Semantics of the Word in Children's Speech

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ANNOTATION: The features of the assimilation of the semantics of the word by children are described. It is highlighted that the semantic side of children's speech develops gradually and is closely related to the child's cognitive experience. For quite a long time, children note in the names of objects and phenomena of reality only the meaningful components of the word and the most important semantic features, which they unconsciously orient themselves in the process of nomination.

KEY WORDS: word semantics, meaning expansion, modification, nomination, children's speech.

Studies of children's speech are increasingly focused not on particular phenomena of grammar, but on generalized ideas about the formation of semantic-grammatical categories in the child's linguistic consciousness. the formation of the semantic component of the language ability in ontogenesis is the central process of personality development.

The semantic side of children's speech develops gradually and is closely related to the cognitive experience that the child acquires as a result of practical activities and communication with adults. Consider the features of mastering the semantics of the word by children. It is associated primarily with the assimilation of the meanings of words as units of the verbal code adopted in a given language.

A.M. Shakhnarovich in the study of children's speech refers to the semantics of the word. He believes that the components of the language are acquired by the child gradually in the course of verbal communication on the basis of objective actions and objective activity. As a rule, children and adults use the same sound designations to name objects. The difference lies in the way the subject is represented in the word. Mastering objects and objective actions provokes the assimilation of the names of objects. if for an adult native speaker it is not important whether the acoustic image of the word-name has a figurative motivation in relation to the object it designates, then the child seeks to find in the acoustic image of the word a literal reflection of some properties of the object. Thus, the task of the article is to generalize the ideas about this process, already reflected in modern linguistics, and to identify new features in the nomination of the surrounding reality by children. Researchers of children's speech have proved that the figurative connections of the word and the subject of the action contribute to the perception of the meaning of the word by the child. "The material shell of a word for a child turns out to be an independent carrier of meaning, just as the external signs of an object turn out to be identical to the object, inseparable for it"

There is an association between a word and its meaning. an association that connects a word and a meaning can be strengthened or weakened, enriched by a number of connections with other objects of the same kind, spread by similarity or contiguity to a wider range of objects, or, conversely, narrow or limit this circle. referring to the article by M.L. Kusova, we note

that "the degree of semantic similarity of lexical units in a child is presented not only as an identity, semantic differences are not actualized due to the fact that semantic components in the meaning of a word that represent these differences have not been mastered" [2]. Thus, an associative connection can undergo a number of external changes, but cannot change its internal psychological nature.

In a child, the development of the meaning of a word can be reduced only to purely external and quantitative changes in the associative links that unite the word and meaning, as well as to the enrichment and consolidation of these links. The child, starting to learn the language, deals with the language as a norm. Having normative phonetics (sonemics) and semantics as a given, he gradually forms in himself a speech mechanism, an individual language system or a language ability, bringing it closer and closer to a typical language ability, correlated with the language system. for the sound side of speech, the norm forms the boundaries and conditions for one or another sound of the word; for the semantic side, it forms the boundaries and conditions for the use of the word.

Assimilation of the meanings of words, the child masters the universal experience, reflecting the objective world with different completeness and depth. For example, "a child at 1 year 3 months. can call everything that you have to put on your feet when going for a walk, in one word tufi (shoes). In this case, the childish word tufi has a broader semantics than the adult word shoes . only over time separate words for boots and sandals will appear in the child's speech" [4, p. 198].

For preschool children, the connection of objects in reality and the situation in which semantic nomination takes place are important. if in the early stages of a child's development the word is sympractical in nature, then it gradually stands out from practice and becomes an independent sign denoting an object, action or quality.

From the moment the child begins to master the situation with the help of speech, having previously mastered his own behavior, which becomes more and more arbitrary, a new organization of behavior and fundamentally new relationships with objective reality arise. The study of such relationships helps to determine the source of the content, semantic side of the child's speech. practical actions are such a source.

