentences independently. During this period, the process and result of the teenager's visual activity, a detailed description of each fairy tale hero, For example: the image of a chanterelle, sly, red-haired, clever, cunning behavior and wit, (reading Russian folk tales, etc.) is used to work on speech. In the dialogue, the teacher clarifies the student's activity process, the material he uses. If the child copes with the tasks, it is recommended to proceed to the discussion of the results of the activity. At this stage, the student independently builds a phrase. This type of speech exercises prepares the child to retell small texts.

At all these three stages, much attention is paid to the development and enrichment of the vocabulary of stuttering children.

Retelling of the listened small text. The stories offered to students should have a clear composition and sequence of actions. It is useful to play out the plot of the story with the help of words, pictures. One of the types of play activity of students can be a dramatization of the listened story. Special attention is paid at this stage to the correct grammatical formalization of the phrase. The retelling of the listened text is a transitional stage to the story and spontaneous speech.

Spontaneous speech is the most difficult for a student. Classes on the development of spontaneous speech are conducted in the form of plot-role-playing games. For example, a “vegetable shop”, where students are assigned different roles, thanks to which an independent dialogue is built.

At this stage, it is planned to use the student's independent speech when performing various tasks, and also independent dialogue games are introduced (for example, “Phone”, “Buyer and Seller”, etc.).

At the final stage of the work, students compose independent creative stories without visual material on the topic proposed by the teacher. These exercises on the development of speech were developed on the basis of work with students of grades 5-7.

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