

The Model of Development of Communicative Speech Activity at an Early Age

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Abstract - This article discusses the importance of a model for the development of communicative speech activity at an early age.

Keywords - Development, speech activity age model.

In the framework of the psycholinguistic approach, linguistic ability is considered as one of the components of the language model along with speech activity and the language system (A.A. Leontyev, 1997).

Language ability is laid at an early age in the process of mastering the subject activity (A.R. Luria and others). Many authors note that language ability should be considered as the ability of a child to reproduce by imitation various subject and speech actions of adults in a particular situation, as well as the ability to analyze and summarize the meaning of individual words.

As one of the fundamental conceptual provisions of A.A. Leont'ev cites the following statement of V. Humboldt: "The assimilation of language by children is not an adaptation of words, their folding in memory and revival with the help of speech, but the

development of language ability with age and exercise" [1. s, 78].

A.A. Leontyev defines the following stages in the development of children's speech up to three years:

1. pre-speech stage (includes periods of chilling and babbling, first year of life)
2. stage of primary language acquisition (pre-grammatical, second year of life)
3. the stage of mastering grammar (third year of life).

For our study, we chose the periodization of M.I. Lisina, L.N. Galiguzova, S.Yu. Meshcheryakova, in which there are three stages in the development of children's speech (preparatory, transitional, the stage of verbal communication). Based on this system, we supplemented it and included the linguistic, psychological and psycholinguistic components of this

process from the position of a speech-activity approach.

Preparatory or preverbal (first year of life) - periods of chilling, babbling, development of phonemic hearing. Perception (mutual perception) gives rise to a sense of security, relieves anxiety and a child's fear of a new and incomprehensible world. When interacting (interactivity), the child feels the warmth of the mother's hands, the tenderness of the touch of close people and begins to feel confidence in them. The sense of security enhances the effect of the child's speech function and stimulates the manifestation of voice and speech reactions. Immediately after birth, the child has the first voice reactions — a cry and a cry, like reflex reactions. Voice reactions also include coughing, sneezing, sounds when sucking and yawning. In the second month of life, grunting, joyful squealing appears. Guidance occurs at 1-2 months as a component of the “revitalization complex” when communicating with an adult and when perceiving game objects. At this time, articulation, breathing and hearing aid training continues. Hearing sounds, seeing the surrounding movements of the lips, the baby tries to imitate. Repeated repetition of a movement leads to the consolidation of the motor skill.

In the first three months of life, the foundations of the child's proto-sign behavior and the foundations of the “proto-language” (gestures, facial expressions, nonverbal sounds, manipulations) are laid. Non-verbal proto-signs form the basis of a child's speech activity in the first two years of his life. Proto-language is the basis for the formation of the language of intelligence (universal subject code) (E. I. Isenina, N. I. Zhinkin).

From 4 months, the child begins to express their functional states with a long walking. By 5 months a

different intonation appears in the crouching, the baby listens to itself during the crying and samises it.

The babble appears after 5 months (A.N. Gvozdev). NAMenchinskaya, S.N. Tsaytlin describe the appearance of babbling at 7-8 months (diary entries “Mental development of a child from birth to 10 years” (1996), “From zero to two” (2000)). For the development of babble, the state of speech movements and the level of development of the auditory perception is of great importance.

The development of babble is based on the innate unconditioned reflexes: sucking, swallowing and others. This period was most fully illuminated in the development of the speech of V.I.Beltyukov, A.D.Salakhov [2. s, 13]. With the automation of babbling, the syntagmatic organization of speech begins to develop (a rhythmic pattern of speech appears) (A.A. Leontyev).

But the chattering and babbling gradually fade away, since they do not carry any social significance, however, the chugging and babble play a certain role in the formation of speech - they contribute to the development of the auditory perception and articulation apparatus of the child. The development of speech, its social function begins from the moment when the child begins to understand the speech addressed to him and uses it to express his thoughts. Pseudoslovo appears in 7 months. This is a closed sequence of syllables, united by accentuation, melody and unity of the structure of the articulation organs. A pseudoword has no object relatedness and serves to express a need or attitude. During this period, sounds appear constant. Thanks to the development of the cognitive sphere, communicative functions and auditory perception, a child from 8 months begins to understand certain words and phrases of adults. He

recognizes the voices of others close to him, reacts to his name, actively listens to the speech of adults and observes their articulation. The first words, subject-related, appear after 8 months. At this time, children understand individual words in familiar combinations; at the request of an adult, they find with a glance a familiar subject. At 10 months, the child gradually begins to allocate intonation and phonemic content in words. By 10-12 months, articulation praxis matures, which allows the child to purposefully pronounce speech sounds. Gradually, he learns intonation, rhythm and melody of speech, the dictionary increases.

The first words are characterized by polysemanticism - the same sound combination can express different meanings. Articulations are already correlated with the sounds of a particular language, but the child has difficulty in accurately conveying the sound composition of words, so strive to reproduce the rhythmic-syllable and intonational characteristics of the verbal material. Gradually, on the basis of practical actions with objects, the child moves from the polysemy of words to the first functional generalizations [2. s, 82].

In the first half of the second year of the child's life, the understanding of the speech of others is intensively developed. Each word at this stage is equivalent in meaning to the whole sentence.

So, by the end of the second year of life, the words begin to serve as a symbol of objects for the baby. From this point on, the child begins to use words to refer to an adult and acquires the possibility of speaking through conversation with the adult. The word for him acquires the meaning of the whole sentence. Speech in this period appears in two main functions: as a means of establishing contact and as a way of knowing the world. Despite the imperfection of

sound pronunciation, the limited vocabulary, grammatical errors, it is a way of communication and synthesis.

During this period, there is a qualitative leap in the development of speech. The child's speech is used to accompany the action, is included in the game; develops the ability to talk with the character. Children begin to communicate with each other. Children love to talk with adults, listen, observe, take part in adult activities. In the second half of the third year of life, children are already able to understand the meaning of an adult's stories about events and phenomena that were not in their personal experience, but consisting of familiar elements.

So, in the third year of life, both understanding of speech and active speech develop rapidly, vocabulary increases sharply, and the structure of sentences becomes more complicated. Coherent speech appears. Under the coherent speech is understood the semantic detailed statement (a number of coherently combined sentences), providing communication and mutual understanding [4]. It takes two main forms: dialogue and monologue.

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