

CHARACTERISTICS OF THE DEVELOPMENT OF CHILDREN'S SPEECH

Azizova Shodiyona

*Student of the Faculty of Defectology at University of Information Technologies and Management,
Karshi, Kashkadarya, Uzbekistan*

Abstract

This article talks about the development of children's speech based on the speech of adults, as well as the issues of how the correct formation of speech depends on the speech of others, speech experience, correct speech environment and education.

Key words

correct speech, pedagogue, incorrect pronunciation, stages of deepening, prelingual sounds, studies, nasalized sound, echoic reaction.

A child's speech develops on the basis of adult speech. The correct formation of speech depends on the speech of others, speech experience, correct speech environment and education. Speech is not an innate ability, but develops in parallel with the child's physical and mental development throughout life. In order to study and understand speech disorders, it is necessary to know the normal development of the child's speech, the path, the specific features of this process, and the conditions that play a major role in the successful formation of speech. In addition, it is necessary to clearly know the period of development of the child's speech. This is necessary to know and identify one or another deficiency in the process of speech development in time. For example, 1 year old - he is not talking 4 months old. If the teacher knows when the first words appear in the normal development of the child, then they can feel whether the child is developing normally or abnormally.

It is also necessary to know the nature of the child's speech development, to make a correct diagnosis of speech disorders. Some specialists send a three-year-old child to a speech therapist to eliminate the defects in sound pronunciation. Is this correct? No, of course. Because even at this age, it is typical for a child whose speech is developing normally to mispronounce some sounds. This appearance is called physiological dyslalia, which means that the articulation apparatus is not yet sufficiently formed in children of this age. It is necessary to once again know the laws of the development of the child's speech in order to correct the correct and accurate educational correction work plan for the elimination of speech defects.

Authors describe the periods of the formation of children's speech in different ways, they name them differently and express the age limits of one of them in different ways.

G. L. Rosengrad - Pupko divides speech development in a child into two periods:

Preparatory period (up to two years);

The period of independent formation of speech. A. N. Leontev divides the formation of children's speech into 4 periods;

Preparatory period up to 1 year;

1. The pre-kindergarten period is up to three years;
2. Pre-school age up to 7 years;

3. School period.

Let's dwell on the full description of these periods. Thus, the first period is the preparatory period (from birth to one year).

A child makes sounds from the moment of birth. This sound consists of screaming and crying. True, this voice is far from human speech. But this scream and cry plays a major role in the development of 3 parts of the speech apparatus (breathing, sound formation, articulation).

After two weeks, the child begins to pay attention to the voice of the person speaking. He listens when you talk to him and stops crying. By the end of one month, it will be possible to soothe him under a soft song (Alla). Then he turns his head in the direction of the person speaking or follows him with his eyes. Soon, the child begins to pay attention to his intonation: he calms down when he speaks softly, cries when he speaks sharply.

Humming around the age of 2 months, pronunciation of syllables appears at the beginning of the 3rd month (aga - aga ta - ta ba - ba etc.). In this case, the combination of sounds is not clearly articulated.

We can get general information about children's stuttering from many dictionaries and from any literature on the development of children's speech. As far as concrete information is concerned, our helplessness in this matter is palpable. Until recently, the only paper with accurate and systematic observational data on the development of the deepening stage belonged to G. Goer (Deryagena) and A. E. Goer (1927). Only one child was observed. Therefore, it is impossible to determine how much or less all the revealed facts relate to the general laws in the development of the deepening stage, and it should not be forgotten that these facts also embody the individual characteristics of this child. Thanks to the research of A. D. Salakhova, we have at the same time materials obtained from five children as a result of systematic observations of the development of the deepening stage.

There are different opinions regarding the period of manifestation of the deepening stage: a group of authors believe that this stage appears at the end of two months and the beginning of three months of the child's life. Such a large difference in determining the duration of the manifestation of the development stage makes it difficult to find real limits. This, in turn, makes it difficult to demarcate the deepening stage with the preceding period of growth. Although at first glance A. A. Leontev (1965) correctly expressed certain differences between the stages of humming and babbling, these two pre-speech stages of transition merge in such a way that the border between them becomes blurred. By the way, such a vague appearance of boundaries can be observed from the transition from gurgling to real speech: along with the words formed by the child, over a certain period of time, a harmony of gurgling sounds unrelated to objects and events in the world is also determined. Just like the boundary between humming and babbling, the boundary between humming and speech is individual. At the same time, each child can have the border on one or the other side depending on him.

According to the observations of A. D. Salokhova, the actual period of manifestation of the molting stage corresponds approximately to the middle of the 4th and 5th months. We can see exactly such an idea in A. A. Leontev quoted above. Based on this, the 4th month of a child's life is considered the beginning of the growing season. We have a question: how does a child's stuttering interact with the specific speech environment, that is, does stuttering develop directly under the influence of the speech environment or independently of it? This question is not asked in vain. Because this issue is explained in many ways in special literature. The same authors, including V. A. Bogoroditskyi

(1915), interpret gurgling as a child's "ermagin" in the process of sound formation. In doing so, he explains that chugging is similar to the surfing movements of the legs and arms played with the organs of speech. Another author, for example, M. A. Sikorsky (1899) and A. Aleksandrova (1883), evaluates churing as a "fruit" of imitating the speech of others.

