EXPERIMENTAL STUDY OF SPEECH DEVELOPMENT IN BILINGUAAL 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: *Bilnguism, Bilingual, Monolingual, Coding, Decoding, Language Competence, Speech Pronouns.*

INTRODUCTION

In the global environment, the need to ensure the effectiveness of language communication is becoming more relevant, which leads to an in-depth study of the problem of language interaction and interaction, the focus of linguistic research on the formation and functioning of bilingualism. The current stage of linguistic research is characterized by the study of the properties of language activity in the quality of communicative code, the current state of language and language variability. In linguistic literature devoted to language communication, there are conflicting or even diametrically opposed approaches to the nature and nature of the phenomenon of bilinguism, the interpretation of the term, the classification of the types of bilinguism, as well as views on the aspects of its research. Bilinguism or bilingualism in linguistic interpretation is defined as the practice of alternating use of two languages. At the same time, the main feature of this phenomenon is the functioning of two languages in the communication of the same speakers. This is especially important, because the interaction of systems takes place only in the course of their functioning. For a number of researchers (Shcherba, Gerd), bilinguism is the ability of a particular population group to communicate in two languages depending on the situation or circumstances. Considering that both their national language and any foreign language are well mastered as bilinguism, some researchers argue that bilingualism development is not essentially an obstacle to the development of national languages, on the contrary, the phenomenon of bilinguism can be one of the important sources of further development of national languages. However, regardless of the existing approaches to the interpretation of the term" bilinguism", the variety of scientific views on its essence and nature can be divided into two groups. The first concept is considered to be two languages equally free possession bilingvism, while the second concept indicates that there are significant differences in two tilni cognition and Bil different degree of assimilation (low and high) in bilingv.

In the study of the speech characteristics of Bilingval children, language is an important means of communication, storage and transmission of Information, its connection with thought, its role in the development of personality A.R.Loriya (1976) and P.q. theory of speech activity (L.Vigotsky 2001; N.Jingin 1982; A.Leontev 2003); systematic organization of speech function, modern legislation on speech ontogenesis (P.Anaxin, 1978; A.Leontev, T.Ushakova, 1989); tilni study in terms of personality, its needs (A.Zalevskaya, 1979; I.Zimnyaya, 1985; L.Shcherba, 2004) relied on the base concepts about.

Methods: The set of psycholinguistic methods is intended for children aged 7-8 years, which includes 10 Tests and consists of interrelated tests aimed at understanding speech and actively mastering the grammatic structure of speech, analyzing the process of speech production in general. In particular, 1-2-3-4-5-6-9-10-tests-decoding process; 7-8-tests-are designed to check the coding process:

1-ability to establish test – semantic-syntactic relationships;

2-test-sentence comprehension and comparison;

3-test-understand sentences;

4 – to understand the logical-grammatic structure of the test-sentence;

5-6-test-to understand the syntactic structure of the sentence;

7-8-research on the formation of test –speech expression;

9-10-the test is aimed at checking the understanding of syntactic structures, auxiliary and conciliatory devices.

The reliability and accuracy of the conclusions obtained as a result of the study is based on the interoperability of all methodological levels of the study: appropriate psychometric requirements, the choice of methods; Organization of experimental work in compliance with the theory and methodology of psycholinguistics; reliable strategies for the formation of reproducentative selection of recepients; the application of mathematical processing techniques of experimental data

Data, Analysis, and Results

Speech activity is formed and realized in close connection with other psychological processes occurring in the sensory-intellektual and affektiv-will circles. At the age of 7-9 years, children switch to educational activities that require the formation of expression at a level understood taking into account the new type of activity, that is, the speech laws of the language.

The experimental study consisted of three phases. At the first stage, a lexical-semantic and cognitive analysis of the proposed sentences was carried out. As a result of such analysis, the lexical components of these structures were allocated, as well as the basis of adekvatlik, partial adekvatlik or noadekvatlik. In addition, the basis of the similarity, on which the structure of the structure occurred and caused some chains of their own associations, was also allocated. The results of the empirical study should confirm that the acceptance and understanding of the text is based on the associative meaning property of the base word.

In cases of difficulty in creating Speech, First of all, the sound component of the meaning plays an important role, which again confirms the rule put forward in the series of phonosemantic studies on the sound side, phonetic significance of the word/text. The organization of sound in speech formation is an important (sometimes basic) instrument enumeration was based on the analysis of the reactions studied in the study with the division into groups of "Association of sounds".

