

## Ontogenesis of Speech Development

**Bakirova Umida Bakhtiyor Kizi**

Gulistan State University Faculty of Pedagogy 3rd year student

**Abstract.** The purpose of this article is to introduce specialists working with children with developmental disabilities to the age standards of speech formation. Speech ontogenesis (logogenesis) has been studied by many well-known linguists and psychologists. Speech is the highest mental function that integrates many functional systems. In a child of the first months of life, the development of speech is provided by innate hearing and the emerging ability to fix a look on an adult's face. At the same time, innate emotional reactions are improving, turning into non-verbal forms of communication. From the age of 6 months, the child begins to pronounce individual syllables, at the age of 7-9 months — to repeat after an adult a variety of combinations of sounds. From 10-11 months, reactions to words addressed to the child appear. On average, the first words appear in 1 year, the stage of formation of active speech begins. At this time, it is permissible if the child confuses sounds, rearranges them, distorts or skips them. At 1.5 years old, the child begins to understand the abstract explanations of an adult. From 2 to 3 years, there is a significant accumulation of vocabulary, the grammatical structure of speech is formed (phrases and sentences appear). In preschool age (from 3 to 7 years) it is characterized by incorrect, but steadily improving sound reproduction and phonemic perception. Vocabulary increases, abstract speech is formed, retelling. After 7 years, the grammar of speech, writing and reading skills are improved. These stages cannot have strict, clear boundaries, since they are connected not only with the environment, but also with the mental constitution of the child, his heredity and character.

**Key words:** mental development, speech, speech development in children, phrasal speech, sound pronunciation, phonemic perception.

### INTRODUCTION

Speech development is the most diagnostically significant tool for assessing the neurological status and mental development of a child. At the same time, the doctor pays attention directly to the "ability" of the Rep bank to speak, leaving out of the scope of diagnosis a whole range of higher mental functions, the full interaction of which ensures the so-called speech development. The purpose of this article is to introduce specialists working with children with various developmental disabilities to the age standards of speech formation.

## **MATERIALS AND METHODS**

In the medical environment, it is considered that speech therapy is necessary for a child only after the age of 3 years, because before this period, development is monitored and corrected by doctors, massage therapists, specialists in physical therapy, etc. However, in the first months of a child's life, problems may arise that threaten serious speech disorders in the future.

Communicative behavior is understood as a complex process of interaction between an individual and society, realized with the help of not only speech, but also a whole arsenal of natural nonverbal components of communication. Nonverbal communicative behavior is considered in 2 aspects: the social and communicative behavior of the child before the appearance of speech communication and the nonverbal component of speech communication.

Normally, a person is already born with obvious prerequisites for speech communication. In particular, a powerful basis for the development of speech is created by innate hearing and the emerging ability to fix a look on an adult's face. A newborn child is able to express his emotional state with his face, body and voice. A little later, gestures appear. The first gesture of "reaching out and possessing" will later develop into an index gesture and will remain in a person's communicative behavior for the rest of his life. Innate reflex reactions, for example, a smile, with the correct course of ontogenesis, gradually become a communication tool, being aimed at getting a response. Similarly, many other inherited reflex movements become what E.I. Isenina defines as a proto-language, i.e. the primary "verbatim" communication system. The correct formation and functioning of this system indicates the normal course of logogenesis.

The concept of "nonverbal communication" unites a rather large range of phenomena and includes not only the movements of the human body and the sound modality of speech, but also various elements of interaction {Into a person with the environment. In a broad sense, nonverbal communication is practically identified with the concept of "nonverbal behavior" and means a socially conditioned system of interaction through nonverbal symbols, signs, and codes used to convey a message.

Currently, much attention is paid to the linguistic analysis of the nonverbal component of speech. Classical linguistics has expanded the scope the object of the study and included nonverbal semiotics in the process of descriptive linguistics. In Russian science, G.E. Kreidlin laid down the main descriptive parameters of nonverbal semiotics and its relationship with speech in interpersonal communications. Thus, making an important distinction between gestures and physiological movements, G.E. Kreidlin emphasizes the symbolic nature of the gesture shared with words, its correlation with a certain cultural tradition of a given society. Consequently, the assimilation of certain gestures and their adequate use, even without verbal design, indicates the child's ability to operate with signs in principle.

