



## The Study of Children's Speech in World Linguistics

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**Abstract:** This article talks about the importance of studying children's speech in different cultures and languages, its main directions, field-related methodologies, and environmental factors related to this process in world linguistics. In addition, information is provided about the linguistic environment of children, their speech patterns and ways of forming knowledge of different languages. The topic is analyzed and further enriched by the researches of linguists.

**Keywords:** children's speech, children's linguistic environment, bilingualism, linguistic and cultural contexts, universality of speech, ontogenetic development.

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### Introduction

The study of children's speech in World linguistics covers a wide range of research areas aimed at mastering, developing and using the language by children of different cultures and languages. It is a multidisciplinary field that relies on concepts from linguistics, psychology, cognitive science, anthropology, and education to better understand how children learn to communicate and express their thoughts in language. One of the main areas of learning children's speech is language acquisition, which examines how children acquire their first language(s) and how they go from early chatter to making complex sentences. Researchers in this field use a variety of methodologies, including longitudinal and cross-sectional studies, to monitor children's language development, to identify commonalities and differences in languages. In addition, researchers study the effects of environmental factors, such as the educator's opinion, socioeconomic status, and bilingualism on children's language development. Understanding these influences can shed light on how children's linguistic environment shapes their speech patterns and knowledge of different languages. Another important area of research is using pragmatic and sociolinguistic features in children's speech. It involves learning how children use their language based on social context such as their peers, adults, and their interactions in formal and informal settings. Researchers also study how children understand politeness, humor, and other pragmatic aspects of language. In World linguistics, the field of children's speech also covers the study of language disorders such as specific language disorders and language development disorders. Researchers study the linguistic profiles of children with these diseases, as well as interventions and treatments to support their language development.<sup>1</sup>

In addition, cross-language research plays a decisive role in understanding the universality and variability of children's speech. Comparing the language development of children in different

<sup>1</sup> Усвоение ребенком родного языка./ сб. «Детская речь», изд. Московского института экспериментальной психологии, 1927. – С. 50-114.

languages, researchers can identify patterns and processes common to all languages, as well as specific to specific language families or structures. In recent years, technology has been playing an increasingly important role in the study of children's speech. Computational methods, including natural language processing and machine learning, are used to analyze a large-scale corpus of child language data, allowing researchers to identify patterns and trends in children's speech more effectively. In general, the study of children's speech in World linguistics is a lively and dynamic field that continues to provide insight into the nature of language acquisition, development and application in various linguistic and cultural contexts. It is important for educational, language assessment and intervention programs aimed at supporting children's language growth and communication skills.

### **Main part.**

Children's speech and perception of surrounding reality are one of the main problems of research, which is primarily due to the fact that children's speech and the study of the child's worldview give an understanding of the process of comprehensive and multi-stage formation of children. The knowledge and impressions acquired in early childhood are firmly established in the associative-verbal network of the linguistic personality and have a significant impact on the characteristics of understanding, knowing and mastering the language by adults. It is known that children's speech is a special stage in the ontogenetic development of speech of children of preschool and primary school age. Several times resorted to the study of the phenomenon of children's speech within the framework of a linguistic approach. T.A. Gridina, M.R. Lwów, E.S. Snitko, S.N. Tseitlin<sup>2</sup> et al. Psycholinguistic studies L.S. Vygotsky, A.A. Leontyeva, A.R. Luria, V. Stern<sup>3</sup> et al. Of great interest is the study of children's speech and the main factors of their perception of the surrounding reality through verbal codes, since they expand our ideas not only about mastering the native language, but also about the language itself, and its multifaceted functioning, and the development in speech activity expands our knowledge not only about the formation of cognitive and other psychological processes but also about their construction, about a person and his transformation into a linguistic person. The relevance of the study is that the development of children's speech is a special process that can be studied by a number of humanitarian and non-humanitarian disciplines, and the process of creating children's speech itself deserves a detailed analysis and study. The study of children's speech is one of the important issues of linguistics since children's speech forms the mind, a linguistic personality capable of full communication later in society. Also, you should focus on the fact that children's speech is not part of adult speech, but a unique system of lexical signs with specific rules and periods of use, in which consciousness is successfully mastered and consciousness is formed. the child is socialized into society.

