

## Speech Education for Children from 1 To 3 Years of Age

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**Abstract:** The article defines the speech criteria of children from 1 to 3 years old. Here are some suggestions on how to look or get an appointment for 1 to 3 year olds.

**Keywords:** child, speech, sound, speech education

Any speech communication is carried out by means of language. Depending on the conditions and goals of communication, speech activity acquires some features. So, people can exchange thoughts orally or in writing, in a dialogical or monologue form. Accordingly, several types of speech are distinguished. Speech can be written and oral. In turn, in oral speech, a distinction is made between dialogical and monologic speech.

Oral speech is the main type of speech, on the basis of which other types of speech activity are built. So, in our written language, letters denote various sounds of oral speech. Thus, written speech reproduces, on paper, the features of oral, sound speech.

Before children can speak different words, they make sounds that gradually become more diverse and distinct. When an infant learns repetitive and rather musical pieces of sound, it is called babbling. Each child goes through a period of humming before pronouncing various words. Its sounds are varied and have a spoken melody. However, there are few or no words in the stream of sounds. This is the stage at which an adult can get the impression that the child has spoken words, but it is not clear which ones. The sound order of the child is gradually moving towards words, since adults, and possibly older children, take his sounds seriously and react to them.

Some babies begin to pronounce their first real words before they are one year old, others make sounds very similar to "bobo" and "dada", and many do not produce what can be called a word. The first year of life is a period when it is necessary to notice and stimulate the construction of blocks that make up the foundations of children's speech. At this time, important events of a "pre-language" nature were unfolding.

During the first year, the child learns a lot of skills that form the basis of his language. He learns to listen and distinguish between familiar and unfamiliar voices. By his behavior, the child shows that he understands some of the emotional overtones in the speech addressed to him, for example, a cheerful casual conversation or a warning not to do something. When supported, the child begins to make more varied and expressive sounds. By about nine months, signs appear that indicate that the child has learned: his sounds can cause actions from others. Such an important understanding of the usefulness of sounds can be seen in the way a nine-month-old child deliberately pauses babbling to make sure he gets the attention (object or response) he wants. About a year or a little later, children often show by their behavior that they recognize a few familiar words in context, or they can fulfill very simple requests of adults, supported by gestures. The kid reacts to all non-sound manifestations (and enhances

them) that are part of adult speech. Some adults begin to say, "He understands everything that is said to him." But at this stage, and later, it will be more accurate to say that the child understands more and more what you say and do.

Researchers identify several stages in the development of a child's speech:

9 - 18 months - words: dada, aya, bobo, buva, etc. Onomatopoeic words: vov (dog), mu (cow), etc. All nouns are in the singular;

18 - 20 months - attempts to combine two words into a phrase (aya, ber). The imperative mood of the verb is learned (bor)

20 - 22 months - plural forms appear;

22 - 24 months - the dictionary reaches 300 words. About 60 percent of nouns, 20 percent of verbs, no conjunctions.

By the end of the first year, understanding of speech and the first forms of active speech of the child appear. The peculiarity of speech is that it has an associative-situational character, i.e. can be understood only with reference to the situation, intonation, gestures. A child's active speech develops from hooting, humming and babbling, which are "disinterested orienting activities" as an imitation of the intonational-rhythmic sound side of human speech. At first, imitation is reproductive and involuntary. The development of babbling is carried out in the direction of increasing the arbitrariness of imitation of the speech of an adult. At 5-6 months, "pseudowords" appear - vocal reactions of a relatively constant sound composition, expressing the emotional states of the child and the effects he uses on the adult. At the end of the first year of life, the child's speech is so peculiar both in semantics and in sound composition, morphology and syntax that it was called autonomous speech.

At the age of one year, the child:

- Knows his name;
- Understands the word "no";
- Understands and fulfills simple requests;
- Repeats simple one- and two-syllable words;
- wishes "good night";
- Says "mom", "dad" and about a dozen more words, usually nouns;
- Likes to imitate the voices of animals and the sounds of various objects;
- At the request of an adult, gives a toy;
- Laughs with pleasure;
- Hears well and distinguishes many sounds;
- Demonstrates sincere love for you;
- Places the cube in the box at your request;
- Draws actively with pencil or chalk scribbles.

Up to one and a half years, the development of a baby's own speech is rather slow. During this period, he learns from 30 - 40 to 100 words and rarely uses them.

By the age of one and a half, the baby usually pronounces all vowel sounds (although not always clearly), many consonant sounds are available to him (m, p, b, k, g, t, d, n, v, f, x), as well as the sound "y". Many of the consonants are pronounced in a relaxed manner.

The distinctness of the pronunciation of sounds largely depends on their place in the word. So, if a word consists of two open syllables (there is a vowel after the consonant: tog'a, xola), then the baby pronounces it correctly. If the word consists of three or more syllables (instead of avtobus - abotus). The sound is also skipped when two consonants stand side by side (rahmat is pronounced ramat).

After a year and a half, a sharp change occurs. Together with the child's requirement to name objects, one can note his attempts to pronounce the words that these objects mean. By the end of the second year, the child uses up to 300, and by the end of the third year - up to 1200 - 1500 words.