First, the mechanism of language competence provides for the printsipial possibility of adequate understanding in the conditions of cultural communication, because according to its structure, the program of contextualization will not depend on the syntax of this national language, and the units of content will not depend on the units of the national language.

Second, when composing content in the mother tongue, a compensatory mechanism is launched, which allows bilingval to produce adequate content, despite the lacunarity of sentences formed from a set of metaphoric komplexts for children.

Third, an approximate development of the initial meaning occurs from the actualization of various cognitive signs of a meaning, which arises from the incompatibility of the semantic, psychological, associative and other characteristics of the researcher and translator. A comparative analysis of the signs that make up the cognitive composition of the initial and translated sentences determines the established dynamics of the word meanings (determination of the "peripheral" components of the meaning). Bunda modeled cognitive structures reflect the attitude of the main cognitive characters.

The adoption of the whole Komplex leads to the actualization of several cognitive signs that arise on the basis of the synthesis of two or more metaphorical components. It is worth noting that the separation into such groups acquires a conditional character. The cognitive structure ofeksex is considered to be a functional dynamic structure and its constituent cognitive symptoms are of varying importance to the individual who is perceiving them. In the process of perception, the factor of belonging/non-belonging of the subject to the current situation is important. As a result of this, cognitive symptoms can be re-grouped according to the emotional-evaluative components of the individual. The same meaning can enter into several groups at the same time, because the subject is able to simultaneously feel as something inherent in the inner world of the individual and external, external. Therefore, the components of the cognitive structure are not tightly bound to a particular place, there is no clearly expressed nuclear – peripheral opposition. Each cognitive sign can be relevant at any time for the language owner, that is, the core, or vice versa – periphery. This printsipial feedback is reflected in the cognitive structure, all its components are interrelated and are not formed in the hierarchical order. In the analysis of the structure of associative meanings, the division into groups "etc." is based on the same printsip.

The results of the experiment make it possible to predict the probable modeling of meaning with the support of the content of a person's own conjugated system assalsal mexanizm. The mechanism of language ability creates an adequate understanding in the context of culturelararo communication. The mechanism of compensation in the conditions of communicative difficultychiliklar makes it possible to give adequate content to the formed bilingvs, regardless of the lacunarity of the texts appearing on the account of the presence of metaphoric komplexes.

The perception of speech formation and perception sounds is associated with the problem of "language perception". The evaluation of the correctness of language phenomena as a function of language perception is carried out as a result of knowledge of the relationships and relationships of this phenomenon, its features in a verbal situation in verbal communication. In the formation of the main methods of communication with the surrounding world, a violation of these relations is manifested.

In the course of the experimental study of bilingv's language abilities based on the sources of perception and formation of speech, there is a direct correlation between language ability and language competence of individuals. This confirms the fact that the mechanism of language ability to express mental content in bilingvs has developed sufficiently. The process of perception/understanding (management of the content of expression), which passes faster and with less difficulty, is considered a priority.

The study was carried out in three stages

At the first stage, a theoretical analysis of literature, the choice of a set of methods that correspond to the subject and object of our research was carried out.

At the second stage, an experimental study was conducted. The study included 300 recipients, divided into 4 groups according to age criteria (7-8 years old children), monolingual and bilingual criteria (300 people in the group) according to the purpose set (Table 1).

TABLE 1 STRUCTURE OF RESPONDENTS CHOICE FOR EMPIRICAL RESEARCH

Year	Bilinguals	Monolinguals
7 years	75	75
8 years	75	75

At the third stage, the data were statistically processed and the results obtained were interpreted.

The idea that speech can be formed and understood is connected with the question of "language competence". Language competence and tilni application do not occur simultaneously, and two independent phenomena are not counted. On the contrary, language competence is not considered as the result of its application, and tilni understanding arises in the child in the process of active reflection of reality and active communication. At the age of seven, children switch to new – educational activities and this requires from children the ability to formulate expressions at a level that is understood taking into account the speech laws of the language. This complex analytical-synthetic activity may also not be relevant to all children. Empirical research was carried out with respect to the characteristics ofeksexity printing, age and individual approach, personal characteristics, eg levels of ownership.

