

THE ROLE OF SPEECH IN SHAPING HUMAN CONSCIOUSNESS: A COGNITIVE AND LINGUISTIC ANALYSIS

International Islamic academy
The Faculty of Classical oriental Philology,
Associate professor of the department
Uzbek and foreign Languages,
Doctor of Philosophy in Pedagogy (PhD)
Shakhnoza Khikmatullaevna Akbarova
+99894 631 38 05 uzbeknoza@gmail.com

Annotation: *The article examines the intricate relationship between human consciousness and speech, delving into the field of psycholinguistics for insights. It differentiates between language and speech, exploring the factors that contribute to their development, such as sensory experiences, motivation, and cognitive processes. The article underscores the core tasks of psycholinguistics, including the communicative significance of speech, its connection to social goals, and the impact of human consciousness on these processes.*

Keywords: *Speech development, consciousness and speech, psycholinguistics, sensory perceptions, motivation, psychological processes, thinking and perception, sensorimotor skills, human brain, children's speech, language and speech interaction, speech activity.*

The relationship between consciousness and speech, as well as the impact of speech on consciousness, is a highly debated issue that has been extensively studied by both linguists and psychologists. In this context, it is crucial to consider the distinctions between the concepts of 'language' and 'speech'.

According to A.S. Ushakova, the interconnectedness of language and speech is essential for understanding the nature of language ability, the formation of initial concepts about the phonetic, lexical, and grammatical systems of

language, as well as for developing language acquisition skills in terms of its communicative function [1].

Building upon this idea, we can argue that the mastery of language's communicative function develops through interaction. This is achieved by cultivating speech. The fact that speech arises through speech activity, and activity is performed by humans, has led to the emergence of a new field in linguistics: psycholinguistics. Psycholinguistics is a field that develops at the intersection of linguistics and psychology, studying the content of speech processes, their communicative significance, the orientation of speech acts towards specific social and practical goals, and their impact on the addresser and addressee.

T. Sattarov argues that linguistic capabilities, including the formation and perception of speech units, the psychological states involved in expressing and understanding thought during speech, conditions, situations, influence, and the psychological states of the speaker and listener, should also be considered [2; 163].

Linguists A. Sodikov and A. Kholmurodov emphasize that psycholinguistics also scientifically investigates the formation of inner speech in human speech activity and its connection with external, or other, activities. Complex issues such as conveying knowledge and concepts about reality in human thought, that is, philosophical and psychological characteristics, to other members of society through speech and how this is achieved are precisely the problems of psycholinguistics [3; 198].

As is known, speech is also a function of specific areas of the human brain. Speech organs carry out the commands coming from the brain, and this process occurs together with various sensory and motor reactions. Therefore, special exercises to improve sensory channels and motor skills are extremely important in speech training. It is essential to remember the importance of sensory information and emotions in the functioning of the brain and the development of its mental processes, especially the formation of speech. Moreover, since impulses from all sensory organs converge precisely in the area of movement, it is also

necessary to pay attention to the training of muscle sensations. I.M. Sechenov emphasized that muscle sensations affect all sensations and intensify them [4; 18]. It is precisely for this reason that movement, interaction with objects, and a child's active play contribute to the development of their speech.

The word "sensor" comes from the Latin word "sensus," meaning "feeling," "perception," "cognition," and "ability to perceive." Thus, knowing reality begins, first and foremost, with perception and cognition. Through seeing, feeling, understanding, and experiencing, a person gains an understanding of the objects and phenomena around them. It is only on this basis that processes such as memory, thinking, and imagination are formed in humans [5; 72].

The great thinker Abu Ali ibn Sino expressed extremely unique ideas about human physiology and psychology. In his famous work "The Canon of Medicine," he noted that sensation is divided into external and internal types, and that the brain is the center of the nervous system, that a human consists of body and soul, and that the brain is the center that controls a person [6].

F.R. Kadirova, who was directly involved with preschool educational institutions, emphasizes the importance of developing a child's native language before teaching them a foreign language, as well as the fact that the language learning process occurs directly through sensory perceptions. By "studying" objects that correspond to words, a child understands the meaning and uses it appropriately. The child, relying on their sensorimotor skills, learns to express objects, their spatial location, actions, etc., through words. New words and their consolidation in the child's consciousness occur on the basis of five analyzers: sight, hearing, smell, taste, and touch, and they learn to use them correctly in their speech. As the child becomes familiar with words and consolidates them, the word that names a particular object first evokes in the child the sensations that they experienced when they first encountered that object.

The human brain, in computer terms, is a multiprocessor. While receiving information in a synthetic form, it simultaneously analyzes its sound, shape, color, movement, feelings, weight, volume, and many other aspects. It collects

"samples" of information, analyzes it, breaks it down into parts, and extracts meaning and content from a large amount of stimulating factors that come to it synchronously. The brain works simultaneously in many directions, levels of consciousness, intellect, and emotions. Therefore, emotions play a very important role in the process of information processing [8].

Thus, all mental processes in a human, such as sensation, perception, attention, imagination, and creativity, influence speech activity. Motivation is a powerful impulse that encourages a person to perform certain actions in a certain direction and helps them achieve their goals. Motivation is quite natural in a child who is learning a new world and a way of interacting with it - speech. The very reason for the successful mastery of speech in children is precisely this.

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