Where do "autonomous" words come from?

First, the adults themselves specially invent them for children. Words such as nanna, umma bobuv are passed from generation to generation ... Adults believe that they are more accessible to children.

Secondly, the child distorts in his speech the real words pronounced by adults. The kid still does not hear the word well enough, and his pronunciation apparatus has not yet developed to the proper extent. When pronouncing a word, he involuntarily changes its sound form. Usually the middle of the word "suffers". The child reproduces the stressed and the first syllables.

And, finally, the kid himself comes up with "autonomous" words, often joking and playing.

If adults require the child to clearly pronounce words, correct them, then "autonomous" speech quickly disappears. But it happens that others are touched by the "originality" of the child's word-creation and even imitate him. Then the formation of correct speech comes with delays.

The main event in the development of speech during this period (by the end of the second year) is not in the quantitative growth of the vocabulary, but in the fact that the words that the child uses in his sentences acquire the appropriate grammatical form.

From this time on, one of the most important stages of mastering the native language begins - mastering its grammatical structure. The assimilation of grammar is intensive, and the child learns the basic grammatical patterns by about three years. By this time, he uses all case forms (without prepositions and with pretexts - "he looks like a wolf," "he hid under the ground," etc.), verb forms, complex sentences with conjunctions ("In a dream I saw that hand ", " The window is open to ventilate ").

So, by the age of two, the child:

- Has a stock of 200 - 300 words;
- Uses two-, three-word phrases and sentences in speech;
- Listens to words and understands their meaning;
- Loves to be read to him and examines illustrations;
- Names the items shown in the pictures;
- Knows his name well, pronounces it;
- Uses the words "yes", "no", "more";
- Expresses the request in words, not just gestures;
- Uses nouns in different cases (that is, with different endings);

➤ Coordinates the subject and the action ("the car is going", "I want").

By the age of three, the child's dictionary includes all parts of speech (nouns, verbs, adjectives, pronouns, numbers, adverbs), service words (prepositions, conjunctions, particles), interjections.

What contributes to the development of speech? Children of the third year of life can and should be given special speech tasks. The simpler ones are tasks to repeat a word or make a sound when an adult teaches you to pronounce the word correctly. More difficult ones are when the child is asked, for example: "Come to grandmother and tell her:" Grandma, please give me my hat. "

Why are these tasks useful for developing speech? Firstly, because an adult gives the child a sample of speech, and not just a sample of the correct construction of a phrase, but an example of the use of speech in specific communication conditions. Such tasks not only contribute to the formation of grammatical and lexical correctness of speech, but also educate the culture of verbal communication, "speech behavior". Secondly, these tasks are useful because the child learns to consciously, consciously build his speech, albeit in a very elementary form, to be aware of how others speak, as he says himself. In fact, when mom says to her little son: "Bring me, please, a cup" - and he, asking which one (big or small, etc.) is going to fulfill this request, then neither mom nor son think about exactly how they speak. They are aware of the content of speech, not its form.

Speech tasks with an already defined form of expression are appropriate in communicating with children under two years of age. Older children can be given tasks in a more general form: "Go to grandmother and ask her to get your hat", "Ask grandmother for your hat".

Speech tasks can be given both in order for a child to turn to an adult, and in order for him to turn to another child, to several children. Thus, speech communication between children is activated.

Speech assignments are good for teaching children to ask questions; "Where?", "What?", "Where?" etc., using complex sentences. For example, a child is invited to ask an adult (or another child): "Ask Natalya Petrovna where she put a new book or toy." The child can ask a question in various ways ("Where did you put the new book, toy", "Vera Petrovna asks where you put the new book, toy", "Vera Petrovna asks where the new book, toy is", etc.), and these will be either questions or complex sentences with union words "where", "where", etc.

Children of the second year of life can be shown not only object pictures (that is, images of individuals, animals, objects), but also plot pictures, which depict an event (children watering flowers in a flower bed, children release a bird from a cage). In the third year, the ability of children to look at the pictures increases, but the children are not left to themselves - an adult must lead the examination. He explains the meaning of what is depicted, reveals the sequence of actions, asks the children questions, etc.

Questions can be varied if the picture shows a person (boy, girl or doll). There is a lot of room for enriching the vocabulary of children, for developing the ability to correctly build simple sentences. Considering the picture on which the girl is drawn, and answering the questions, the child names the girl's clothes, the color of the dress, shoes, etc. The variety of questions and answers increases if the girl is depicted sitting on a high chair, lying in the crib.

Until the middle of the third year, children often miss prepositions, and answers to the questions "Where is sitting?", "Where is it?" contributes to the consolidation of the use of prepositions in speech, and not only in relation to overcoming gaps, but also in relation to the correctness of the use. Compare, for example, the phrases "lying in bed" and "lying on the couch" and try to rearrange the prepositions: "lying on the bed", "lying on the couch". The latter is impossible, and lying on a bed means lying on an unmade bed.

