

## DEVELOPMENTAL FEATURES OF CHILDREN'S SPEECH OF EARLY AGE

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### ABSTRACT

The article provides information on the characteristics of children's speech development, the need for a correct diagnosis of speech disorders, the characteristic of a child with normal speech development, mispronunciation of certain sounds at a young age.

**Keywords:** Child, speech, early age, physical development, mental development, speech experience, pronunciation, preparatory period, intonation.

### INTRODUCTION

A child's speech develops on the basis of adult speech. The correct formation of speech depends on the speech of others, speech experience, proper 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 path of a child's speech, the specific features of this process, and the conditions that play a major role in the successful formation of speech.

Researching the issues of formation of speech activity in children of early age based on the theory of speech activity is a relevant and important issue both for the theory and practice of preschool education and upbringing.

As a result of the conducted research, a system of views reflecting the thesis that the emergence and development of children's speech occurs in the process of their communication with the people around them was formed. In this case, the child does not passively accept speech patterns of adults, but actively assimilates speech as part of the universal human experience. Growing and developing a child's speech is, first of all, the development of forms of communication that require the formation of language skills for acquisition.

In addition, it is necessary to clearly know the stages of the child's speech development. This is necessary in order to know and identify one or another deficiency in the process of speech development in a timely manner. For example, a 1-year-old and 4-month-old child does not speak. If the teacher knows when the first words appear in the normal development of the child, then he can decide whether this child is developing normally or abnormally.

It is also necessary to know the developmental features of a child's speech, to make a correct diagnosis of speech disorders. Some specialists send a three-year-old child to a speech therapist to eliminate the deficits in sound pronunciation. Is this correct? No, of course. Because it is typical for a child whose speech is developing normally to mispronounce some sounds at this age. This appearance is called physiological dyslallation, 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 draw up a correct and accurate educational-corrective work plan to eliminate speech defects.

The authors show different periods of the formation of children's speech, name them differently and express the age limits of each of them differently.

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

- 1) preparatory period (up to 2 years)
- 2) the period of independent formation of speech. A.N. Leontev divides the formation of a child's speech into 4 periods:
  - 1) preparatory period - up to 1 year;
  - 2) pre-kindergarten period - up to 3 years;
  - 3) preschool period - up to 7 years old;
  - 4) 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 a sound from the minute it is born. This sound consists of screams and cries. True, this voice is far from human speech. But this scream and cry plays a big role in the development of 3 parts of the speech apparatus (breathing, voice production, articulatory).

After two weeks, the child begins to pay attention to the voice of the person speaking. He listens when he talks to her and stops crying. By the end of one month, it will be possible to soothe him under a soft song (allah). Later, 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 intonation: he calms down when he speaks softly, and cries when he speaks sharply.

Around the age of 2 months, cooing, and at the beginning of the 3rd month, the pronunciation of syllables appears (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 any literature that covers issues related to the development of children's speech. As for specific information, our helplessness in this matter is noticeable. G. Goer (Deryagina) and A.E. the only article compiled from accurate and systematically observed data on the development of the drilling stage until recently. Goer (1927) was concerned. Only one child was observed. Therefore, it is impossible to determine how much or less all the revealed facts relate to the general laws of the development of the development stage, and it should not be forgotten that the individual characteristics of this child are also embodied in these facts.

In the matter of the sounds of the deepening stage, it is characteristic that there is no need to establish any sequence for their mastery.

On the basis of the transition from the stage of phonation to speech, the acquisition of sounds that are lacking in the sound reserve takes place. A. Gregoire (1947) also mentions the same point of view about the stage of transition from immersion to speech.

At first, this point of view seemed correct to us. (V.I. Beltyukov, 1969). However, the case is actually different. Many authors point out an amazing fact: during the transition from babbling to speech, a child somehow "forgets" one or another sounds and begins to master them all over again. A.D. The research of Salakhova (1972) testifies that in this case only certain sounds cannot be "forgotten": the process of formation of the entire sound (phoneme) system of the language takes place again.

A natural question arises in connection with this. What is the role of the deepening stage in the development of speech? First of all, the deepening stage includes general training of the child's articulatory apparatus. In addition, the importance of this stage leads to the fact that certain motor-acoustic connections are developed based on echolalia and autoecholalia. True, it should not be forgotten that the development of children's articulatory apparatus, in particular, during the development of the development stage, the formation of motor-acoustic connections, coordination of movements and perception occurs at the lowest levels.

Now, let's return to the question of whether there are any laws in the development of the deepening stage.

Comparing the gurgling of one child with the gurgling of the 2nd child in relation to the order of separate formation of sounds gives an idea that some authors are really right. These authors emphasize that it is impossible to establish some laws here. The order of appearance of speech sounds can be determined only when the sounds are grouped according to one or another differential sign.

Observations show that the process of a somewhat intensive increase in sounds at the stage of deepening generally occurs after 6 months and lasts for more than a month. Then the increase in sounds is very slow and gradual.

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