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PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN'S COMMUNICATION

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Abstract

In this article is discussed the psychological features of children's speech and the growth of their vocabulary at each age. Learning the child's native language and learning new words that appear in his vocabulary is a process related to the psycholinguistic approach to the study of children's speech. In the process of the child's communication with adults, his speech is formed and his vocabulary is enriched with new words. In turn, this condition affects mental processes. In our article, we consider children's speech from the psycholinguistic aspect. This, first of all, encourages us to focus on the emergence of the science of psycholinguistics, its development as a science, and its content and objects of study.

Key words

Psychological, research, feature, child, speech, formation, process, linguistics, psycholinguistics, system, language.

INTRODUCTION

It is known that the science of psycholinguistics is a branch of linguistics that arose in the middle of the last century, and its main goal is the formation of speech, as well as the interaction of the processes of perception and formation of speech with the language system. y consists of learning in contact state. Since the creation of speech and the process of its perception is a reflection of the processes occurring in the human brain, psycholinguistics is close to linguistics in its source of research, and in terms of research methods it is a science close to psychology. investigation.

At present, various innovations appear in our society in all areas. The changes taking place in the field of education both in our country and in the world community can be a vivid example of this. Currently, the study of children's speech in linguistics is one of the hot topics among researchers. The study of a child's mastery of his native language is associated with a psycholinguistic approach to the study of children's speech. In the process of communication of a child with adults, his speech is formed and improved. In turn, this state affects mental processes.

Language reflects socio-historical experience. By learning a language, children improve their personal knowledge as well as their social knowledge. What language a child speaks does not depend on the nationality of his parents, but on the language environment in which he grows up. Research on the study of children's speech is becoming the main topic of discussion for linguists, child psychologists, speech therapists and educators. In our article, we consider children's speech from a psycholinguistic aspect. This, first of all, prompts us to pay attention to the emergence of the science of psycholinguistics, its development as a science, its content and objects of study.

THEORETICAL FRAMEWORK

In Central Asia, especially in the East, psycholinguistic views have existed since ancient times. Its roots go back to the times of Farabi[1], Ibn Sina[1], Alisher Navoi[2]. Abu Nasr al-Farabi, who was one of the thinkers recognized by world scientists and called the "second teacher", in his work "The City of Virtuous People" gradually showed the qualitative difference between man and other creatures:

1. Man is an intelligent being and mind and soul are his natural beginnings.
2. Man has intelligence and speech.
3. A person has a profession[4].

Alloma says that these qualities are combined with each other and allow a person to develop and improve. He defines education and upbringing. Farobi expressed his views as follows: “A newborn child has the ability to know, the spirit of knowledge. He was born. At the same time, human feelings reveal this possibility. Studying the environment. Names and concepts are products of our senses. It is passed down from generation to generation. Therefore, it is not innate, but acquired knowledge”[4]. Among the creatures on earth, only man is given the ability to speak and think, and he constantly communicates information on the basis of the language and speech given to him. That is, in a verbal state. In social life, attitudes to the influence of various events, objects, environmental realities are also manifested by non-verbal means. Farabi considers human knowledge to be innate and acquired as a result of learning and experience. And human speech is formed on the basis of learning and activity.

In his work “City of virtuous people,” he wrote about the negative impact of speech-destroying 6 factors on the human psyche:

1) rebuke; 2) confusion, bewilderment; 3) defamation and determination; 4) forcing to stutter in speech; 5) use of nonsense words, nonsense; 6) forcing silence, forbidding to speak even if the disputant is capable of speaking. This is done in order to make the disputant conclude that it is better not to speak"[1]. In this place, special attention is paid to three qualities in the work "The City of Virtuous People". He mentions that they are the worst mental qualities, such as rebuke, confusion, and slander, which bind the tongue without affecting the mind, and the first three injure the mind. It is clear from this that the human mental state is realized in the brain through language. In this regard, Ibn Sina said, "In every brain there is excess moisture that needs to be cleaned in the initial creation. It is cleared during or after the child is in the womb. If it is not cleaned, great difficulties will arise from it",he thinks[1].

Abu Ali Ibn Sina, the great exponent of medical science, discusses the activity of the brain and the diseases it causes in The Laws of Medicine. The scientist associates his pathopsycholinguistic views with brain activity. Brain Disorders describes stuttering, confusion, seizures, and speech disorders in mental conditions, and provides treatment and counseling[1].

From the opinions of the above-named great scientists, we can conclude that the first psycholinguistic views arose in the East. However, the advanced stages of this area have taken place in the West.

By the middle of the 19th century, in Western countries, especially in America and Russia, the cornerstone of the formation of psycholinguistics as a science was laid. This science is a science that received special attention from psychologists and linguists during the 19th and 20th centuries. As mentioned above, psycholinguistics is the science of speech activity, which arose as a result of the

merger of psychology and linguistics. Linguistics studies the structure of speech according to the laws of language. Psycholinguistics studies the processes of speech production and speech reception. Psycholinguistics is a branch of linguistics that studies the speech process, the speech act and the relationship between the purpose and content of the person creating information. In linguistics, this is an area that studies the relationship between the social consciousness of the speaker, his social life and the content of the language.

