

## Specificity of Children's Speech

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**Abstract:** The article discusses the specifics of children's speech. Theoretical views on this subject are given. The difference between children's speech and adult speech is revealed.

**Keywords:** ontology, language, speech, children's speech.

Children's speech is a special stage in the ontogenetic development of speech, the speech of children of preschool and primary school (up to 8–9 years old) age.

In linguistics, the position has long been established: language is a system of signs, a code; speech is an individual psychophysical phenomenon, it is the active use of the language code in accordance with the speaker's thought. The unity of language and speech is realized in speech activity through the language and speech activity of the individual.

Children's speech is a special stage in the acquisition of language and speech, the speech of children of preschool and primary school age. Attention to the study of children's speech is due to its originality, in which the features of the initial stages of the formation and development of language ability are manifested, when it is carried out according to special (“non-adult”) rules. These special rules are the subject of linguistic study.

The linguistic study of children's speech involves the identification of its features at different stages of mastering the native language: the specifics of the language used by the child at a particular stage of development of language means and the patterns of their assimilation. In linguistic studies of children's speech, various components of a child's language ability are considered. The patterns of mastering the sound side of speech are revealed in the works of V.I. Beltyukova, G.M. Bogomazova, E.N. Vinarskaya, A.N. Gvozdev, A.D. Salakhova.

The type of speech activity that characterizes the stage of development of preschool children has a number of features determined by the properties of children's thinking: a greater number of onomatopoeia, the formation of irregular forms according to regular patterns, occasional word formation, diffuse word usage, special syntax, etc. Features of children's speech are not the same at different stages of development personality of the child and correlate with the stages of socialization of the individual.

The most active process of naming occurs in childhood, when the child masters speech. In preschool years, word production is carried out unconsciously, therefore, in the speech of children, words that are absent in the language system are widespread, which, as a rule, fall into the category of innovations: “A children's speech innovation is understood to mean any linguistic fact recorded in a child’s speech and absent in general use.”

Children's speech is currently being studied by various sciences. Most often, children's speech is singled out as an object of study by psychology, psycholinguistics and linguistics, using their own specific methods, concentrating on any one aspect of this complex phenomenon. Speech is actively formed in the first three years of life. By the age of three, the child masters certain forms of

communication with others: situational-personal (the first half of the child's life) and situational-business (six months - three years). From the age of three, the transition to a higher form of communication begins - an extra -situational -cognitive form of communication (three years - five years). This form is characterized by cognitive motives and speech means of communication. And by the age of six to seven, communication acquires an extra -situational-personal form, which is formulated on the basis of personal motives and is carried out using speech means of communication.

Linguistic studies of children's speech are attentive to speech as a linguistic phenomenon, although within the framework of these studies it is difficult to solve many issues related, for example, to the child's psyche, with its speech development. But such a task should not be set before linguistic researchers. The main problems of researchers of children's speech using linguistic methods of description are associated with a lack of understanding of the specifics of children's speech as a special kind of system that develops in a different way than "imitation of those elements of the language that the child hears in the speech of adults" [Koltsov 2006: 17].

The creation of new words by a child is a creative process, the essence of which is the search for figurative motivation in neoplasms.

In early childhood, the child has communication needs, which he satisfies through the simplest means of speech: cooing, babbling, and at the age of about a year, the first words appear. From the very beginning, speech arises as a social phenomenon, as a means of communication. A little later, speech will also become a means of understanding the world around us, planning actions. Developing, the child uses more and more complex language units. The dictionary is enriched, phraseology is assimilated, and the child masters the laws of word formation, inflection and word combinations, various syntactic constructions. He uses these means of language to convey his increasingly complex knowledge, to communicate with people around him in the process of activity.

