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THE ROLE OF COGNITIVE SKILLS IN SUCCESSFUL ACQUISITION OF WRITING

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ABOUT ARTICLE

Key words: Graphic motor skills, speech, process, development, graphic abilities, auditory perception, fine motor skills.**Received:** 09.11.2023**Accepted:** 14.11.2023**Published:** 19.11.2023**Abstract:** Topical issues of the development of graphomotor skills in children with speech disorders cover complex processes that show the importance of the development of graphomotor skills in preschool age in the success of children in the process of writing in school education, as well as the role of cognitive skills in the harmonious mastery of writing.

INTRODUCTION

At a time when the issues of effective preparation of children for school education are urgent in the world, a number of works have been carried out in this regard in our country. In recent years, a lot of attention has been paid to the preschool education system in our country, to fundamentally improve the level of preparation of children for school education, to implement modern educational programs and technologies in the educational process, to educate children in all intellectual, moral, aesthetic and physical aspects. All opportunities are being created to create conditions for development. Speech activity of a person is inextricably linked with all aspects of human consciousness. Speech is the psychological development of a person, it has great power in shaping him as a person. Under the influence of speech, self-awareness, different views, intellectual, moral and aesthetic feelings, will and character are formed. All psychological processes are voluntary and controlled by speech.

THE MAIN RESULTS AND FINDINGS

Ontogeny of speech development, the child's speech is initially under the influence of adults and depends on the standard speech environment. Also, it is formed depending on the education and training that begins from the first days of a child's life.

Many psychologists (G.L. Rosengart-Pupko, M.M. Kolsova, N.H. Shvachkin, etc.) emphasize that speech is connected with all cognitive activities very early.

The words perceived by the child to a certain extent open the world of his perception and give the perception a meaningful character. As a result of this, observation of others, subject activity, thinking

improves. Speech thus plays a big role in the child's later life. Disruption of speech can affect its various aspects: motivation, programming, grammatical construction of texts and phrases, vocabulary, pronunciation of sounds and sounds, tempo and fluency. In addition to speech, children with speech defects also have disorders of general psychological development (N.S. Zhukova, V.I. Lubovsky, S.S. Lyapidevsky and others). shows that children's passive vocabulary is much richer than their active vocabulary, and they become active very slowly. They cannot use the existing vocabulary as a linguistic unit, they cannot perform operations through them. The limitation of the vocabulary affects other parts of the speech as well, verbs make up half of the subject vocabulary, the use of adjectives is limited. This limits the understanding of abstract concepts and the speech of others. Slow speech development, poor vocabulary, impaired grammatical aspects of speech, inability to understand focused speech, prevents the child from interacting with adults and peers, establishing full communication (B.K. Grinshpun, V.I. Seliverstov).

Most children with speech impairment are characterized by impaired cognitive functions, slow reception and processing of sensory and speech materials. Ye.M. Mastjukova's research shows that during the clinical psychological-pedagogical examination of speech-impaired children, cognitive impairment is observed in them not due to speech impairment itself, but to low work ability. According to scientists who have psychologically and pedagogically studied children with speech impairments of preschool age, in addition to speech disorders, all cognitive activities are impaired in them: attention, memory, thinking, imagination, will, imagination, intuition. and they manifest differently in different children. Disruption of these activities, like other processes, is manifested depending on the severity or severity of the speech disorder (N.S. Zhukova, YE.M. Mastjukova, T.B. Filicheva). Currently, dysgraphia, a specific writing disorder, is considered a language disorder, a disorder associated with the underdevelopment of language skills. In this regard, we will first of all consider the problem of the formation of language skills. Speech activity provides system-language ability, which is organized in functional stages, which allows an individual to express and generalize elements of the native language, to convert them into codes of internal conscious and unconscious language rules. The formation of language ability is the result of the development of speech activity in ontogenesis. In the process of development, the child establishes a connection between language symbols and reality. These relations develop as a result of the complexity and expansion of the range of communicative conditions and subject activities that serve communication. In psychology, language ability is considered as specific skills and abilities necessary for a member of society to understand and construct speech expressions in the context of communication, as well as to express and understand their thoughts, to learn the rules of the native language as an academic subject. However, M.K. According to Kabardova, Ye. V. Arsishevsky, under the concept of "language ability" it is necessary to understand the possibilities and abilities of an individual in acquiring language and speech, at the same time, the level of formation of skills and qualifications in acquiring language and speech is defined by scientists as "language competence".

CONCLUSION

Based on the above considerations, the following conclusions can be made:

Writing is a complex psychophysiological process, a set of signs belonging to a certain language. Also, it is one of the most important factors that ensure the child's mastery of the objective world. The theoretical analysis of pedagogical and special psychological, methodical literature showed the leading role of children's writing skills in their readiness for school education. Also, the importance of hearing,

vision, hand and finger movements in the development of writing skills has been proven by a number of scientists, and it has been proved that the frontal part of the brain is important in writing. This shows that the development of visual, auditory, and speech-action analyzers is important in acquiring writing skills. The main condition for acquiring writing skills is the development of graphomotor skills. In turn, graphomotor skills require the development of fine motor skills and kinetic-kinesthetic praxis of the hand. The underdevelopment of fine motor skills, in turn, has a negative effect on the acquisition of writing skills. The development of cognitive skills is important for the successful acquisition of writing skills. It is known that the cognitive activities of all children with speech disorders are impaired to some extent depending on the level of speech disorder. For this reason, it is necessary to develop all cognitive activities in order to successfully acquire writing skills in children.

Although various aspects of the development of writing skills of children with speech disabilities are studied in modern speech therapy, the topic of technologies for the formation of writing skills in children, taking into account the characteristics of the Uzbek language, shows its relevance.

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