Understanding of simple sentences

The set of psycholinguistic tests is designed to test the ability to understand words of varying complexity. Psycholinguists believe that such an ability to accept indicates a general level of language competence. Children understand what words in the grammatic complexity they occupy in their speech. The success of performing these tasks depends on the size of the verbal material and the quality of the memory of the child's listening memory.

In analyzing the comprehension of sentences, attention was paid not only to grammatical errors, but also to lexical-semantic errors, such as dropping words, replacing words. Repeating complex, common sentences gave rise to a specific difficulty.

DISCUSSIONS

Groups differences analysis makes it possible to determine the statistical significance of differences, but it does not make it possible to evaluate the interaction of different criteria of language competence within each studied group. It is necessary to consider in detail the qualitative characteristics of the interaction of decoding and encoding processes. The use of cluster analysis makes it possible to qualitatively characterize the interaction between the elements and the criteria considered in it on the basis of dendrogram-graphs, which reflect the hierarchy that includes the relationship.

Cluster analysis Statistica.6.0, implemented in the program, the data was processed based on the Ward Method (Ward's method). This method makes it possible to minimize the dispersion within the cluster groups and is effective in the response to the imbalance of clusters, as well as in the method of presenting the results obtained.

We describe separately allocated cluster groups for the samples under consideration: one-language respondents Group; Two-language respondents group. In describing the cluster analysis, we proceed from the fact that the composition of the cluster groups allows us to determine the consistency of the relationship between the levels of development of understanding and formation of speech expression and the magnitude of the differences.

Clustering a 7-year-old monolingv children's group made it possible to identify two different cluster groups (Figure 1).

Figure 1

The Ward Method in Euclidean distance
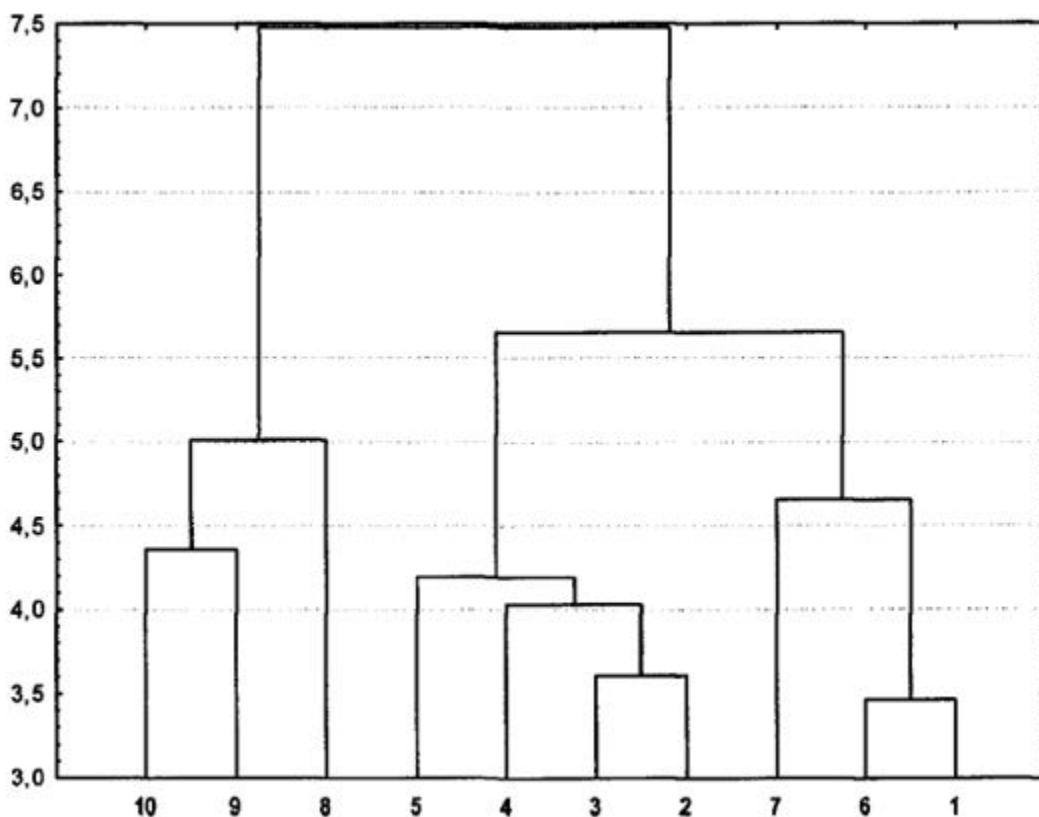
1-figure. Seven-year-old monolingual children clustering signs of language competence (numbers indicate test numbers)

The first cluster group is divided into two small clusters. The first small cluster was expressed in 5-4-3-2-tests, the second small cluster reflected in 7-6-1-tests.