Introducing the baby to new words, you need to pay attention to the hardness of pronouncing consonants. It is helpful to use onomatopoeic words for this. While showing the toy goose, the adult says to the child: "This is a goose. He shouts: ha-ha-ha! Now tell me how the goose cries. " If the baby is mistaken and pronounced the sound r softly (gya-gya-gya), it is necessary to correct it.

Attention to the correct formation of the sound side of speech should be no less than attention to the content side. Draw the baby's attention to how the words are pronounced correctly, require him to pronounce words and phrases clearly and distinctly.

When children are read folk songs, nursery rhymes, when they learn them with them, then, of course, this is, first of all, important for acquainting children with the artistic word. But at the same time it contributes to the assimilation of the correct sound pronunciation. Many of the nursery rhymes and songs, probably, were created in order to give the kid the opportunity to "play" with sounds.

Often, adults imitate the imperfect speech of a child, borrow the incorrectly pronounced words from him: "Oh, you are my dalyagoy (chick, dear chick)!" This should not be done. There is no need to consolidate the shortcomings of a child's speech with his authority, especially since he himself can already hear the inaccuracies of sound pronunciation in the speech of other people and even to some extent understand, realize the shortcomings of his speech, his ability.

The child's attention to the peculiarities of the speech he hears, the ability to hear the subtleties of the pronunciation of words and help him learn the correct pronunciation of sounds and words. Therefore, it is important that adults, when talking with a small child, monitor the clarity, clarity of their speech, its pace, since in accelerated speech with careless pronunciation (and this is characteristic of everyday colloquial speech) the sounds (vowels and consonants) change significantly, weaken, as it were erased, and sometimes fall out.

By the age of three, the child:

- Often asks questions to adults;
- Uses two-, three-word sentences;
- Speaking, expresses his impressions, thoughts;
- Finishes off sounds, syllables, words when reading;
- Has a vocabulary of 1000 - 1500 words;
- Understands the meaning of simple prepositions and plurals;
- Knows the time of day;
- Names two colors.

Between one and two years of age, the child takes noticeable steps in speech and comprehension skills. He demonstrates a gradually increasing understanding of individual words and simple instructions. Usually this level of understanding is superior to the set of words that the child uses himself. The child's comprehension of more complex speech relies on non-verbal hints and memorization of some ordinary situations, for example, that toys are put in a box, and not under it. Thus, a child at this age fills in the gaps between areas that they already understand.

By the age of two, the child learns that the words for familiar objects refer to the same objects in books or in dollhouses. Adults with their experience are already clear about this, but the child needs to learn that the drawing of a banana is called the same, although this banana is flat and completely inedible. In the same way, the doll chair is named with the same word as the real one, although you cannot sit on it.

The age at which the first words and phrases appear is very ambiguous. But one should expect the appearance of clear signs of speech development by two years. By this time, the child has mastered a large number of different words, although they do not necessarily pronounce them cleanly, like adults. He often combines two words into simple but incorrect combinations. It can be a combination of the child's name with the name of an object or something that he wants.

General softening of speech is also characteristic of the third year of life. Many sounds are still missing and are being replaced by easier ones to pronounce. So, hissing sounds (w, w, h, w) are often replaced by soft whistling sounds *syapka* (hat), *zyuk* (beetle), *hay* (puppy), *cyanik* (kettle), sometimes instead of the sound h, the child can pronounce the sound t; *chas* (hours). Hard sibilants are replaced by soft ones (*syanki* instead of *sled*), the consonants p, pb, l are absent or are replaced by the sounds l, d: *yba* (fish), *giya* (weight), *dwel* (door).

Often a child of two years and a little older repeats the question about the names of the same objects over and over again. It can be assumed that the child forgets the answer. However, it is not uncommon for the question to be repeated even before the adult answers. This circumstance makes one think that the child likes the attention of an adult and his own ability to ask questions. As adults, we tend to think of speech as our specific vehicle for answering questions, expressing emotions, or enjoying a good conversation. Children, on the other hand, enjoy speech itself and the practical application of what has already been mastered. It seems that jumping and running, straining the muscles of their speech apparatus, they experience the same joy, although it may seem completely meaningless to adults.

In the period from two to three years, the child's speech and his understanding of speech should make significant progress. If from two to two and a half years of speech development is not observed, this circumstance requires serious attention, regardless of how well the baby is developing in other areas.

If you try to list the words that your child will learn during this period, it will take a long time. The kid speaks in short phrases and simple sentences. But, unlike adult speech, they have a lot of grammatical errors. The child's speech flow is intermittent as the toddler searches for words and ways to convey his message. The child's desire to communicate can exceed the volume of his speech, which sometimes leads to a kind of hesitation. Like the repetition of words, typical of this age, such stumbling on individual words usually goes without a trace, unless adults or older children make fun of it.

During this period, the child's play, especially based on imitation, reflects the growth of his speech abilities and stimulates the child's attempts to express his desires. Gradually, for adults, it becomes clear to the child's conversation with himself during the game. If his previous experience gives grounds for this, then at this age the child will consider adults to be people who will answer questions, listen to the message and help when his own vocabulary is insufficient.

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