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Development of non-standard thinking in psycholinguistics: Creative thinking and creativity

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Abstract

Speech is one of the most important tools for the full development of a person. An understanding of the surrounding people's speech and the child's active speech are essential in any pedagogical process. Language is an integral part of our lives. The language of science is one of the criteria of a certain level of science. Language is connected with thinking and it is his weapon. Language lets you plan mental activities; in this process the task of managing the behavior of one's tongue is the most important task of language. The language has appeared because people need communication. Linguistic sciences are widely used: psychology, psychology, medicine, engineering, aviation, space, judicial psychology, and so on. In this article, we aim to clarify the phenomenon of psycholinguistics on spelling activities, on the basis of which cognitive science fields, creative thinking, creativity and their expression in speech, language and thinking.

Keywords: psycholinguistics, speaking activity, creativity, divergent, nonstandard, creative thinking

Introduction

According to E. Tikheeva, "mother tongue should be the basis of education, which is indefatigable and comprehensive." Timely and sophisticated speech is the most important and precondition for the emergence of psyche in a child and its subsequent development. At the right time, it means that the child begins with the early days of birth, which means that it is enough to have enough language material and to use the full potential of the child at the age of the child trainings. "This" decisive "developmental stage of speech is the first three years of child's life: the anatomical ripening of the brain's speeches at the end of this term will largely end, the child will develop the basic grammatical forms of his native language and form a great word stock. If he did not give enough attention to the baby talk in the first three years, then he would have to do a lot of work to fill his place in the future. " Just like the tongue, the thinking that develops and develops throughout a person's shared workplace is the opposite of everything he has to do. Thinking, on the other hand, reveals the ability to think. Thinking is the highest form of human activity. Things and phenomena, which are indistinguishable from intuition and perceptions, are consciously reflected in thought. There is a thought in the thinking process, which can occur in the form of judgments, concepts, and conclusions in the mind of the human being. The strong link between language and thinking is due to the need for people to produce productivity, to exchange ideas and to work together. Though language and thinking can not exist without each other, they are not exactly the same.

Thinking is the object of lens, and the tongue is the way to express, strengthen, and convey it to others. The word and the concept are interdependent.

The principle of the interconnectedness of language is crucial for children to develop a system of teaching their mother tongue, and to establish a demand for interdependence between education and teaching.

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Intellect, that is, the ability to perceive the outside world with memory, imagination, fantasy, thinking, and speech, is an important feature that divides man from the animal. And intellect and speech appear in the human child at the age of first, and it is rapidly improving only when the teenager and the young man do not just develop their organism, but also the human speech.

Creativity is the ability of this person to create new ideas, to deviate from the traditional patch of ideas and make original, original decisions.

Theoretical background

For the first time in this term, D. Simpson described in 1922 as the non-standard way of thinking. In the field of creativity study in Russia, A.Matyushkin, A.V.Petrovskiy, M.G.Yaroshevsky, V.N. The scientists like Druzhin have been working.

There are three theories that explain the relationship between intellect and creativity in psychology. D. Veksler, G.Ayzenk, L.Termen, R.Stenberg and others consider intellectual and creativity as a unit of high level of human abilities. Intellect is the highest stage of cretinism. It means not only that they are in union, but also creativity is the product of intelligence. High intensity is the basis of a high level of ability. Sub-intelligence is a sub-intelligence. Gans Ayzenk considered creativity a kind of skill. Creativity is defined by the high intellect.

Intellect is the adaptation of humans and animals to a new environment. V. Shterni, J.Piaje, D. Veksler and other authors regarded the idea as a general ability to adapt people to new living conditions. In their research, thousands of American schoolchildren studied the logityood method. At the beginning of the research, IQ (intelligence coefficient) was detected. Students were divided into groups according to the IR curve, and were traced back to 30, 40, 50.60 years. Over the years, those with high intellectual coefficients have shown high performance in life and activity. Experts with low IQ coefficients, in contrast to them, achieved 30 times less.

But other studies have shown that intelligence and creativity are not interconnected. Creativity is not a person's adaptation to life but a change of it. There is also a theory that the main factor of creativity is that it is human degeneration - that it can not be adapted to the environment and social environment. Some scholars have described human creativity as being free from external influences and human beings. A person who can not adapt himself to the real world begins to create creativity and to overcome his loneliness. A.Adler considers that creativity in human beings is a means of replenishing the existing incompleteness complex. Empirical research shows that creatively talented children face severe personal and emotional challenges. In studies, we can see that the results of these children's activities in schools are less likely to be.