Understanding the syntactic structure of the sentence the first subset demonstrates its interrelationships with the ability to distinguish the sentence into compound words (3-test) (2-4-5-tests).

The second small cluster showed that 7-year-old monolingv closely interrelated (7-test) with the formation of speech expression in children to understand simple sentences (1-test) and understand the syntactic structure of the sentence (6-test). That is, the knowledge and skills that are manifested in the first and second subclasses are interrelated, which is evident from the connection between understanding and forming speech expression.

From the second cluster it is known that the understanding of supporting devices (9 -, 10-Tests) is associated with the occurrence of speech expression based on visual acuity (8-test). In turn, all these abilities are somewhat independent of the abilities expressed in the first cluster.

In seven-year-old bilingval children, a set of signs of language competence was formed weaker than in seven-year-old monolingv children. This is evidenced by the divided and relatively dense (usually paired) group of clusters (Figure 2).
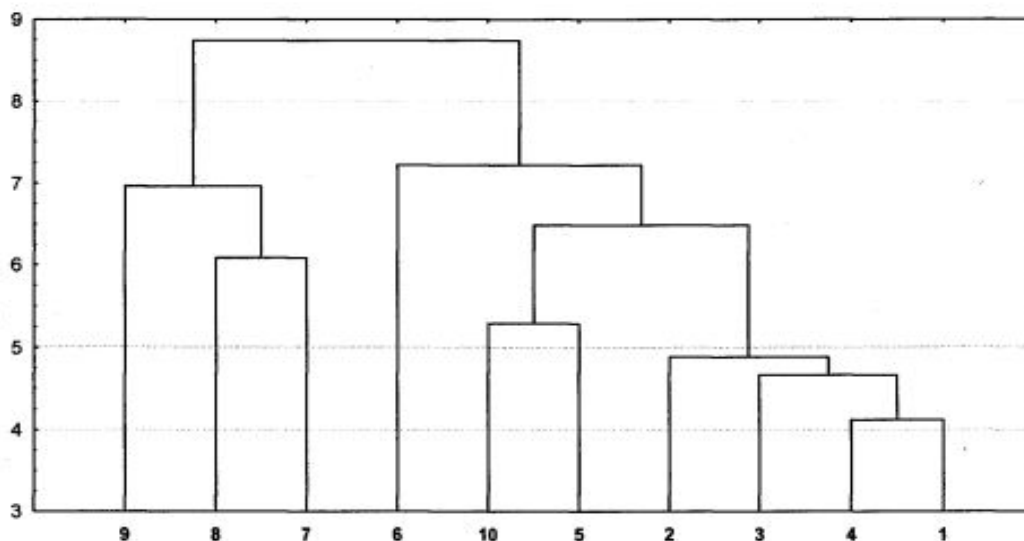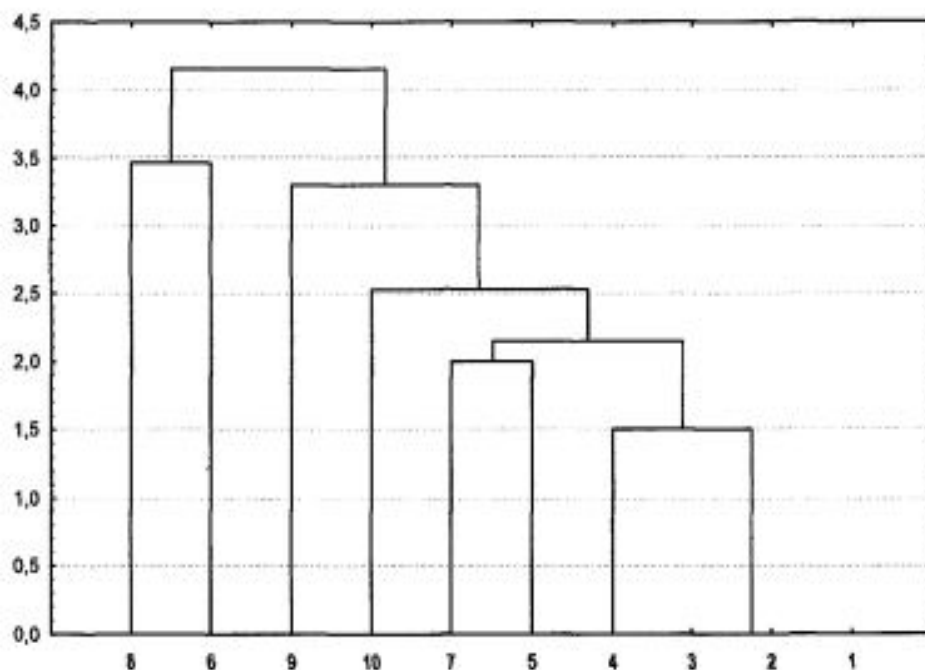
Figure 2