Alan Graham provides information about the existence of four historical roots of psycholinguistics, united by the end of the 9th century, and focuses on each of them separately[6]. According to him, the first root is comparative linguistics, which raises the question of the psychological origin of language. The second root was learning language in the brain. The third root was a daily approach to child development. It was founded by Emily Russo. The fourth root was an experimental approach to speech and language processing that emerged from the mental chronometry of Francis Donders.

METHODOLGY

In the process of writing this article, methods of observation, comparison, psycholinguistic and statistical analysis were used. They are shown in the following examples.

Babies begin to move their arms and make sounds of various shapes after two months of age. When babies are 3-4 months old, they begin to communicate with parents, roommates and other people with eyes and smiles, watch the facial expressions of this person. If the baby is addressed with caressing words, signs of laughter can be felt in the expression of his face. On the contrary, if words that look like threats are used (yes, look at yourself, can you lie still without crying), signs of crying begin to appear on their faces and they begin to cry. without opening their lips, they begin. Gradually, from this period, they begin to make joyful and laughing sounds. From about 5 months, the ability to control sound pronunciation and articulatory movements develops, they begin to make various screeching sounds.

From the age of 6 months, babies begin to pay more attention to their surroundings and gradually use gestures, sights, sounds to attract the attention of adults. From the age of 10 months, they begin to make sounds similar to human speech through screams and screams. They begin to pronounce the first words at 9-12 months, and by the year they begin to understand a few words and short phrases. From this age, babies can understand and follow simple instructions. For example: when asked about their age, they indicate that they are 1 year old by pointing with their index finger, and when asked about the number of chickens, their favorite pets, they point with their fingers. When they are taught to say hello by their loved ones (mother, grandmother, sister, brother), although they cannot speak fully, they learn to extend their right hand or, conversely, shake hands when saying goodbye, mainly waving their fingers indicates movement.

Their speech is indefinite at the same age and includes almost all speech sounds. The vocabulary is constantly growing. There are also differences between babies at this age, with some beginning to say a lot of words, while others still struggle with their first words. For example: 1-year-old Foziljon can say some words easily “dada”, “amma”, “choy” and 1-year-old Abror cannot say the above words completely. “Dada-dad, dad”, “choy-umma”. When the child is 1, 1.5 years old, when he starts to walk, his siblings, parents, unable to say the word "pick me up", raise both hands up and say “xo‘ppa” He tries to express his thoughts through his actions.

2 year olds can understand simple instructions. They may give their names and use two or three word sentences.

3 year olds can understand simple stories, sentences, instructions. They use interrogative sentences, commands, and negative sentences. At this age, children's speech is complete and clearly understandable. At the same time, questions begin to be asked. They can read books together, point to pictures, and talk about events in the book.

The speech of children 4-5 years old begins to resemble the speech of adults. At this age, children love to share their fantasies with peers and adults. Especially at this age they ask a lot of questions, are attentive and cheerful. The reason is that children of this age have the same brain and speech activity. That is, the child cannot hide his thoughts. For example, pay attention to the speech of 4-year-old Omonboy:

– Barakalla, azamat, sen juda esli bola ekansan, - deb moy xidi kelib turgan kattakon kafti bilan Omonboyning boshini silab qo'ydi. Omonboy haqiqatan ham azamat va haqiqatan ham esli bola edi. Shuning uchun ham shosha-pisha:

– Amaki, men-chi kechasi yotayotganimda kindigimga yog' surtib yotaman! – deb axborot berdi yana.

– Mana buni chinakam qahramonlik desa bo'ladi! – novcha amaki bu gal Omonboyning yelkasiga qoqib qo'ydi, - suvni qaerdan ichasizlar?

– Bog'imizda hovuz bor, -negadir hovliqib dedi Omonboy, -orqamdan yuravering... Undan keyin-chi, amaki men ovqat yeyishdan oldin qo'limni yuvib kelaman.

– Voy-bo'y, sen chindan ham ajoyib bola chiqib qolding-ku!

– Undan keyin-chi. Amaki men ovqat yeganimda labimni chapillatmayman.

– Ofarin[5]

By the age of 6, children's pronunciation corresponds to the literary language, is understandable and unmistakable. They can clearly name characters and objects. Children develop phonetic hearing, they understand that words consist of individual sounds, identify phonetic differences between words, and are able to combine and remove speech sounds. They also learn to add and count. From this age, they learn to acquire interactive skills, listen to speech, ask questions about what is said, answer questions, take turns speaking and follow instructions. They like to think about them, ask questions about their thoughts, and show off about them.

From the speech of 6-year-old Davronboy, reflected in the work of Khudoiberdi Tokhtaboev:

*– Menga qara**,** yaxshi bola, sen ham mening o'g'limga o'xshab savollarni yog'dirib tashlashga usta ekansan... Ozgina suv bergin.*

– Suv o'zingizgami yoki mashinagami?