Another scientist who contradicts creativity and intelligence is J. Guilford, who builds his theory on two different perspectives. That is convergent and divergent thinking. The convergent thinking is to analyze all the available means and to choose the only acceptable one. Convergent thinking is based on intellect. Divergent thinking is a type of thinking that creates different options for solving the problem. Divergent thinking is based on creativity. Thus, intelligence and creativity are two types of disadvantages that can be attributed to the process of data processing. Creativity is

responsible for the reproduction of existing information and creation of an infinite new model. Intellect is responsible for applying the information in real practice and adapting to the environment. Third, they look at two different factors, which are interconnected with intellect and creativity. The psychologist, personally oriented, A. Maslau and others did not recognize the creative ability. Creative activity creates some personality (interest, risk), depending on the skill of a person. But in order for this activity to be manifested, a person must have a high level of intellectual abilities. They think that a person with a lower intellect will not have any creativity. Medium creativity in Mediterranean intellectuals, people over 120, with IQ coincidence, have excellent creativity.

Let's analyze the relationship between intellect and creativity in the point of evolution. We see the Intellect as a flexible capability, which has been put into the mold and does not create great discoveries. Intellect only refund. According to psychologists, this idea is wrong. The reason is that the theory of evolutionary development emphasizes that human development is a major factor in the development of anthropogenesis. Examples of this are the use of firearms and weapons. It is adapting to creativity, creativity, originality, creativity, creativity, creativity. Who first created the great discoveries, arrows, and who invented the idea of using fire? Intellectual or Creativity? If creativity is concerned, then where did the intellect go? Thus, such comments reduce the intellectual role in the creation of human technical and scientific progress.

It is well known that some people have a clear understanding of human sciences in the field of science. We have observed that the artist with a higher level of talent is confused by simple mathematical samples and that the magnificent mathematician has less artistic abilities. Can we say that these people are smart?

Main part

Spirman believes that people have a common intellect. He thinks he has the ability to distinguish people from one another. Spirman has developed a factor analysis, a statistical procedure. It describes the interconnection of the associated elements. The spirits say that the total amount of skill is dependent on our mental conduct. So far, Spirman's theory of general intellect, that is, the theory of unilateral intelligence, has caused many dissatisfaction. In contrast to Spirman, Terstoun introduced mental abilities through 56 different tests and 7 clusters. Terstoun did not score people on a single scale. He believes that if the person successfully solves all the issues in the cluster, he will achieve similar success in all other areas. They compared mental ability to physical abilities. He believes that the world heavyweight champion can also be a good figure of sport. Because physical training in it allows this. Satosi Kanadzava (2004) sees the common intellect as a type of intellect. The common intellect can help us solve problems in daily life.

By the 1980s, there was a comparison of Spiremennig's single theory of intelligence and the theory of Therapeutic achemical capabilities. In their view, if one is successful in a cognitive area, he will achieve similar success in other areas. The key factor in adapting to life is not the general intellect in which the individual is, but in time, the abilities begin to influence one another. X.Gardner regarded the intellect as a combination of some capabilities. He spent his research in low-income people. The injury to the brain may

put an end to the abilities, but might consider leaving the remaining abilities.

Gardner, who has spent some of his research on physiologically induced speech, especially in speech centers, has seen lower scores of intelligence tests. Some of these syndrome representatives did not develop speech. However, they have the ability to calculate multiplication as fast as an electronic counter. Some have known the dates of a historic day. Owners of such syndrome have been able to succeed even in virtuous creatures. Using the above facts, Gardner came to the conclusion that there were several different consciousness, not intellect. Generally speaking, a person has 8 different capabilities. If the person achieves success in some area, he says that he will achieve good results in the remaining areas.

