

The Development Of Speech In Preschoolers As A Process Of Mastering The Native Language

Razakova Mashkhura

Researcher, SamSU, Samarkand, Uzbekistan

Abstract

The patterns of mastering native speech is the dependence of the intensity of the formation of speech skills on the developing potential of the language environment - natural (in home schooling) or artificial, that is, a language environment specially prepared by methodological means (in preschool institutions). The developing potential of the speech environment, obviously, will be the higher, the more accurately the features of language as an object of assimilation and the features of the functioning of language as speech, as well as the psychology of speech acquisition by a child at different age levels, are taken into account when creating it.

Keywords and phrases: vocal apparatus, syntactic constructions, expressiveness of speech, lexical meanings, information, communication, regularity, general and special-speech development, syntagmatics, self-regulation

The following patterns of speech acquisition can be distinguished:

The first regularity: the ability to perceive native speech depends on the training of the muscles of the child's speech organs. Native speech is acquired if the child acquires the ability to articulate phonemes and modulate prosodemes, as well as isolate them by ear from sound complexes. To master speech, the child must practice the movements of the vocal apparatus necessary for pronouncing each phoneme of a given language and their positional variants and each prosodem (modulation of voice power, pitch, tempo, rhythm, timbre of speech), and these movements must be coordinated with hearing child. Speech is acquired if a child, listening to someone else's speech, repeats (aloud, and then to himself) the speaker's articulations and prosodemes, imitating him, that is, if the child works with the organs of speech [1, 203].

So, in infancy, the child's pre-speech actions are articulatory and modulation vocal actions (humming, flute, babbling, modulated babbling). They are more intense if the teacher takes part in them. Humming, babbling are replaced by speech, which at first is speech aloud, that is, the work of the muscles of the vocal apparatus, which requires significant volitional efforts from the child. And only after the child learns, to some extent, to voluntarily control the muscles of his speech apparatus, does he develop internal speech, that is, the ability to perform articulations and modulations of the speech organs without sound accompanying them. A child can learn to pronounce speech sounds in familiar

words cleanly, without defects (without gaps or replacement of vowels and consonants, without burr, lisp, etc.) by about the fifth year of life: for example, a two-year-old child says "blunder" instead of a hat and turnip and "eka"; three-year-old - "slyapa", "modeling" or "repa"; five-year-old - hat, turnip. As the child grows, his speech develops, he no longer lacks correctly pronounced familiar words, adults, introducing new words into his vocabulary, must teach him to pronounce all of them, and also teach him to modulate the intonation of all syntactic constructions that enrich the child's speech.

The second pattern: understanding the meaning of speech depends on the child's assimilation of lexical and grammatical linguistic meanings of varying degrees of generalization.

Native speech is acquired if the ability to understand lexical and grammatical linguistic meanings develops, if at the same time the child acquires lexical and grammatical skills at the same time.

The natural way of assimilation of a child's native language can be imagined as follows. The child hears complexes of sounds and, not yet understanding the meaning, pronounces them; gradually he begins to comprehend the lexical meanings of the pronounced complexes of sounds, i.e. correlate them with certain phenomena of reality. Its first sentences are sets (rows) of words [2, 255].

Simultaneously with the lexical meanings of words, the child also learns his first syntactic abstraction: the meaning of predicative relations (that is, the relations of the subject and predicate), the meaning of affirmation or negation ("this is mom," "this is grandfather," "this is not dad"). Still not being able to pronounce words (not owning the muscles of his organs of speech), using the pointing gesture of the hand as a kind of "universal pronoun", the child constructs his first sentences: "y-lyapa" (this is a hat), "kyr" (cheese), "groin" (turtle). "Whose hat is this, Lidonka?" - "Dad!" (Papa's hat.)

The child can still perceive the lexical meaning of his predicate words as nominative (calling a single object), but he already understood their predicative meaning intuitively. And, this first understanding of grammatical meaning is evidence of the birth of the most important component of intelligence in a child - thinking.

So, a person comprehends the mental operation of abstraction while assimilating abstract lexical meanings; this initial thinking skill is a step, having climbed to which he is able to comprehend the grammatical meanings of his native language - extremely abstract meanings. The grammatical forms of the native language are the material basis of thinking.

The third pattern: the assimilation of the expressiveness of speech depends on the development of the child's sensitivity to the expressive means of phonetics, vocabulary and grammar.

Native speech is acquired if, in parallel with the understanding of lexical and grammatical units, a receptivity to their expressiveness appears.

Learning grammatical and lexical meanings, children feel (intuitively) how the world external to the speaker is reflected in the language, and learning the ways of expressiveness of speech, children feel

(also intuitively) how the inner world of a person is reflected in the language, how a person expresses his feelings, your assessment of reality.

