

The Impact of Community on the Personal Development of Children with Speech Impediments in Preschool Age

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Abstract – The article is devoted to the community of children with speech defects and its impact on the personality of preschool children, it describes the specifics of the children's community, the formation of socio-psychological characteristics of the child in the process of teamwork. Factors of the effectiveness of the educational process in special schools will also be discussed.

Keywords – Team, Personality, Socio-Psychological Characteristics, Children With Speech Defects, Psychological Environment, Collaborative Activities, Play, Sense Of Friendship, Speech Defects.

I. INTRODUCTION

Caring for the rising generation, striving to bring up a comprehensively healthy, harmoniously developed person are the features of our national character. The fate of the work being done due to development and the future, its effectiveness, the achievement of the great goals before us depends on the growing generation. The goal-oriented formation of an enterprising, creative and communicative, highly responsible material and spiritual wealth-oriented, well-rounded person is primarily aimed at cultivating a high culture of discipline and behavior in every child.

At the present stage of socio-economic development of the republic, great attention is paid to the education of a harmoniously developed person. The potential of any socio-economically developed state is determined, first of all, by those who are able to meet the requirements of this state in a comprehensively developed way, with their intellectual and moral, socio-psychological aspects of development today and tomorrow.

At a time of globalization in the world today, social development shows a growing demand for the study of

factors that contribute to the upbringing of a harmoniously developed individual and its socio-psychological impact.

In the book of the President of the Republic of Uzbekistan Sh.M.Mirziyoev "Building our great future together with our brave and noble people" the most important issue for us is the upbringing of our young generation and children. We must never forget one fact: a parent, a child left out of society's attention, brings only anxiety to the family instead of joy and benefit. That is why raising children and working with young people must remain the most important and urgent task for us. ¹, This shows the essence of the issue and its urgency.

Throughout his life, a person is brought up in the family, in preschool institutions, general education schools, secondary and special educational institutions and universities, as well as in labor communities. The team requires a person to be a social activist who pursues a specific goal, to devote all his energy to socially useful goals. Respecting the opinion of the team, striving to be a

¹ Mirziyoev Sh.M. We will build our great future together with our brave and noble people. - Tashkent, "Uzbekistan", 2017. - 64p.

worthy person for the team is the hallmark of an individual.

The social education and upbringing of children with speech defects in preschool and early school age in educational institutions depends in many respects on their readiness for school education. While the parents or other family members involved in the upbringing of the child are in the home of the disabled child, they are considered to be the successors of the defectological work and under his / her guidance prepare the ground for all future educational work. Based on the fact that the child has a compensatory nature, the work on the development of spoken speech and the formation of communicative skills begins from the first days of diagnosis.

A group of children with speech defects in preschool age is characterized by its own characteristics, and its educational opportunities are also distinguished by its uniqueness. It is well known that the role of the social group of which a person is a member is invaluable in the development of an individual. Because the community serves as a school of preparation for social life for the individual. As a result of the influence of the community, the child develops socio-psychological characteristics. In particular, the influence of the team nurtures in them the qualities of obedience to their peers who are members of the team, purposefulness, willpower - patience, perseverance, endurance, tolerance, as well as honesty, diligence, friendship, humanity. Forming a children's team is a complex process that takes a long time. Initially, collaborative activities are mainly related to play, which takes the lead in preschool. The educator has a special place in this. Because the educator organizes the children's joint activities, that is, invites them to play together. So, at this initial stage of uniting children into a community, the educator is at the center of this unification.

As in any community, certain conditions are required to form a community of preschool children. These conditions may include:

- ✓ First of all, the presence of a warm psychological environment in the community of preschool education;
- ✓ Proper organization of children's lives in the educational institution;
- ✓ Toys should be suitable for the age, interests and quantity of children, taking into account the impact on the mental development of the child;
- ✓ In the organization of classes to pay attention to the education of children in mutual understanding, care, community, humanity;

- ✓ Involve children in activities that are fun for them;
- ✓ Establishing a strong family connection with the educational institution;
- ✓ Ensuring the teaching of moral norms and rules to children with speech impediments in the educational process;
- ✓ Creating a positive atmosphere of goodwill in the children's community, group, a healthy psychological climate by the staff of the educational institution.

