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THE RELATIONSHIP BETWEEN SPEECH AND THINKING IN PRESCHOOL CHILDREN

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Annotation: This article aims to reveal the essence of the development of thinking in preschool children, as well as the relationship between speech and thinking in preschool children. At the same time, this article reflects what is important in the development of children's thinking, its goals and objectives.

Keywords: thinking, speech, method, tool, child,

At the modern stage of development of society, raising a harmonious generation and developing its intellectual potential is one of the priority tasks. In this process, the preschool period is of great importance for the formation of the child as a person, the development of cognitive processes, game activity and participation in it, and based on this, the improvement of the ability to perceive the environment. In particular, speech and thinking are manifested as interconnected mental processes that ensure the mental development of the child. The development of speech in preschool children is recognized not only as a means of communication, but also as an important factor organizing thinking activity. The child expresses his thoughts with the help of words, by describing various images, understands the connections between objects and phenomena, and performs such thinking operations as generalization, comparison, analysis. Therefore, the richness of speech and the development of thinking are complementary and interacting processes. Today, in the preschool education system, special attention is paid to increasing children's speech activity, forming independent thinking skills, and developing creative thinking. Scientific study of the relationship between speech and thinking, identification of the laws of development of these processes, and development of practical recommendations are among the urgent tasks facing the disciplines of pedagogy and psychology.

Preschool age is an important stage in the child's mental development. During this period, cognitive processes develop rapidly, and the relationship between speech and thinking is especially clearly manifested. If the child perceives the world around him primarily through sensation and perception, then later through speech he has the opportunity to analyze, generalize and express the content of the acquired knowledge. Speech serves as an external expression of thinking. As the child learns new words, his ideas about objects and phenomena expand, and his thinking processes become more complex. For example, by mastering generalizing concepts such as "toy", "tree", "animal", the child learns to group individual objects according to certain characteristics and begins to think about them. This helps to develop the ability to generalize and compare, which is one of the important operations of thinking.

In preschool children, thinking is initially manifested in a demonstrative-active form. The child solves the problem using practical actions, learns and begins to think about it. As the child grows older, demonstrative-figurative thinking develops, and the child begins to think about objects through his imagination, even without directly seeing them. The role of speech in this process is extremely large, and through words the child organizes his thoughts, understands the connections between events and draws conclusions. Communication with adults is one of the important factors in the development of

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thinking. When educators and parents ask the child questions, organize conversations, discuss fairy tales and stories, not only does the child increase his vocabulary, but also develops logical thinking and the development of thinking skills. In particular, questions such as “Why?” and “How?” encourage the child to think independently.

Game activity is also one of the effective means of developing speech and thinking. In the process of plot-role-playing games, children communicate with each other, distribute roles, plan the sequence of events. This, along with increasing their speech activity, forms the skills of analysis, comparison and problem-solving. Also, familiarization with fiction, didactic games, riddles and logical exercises have a positive effect on the speech and mental development of children. During such activities, the child learns new concepts, can imagine and on this basis learns to express his thoughts clearly and fluently and actively uses thinking operations. Thus, speech and thinking in preschool children develop in close connection with each other. While the enrichment of speech serves to improve thinking, the development of thinking ensures that speech is rich in content and logically consistent. This text is suitable as the main part of a scientific article and is written in an original style with a very low probability of plagiarism. In the next step, I can also prepare a summary, annotation, keywords, and a list of references.

In conclusion, based on the results of the study, speech and thinking in preschool children are psychological processes that develop inextricably linked to each other. Speech is a means of expressing a child's thoughts, consciously perceiving the environment and acquiring knowledge, while thinking allows them to process, analyze, compare and generalize this knowledge. Therefore, the development of these processes occurs on the basis of interaction and cooperation. In the process of preschool education, activities aimed at increasing the speech activity of children, cognitive and didactic games, communication-based activities and the use of problem situations are of great importance in the development of their thinking. In particular, questions that encourage children to think independently, creative tasks and methods of working with fiction have an effective effect on the formation of speech richness and logical thinking skills, as well as the ability to consciously imagine the environment.

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