For example, S.N. Zeitlin cites such a case: "... parents are people b. were surprised when it turned out that the girl understands the meaning of the word button and, moreover, distinguishes it from the flow of speech not addressed to her. When in her presence there was a conversation about the need to buy buttons, she (she was then 1 year and 2 months old) perked up and began to twist the button on her pajamas, thereby making it clear that she knew what it was about" [6 , p.49]. It is known that small children noticeably for others begin to perceive speech meaningfully before the moment when their expressive means have reached such a degree of sophistication that they can be considered speech.

S.N. Zeitlin believes that "children primarily learn the grammatical meanings of those linguistic units that iconically display extralinguistic semantics, i.e. meaning. Cases of deviation from "iconicity" are consistently corrected by children. so, for example, they, as a rule, do not use the singular form to denote the cumulative plurality of objects, i.e. they can say "The peas were scattered " instead of "The peas were scattered", they interpret the plural forms as an expression of a real plurality of objects and therefore strive to form from nouns ... ... singular forms to designate one object (scissor, rake) "(ibid., 184) .

It should be noted that the child's assimilation of the rules of word formation has a significant impact on the development of his lexicon: the semantic relations between the units of the lexicon are improved, word-formation connections between them arise and strengthen, the lexicon is enriched with new units. Since the lexicon cannot always satisfy his need to designate certain phenomena of reality in the process of communication, the child begins to invent new words.

Having mastered this or that word-formation model, the child launches it into action, not taking into account the restrictions traditionally imposed on it. Considering children's word creation in the aspect of mastering lexical semantics, it should be noted that the appearance of such words in a child's speech indicates a transition to a new level of word comprehension. "The meaning, which was previously perceived by the child as a whole, is now a composition of the meanings of the parts that make up the word" [3, p. 124].

Thus, in the process of a child's accumulation of knowledge, his ideas about the semantics of a particular word expand. children are looking for an explicable connection between a word and its meaning, which is why they so often modify the sound image of a word by association with another word that is close in meaning. Let us turn to the analysis of children's use of words at the early stages of speech ontogenesis in order to determine the child's idea of verbal meaning. Initially, the word is used in a limited context. its meaning is situational. In the child's speech, several names of the same class of objects function, each of which is associated with a specific situation. so, for example, E.G. Ovchinnikova, N.I. Beresneva et al. use the word dad as an example to show that "this word is used in a situation where a child hears a knock at the door of his house; a doorbell in another house, a phone call, or an alarm clock evoke a very different reaction. The meaning of the word dad reflects the whole situation, denoting the doorbell as a sign of dad coming home" (ibid., pp. 29–30).

Further, the situationally limited use of the word is modified, gradually distancing itself from the specific situation. Freed from the limited context, the meaning of the word undergoes a number of changes. linguists believe that expansion of meaning is noticeably more common than narrowing. The expansion of meaning occurs on the basis of the expansion of the reference, i.e. increasing the classes of objects denoted by the word.

As our study shows, the expansion of the meaning may be associated with a change in the seme structure of the word both at the categorical level and at the differential level, which indicates a different status of the features taken into account by the child in the process of nomination. The expansion of the meaning of the word in the process of nomination can be determined by both essential and non-essential features of the phenomenon. It is connected with the logic of relations in the objective world: the word is assigned to a number of objects that have a certain similarity in essential features. The intersection (mixing) of the meanings of a word in children's speech is due to the very objectivity of the world: in order to designate a word, perceived objects must be "classified", abstracting from some of their features, and combined, based on the identified similarity [3, p. 36]. As examples, we will give some types of semantic modifications: the walls sweat (about the walls on which drops appeared); bread with skin (about a crust of bread); freckled pants (about pants with dirty spots); milk teeth (teeth become milky from drinking milk). In all these examples, we see an expansion of the meaning of a particular word, i.e. extending it to a wider range of denotative meanings. In the child's individual lexicon, the semantic structure of the word is somewhat impoverished compared to what it is in the language. this happens because in the process of accumulating

extra-linguistic and linguistic knowledge, the picture of the world that develops in the mind of the child, and the picture of the world that is reflected in the language, come into ever more active interaction. The reflection of this interaction in the speech of children is the creation of their own language, in which the knowledge known to the child receives an adequate embodiment in the sound image of the word. the content side of the word is a complex formation that is not assimilated by the child immediately with the sound shell and not all at once in the totality of its components, but in stages.