In the early 20th century, scientists Clara and Wilhelm Schtern<sup>4</sup> had a great influence on the development of children's speech, their three children conducted experiments on Hilda, Günther and Eva<sup>5</sup>, and for many years recorded data in diaries, from baby talk to systematic recording. They identified stages of speech acquisition, were able to determine the moment of complexity in the use of vocabulary up to a complex multicomponent sentence in a simple one-word sentence, and finally developed a "special linguistics of children's speech".

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<sup>2</sup> Цейтлин С.Н. Очерки по словообразованию и формообразованию в детской речи. – М.: Знак, 2009.

<sup>3</sup> Выготский Л.С. Мышление и речь: психологические исследования / Л. С. Выготский; под ред. и со вступ. статей В. Колбановского. – Москва; Ленинград: Соцэкгиз, 1934. – 324 с.

<sup>4</sup> Цейтлин С.Н. Очерки по словообразованию и формообразованию в детской речи. – М.: Знак, 2009.

<sup>5</sup> Adizova N. The Main Motives and Objectives of fun genre in folklore. International Journal of Innovative Technology and Exploring Engineering (IJITEE)ISSN: 2277-3878, Volume-8, Issue-3S, October 2019. –P.202-207.

A. Greguar<sup>6</sup> continued the tradition of research on the development of children's speech. In his diary entries, he noted the process of mastering the speech of his children, the acquisition of rules that facilitate the competent presentation of his thoughts. Although many researchers of that time were engaged in the study of children's speech, detailed recording and analysis of all the processes associated with a child's speech, nevertheless, their writing was characterized by a psychological component in the formation of communication skills. Thus, N.A. Menchinskaya and M.P. Instead of making general conclusions about the completeness of the formation of communicative abilities in a child in their ancestors, Stakorskaya<sup>7</sup> and others describe in a very large volume the appearance of speech in a child on the example of their own children. Their research suggests that the environment influences language acquisition, and that J. Piaget<sup>8</sup> decided to question this theory, noting that due to the comprehensive development of the child, the formation and development of speech occurs. After conducting research on the functions of children's speech, he concludes that the child's speech may be egocentric or socialized. Most importantly, he discovered children's egocentrism, in which the child is at the center of everything, and how others react to his speech does not matter at all, because the most important is the speech process itself.

Categories of egocentric speech of a child by J. Piaget:<sup>9</sup>

- repetition-children 1-2 years old repeat syllables and words for the speech process itself. Such word games are remnants of infant humiliation, do not contain a communicative element, and are one of the categories of egocentric speech;
- monologue-children 3-4 years old play and act in an egocentric way, it does not matter for them who will listen to them or listen to them at all. "The child speaks to himself as if he was thinking loudly. He will not appeal to anyone";
- collective monologue-children 5-8 years old who "think and act in a more egocentric way than adults and communicate their intellectual search to each other less than we do". According to Piaget, egocentric speech is presented as "a certain by-product of a child's activity, an opening of the egocentric nature of his thinking. After all, in the game the child finds a worldview, the game is a "form of thinking" of the child, a "miraculous imagination" expressed in egocentric speech. "Speech is egocentric, because the child speaks only to himself as if he speaks out loud." Speaking about egocentric speech, J. Piaget focuses on the child's inability to analyze adult speech and to think critically at the time of communication, as he seeks to unilaterally broadcast information from his inner "I" position. This concept of egocentric speech has faced many contradictions.<sup>10</sup>

Thus, L. Vigotsky<sup>11</sup> in the psychological study of thinking and speech J. Piaget's comprehensive analysis and criticism of the theory of the development of children's speech considers the development of the child separately from the social and cultural environment, since the tasks that

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<sup>6</sup> Теория языка. Методы его исследования и преподавания: к 100-летию со дня рождения академика Л. В. Щербы / отв. ред. Р. И. Аванесов. — Л.: Наука, 1981.