The Ward Method in Euclidean distance
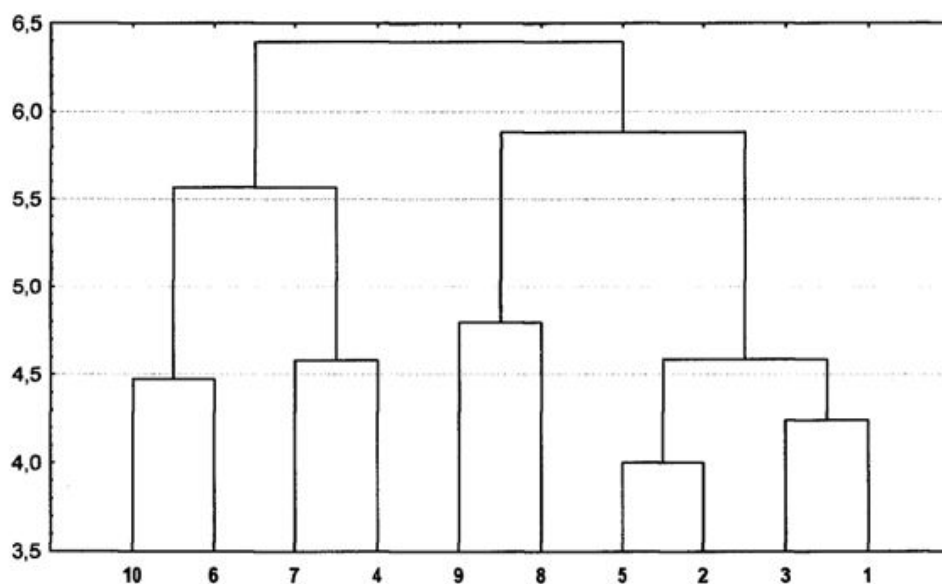
2-figure. Clustering seven-year-old bilingual children's language competence signs(numbers indicate test numbers)

In the children of this group, the division of the sentence is simply related to the understanding of simple sentences (3-1-tests). And the sentence structure is interrelated with the understanding of the syntactic structure of the sentence (7-4-tests).

A different situation was observed in eight-year-old monolingv and bilingval children. First, the clusters of this group had more similarities than 7-year-old children. This is evidenced by the fact that the conversational skills and abilities of bilingvs are seriously reconstructed and are approaching the qualifications and skills of monolinguals (1-2-figures), but nevertheless can not reach their level. In Figure 1, clusters are formed at the level of seven differences, in Figure 2, monolingual is manifested in children at the level of 3,5.

Figure3 The Ward Method in Euclidean distance

3-figure. Clustering eight-years-old bilingual children's language competence signs(numbers indicate test numbers)

Figure4

The Ward Method in Euclidean distance

4-figure. Clustering eight-years-old monolingual children's language competence signs(numbers indicate test numbers)

In this way, the study studied the features of mastering the language competence of bilingvs. In self-developing bilingvism, if parents do not plan the language of communication with the child in advance, do not confuse them manuallylasa, do not control the child's speech, do not pay attention to its shortcomings, there are many mistakes in the child's speech.

In this way, the research work investigated the features of mastering the language competence of bilingvs. In self-developing bilingvism, if parents do not plan the language of communication with the child in advance, do not confuse them manuallylasa, do not control the child's speech, do not pay attention to its shortcomings, there are many mistakes in the child's speech.

