

The Analysis Of Speech Development In Bilingual Children

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Abstract: The article discusses aspects positive and negative influence bilingualism on language development of the child. The ways of mastering the native language children with normal and impaired speech development. Are the most common speech and language difficulties bilingual children.

Keyterms: *normal speech development, impaired speech development, children with errors bilingual (for example, the Russian)*

INTRODUCTION

Most societies of the world - multilingual. Owning several languages is a critical competence for the individual and for the society. The language is closely related to human identity, socialization and cultural manifestations and is therefore an important part of the lives of children and adults. Bilingualism carries a much positive that most families with two or several languages cannot imagine life without it. Typically, the use of each language depends on the specific situation. Children's age is excluded from the general context of bilingualism. In pre-school and junior school age we cannot talk about the quality of language skills, national essence of the individual situations of language use, lexical and grammatical structure of his statements, and the process of development of speech in general, language abilities of the child, the impact of different standards in the process of speech production of the child. In recent years, the experience of a multicultural and multilingual life becomes Examples commonplace to the phenomenon, and as a result, an increasing number of children from an early age themselves in a situation of bilingualism. First of all, it is the children of migrants, children from mixed families.

This problem rises in major metropolitan areas of the world. From a practical standpoint, this phenomenon is interested not only political scientists, sociologists, linguists and educators, including speech therapists. Given the experience of speech therapywork, we can assume that the presence of two active languages in the family isa threat to the normal formation of speech in the child or, if it initial speech disorders, exacerbating the problem of speech development.

As a rule, parents and teachers for a long time do not attach importance to this fact, in some cases regard it is not true, as the child does not understand the explanation of the teacher in the classroom, does not answer questions and can not cope with the school program. Sometimes teachers of primary school, meeting with the phenomenon recommend that parents transfer the child to a school for children with intellectual disabilities or speech development. On the one

hand, this problem may be due to the fact that the child is insufficient but knows the Russian language to meet the requirements for students at training school in Russian. On the other hand, the difficulty of understanding the speech of the bilingual child may be due to the presence of his any clinical form speech disorder (alalia, dysarthria, and others.) that prevents him to absorb as a mother, so and second languages.

In both cases, the same result - the child can not master the school program due to his low voice capabilities. Whenever difficulties for the child bilingual arise when registration takes place in the school, taking into account only the basis of age, while the child should be ready for school mentally and psychologically, as the most important indicator of this is the speech that should be developed for all indicators (sound design, lexical and grammatical structuring, connected account statements).

The child becomes bilingual due to special conditions of family life or recovery supply. According to a prominent psychologist LS Vygotsky, "the development of a child's speech can be difficult when the conditions of education does not guarantee education more or less independent sphere of application of each language when the child relative given the power of a random mixture of language systems when developing bilingual children spontaneously "

Bilingual children are a diverse group some children languages spontaneously, without any control, and special assistance. It can happen under the following circumstances:

1. Parents are bilingual, the child in his speech can use both languages, often mix languages on an active communication; don't pay attention to speech and language violations of themselves, and of their children.
2. Parents are monolingual, communicating with each other and with their child use one language, but the family lives in another country, and from the surrounding (shops, various institutions, playgrounds, etc.) child hears another language, who unwittingly begins to assimilate and use independently.

METHOD

Subject of Research

The subject of this research is a boy, named Aziz who is three years old. He speaks Uzbek language and little Russian. Aziz is raised in a bilingual family, Uzbek and Russian language.

FINDINGS AND DISCUSSIONS

In the scientific literature, there are two opposing views on the impact on the mental development of the child. Many authors identify the following positive aspects of early bilingualism:

1. The earlier a child begins to absorb a second language, so it is more likely

learn the language in full and with a natural accent. It is proved that primarily seizes language prosody. It is known that the kid at the age of 5-6 months reacts to the tone of the adult and acquires its much faster than pronunciation and lexeme.

2. Bilingualism has a positive effect on the development of memory, the ability to analyze phenomenon of language. Fully developing bilinguals tend to do well at school in school, better able to absorb the abstract sciences, languages.

3. Bilingual child more likely to get a quality education at home and abroad.

It should be noted that all this applies to children whose speech and pronunciation development is fully consistent with the age norm.

Other authors, considering the negative impact of bilingualism in early objection such as the following:

1. Bilingualism is a risk factor for speech disorders. In the process of learning two languages, one (dominant) language system influences the second, as a result what is their confusion, which leads to a number of speech and language difficulties for the child. The most common problems in these cases are violations of the acoustic

worn in both languages, the appearance of an accent, improper use of grammatical structures and, as a consequence, difficulties in mastering reading and writing.

2. Mastering two languages simultaneously or sequentially in early often causes fatigue kid and can lead to various in the central nervous system, in particular to stuttering or even mutism. In such cases, the child ceases to use any language system or resorts to verbal communication is extremely rare.