One of the ways to solve the given question is to compare and contrast the sound content of the sound stage with the same system of speech sounds (phonemes). If we assume that the sound composition of the droning stage depends on the speech of the surrounding people, then its compatibility with the given system of speech sounds should be shown first of all by the vowel sounds. Because vowel sounds are slightly "brighter" in acoustic relation and slightly more contrasted than consonants.

Researches show that in the stage of phonation, not only vowel sounds, which are exactly similar to the sounds of the human language in terms of articulation, are detected, but also sounds that are not characteristic of a particular language. For example: vowel (a), in terms of articulation, it is close to English (u); average among the sounds (i), also characteristic for the English language (i); nasalized, that is, nasalized sounds (â), (ã) - characteristic of the French language. It is worth noting that there are more vowel sounds in the slurring stage that are not exactly similar to the surrounding language than those that are.

First of all, it should be said that vowel sounds, which are exactly similar to the sounds of the Russian language, appeared in full order at the stage of birth, but consonants are completely different in this regard. According to the tests, among the sounds recorded at the stage of deepening, there are no slurred consonants and a group of pre-dental and tisharo consonants. This situation is roughly explained as follows: at the same time, children do not have teeth yet, and in some cases they may. Pre-lingual sounds sound as typical of English as plosives and plosives. By the end of the deepening stage, the child has teeth, and the prelingual sounds are not visible at all during the birth stage. In some children, lip-tooth consonants appear by this time. Therefore, explosive and noisy ones do not appear during the grinding stage. The general scheme of the development of the deepening stage can be given approximately as follows.

As a result of the historical development of speech reactions in a person, a certain amount of articulation development program is transferred to the child. During the period of humming and the initial stages of deepening, this program is carried out regardless of the child's hearing status: we have already mentioned this, that is, humming and deepening are also present in deaf children. At the later stages of the development of the deepening stage, the mechanism of echolalia is added. In this development, the mechanism of autoecholia plays only a general stimulating role. Autoecholia does not enrich the babbling stage with a reserve of sounds, because in the process of self-imitation, the child hears only what he pronounces. In the further development of the dredging stage, especially at the end of this stage, the echolalia mechanism is put in place. This mechanism enriches this stage with a reserve of sounds in a certain amount, along with the general stimulation of the development of the digging stage.

Children's emotional reactions can be of three types.

At the first appearance, the surrounding people pronounce the sounds that are present in the child's heart. In this case, the echo reaction is somewhat successful. However, the role of this reaction can be expressed only as a general stimulus for the development of the deepening stage, as well as the role of autoecholia.

In the second form of echolalic reaction, others pronounce or speak sounds that are not present at the same time during the baby's babbling stage. These sounds should appear much later than scheduled. The echo reaction remains 0, that is, the child is not affected by these sounds at all. This form of emotional reaction, like the first form of work, mainly plays a general stimulating role.

The third form of the echolalic reaction is as follows: in the stage of babbling, heavy sounds are pronounced to children. However, according to its acoustic and articulatory characteristics, it has sounds close to the pronunciation of the surrounding people. In this case, the child takes a step forward under the influence of the sound image, because his articulation must correspond to the given sound. These types of incentives appear to be somewhat effective in enriching the content of the funnel. Under the third form of echolalic reaction, the program for the development of this stage can be subject to certain corrections, especially at the stage of its completion. It is possible that A. D. Salakhova also obtained information by placing consonants against each other according to their soft and hard signs.

It can be seen that the role of the child's hearing in the development of the babbling stage mainly leads to the general stimulation of sound reactions and to a certain amount of correction of the articulation program given to the child.

If the assumptions about the existence of a program of speech development in the child are correct, then there must be a certain regularity in the implementation of this program, in particular, such as the appearance of one or another sounds in the order of the development stage. However, until now, it was not possible to identify any regularities in this relationship. Children's speech scientists seem to agree: there are no general patterns in the development stage, and sounds appear irregularly in the pre-speech period.

References:

1. Omarova Zebiniso Kasimovna Correction of children's speech defects // Достижения науки и образования. 2020. №12 (66). URL: <https://cyberleninka.ru/article/n/correction-of-childrens-speech-defects>
2. Djalairova A. Sh., Likhacheva N. E., Lepesova M. M. Primary diagnosis of the psychological and speech delay in children of 2-5 years (review). // Вестник АГИУВ. 2018. №1.
3. E. A. Kliuev, G. E. Sheyko, M. G. Dunayev, S. A. Abramov, V. V. Dvoryaninova, O. V. Balandina, N. N. Karyakin, A. N. Belova The Role of Functional MRI in Understanding the Origin of Speech Delay in Autism Spectrum Disorders // Соврем. технол. мед.. 2019. №3
4. Anvarova Ch.A. REPRESENTATION OF CHILDREN'S SPEECH IN WORKS DEDICATED TO CHILDREN // Экономика и социум. 2022. №3-2 (94).
5. K. Tursunbayeva THE ROLE OF DIDACTIC TOOLS IN THE PROCESS OF FORMING CHILDREN'S SPEECH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS // SAI. 2023. №B4. URL: <https://cyberleninka.ru/article/n/the-role-of-didactic-tools-in-the-process-of-forming-childrens-speech-in-preschool-educational-organizations>