Initially, the child expresses feelings, impulses and thoughts in separate words, devoid of a clear grammatical design. But soon, from about the age of two, he begins to intuitively grasp the system in the language, its patterns. In his statements, various parts of speech appear, used in the necessary case, tense, generic and other forms, sentences are constructed. Not knowing the rules and not feeling any need for them, the child unmistakably declines, conjugates, links words into phrases, and even sometimes forms completely new words, adhering to the laws of word formation (apparently, analogies play an important role in this). By the age of seven, children already basically master the most important means of morphology and many forms of syntax - within the limits of conversational style, of course.

In other words, children acquire their native language through speech activity, through the perception of speech and speaking. That is why it is so important to create conditions for children's speech activity, for communication, for expressing their thoughts. The development of a culture of speech, pronunciation, and the use of word forms in a child is not a spontaneous process. It requires constant pedagogical guidance.

The first condition for the speech development of a child, as already noted, is the need for communication, or communication. Therefore, in the methodology for developing a culture of speech, such situations should be provided that determine the motivation of speech, put the student in front of the need for speech statements, arouse his interest and desire to share something, talk about something.

It must be said that the area of work of the school to improve the culture of speech is bringing the speech skills of children to a certain minimum, below which no student should remain, this is the improvement of speech, the increase of its culture, all its expressive possibilities.

But communication is possible only with the help of commonly understood signs, i.e. words, their combinations, various turns of speech. Therefore, children need to be given speech patterns, or create a speech environment. This is the second condition for the development of a child's speech culture. The richness, diversity and correctness of his own speech largely depend on what kind of speech environment he has. The speech environment is the speech of parents, other relatives and friends, folklore, fiction, radio and television, cinema and theatre, and at school, in addition, the speech of teachers and other school employees, the speech that sounds in the classroom, the language of textbooks and teaching aids.

Speech helps the child not only to communicate with other people, but also to learn about the world. Mastering speech is a way of knowing reality. The richness, accuracy, content of speech depend on the enrichment of the child's consciousness with various ideas and concepts, on the life experience of the student, on the volume and dynamism of his knowledge. In other words, speech, developing, needs not only linguistic, but also factual material. The student will tell well or write only about what he knows well: he must have a stock of knowledge, material on the topic of the story, then he will be able to highlight the main, essential. The material must be significant (socially significant or personally significant).

There is also an inverse relationship: the more fully the riches of the language are assimilated, the more freely a person uses them, the better he knows the complex connections in nature and society. For a child, good speech is the key to successful learning and development. Who does not know that children with poorly developed speech often turn out to be unsuccessful in various subjects.

At preschool age, and partly at school, the language is assimilated by the child spontaneously, in communication, in speech activity. But this is not enough: spontaneously acquired speech is primitive and not always correct. Some very important aspects of the language cannot be acquired spontaneously and therefore are the responsibility of the school.

This is, firstly, the assimilation of the literary language, subject to the norm, the ability to distinguish the literary language from the non-literary, from vernacular, dialects, jargons. The school teaches the literary language in its artistic, scientific and colloquial versions. This is a huge amount of material, many hundreds of new words and new meanings of previously learned words, a lot of such combinations, syntactic constructions that children did not use at all in their oral preschool speech practice. It happens that adults and even teachers misunderstand how extensive this material is, and believe that it can be learned by a child in passing, in everyday communication with adults and with a book. But this is not enough: a system is needed to enrich children's speech; systematic work is needed that clearly and definitely dispenses material - a dictionary, syntactic constructions, types of speech, skills in compiling a coherent text.

All these requirements apply to the speech of younger students. A good speech can only be obtained if the whole set of requirements is met. It should not be allowed that in the primary grades serious work was carried out only on certain aspects of speech, for example, on spelling literacy, and other aspects of speech development would be transferred to the senior grades. Unfortunately, in practice, such a mistake is made: some teachers do not work on the variety of speech means used by students, on the requirements for clarity of speech, do not teach children to correct speech shortcomings from their comrades and improve their own speech.

Thus, during the primary school age, all types of children's speech are improved. Children master the norms of the literary language, the functional styles of the language, they form the qualities of good speech, develop coherent speech skills, and improve the regulatory and planning functions of speech.

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