

## On the Principle of Simple to Complex in the Development of Speech in Young Children

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### ABSTRACT

The article analyzes research on the problem of speech development. The basic rules that characterize modern ideas about the ontogenesis of speech are formed. Speech development issues in early childhood were studied.

**Keywords:** *language, speech, speech activity, speech development, speech ontogenesis*

**Introduction.** Psychophysiological research studying the mechanisms of speech activity is an interesting and promising area of science. N.I. Jinkin was the first to study this problem. "The speech mechanism is a vibrant, flexible and constantly evolving mechanism," he notes. We refer to the concept of 'speech development' based on the ideas and descriptions described above regarding speech comprehension. "Speech development is a change that goes from simple to complex, from bottom to top; the gradual accumulation of quantitative changes is a process that leads to qualitative changes".

**The main part.** Perceptual analysis of speech ontogenesis is critical. The ontogenesis of speech has been of interest to scientists since the XIX century (VA Alexandrov, II Sreznevsky, IA Sikorsky, K.D. Ushinsky).

K.D. Ushinsky, arguing for the need for teaching children in their mother tongue and developing a methodology for teaching children their mother tongue, commented on the features and laws of in-depth philosophical analysis of language and thinking relations, self-development and education. In the late 1920s and early 1930s, J. Piaget concluded that the hereditary theory of intellect, which had gained many followers, was not innate in the logical operations necessary for language acquisition, but was gradually formed in the process of development. Based on the rules of L.S. Vygotsky and A.N. Leontev, in the 70s A.A. Leontev developed the concept of the formation of speech activity.

According to A.A. Leontev, the development of children's speech is, first of all, the development of communication skills, because without it it is impossible to form language skills. In turn, the formation of language skills is associated, on the one hand, with the maturation of neuropsychological mechanisms, and, on the other hand - with social needs. Within the framework of this concept, research on various aspects of speech ontogenesis in Russian psycholinguistics is carried out (E.I. Isenina, N.I. Lepskaya, S.N. Tseytlin, L.M. Shakhnorovich, N.M. Yurev and others). M.I. Lysina's concept of the genesis of communication as a communicative activity is important because of the problem of speech development. Studies conducted within the framework of this concept (VV Vetrova, MG Elagina, LG Ruzskaya, EA Smirnova, etc.) have shown that communication is a crucial

condition for the emergence of the word, speech in children. determines the period of its emergence and the rate of its development. Therefore, in the genesis of the means of communication, the experience gained by children in communicating with others is crucial. In ontogenesis, speech first develops as a means of communication, and later - thinking, as a means of controlling one's own behavior.

Analysis of research on the problem of speech development allows us to formulate basic rules that describe modern ideas about the ontogenesis of speech.

Speech development is seen as the formation of language skills - mobile, functional systems that include the elements of language and the rules of operations with them. It is an individual language system created on the basis of language generalizations. Individual differences in children's speech are observed at different age stages in the acquisition of different language tools, ie: speech sounds, lexical-grammatical materials, etc. Individual differences are also observed in the main stages of children's speech formation.

Children's language is not only the initial stage of adult language, but also a completely independent structure that is subject to its own laws.

Child speech is a valuable voice of a child's unique culture. Speech development is not only an aspect of introducing a child to the world around him, but also a pillar of general mental development. The development of a child's speech is generally associated with the formation of the individual and at the same time all mental processes. "The process of mastering a language is not just a process of imparting knowledge, skills and abilities. This is education first and foremost. It is the training of the heart, the training of the mind, the formation of the formation of thoughts, the endurance to the most delicate aspects of the human psychological image "(K.D. Ushinsky).

Understanding that a child's speech development is determined, on the one hand, by external influences and, on the other hand, by its sudden occurrence, "spontaneous action," is typical of modern notions of speech ontogeny. Understanding these laws and mechanisms of speech development requires careful consideration.

Speech development issues in early childhood have been developed over many years. This period attracts researchers with aspects of speech development that play a major role not only in a particular period but also in the future development of the child. Many of the causes of speech defects and delays in the development of speech in relatively older children are often related to specific aspects of child speech formation in the early stages. EITikheeva also drew attention to this aspect. Well-known scientists, practicing pedagogues such as EITikheeva, NMShelovanov, FIFradkina, NMAksarina, GMLyamina, VAPetrova made a significant contribution to the study of children's speech at an early age. .

We summarize the results of numerous studies on the development of a child's speech during the transition to active speech, and state these basic rules.

"A child," said K.D. Ushinsky, from an early age begins to master the elements of folk culture, learning them, first of all, through knowledge of the native language. Therefore, in our opinion, it is necessary to use the native language in the implementation of educational work in the family, in kindergarten. As a result of the development of oral speech in preschool education, children develop mentally and increase their general cultural level. They understand the events around them, the laws of nature and society. The full development of

speech in children helps them to improve mentally as well. The child has the ability to learn the outside world through mental processes such as memory, imagination, imagination, thinking, as well as through speech. However, the intellect in children, that is, mental processes — memory, imagination, imagination, thinking, etc. — arises and improves not only with the growth and development of the child's body, but also with the development of speech. If a child is taught to speak correctly from an early age, then such a child develops normally, that is, the ability to imagine first, then to think, to imagine, and this ability develops at every age. Many experiments show that a child whose speech is not fully developed does not develop as a complete person. "The native language," said KD Ushinsky, "is the basis of any development, the treasure of all knowledge." Any understanding begins with it, passes through it, and returns to it. " Vocabulary allows the child to express knowledge and concepts through speech. This, in turn, paves the way for child development. K.D. Ushinsky in his article "Words of the native language" raised the issue of educating a child through the words of the native language. Because populism finds its expression in the native language. As the poetess Zulfiya said: "A person who learns his native language perfectly will be lucky to learn the history of his homeland." Through their native language, children learn about the history, culture, values, customs of their ancestors, get acquainted with folklore, literature and art.

Therefore, the speech of a preschool child performs three functions in connection with the external world:

1. communicative
2. knowledge
3. regulation

The communicative function of speech appears very early in a child. The first word a child utters serves a communicative function. Later, the word develops as a speech as the child's need to interact with those around him grows. From the age of two, the child is able to express his desires in a way that is understandable to those around him, begins to understand the meaning of the words spoken to him. After the age of three, the child begins to master the inner speech. At this time, speech becomes not only a means of communication for him, but also begins to perform another task — knowing: as he learns new words and word forms, he expands his ideas about the environment, about the interrelationships between things and events. Along with the communicative and cognitive function of speech, the child begins to acquire speech that regulates behavior.

**Conclusion.** Work on the development of children's speech should be carried out taking into account their age and psychological characteristics. In this process, the child is advised to "play" various games not only once during the lesson, but also during the trip, and even at home with parents and family members. A child will be able to achieve the expected result if both the educator and the family members have a goal-oriented attitude at the same time and try to develop his speech, increase his vocabulary.

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