R. Steinbeger, R. Wagner, joined the idea of Gardner But the individual analyzed the mind with three different factors:

1. The existence of academic skill in solving the problem. These skills are evaluated by defining the only correct answer in mental tests;
2. Practical Intelligence will help you to choose from a wide range of problems in adapting to the environment in everyday life;
3. The problem of creativity, which is the highest form of independent thinking, has been studied extensively in foreign psychology, which is largely interpreted as creativity. We use the term "creativity" so that we do not use this definition as "creative" ("create" - English, "creativity"), and that creativity is not a high level of intellectual activity. The problem of creativity in psychology has been consistently studied since the 1950s. However, in our research, we have termed the word "creativity" in Uzbek as conditionally as "mental creativity" and we have to learn it as a psychological basis for independent thinking. So in the future, when thinking about intelligent creativity, the idea of non-existence, its independence and "creativity" is implied.

There was an inadequate link between creativity and traditional testing of the mind and the success of solving the problem. This quality assumes that the essence is dependent on the intelligence, the ability to use the fast method and the ability to use different methods.

- a) In 1962 J. W. Getzels and P. W. Jackson published in the press that there is no connection between the indicators of intellectual creativity. They just introduced their coefficient (Sr) to measure creativity. The mental talent is measured by the amount of success achieved in the child's age and is determined by the IQ coefficient. The ability to distinguish IQ and Cr coefficients was a factor contributing to the logic of intellectual creativity. That is why in the 60's of the 20th century more than 60 definitions of creativity were developed. By analyzing the definition of creativity, it can be divided into 6 types: a) gestalt definition (the creative process is described as breaking down gestalt, creating a better one), an innovative (new) definition aesthetic or expressive (emphasis on creativity), psychoanalytic (creativity is defined as the relationship between "I", "I" and "Ideal - I").); problematic (which defines creativity as a process of solving a problem, which can be summarized by JP Guilford's definition of "creativity is a divergent process of skill"), the sixth type may include different definitions that are not included in any

of the types described above (for example, filling the knowledge base "universal").

- b) It is difficult to evaluate the content, essence and structure of definitions related to the term "creativity" that we have accumulated in the present. The researchers argue that "understanding creativity requires creative effort. One of the authors of recent studies has described creativity as "something that is important and new," or "in other words, these people's efforts to change the world." One of the most prominent researchers of the XX century, M. Vallach [10] stated that intellectual tests were not interconnected with the high achievement of creative achievement. Because of the diverse intellectual and creative nature of students aged 11-12, it is divided into 4 different groups:
 - c) Students who have achieved a high level of intellectual and creative self-esteem are rightly self-centered, they are interested in all new things and are independent in their evaluation;
 - d) b) those with a high level of intellectual and creativity who are at low levels of student intent on achieving success in school but hide their secrets and diminish themselves;
 - e) c) those with a low intellectual level and creativity tend to differ from others with anxiety, neglect, low social adaptation;
 - f) d) The intellectual level and creativity are easily adapted to the situation, and the social-intellectual level is high, but poorly-labeled companies are rightly valued.

Thus, the relationship between creativity and intellectual level affects the personal qualities of learners and their adaptation methods. According to Steinberg and Gardner, a few skills can be successful.

One of the criteria for creativity is non-standardity. As EP Torrance points out, the unique and original answers do not always match the essence. Often, there is a mixing of the content of the concept unreasonably: the creative ability is considered to be the same as non-standard, originality is interpreted as unique by the unique answers in the probationist group. Nonstandard is originality (the concept of wilderness).

Discussions

The second criterion is understanding. In this case, it is understood that the tester understands the problem. Intellectual tests require convergent thinking from the individual. Creative tests require divergent thinking. Creativity is creativity, which at the same time creates new and valuable ideas.

Sternberg and his colleagues developed five components of creativity.

1. Multipurpose knowledge of the person. The knowledge we gained was the basis of our many ideas. The more we have worldly knowledge, the greater the number of blocks in our minds. The more we learn to solve life's problems, the easier it will be to resolve it.
2. Lets see, re-create, and reconnect imaginary thoughts and events. We imagine the key element of the problem and take it to a new level.
3. Risk - Looking for new impressions. This can be seen in two ways. That is, the first one can be seen as a decisive step in overcoming the problem and

overcoming the problem. People with such traits are likely to have a new experience rather than return.

4. Internal motivation creates a sense of excitement and satisfaction in dealing with complex issues. The creator does not think about the duration of the issue, the revenue generated by it, and the bidders. The main focus of attention is the feeling of satisfaction and stimulus in solving the problem. When asked by Isaac Newton, "How did you handle such complicated issues?" He replied, "I thought about this problem day and night."