– Obbo...O'zimgayam, mashinamgayam...

To'g'ri, Davronboy deganlari chindan ham sersavol bola edi. Savol bermayman, desa ham bergisi kelaveradi. Hozir ham shunaqa bo'ldi. Hech narsa haqida so'ramayman deb turuvdi, to'satdan: ***"Mashinangiz KRAZmi yoki samosvalmi****?" – deganini o'zi ham bilmay qoldi.*

– KRAZ, - degan javob qaytardi eshik orqasidan[5].

During this conversation, Davronboy is able to clearly name the object along with asking many questions.

When interacting with children, parents, teachers and coaches should pay attention to the correct construction of their speech, the correct pronunciation of words, and to answer each of their questions without hesitation.

As we know, the first means of communication of babies is crying. In response, parents and coaches take the child in their arms, talk to him, caress him, soothe him, feed him. In addition to crying, we can observe how babies communicate through body movements, hand gestures, and gestures. To develop speech sounds, babies need to show the toy and give its full name, even if they cannot speak, the name of the toy will remain in their memory.

For example: boys need to show the car and say that it is a car, not “didit” . For girls, it is necessary to show the doll Zumrad, one of the heroes of the Uzbek national fairy tale, and pronounce her full name (as the girls grow older, if you add a couple of words to it, their speech will form faster; ***Zumrad is a polite girl, Zumrad is a smart, nimble girl)*** This is also a way to develop children's national speech from infancy. Children learn language quickly through imitation and example. In the process of talking to them (telling the story), if we use short and simple words, if we use different words in our speech (we can pronounce the classifying word differently when describing Zumrad: *beautiful, clever, odobli;* we use describing clothes such kind word formations: *do‘ppisi bor, atlas ko‘ylagi yarashgan, sochlari uzun*)

A person acquires the skills of pronunciation of words and sounds only in society. As the relationship between growing children and the world around them becomes more complex, the number of social communities that simultaneously belong to the same person increases. A child under the age of one or two is only the child of his parents and one of his social roles. Then they go to kindergarten and become members of another society.

Bu amakining o‘zi ham qiziq ekan - da, nega deb so‘rab o‘tiribdi-ya, axir hamma narsa ravshan – ku! ***Bo‘ldi – bo‘ldi*** *bo‘lganda, yuk tashuvchi mashinalar Omonvoyga, yengil mashinalar Davronboyga taqsimlangan[5].* In this example, the phrase **"Boldi-boldi"** refers to the betrothal ceremony, which has become a national Uzbek tradition, and is held before the wedding. No one specifically teaches children this word. Also switches to their language from the process of conversation between parents and adults or from the TV screen.

- *Men* ***botirman,*** *to‘g‘rimi, opa, - deb so‘rarkan Soraxondan.*
- *To‘g‘ri, hammamiz* ***botirmiz,*** *- gapga qo‘shilarkan Humoyun[5].*

After a certain time, children join other groups in the socialization process: children of peers and neighbors, kindergarten, classmates at school, active participants in the socialization process in sports clubs and additional classes, turns into a zo. Gradually, the circle of social groups expands. After leaving school, he becomes a member of social groups such as military service, university, workplace. He not only participates in the joint activities of people who make up a certain group, but also observes how they perform different roles. Therefore, in adulthood, he develops an idea of different social roles, including roles that he has never played. All this has a direct impact on language acquisition [3].

RESULTS

The scientific significance of the results of the article is seen in the identification of the socio-psychological characteristics of children's speech, gender differences and, on this basis, new scientific views on the theoretical foundations of the study of the Uzbek language system based on the anthropocentric paradigm. presented. The practical significance of the results of this small

scientific study lies in the fact that the conducted psycholinguistic analyzes on the example of children's speech serve to improve teaching aids created for special courses aimed at developing children's speech in the areas of ontolinguistics and psycholinguistics.

DISCUSSION/CONCLUDING REMARKS

Speaking is the automated execution of operations using grammatical and lexical means as components of communication skills.

Speech competence is a certain component of speech training, including a set of linguistic, communicative and methodologically interrelated features (knowledge, skills, ways of activity). The formation of speech competence occurs due to the expansion of vocabulary; is formed by developing the grammatical structure of speech and increasing the vocabulary of participants. Socialization does not occur without mastering the speech of a certain social environment, the norms of speech behavior specific to this environment. Language is both a component of socialization and its tool.

The language of young children is clear and fluent because their speech is based on lexical items known from the language of their environment and caregivers. Language exposure plays an important role not only in the innate abilities of the child, but also in language competence. The linguistic approach to the study of children's speech includes its identification and analysis, description, and at the same time studies the features of different stages of language acquisition, the specific features of the language tools used by the child in a certain period of development. . The study of the problem of children's speech requires not only linguistic, but also pedagogical and psychological research, since the formation of speech is based on the unity of language and thinking. Speaking is the automated execution of operations using grammatical and lexical means as components of communication skills

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