<sup>7</sup> Курбонова М. Ўзбек болалар нутки лексикасининг социопсихоллингвистик тадқиқи. Филол. фан. номз... дисс. — Тошкент, 2009.

<sup>8</sup> Выготский Л.С. Мышление и речь: психологические исследования / Л. С. Выготский; под ред. и со вступ. статьей В. Колбановского. — Москва; Ленинград: Соцэкгиз, 1934. — 324 с.

<sup>9</sup> Выготский Л.С. Мышление и речь: психологические исследования / Л. С. Выготский; под ред. и со вступ. статьей В. Колбановского. — Москва; Ленинград: Соцэкгиз, 1934. — 324 с.

<sup>10</sup> Выготский Л.С. Мышление и речь: психологические исследования / Л. С. Выготский; под ред. и со вступ. статьей В. Колбановского. — Москва; Ленинград: Соцэкгиз, 1934. — 324 с.

<sup>11</sup> Выготский Л.С. Ko'rsatilgan manba.

should be set in the study of Primary Children's speech are "communication and communication with others, primarily with adults, the function of social communication.

### **Disccussess/Results**

An important thing in the study of children's speech is a parallel comparison of the world in which the child lives with his own consciousness. L. According to Vygotsky<sup>12</sup>, the scheme for the development of children's speech can be presented as follows: - social speech (external), which is multifunctional, develops according to the principle of differentiation of individual functions and is sharply differentiated into egocentric and communicative speech at a certain age; - egocentric speech (whisper) is internal speech according to its psychological function and external speech according to its physiological nature. Thus, speech becomes psychologically Internal before it becomes truly internal; - inner speech is the basis of his artistic and logical thinking. However, J. Piaget's children's speech development scheme "defines the following genetic sequences of key points in the development of verbal logical thinking: extraverbal autistic thinking-egocentric speech and egocentric thinking - socialized speech and logical thinking". Speaking about egocentric speech, it should be remembered that This concept in J. Piaget. Different from the L. Vygotsky<sup>13</sup> concept, so In J. Piaget, egocentric speech involves the repetition of words, a comment that the child uses to explain and clarify his or her speech. actions and monologue speech of the group, which does not require understanding by the communication partner. According to L. Vygotsky<sup>14</sup>, this speech is capable of solving assigned problems, since in solving complex problems, the child's functions of mastering speech are activated. Based on this, we see the uncertainty of phenomena in the process of mastering the language norms of the child, this is confirmed by scientific research. Although science does not stand still, Studies of L. Vygotsky<sup>15</sup> and his followers, although they were published by J. Although different from Piaget's concept of developing children's speech, it does not prevent the treatment of their works. with equal and equal respect, continuing to deepen knowledge in the field of development of the child's speech.

One of the important scientists who studies children's speech from a linguistic point of view is A. Gvozdev. In his first work, "the child's mastery of the native language", he makes a general analysis of the observation of children's speech, learns its characteristics and the formation of communication skills. A. Gvozdev's book " issues of learning children's speech " internalizes the most important studies on the readiness of a child to learn speech at school. A.Gvozdev<sup>16</sup> spent many years conducting an observational study on the words, in which he recorded all the sentences and analyzed the nature of their origin, clarified the nature of the appearance of a particular word in his son's speech, to understand the new dictionary by expressing his son's own reasoning. Using the example of his son, he was able to better understand the features of children's speech acquisition and saw the prospects for the development of research in the process. A.Gvozdev's works elaborate and analyze in detail the period of a preschool child and his preparation for communication, from the process of mastering a new dictionary to the skills of practicing the learned dictionary - the skills of using the mastered dictionary after its use. Knowledge to learn at school. The researcher noted that the child "is already mastering such a complex system of grammar, including the subtleties of syntax and morphology, the acquired language is for him a real mother and a perfect tool for truly thinking and communicating." The process of mastering the language in a child takes