The creative environment helps to support creative ideas. Positive relationships with and co-operation with colleagues serve as an impetus for the development of individual ideas. However, it must be noted that in some studies, the negative impact of the social environment on the individual has also been observed. For example, American students have been assigned to write essays. They have been warned that their essay will be tested by their classmates. The other group was just writing essay. The findings indicated that the group was notoriously compromised. In this case, we can clearly see the negative impact of social media on creativity.

Nancy Kantor, John Killstrom introduced the idea of social intellect beyond the academic intellect. Social Intelligence - is to understand and overcome certain social situations. S. Eppstein, P. Mayer, also agree with this idea. Why do academic talented individuals face the challenges of finding a place in society, achieving family happiness, and achieving any success? S. Epstein, P. Mayer, believes that the most important part of social intelligence is emotional intelligence. That is, it is the ability to perceive, express, understand, and manage your own emotions. Conscious, emotionally mature individuals are self-conscious. These people are the ones who can not overcome the depression and emotions.

The study of the emotional intelligence was also investigated by E.Torndayk, Golman and other scientists. Dj. Mayer, P. Solovey, D.Krauzo developed tests that investigated the four components of the emotional intelligence included in the skill. These are:

- Accepting emotions (identifying them from a human face)
- Understand emotion (telling them to change)
- Emotion management (knowing which emotion is best)
- Ability to use emotions in a flexible and creative way

If a person has a high intelligence coefficient, but the emotional intelligence of a person with a head injury is reduced. Neurologist Antonio Damasio has experimented with Elliot, a patient with brain cancer in his own experience. He has surgically removed the tumor in his patient. He did not notice any emotions on the face of his face during the hours he had been interviewed after the patient was healed. Elliot showed pictures of various human casualties and various human trafficking. Elliot knew he had no feeling and could not describe it. He knew that he could no longer feel anything. As a result, Elliot lost his job and his family. It does not resemble her. Elliot lost his position in society and failed.

But some scholars believe that emotional intelligence is far from intellect. But it should be noted that the emotional intelligence activates the desire and interest of us. It forces you to think less about the meaning of the problem. This

process is important for creativity. Does Intelligence Depend on Cerebral Hemispheres? When investigating this issue, Byron discovered that the weight of the Beethoven's brain was significantly worse than the normal human brain. There were also opinions that those who are ill are brain-resistant, with high intelligence. But, unfortunately, some scholars have discovered that the intestine's brain is much lower than normal humans. On the contrary, some criminals have the weight of their brains as if they were Byron. However, later, MRI shows the relationship between brain and brain when analyzing the brain. The high intellectual level has determined not only its weight, but also its dependence on the activity of the frontal and parietal moon. Einstein and Canadian brain have found that there is almost no difference between their severity when examined. But Einstein's brain had a 15% higher than the Canadian brain. The lower part of the brain is responsible for mathematical and spatial data. On the contrary, Einstein's brain was found to have lower activity areas. Therefore, Eterne and other physicists could see the slowness in speaking and learning. The first step in the history of Intellect's measurement was realized by English scientist Francis Galton. According to Galton, the character is inherited from generation to generation through heredity. He wanted to explain his mental abilities through heredity. Galton's research did not produce good results, and we can see that males are far superior to those of females. Although Galton's research has not yielded results, we recognize that he is the first researcher to identify his mental abilities. One more step taken by Intel to diagnose it was done by French scientist Alfred Bine. Another study was conducted in adult children. The intellect coefficient of children who are older in one environment has the same effect as the child. But as they grow older, this similarity is diminished. Research has shown that intelligence has lost its similarity over the years. In addition, child-adopted children are more similar to their biological parents than stepmother parents. The inheritance and social environment are interconnected. He taught mathematical talent in a mathematical-oriented gymnasium, showing years of success in checking his data. This is because both hereditary and social factors (ability + education). So, our genes shape our environment, and the environment shapes us ourselves.

