

STAGES OF SPEECH DEVELOPMENT OF CHILDREN OF EARLY AGE

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ABSTRACT

The article describes the stages of development of children's speech, infancy, early childhood, the rapid development of a child's communication with adults, the formation of initial affection, and the emergence of social expectations.

Keyword: Speech, social adaptation, infancy, early age, young stage, mental development, vocabulary, connected speech, communication.

INTRODUCTION

A child is considered a social being from the moment of birth. His social development at each age stage has its own characteristics, tasks and content, and in order to implement these, it is necessary to create conditions for work in the field of pedagogy.

Infant age (0-1 years)

A child's life is integrated into the life and activities of adults. But despite this, at the same time, the child does not have any of the unique human means of influencing them. This determines the main hereditary (genetic) task at this stage of development, that is, the task of forming methods and means of communicating with adults in babies. Emotional-indirect communication is the main type of activity at this age.

Isolation of the child, lack of emotional connections with adults can lead to insufficient development of the child from the first months of life.

In infancy, the child's communication with adults develops rapidly, initial affection is formed, social expectations are formed (the child expects actions from adults that are suitable for certain life situations), the first forms of partnership between the child and adults begin to form. Although the child still cannot do anything, he learns to control the actions of adults. This happens regardless of the fact that speech does not yet exist. He has only voice and gestures at his disposal.

The first words are distinguished by their emotional expressiveness, appropriateness to the situation and communicative orientation. Such speech is called autonomous or situational speech, it is understandable only to relatives who are familiar with the environment around the child. The initial understanding of the word is combined with the acceptance of a certain situation. The first words refer to specific things and do not have a generalizing character (a clock means only clocks that hang on the wall). The word takes place in the general view of the child's behavior and, together with gestures, hand movements, glances, means of expression, leads to the expression of a one-word thought ("Goodbye", "Give", "Take").

The emergence of the first words indicates that the social situation of child development has changed. Now the child himself can express his wishes, and adults will have the opportunity to direct his behavior with the help of verbal instructions.

A child's self-awareness at this age can be called a reflection of the attitude of adults towards him. A positive attitude towards oneself is the basis for the normal development of a person.

A negative attitude towards oneself is the result of a child's lack of emotional and positive communication with adults at an early age.

Communication with the child should be built on the basis of cooperation with him. Constant forcing of adults creates in the child not active research and desire to know, but laziness, only the desire to adapt to the environment.

Early age (1-3 years)

In the period from one to three years, the social situation regarding child development changes significantly. Together with the adults who are their relatives, the child's circle of communication includes other adults who should first of all satisfy the child's need for attention and care (employees of preschool educational institutions, assistant educators) they start coming in. In such conditions, children of the first age develop the need to communicate with adults about objects, toys and the actions that should be performed with them.

The first days and months when a child starts attending a preschool educational institution are very difficult - because the appearance of other unfamiliar adults instead of the child's mother disrupts the usual way of life to which he is accustomed. This causes negative emotions and fear in many children, and this condition can cover the whole body and significantly slow down its development. At such a time, sleep, appetite disturbances, temporary forgetting of hygiene skills, emotional experiences (crying, fear, aggressiveness, stubbornness, etc.), laziness, refusal to eat independently are observed. If the pedagogue is kind and patient, these cases will pass in 3-6 weeks, and in some children, it can last even longer.

A child of this age develops the ability to establish emotional and practical relationships with adults, which helps him to adapt to new life conditions: to correctly perceive words, requests and emotional relationships of other people.

When a child arrives at a preschool educational institution, his emotional connections in the "child-adult" relationship system are joined by the "child-peer" relationship.

In the third year of a child's life, babies begin to actively imitate each other, strive to show themselves, and at the same time begin to feel the attitude towards themselves, the first speech dialogues appear.

Children's society is just beginning to form in early childhood. They spend most of their free time in close proximity to each other playing games alone. Game communities - dyads (playing in pairs) created by children's initiative are not stable.

A child's self-evaluation is emotionally colored, and it is related to being a good child, meeting the demands of adults, and striving to achieve their approval.

At the end of another year of a child's life, children give general evaluations about themselves: "good", "great", etc.

By the age of three, the "I" system is formed. Through his name ("I'm Kamilla", "I'm Timur"), he encourages the child to accept and recognize his gender (boy, girl) ("I'm good") and includes the need for independence ("I am myself").

In order for the adaptation period to pass well in the preschool educational institution, the educator must provide an emotionally comfortable environment for the children in the group. When an adult expresses his feelings openly and confidently, he encourages the child to understand that he loves and cares for him, and is ready to share his worries. They help the

child to freely express both positive (joy, pleasure, etc.) and negative (fear, anxiety, complaints, etc.) emotions.

The moral basis of social behavior and communication is formed through the emotional sphere of the child.

It is necessary to take advantage of various situations that arise naturally and are created on purpose, when an adult needs the help, care and attention of a child. In such situations, an adult person sincerely expresses his feelings, shows the child ways to express both positive and negative emotions.

In organized joint actions, the pedagogue allows each child to be happy and enjoy the successes achieved, supports and encourages each independent effort of the child, helps the child when he is in trouble without noticing, at the same time, he does not give him a negative assessment, refrains from giving.

Negative evaluations affect the child's interactions with other children, and this situation can create an emotionally uncomfortable environment in the group.

The teacher should always positively evaluate any good actions of the child in front of other children.

In conclusion, it is necessary for an adult to make a child interested in himself, to participate in joint activities and games. For this purpose, he adds situations taken from his favorite fairy tales, fiction, poems to game situations.

In such a meaningful communication with children, a relationship based on trust begins to form between them and the educator, and children have a desire to imitate him.

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