The presence of synonyms in the language and their use by the speaker makes the language not only a means of information, communication, but also a means of expressing the speaker's attitude to what he is talking about. Consequently, the development in children of the ability to feel the expressiveness of someone else's speech and to express their feelings in words depends on their assimilation of the synonymy of their native language. Children begin to feel the emotional coloring of speech with the assimilation of speech in general. The expressiveness of intonation is especially accessible to them. Still not understanding a single word, the child unmistakably distinguishes in the speech of an adult the intonation of affection, approval, censure, anger (in response, he smiles, folds his lips resentfully, or bursts into tears). The child also learns the lexical means of expressing emotions. The expressiveness of the figurative use of words and the expressiveness of grammatical means can also be learned by a child very early, but this requires special training[3, 52].

Sensitivity to the expressiveness of speech can be instilled only when this work is started in the earliest childhood. The ability to feel the expressiveness of speech acquired in childhood enables an adult to deeply understand the beauty of poetry, fictional prose, to enjoy this beauty.

Children need to be taught to understand the expressiveness of speech in the same way as to teach them to perceive the semantic side of it: to show them samples of expression of feelings in speech and to make sure that these feelings reach the child, evoke reciprocal feelings in them.

The fourth regularity: the assimilation of the speech norm depends on the development of the child's sense of language.

Native speech is acquired if the child develops the ability to memorize the norm of using linguistic signs in speech - to memorize their compatibility (syntagmatics), the possibility of interchangeability (paradigmatics) and relevance in various speech situations (stylistics).

To understand how a child develops the feeling underlying vocabulary mastery, it is necessary to trace how he learns the meaning of words with a derivative basis. A.N. Gvozdev, M.A. Rybnikova, observing the appearance of derivative words in a child's speech, come to the conviction that, first of all, the child learns the meaning of individual affixes. For example, if he forms "his" words - "hammered", "doorless" (Baba Yaga's hut), "biting" (dog), then this means that he understands the meaning of the prefixes-, no-, suffix -ast-. Consequently, if the child already understands the meaning of the roots and affixes of each separately, then he can almost unmistakably understand the meaning of a word consisting of given morphemes, even if he has not met this before. Of course, this "knowledge" is intuitive, it may turn out to be inaccurate and even incorrect, but this is an exception, not a rule. Consequently, the regularity that makes it easier for a person to assimilate (memorize) several thousand

words that make up the vocabulary of his native language consists in the ability to memorize the meaning of the elements of a word and use them correctly in speech.

The child also learns syntax without visible effort, first of all - inflectional morphemes (endings of nouns, adjectives, verbs and formative suffixes). "You notice ... - said KD. Ushinsky, - that a child, having heard a new word for him, begins for the most part to incline him, conjugate and combine with other words absolutely correctly ... ". The "working mechanism" that allows the child to retain the ideal constructions of his native language and operate with them in speech is memory; memory is the main means of developing a sense of language.

The fifth regularity: the acquisition of written language depends on the development of coordination between oral and written speech. Written speech is acquired if the ability to "translate" sounding speech into written speech is formed.

When learning to read and write, the work of the muscles of the eyes and the writing hand is also connected to the work of the speech organs, but the eyes and hand cannot perform speech functions (read and write) without the simultaneous work of the muscles of the speech apparatus. "Written speech for a child," writes N. S. Rozhdestvensky, "is the second stage in mastering speech in general." And the peculiarity of assimilating it is that "the words of oral speech are signs for real objects and their relationships; written speech consists of signs, conventionally denoting the sounds and words of oral speech." Written speech cannot be learned if the child is not fluent in oral speech.

An artificially organized speech environment for teaching written language will be optimal only if the didactic material is presented to children simultaneously in sound and written form (for comparison).

At the first stage of teaching writing (reading and writing in the preparatory group), the child "translates" the unknown to him - letters - into the known - audible words. If in literacy classes in the preparatory group children are not taught to read with the correct intonation, they, firstly, receive incomplete knowledge of grammar, which leads to a misunderstanding of the meaning of audible speech, to the inability to express themselves accurately; secondly, they do not master the expressive (stylistic) aspect of speech; finally, ignorance of rhythm-melodic patterns of syntactic constructions complicates the further assimilation of punctuation.

The sixth regularity: the rate of speech enrichment depends on the degree of perfection of the structure of speech skills.

The natural process of mastering the native language, enrichment of the child's speech with new vocabulary and new constructions occurs the sooner, the more perfect his speech (especially phonetic and grammatical) skills.

This pattern is constantly observed by kindergarten teachers: the more developed the child's speech, the easier he memorizes poems, fairy tales, stories, the more accurately he can convey their content.

So, there are six patterns of the natural process of mastering the native language.

1. The native language is acquired if the "matter of language" is acquired in the process of muscular speech activity of the child. Kinesthetic (speech-motor) sensations develop.

2. The native language is acquired if the ability to understand linguistic meanings of varying degrees of generalization develops, if lexical and grammatical skills are acquired synchronously. At the same time, the thinking, the imagination of the child develops.