J. Mac-Wicker studied at Tehran's low-income orphanage. Many have found that 2-year-olds cannot independently sit, and that 4-year-olds cannot walk. The harvesters did not pay much attention to the crying of children and their obstinacy. As a result, these children were "passive" and were left out to be inferior children with no need for environmental impact. Deprivation conditions were exacerbating birth defects. Hant created a program called "Training Human Capabilities." Throughout the program, Tutant trained educators to work with children playing games. In the study, 11 children were selected. It has been found that they have started to pronounce up to 50 words in the age of 1 to 11 months. As a result, those selected children grew up to be very developed children. In this context, we can say that the role of environment is also important for the formation of mental abilities. In the initial stage of human development, the hereditary factors appear to be more advanced. However, over the years, the environment has a major impact on the development of mental abilities. Its subsequent development or depletion will remain environmentally friendly.

There are sex differences in mental ability and we can see that women's memory is stronger than men. In men, mathematical abilities develop well. When we pronounce the word of intellect, we consider it to be measured by tests. But how realistic are these tests. How much do we trust them? We can see that the questions of these types of tests do not take into account the speeches of the representatives of all levels. He even mentioned that Alfred Bine needed to work on an analysis of his own intelligence tests. The reason is that the results of these tests are far from reality. Moreover, such tests are aimed only at researching one aspect of the intellect. It was observed that the results of those with high emotional and applied intelligence do not show good results in these tests. However, the IQ coefficient has not lost its significance at present.

If adults around the child are trained to speak correctly from the cradle, then this child develops intellectually, in which the ability to imagine, to think and to imagine; at every age, this capability improves. Together with the development of the child's intellect, his emotional and will also improve.

Language is an integral part of our lives, and we regard it as something that must be left alone. What is the language itself, how we talk about it, and we do not think much about how to learn how to talk. Everyone knows that language is a special science, and its name is linguistics. Despite the fact that this science is rapidly developing and, undoubtedly, has achieved remarkable progress in this regard, it is evident that we now know very little about the language that human beings are and which cannot exist as a member of society we are.

The question is: is it necessary to study the language at the moment when many tasks are to be addressed immediately before the people? Do you have the power and spending experience to study the secrets of language? Often, linguistics is a second-level science fiction and now it is more important for humanity to develop other subjects such as physics, chemistry, astronomy, and medicine.

While we are talking about the importance of developing other subjects, let's answer the question if language can have any impact on the development of natural sciences. The language and theory are now at the center of the methodological problems of contemporary science, because "the theory of generalized knowledge and the starting point for the formation of knowledge is formed in the language, which gives the language a special place in the process of learning, opens up new scientific horizons in front of science, and forces him to quit the corner from a peaceful and quiet place with his or her own humanitarian aspirations.

The language of science is one of the criteria of this level of science. The well-known physicist Dr. Geigenberg states: "One of the criteria for the ability to describe in the normal language for physics is the extent to which it can be reached in the appropriate field." One of the aspects of scientific and technical development is to popularize science, to introduce the general population to scientific achievements. The success of this work is related to the fact that scientific information is often explained in terms of how people understand it. And we face language problems in this place.

It should not be forgotten that the natural sciences have a huge place in the development of humanity, our everyday life, and still the most interesting, complex and unexplored nature of nature is man. Therefore, in recent years, much

attention is paid to human sciences, and above all, to psychology.

The word "linguistics" is often used in the same sense as "grammar", and learning the language in the same way as learning the suffixes, additions, rules of the tour, and so forth.

Of course not. Modern linguistics is a multidisciplinary science, some of which are connected to psychology. Linguists are now developing different views on the language: they are now regarded not only as a system of historical development, but also as a separate activity of a person, not only as a set of words and rules of their application.

When we use the word "tongue," we mean two things - language and speech. The first of these differences was the Swiss scientist, Ferdinand de Saussure, who opposed the speech, which was very important for the further development of linguistic science because "we separatism from the individual through the separation of language and speech. In other words, this is the differentiation between the joint exercises by all the people who speak a language in a special way by a person.

For us, these differences are important, because we speak about language as well as speaking (speaking child speech, for instance, rules and methods of language system). Over the past several times, it has been repeatedly attempted to introduce different conceptual systems. One of them belongs to the well-known Soviet-era linguist LV Herba. It focuses on theoretical knowledge (generalizing psychological and psychological consciousness), the language system (generalizing the rules out of the whole) in the theory ("speaking and understanding events in a particular era in a particular social group") and language material (speaking activities). The latter case is termed LV Harber as a "common sense of speech and understanding." LV Harber's three-member system was perfected by the Soviet-era linguist A. Leontev. Aalenontev speaks of "speaking ability" - a language system that speaks the language of the person who speaks the language, the language process, the speech itself, and the language standard - the language as an out-of-the-box system. Thus, apart from language and speech differences, he has also highlighted something that exists in the mind of the human being, allowing him to use the tongue, to speak, and to understand the spoken words (speaking ability). This is a mechanism to engage in speech activities.

