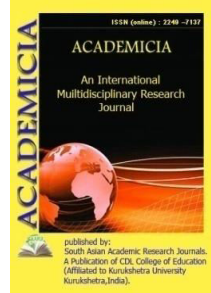




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EXPERIMENTAL STUDY OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN

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ABSTRACT

The development of child speech is a complex, multifaceted and long process. Children do not suddenly master the lexical-grammatical structure, word changes, word pronunciation, sound pronunciation and syllable composition. Some groups of language signs are mastered earlier, some later. Therefore, at different stages of the development of children's speech, some elements of the language are assimilated, while others are partially assimilated. In this, the mastering of the phonetic structure of speech will be closely related to the formation of the lexical-grammatical structure of the native language. Most scientists believe that in a normal developing child, language acquisition occurs spontaneously, naturally and without special efforts. The features of the formation of language and speech in children are associated with the process of achieving physiologic perfection of the central nervous system and its specific plasticity. The normal formation of psychophysiological systems that provide for the assimilation of speech, in turn, requires their timely stimulation in relation to speech signals. Due to the lack of such stimulation (for example, in connection with a hearing impairment), the processes of speech mastering are delayed. The speech, which is mastered "without special efforts", is referred to in the psychology of the young age as "a period of crisis". The duration of the crisis period is determined by the researchers in different ways. Bunda is often divided into two options: from birth – from 9-11 years of age and from two years – until adolescence. The article describes the results of empirical research on these issues.

KEYWORDS: *Bilingualism, Bilingual, Monolingual, Coding, Decoding, Language Competence, Speech Pronouns.*

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