## **RESULTS AND DISCUSSION**

Psychologists, linguists, and psycholinguists are engaged in the study of the ontogenesis of children's speech, but the methodology remains insufficiently developed. The tasks set in the study of speech in children can be conditionally divided into 2 groups: a direct description of

children's speech with an interpretation of the described cases from a linguistic point of view and a study of the mental processes underlying the formation of speech. As examples of fundamental research, conditionally attributed to the 1st group, we can consider the work of Clara and Wilhelm Stern "Die Kindersprache", entirely based on diary entries of the speech of the authors' children. The outstanding Russian-Polish linguist I.A. Bo-duane de Courtenay also conducted detailed recordings of his children's speech. He was one of the first to appreciate the significance of this material for theoretical linguistics. A major domestic study of this methodological school is the diary of A. N. Gvozdev, who described his son's speech. In recent decades, scientists engaged in linguistic understanding of speech ontogenesis (A.M. Shakhnorovich, N.I. Lepskaya, S.N. Tseitlina) have managed to create principles and methods for describing children's speech from a linguistic point of view [12, 15, 17]. A striking example of this approach is the fundamental work of S.N. Tseitlina "Language and the child. Linguistics of children's speech" [16]. This approach of describing the development of a child's speech is certainly fruitful for the development of a general linguistic school, but, unfortunately, it is not suitable for analyzing the pathological process in speech ontogenesis.

The studies belonging to the 2nd group are based on traditions that consider language as a system of differentiated signs together with the rules of their combined use [14]. It is this point of view that is interesting for solving diagnostic problems. Understanding the essence of language as a sign system we owe to F. de Saussure. According to Saussure, a language is a set of signs, and the sign is a "two—sided mental function", where the signifier and the signified, on the one hand, are inextricably linked with each other, and on the other hand, this connection is very formal and is conditioned only by social traditions in the language. "In what way— asks F. de Saussure, — it would be possible to associate a concept with a verbal image if such an association did not previously take place in the act of speech." "Historically, the fact of speech always precedes language; language is both an instrument and a product of speech".

"The essence of language," writes the famous English philosopher B. Russell, "does not consist in the use of any method of communication, but in the use of fixed associations... that is, that something tangible — a spoken word, a picture, a gesture, or whatever — could evoke an idea of something else. When this happens, the tangible can be called a "sign" or a "symbol", and what the idea appears about is a value".

The same point of view was held by the famous Soviet linguist V.A. Zvegintsev. He defined language, firstly, as a means of mentally dividing the world around us into discrete concepts, and secondly, as a tool for classifying these concepts.

Currently, the semiotic aspect has taken a firm place both in the process of interpreting linguistic phenomena and in explaining many phenomena of the formation and development of the child's psyche.

L.S. Vygotsky made a huge contribution to understanding the process of formation of verbal thinking, who not only formulated the principles of interaction between the processes of thinking and speech, but also presented the typology of the study of the problem. Thus, in particular, revealing the problem of the formation of stages of concepts in children, L. S. Vygotsky laid the foundations of the "genetic typology of verbal thinking", which is successfully used in studies of speech ontogenesis and in other fields, in particular in the

study of intercultural differences. In the future, this approach was implemented and developed in the works of A.V. Zaporozhets, D.B. Elkonin.

A special topic that has become increasingly important in recent decades is the influence of computer technologies on the ontogenesis and evolution of speech and thinking [2]. The replacement of the human way of communication in the family with gadgets is a significant danger, since the normal course and algorithm of the mental, social, cultural and spiritual development of children is disrupted [19]. Regarding the desire of parents to transfer their responsibilities for early speech development to kindergarten, "talking" toys or computer games, it is appropriate to recall the statement of Patriarch Pavel of Serbia: "There are poor children in our society to whom parents could not give anything but money." Constant communication of parents, especially mothers, with a small child does not cost money, but is invaluable for the formation of his personality.

## CONCLUSION

In conclusion, it should be said that the child's development is monitored by a pediatrician or neurologist. Rarely, and mainly in the system of voluntary medical insurance, the development is assessed by a speech therapist or psychologist at the prescribed time. Therefore, during a neurological examination, it is important to pay attention to speech development and send children to speech diagnostics and correctional classes in a timely manner. Contrary to the prevailing polyclinic stereotype, speech therapy correction is carried out not from the age of 3, but from any age when it is necessary. For example, speech therapy massage according to indications (with bulbar and pseudo-bulbar syndrome in children on probe feeding) can begin as early as the 2nd stage of nursing, and municipal development centers accept children for correction of speech disorders from the age of 2. The age of 5 years is critical for mastering speech, since later it is difficult to overcome the persistent inhibition of speech centers.

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