The semantic structure of a verbal sign in its most general form can be represented as a set of denotative, conceptual and connotative components.

The paradoxical nature of many interpretations can be explained by the fact that they are based on random sound similarity and are not due to the real semantic connections of the words being approached. the creation of a new (own) meaning within the framework of a ready-made language form occurs when the child is supported, for example, by consonant words; "intuitively, children look for the most informative connection in the word - the root; such a root can be any common (similar in sound) segment in the composition of converging words, which for the child is the carrier of a certain meaning and serves as a means of explaining an incomprehensible word through an understandable one ......" [2, p. 60]. Such words – "modifiers (the term of S.N. Tseitlin) act in children's speech as an alternative to the nominations of the "adult language", revealing aspects of perception of objects of the surrounding world that are relevant for the child" (ibid., p. 67). In such situations, he puts himself in the position of a nominator, looking for a new, more appropriate name for the already named subject.

The next type of modification, indicating the nature of the relationship between meanings, is metonymy. Metonymic associations are based on cognitions of a different kind, they testify to the undifferentiated (complex) assimilation by the child of words that name the elements of one object, as well as to the lack of mastery (ignorance) of the system of language nominations that describe the corresponding subject area, for example: a well with honey (about a beehive); a scarf with hairs (about a fringe on a scarf); dirty eyes (about eye color); scrambled eggs with eyes (about scrambled eggs). faced with a situation where it is necessary to designate an object whose name the child does not know, he selects a familiar word for the nomination that satisfies the nominative request.

Very often, children invest in a name that is relevant to them. such transformations reveal with particular clarity the specificity of their assimilation of the core and periphery of the word. "It is not necessarily the most essential features of what is denoted that are relevant for the child; the periphery of meaning (various evaluative, emotional, associative components of the content) often outweighs the "rational" side of the perception of words. In addition, the assimilation of the core meaning of ready-made words without "knowledge" of the periphery does not allow the child to "fully" satisfy his communicative needs. Therefore, children "adapt" existing words to their own understanding" [2, p. 67-71] .

The process of word substitution, to some extent connected with the incompleteness of the dictionary and the indistinguishability of the components of meanings, is a characteristic feature of children's speech. semantic innovations in children's speech testify to the extreme quirkiness and originality of ideas about the meanings of words in the minds of an emerging linguistic personality. Due to age characteristics, the child very often does not perceive the

expansion of the semantics of the word, including through the development of a figurative meaning.

Summarizing everything that has been said earlier, we note that children see in the name, first of all, those meaningful components of the word that are associated with their idea of the function of the object, of the situation in which this or that word is used.

The semantic side of speech is manifested in the assimilation by children of the meanings of words as units of the verbal code adopted in the given language. The child passes almost every new word through the motivation filter, establishing word-formation and semantic connections with other words. Not all components in the meaning of the word are assimilated by the child at once. In the speech of preschoolers, some components are actualized, and therefore, perceiving words from the speech of adults, children, as a rule, isolate their meaning based on a specific situation of use.

Children learn the seme structure of the word in the process of their speech development, therefore, the choice of a word for naming a particular object or action helps to determine the most important semantic features for the child, to which he unconsciously focuses in the process of nomination.

Therefore, in the ontogeny of children's speech, we often observe an expansion of the meaning of a word, a metonymic transfer, the replacement of one word by another. these features of nomination gradually disappear from children's speech in the process of mastering the system of language and cognition of the surrounding reality.

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