3. The native language is acquired if, in parallel with the understanding of lexical and grammatical units, a receptivity to their expressiveness appears. At the same time, the emotional and volitional sphere of the child develops.

4. The native language is acquired if a sense of language develops, that is, intuitive (unconscious) correct (in accordance with the norm) mastery of all components of the language. At the same time, the child's memory develops.

5. Written speech is assimilated if it is ahead of the development of oral speech, if it is, as it were, a "translation", transcoding of sound speech into graphic. At the same time, all the cognitive abilities, emotions and will of the child develop.

6. If at the previous age stage the development of the child's speech was carried out to the fullest extent of its capabilities, then at the next stage the process of enriching speech and mastering it by the child is faster and easier[4, 233].

Since each speech skill is formed on the basis of the development of a certain cognitive ability (sensation, memory, imagination, thinking) or an emotional and volitional state, the regularities of the natural process of mastering a native language can be defined as the dependence of improving the structure of speech skills on the development of cognitive abilities and emotional and volitional sphere of the child.

Active, or colloquial, speech does not develop in parallel and in sync with the development of understandable speech. To master colloquial speech, the formation of special auditory-motor associations is necessary.

These associations arise for the first time at the end of the first half of the baby's life, when he begins to reproduce some sounds of speech. When a four- or five-month-old baby is awake, when his organic needs are satisfied, he randomly moves his hands, wiggles his fingers, turns his head and utters separate sounds: ah-ah, oo-oo-oo, uh-uh. A little later, the baby pronounces some sound combinations of the type: v-uh-uh, b-uh-uh, kykh ... br. Such play with sounds, or humming, is an involuntary,

unconscious test of one's strength. It is based on self-imitation and on imitation of audible speech sounds.

In seven- or ten-month-old babies, the sound pronunciation becomes more accurate. It clearly distinguishes individual syllables of frequently heard words. This is babbling, in which the child reproduces many times the whole chains of syllables: aba-ba or ma-ma-ma-ma. According to N.A. Menchinskaya, her son (7 months) repeated in one morning: "be" - 32 times, "ve" - 14 times and "ge" - 12 times. Such syllables are, as it were, preparations for future words that the child will pronounce later. In the process of babbling, the baby most often reproduces the stressed syllable of a familiar word. So, he says "ko" - milk, "bok" - a fungus, "ku" - a doll.

At the end of the first year, sound imitation takes place on a different basis. If at 10-11 months the child responds to the invitation to say "dad" or "mom" with general excitement and pronunciation of any sound "pa" or "be", then by the end of the year this imitation becomes more accurate and takes on an increasingly organized character. The child hears "yes-yes" and repeats "yes-yes" exactly, hears "yes-yes-yes" and reproduces these syllables the same number of times.

It is most difficult for a child in the second year of life to generalize, that is, to designate in one word homogeneous but different objects.

The development of speech in a child takes place as a process of mastering the native language, the richness of its vocabulary and grammatical forms necessary for each person to understand other people and the ability to express their thoughts, desires, and experiences.

Speech develops in the process of everyday communication of the child with adults and peers. The success of the development of speech is ensured not only by the richness and correctness of the speech of an adult, but also by the growing needs of the child. The need for communication, the desire to learn, to understand new, surprising, the desire to be understood, to inform another about something, the need to influence the other in order to cause the desired response from him, are the motives that prompt a young child to actively master the language.

With age, an increasing role in the general and special-speech development of a child is played by listening, reading, talking, arguing, reasoning - specific forms of human speech activity. In such forms of communication, the child masters speech as a means of influencing others and on himself, as a means of self-knowledge and self-regulation.

Forming in the process of communication between the child and adults in the various practical activities of the child, speech goes through a number of stages in its development: humming (4-6 months); babbling (6-10 months); mastering the first words as signals of the first signaling system (11 months-1y. 6 months); mastering the word as a signal, generalizing on the basis of highlighting essential features, and mastering simple grammatical forms (1 year 6 months - 2 years); mastery of situational speech, a rapid increase in understood and spoken words (2-3 years); the transition to mastering a

coherent and expressive speech, the assimilation of more complex grammatical structures (4 years - 6 years) and the emergence of inner speech (starting from 4-5 years) [5, 158].

Used literature:

1. Baimuratova BB Development of lessons to prepare children for school. - Almaty; 2011 – p. 203.
2. Borodich A.M. Methodology for the development of children's speech. - M.: Education, 2012, p. 255.
3. Volodina V. On the coordination of a noun with a numeral in the speech of children 5-6 years old // Preschool education, 2002, No. 8, p. 52.
4. Gvozdev A.N. Formation of the grammatical structure of the Russian language in a child. - M., 2014, p. 233
5. Gerbova V.V. Learning to speak: guidelines for educators working with children 3-6 years old under the "Rainbow" program / V.V. Gerbova. –M.: Education, 2012. – p. 158.