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<sup>12</sup> Выготский Л.С. Ко'rsatilgan manba

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<sup>14</sup> Выготский Л.С. Ко'rsatilgan manba

<sup>15</sup> Выготский Л.С. Ко'rsatilgan manba

<sup>16</sup> Теория языка. Методы его исследования и преподавания: к 100-летию со дня рождения академика Л. В. Щербы / отв. ред. Р. И. Аванесов. — Л.: Наука, 1981.

much longer. It depends on the language characteristics of the child and consists of different levels. Thus, " the first is associated with the assimilation of the meanings of common words, the second - with the formation of knowledge about the linguistic image of the world and the world, the third - characterizes the ability to encourage the choice of a particular thing. the strategy of linguistic behavior". When we talk about linguistic competence, when the knowledge gained is directly applied in the process of communication, we should pay attention to the fact that the theoretical occupation of the dictionary depends on speech activity. It should also be noted that the non-standard use of language norms indicates an attraction since the child's behavior is closely related to his experiences and the desire to transfer his emerging inner world to others. You should also focus on the child's perception of the world around him through play, as a result of which new words can be born, and thanks to the art of words, they form a whole storyline, which plays an important role in the formation of personality. Using non-standard forms in speech behavior to attract attention, it is possible to talk about the child's use of new forms and speech structures in the process of communication, which indicates the use of all possible aspects of the art of speech in his communication. and this " undoubtedly indicates the psychological kinship of art and play for the child."

## **Conclusion**

In the linguistic aspect of the development of speech for a child, the psychological correlation of a word is a standard of a modified image, which is formed, and applied in the process of object-based gaming activity. According to the researchers, the process of mastering the word causes great difficulties for the child. So sometimes it takes a few to learn a new word. We can see rhythmic fluctuations in the development of speech in a child of the second year of life, which indicates an uneven assimilation and understanding of lexical units. Thus, there may be times when the child can perceive new words and then actively use them, but then jumps (back steps) occur when it is possible to see a much lower level of mastering a new dictionary. S.Seitlin reported that<sup>17</sup> from scientists who initially conducted effective research on children's speech in Russia, L.S.Vigotsky<sup>18</sup>, A.N.Gvozdev<sup>19</sup>, J.I.B.Sakharny<sup>20</sup>, Germany I.P.Amzarakova<sup>21</sup>, S.Shahar<sup>22</sup>, K.Wagner<sup>23</sup>, Ch. Steinstratters made an important contribution to the development of this field. As a result of the analysis of their research, it can also be seen that, mainly, they identified the General Laws of mastering the native language inherent in children, the common aspects of assimilation by different children, and in this direction several scientists conducted practical work on the development of the speech of their children. In particular, in 1976, the German scientist D.Tideman published a book on the systematic observation of his son's speech. The scientist's main contribution to this field lies in the fact that he attaches great importance to observation and proposes a method of work that serves to develop a mind that supports scientific psychology in a broad sense. As a result of his activities, it lies in the fact that he supports the general modern trend, which increases the value of the child as a family member and the dignity of the future generation as a real-life member of society, "because the development of the child depends on the development of society."

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<sup>17</sup> Цейтлин С.Н. Язык и ребёнок. Лингвистика детской речи. – М.: Владос, 2000. – 240 с.

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<sup>22</sup> Shahar S. Kindheit im Mittelalter. – Hamburg: Reinbeck, 1993. – 390 s.

<sup>23</sup> Wagner K.R. Die Sprechsprache des Kindes. – Düsseldorf: Schwann, 1974. – 395 s.

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