These conditions can be created in a variety of ways. For example, celebrating children's birthdays in a special preschool brings sincerity to a traditional relationship. The educator takes advantage of every opportunity in daily life activities to ensure that children respect and care for each other and form a benevolent relationship. In dressing and undressing, the educator teaches the children to turn to their peers for help and help. Relationships between 5 and 6 year olds become more complex. Through this work, the educator helps children to organize their joint activities, making them more independent.

If the educational work is properly organized and carried out by the educators in the institution, all these qualities will be formed in a large group of children. Children learn and learn the rules of ethics that should be followed in public places, and adults try to treat all their peers with kindness and courtesy.

In order to cultivate a sense of friendship between the children's team and the children in that team, the coach needs to identify each child's capabilities, their individual-psychological characteristics, and their place in that team. It is necessary to teach children to work in a team, to take into account the opinion of the team, to teach them the concepts of helping each other when working in a team.

Training can be used in the formation and development of interpersonal relationships in children with speech defects in preschool age. The purpose of the trainings, which are organized to develop interpersonal skills, is to teach them to resolve conflicts and problematic situations that arise in the process of communication. As a result of these trainings:

- ✓ Development of attentiveness, observation, mutual respect and mutual understanding in each member of the group;
- ✓ Learns to distinguish between verbal and nonverbal communication of the partner, that is, the participants learn to read and analyze the behavior, position, gestures that do not correspond to the words of the

partner in communication;

- ✓ Learns how to communicate with the interlocutor in different situations;
- ✓ Develops the ability to behave in conflict and conflict situations;
- ✓ Learns to better understand the situation of others, their own situation, as well as interpersonal relationships in the process of interaction;
- ✓ The formation of the child's self-awareness is achieved in the process of interpersonal relationships;
- ✓ Learns to understand the emotional state of himself and his interlocutor, to reduce emotional tension in himself.

It should be noted that not only the method of training, but also the personal position of the trainer is one of the leading factors in the organization and conduct of this process.

The effectiveness of the educational process in a special school is determined by the level of readiness of the child. During the preschool period, the child's vocabulary should be constantly enriched. At the same time, the main focus is on the gradual acquisition of ways to express themselves in children with developmental disabilities.

For example, in the learning process, pictures can be used to teach the use of words that indicate the size of the subject. First, the child is shown and explained similar objects of different sizes. For example: "big - small ball, big - small closet, big - small house". The child learns the words "big" and "small" in the process of building a pair of large and small objects.

It is also possible to use similar objects of different colors, their pictures, in order to teach color names. It is also effective when working with colored pencils.

Knowledge of the properties of objects is not suddenly acquired by children with developmental disabilities. It is known that the properties of an object are closely related to the object itself. Because he does not have enough speaking experience, the child has difficulty understanding that differences between the features of the subject will also affect its naming. Often they confuse these concepts with each other. For example, "shirt" instead of "red", "ball" instead of "round", "candy" instead of "sweet" and so on. In order to prevent similar errors, you can first display the same objects of different colors (for example: balls, cubes, pencils), and then different objects of the same color (red

balls, red cubes, red pencil).

In such cases, the child is given tasks such as "Show the blue pencil", "Give the blue pencil", "Put the blue pencil", then "Show the blue pencil", "Show the red pencil", "Take the black pencil", assuming that the child learns the color names. Encouraging a child to approach an adult with a command allows them to master both color names and their pronunciation. When working on the properties of objects, the concepts of length (long - short), width (wide - narrow, high - low), thickness (thick - thin), depth (deep - shallow), weight (heavy - light) are similar to the objects in the above order. can be mastered by comparing aspects of the difference.

Overcoming children's speech defects and developing their speech is done through regular practice on the child's speech. Although the education of children with special needs is carried out systematically in special institutions, the family plays a key role in the education of such children. Parents, in cooperation with educators, must find ways to teach and educate the child, to adapt him to society, to correct his shortcomings as much as possible, regardless of the child's condition.

II. CONCLUSION

Thus, creating a positive environment in the community in the formation and improvement of positive interpersonal relationships of children with speech defects in preschool age; raising children in a children's community; formation of positive moral qualities of the child based on human values; development of activity, independence and positive behavioral skills in the child from an early age; The effective and correct organization of cooperation between the family, preschool and psychologist is important.

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