Recommendations

Typically speaking activities are divided into four categories: reading, writing, listening, listening. They are intertwined in pairs and are intended to implement the language system

Another feature of human being is its own human need, which is the need for communication with other people, "the need for emotional communication." (K. Obuhovsky). It was because of this need that the language originally originated. The need for communication is always the result of language acquisition. The reason for the child's learning is that he is allowed to work with adults, and for this he needs to understand what the child is saying to him and to speak for himself. It can be said that "the three qualities of the tongue" (the combination of experimentation and synthesis - to think about - to communicate). Language research is of great importance in solving many of the most

pressing practical tasks, independent of general interest. Some of these functions are derived from the above-mentioned tasks of the language - with the help of a language, to make human experience more accurate, to use language-expressing cultural norms to have a stronger and stronger regulatory impact on one's behavior, It is important to explore the language so that the dialogue (for example, in the field of social relations) is more successful. There are also other practical issues directly related to solving language problems that are solved. Psychology, theory of management, and social sciences gained a range of linguistic functions. In particular, the study of psychological processes involves the study of the initial vocabulary processes. How the development of ideas, how to solve intellectual and practical problems, how the child adapts to an environment (a material and a social environment) - answers to these questions require learning not only the subject matter, but also the essence of the speech. Communication and management are another major aspect of linguistics. Propaganda and advocacy (regardless of whether it is direct communication or through the media) is essentially the use of language to influence the human psychic world. In order to be able to influence language effectively, it is important to know the mechanism of this effect and its own speech mechanisms. True linguistic tasks can occur, for example, in the intelligent organization of the operation of the operator, which communicates with words, such as aircraft, spacecraft, and so on.

Another aspect of using linguistics is the aphasia that is the focus of speech disorders, caused by brain injury, injury or injury to the brain. The diagnosis and treatment of these disorders depend largely on the changes in the patient's speech. It is necessary to formulate specific language features for the abnormal speech, which requires the help of the physician-aphasian linguist in this place. Corruption in the situation is not the only language that can help the human condition assessments. In some cases, people who have been well-trained (in the times of psychological distress, cramps) do not experience any defects in physiological parameters. However, their speech changes as difficult as a specialist does not understand. Often, only language proficiency can testify to this.

As mentioned above, the language is directly related to the processes of learning and, moreover, the level of language development directly depends on the overall level of mental development. Therefore, a special study of the child speech can help identify defects or progress in mental development, even if this type of other investigation fails to identify these deficiencies.

Conclusions

Linguistics can also help the criminals. For example, finding a criminal on a piece of speech (written or oral), exposing the guilt of his instructions (deliberate speeches can be made by someone who does not have a specialist). And finally, the traditional practice of linguistics is to teach foreign languages. Without a detailed description of the language, it is impossible to speak the language and its speech. Contemporary linguistics is not only the language of the current language, but also the language of speech, the study of the person who speaks. As a language study, it is a rapidly developing science-psycholinguistic science that has become an integral part of engineering, aerospace and space psychology, is used to detect and treat various speech

deficiencies that can be used to study the problems of children's speech, psychology and criminalism. Is important. Developing speech, especially for children of small children, is a complex psychic process at all.

At the third stage of the Speech Development, its subject matter (lexicology and grammar) is closely linked to the needs and content of the child, which interacts with the adult, changing the communication function of the child. This leads to the development of new, more complex and comprehensive aspects of speech. Speaking in a child's spiritual setting plays a key role in enhancing the role of factors and factors that contribute to the development of the child at different stages. The issue of the driving force of speech development is also of special importance because of the rapid and sudden fulfillment. Determining the forces that encourage or encourage children's speech is a key to pedagogical efforts, with a clear objective in this process.

Developing the speech of preschool children is a complex psychic process, not just a child's imitation, but also because of the need for communication and communication in these children.

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