If children communicate on the street in a language other than the language they speak at home, the "home" language and the "puddles" language interfere without any attention of the parents, and often self-formed bilinguism develops. In the course of our study, the following were identified: not the prevalence of structures, but the predominance of consecutively subordinate structures, little use of adjectives in speech was observed. There is also great difficulty in conveying spatial relationships. Bilingгal children mainly use cases of place and time.

In the understanding of expressions, bilingual encountered a number of difficulties in children, which indicates the presence of a violation of the decoding process in the stage of internal speech. In the studied children, the transition from the external structure of the sentence to the internal one – the content was difficult, because understanding internal speech is subject to the rules of the structure of the expression belonging to the pressure, the order of words shows the sequence of events.

The process of decoding the expression is understandable only on the basis of the analysis of formal-grammatical signs of the presence or absence of information known to the child, or the content of the message structure. In the initial case, the understanding of the expression does not cause complexity, because in it there is a daily dialogue, the meaning of the sentence is not depending on its grammatic structure, but on the situation known to the child, understood from the subject of communication. Bunda bilingval significantly improves the understanding of speech expression in relation to education in children.

If parents consciously approach child cognition, that is, on the basis of which printsip, plan in advance when they will communicate, how long they will communicate, then the first and second language, speech competence, will develop in harmony and proportionality accordingly.

Monolinguals in relation to the child bilingual is more interested in linguistic phenomens, because there is more language experience in it. Interest in the word semantics appears early, because one concept can be expressed both in its native language and in Russian. This contributes to the development of motivation for naming. Bilingual children begin to identify the etymology of words and actively apply the knowledge of two languages.

A convenient option for the formation of bilingualism is to communicate with him in two languages from the very birth of a child. The second language mastering of the educational process is influenced by the age at which it began. When the child is three years old, he or she will pass two stages: first the child will mix two languages, then begin to distinguish them from each other. By the age of three, the child begins to clearly distinguish one language from the other. By the end of the age of three, some stop mixing languages at the age of four. The child seeks to enter into contact at the age of four or five. He is interested in knowing what any word

means and begins to name things. At the age of six, he actively uses language in the game with peers. It is not possible to occupy two tilni identical times. Absolute bilingualism implies the possession of languages in all types of communication at the absolute same level. It is not possible to achieve this. This is because the experience that a child has gained with the help of one language is always different from the experience that he has gained with the help of another language. Most often, the child prefers to use languages in different situations. For example, in education-related situations, in the technical aspects of knowledge, preference is given to one language, and in family-related emotional situations to another. Feelings related to one language are always different from feelings related to another. If the child learns at the second language school age, he will master in a different way. In this case, the child always compares two languages: the sounds are perceived in a "counter-verbal" way to the sounds of the first language. The same happens in the attitude of the grammatic aspects of the language.

Speech development skills of bilingual children:

- they will absorb the speech later;

- the word reserve is slightly less than the peers who speak one language;

- without systematic training, grammar is not sufficiently mastered;

- difficulties in mastering the written speech of the second language can occur;

- in the absence of practice, there is an ever-weakening of the mother tongue, which remains secondary.

Knowledge of two languages is necessary and it is very important to give a positive assessment of the child's bilingualism so that it can be perceived as a positive quality. It is necessary to praise the child for his actions, to encourage him. The family can both brake on language learning and increase the motivation of the child. Of great importance is the attitude of the family to its own and other folk culture, that is, the dominant strategy of akulturation in the family.

CONCLUSION

1. Irregularly shaped bilingualism hinders the second language full and correct assimilation. As a result," semi-lingual " (incomplete speech) occurs, and the child incorrectly absorbs not only the second language, but also his native language.

2. Through direct everyday communication, not only the literary form of the languages in contact, but also the colloquial language is mastered. The peculiarity of the colloquial language is that, unlike the literary language, it covers not normalized, unstable and limited lexical. The two-way interaction of interrelated languages makes speech norms more unstable and further distanced from the norms of literary language.

3. In the process of applying for the second language in the family, the mother tongue should not be forgotten. It is desirable to apply both languages days in one norm, if compliance with this causes complexity, then it is recommended to form an artificial, that is, educational bilingualism in the child. Because the school plays an important role in the formation of language competence in the child and the full mastering of several languages. During the learning process, the student will acquire the skills of language proper application and will have the opportunity to make a significant counted comparison in the acquisition.

4. The reason for the "semi-linguistics" is determined not by bilingualism, but by the level of culture, family education and education of suitable persons.

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