3. If it is not fully formed in any of the languages is destroyed structure of verbal thinking, which can lead to psychological stress. Child begins to withdraw into themselves, there are difficulties with social adjustment, and further might feel inferiority.

Children with speech therapy positions can be divided into those that are pathological speech disorders, and those with no such violations or violations of the new physiological character associated with the stage of speech development (various shows indicators harshness of speech, immaturity of speech articulations and phonetic-phonemic perception).

For many years, researchers are trying to figure out whether the same is mastered the same language as the first (early) and second (later in objections CTE). However, no one doubts that the development of language is always associated with a number of certain difficulties. According to experimental research Zeitlin establishes significant differences in the types of errors while using of verbs and nouns, in monolingual children 2-3 years old and bilingual children 6-9 years. In bilinguals can be appear semantic errors, which are caused by the difficulty in the understanding of the semantics of the type and case. In a speech to the Russian-speaking preschooler on the contrary, are prevalent errors associated with word-formation and innovations of child.

This example confirms the idea that all children in the course of his ontogenetic development permit speech errors. First of all it is necessary to distinguish error wearing a physiological nature, and errors with pathological basis. Each age group is characterized by certain stages of linguistic assimilation standards and regulations.

In the book "Language and Child" SN Zeitlin wrote: "To start talking, necessary to learn the language as a device to allow the perception and speech production. Language is a set of linguistic units of different rank (sounds, morphemes, words, sentences), and the rules for their construction and use ... To start speak a certain language, you need to master an arsenal of linguistic units, made by previous generations, as well as learn how to use them in speech activity". Young children learn language through the method of "trial and error". With linguistic flair, the child realizes early enough, "what is good and that such something bad" in terms of speech. Using it as a benchmark of environmental, child seeks imitate it.

In his study, Gvozdyov "The study of children's speech" details the sequence of mastering the various parts of the Russian language. This paper considers the gradual assimilation of sentence structure, different parts of the speech, grammatical and phonetic processing, pattern revealed consolidate the skills to use a different syllabic structure. The author stresses that the normal development of language components of speech in the process of assimilation of native language occurs during the first seven years of life. In the normal speech development mistakes made by children, are physiological in nature and corrected child independently, without specialized care.

If we compare how is the assimilation of the native language of children with normal speech development with the development of children's speech in violation of its development, can not to notice certain similarities. Whatever form of speech pathology or was inherent child, it will not pass in its development of the main periods: the mastery of prosody, speech, syllabic structure of words, the accumulation of vocabulary formation grammatical structures and connected speech. For children with speech underdevelopment characteristic by the absence of clarity periods of speech development, long-term "jam" on nonwherein the step of forming speech while mastering the following elements.

Features of the development of speech in the native and non-native language in a bilingual child have arisen as by a double origin. In some cases, they depend on the conditions in which the proceeds second language acquisition. And in the other, this is due to the child's existing central speech impairments mechanisms, and hence the presence of speech pathology which easily diagnosed in their native language. In both cases, there may be a violation of speech using both the first and second language. Can not always be immediately determined what caused the violation of speech development. Professional who deals with issues of bilingualism in children, from our point of view, it is necessary to know the basic features of a phenomenon known as "underdevelopment of speech."

After analyzing the speech and language difficulties bilingual children older pre-school age and younger students, you can select the most common features of language development in the assimilation of the Russian language in bilingual children:

1. Admit large number of orphoepic errors in simple words (*pit' vodu* – 'drink water', *rubit toporom* – 'chopping with ax').

2. have a distorted or unstable speech sounds in Russian, so as the impact of second language system does not give the right to gain a foothold soundscapes.
3. Transfer the language model of the native language in Russian:
 - add extra sounds in words (*parYk*– *Park* ‘fake hair-park’);
 - replace the hard and soft sounds (*Vylka*–*Vilka* ‘Fork’, *Sol*’–*Sol* ‘salt’).
4. misused case endings (*igrayu kukloy* – ‘play dolls’).
5. Experiencing difficulties in the use of generic terms (*moya yabloka* – ‘my apple’, *moya kukla* – ‘my doll’)
6. makes it difficult to use possessive adjectives (*Zaychiy xvost* – ‘bunny tail’ *Mamina platok* – ‘mom’s shawl’) and relational adjectives (*sveklychniy*–*svekolniy* ‘beet’, *tykvavaya*- *tykvennaya*– ‘pumpkin’).
7. In retelling the story of the text or the independent used most often restricted set of words.
8. In most cases, can not make up their own story to story picture or a series of thematic pictures.
9. have difficulty understanding and using parables, proverbs, sayings, subtext, hidden meaning.
10. Do not learn the intonation of the Russian language.

Intonation as one of the most important components of speech, plays a special role in teaching absorbed by the baby very early. We can say that it determines possessions to a particular national language. Intonation constructions to learn are hardly for bilingual children, and learning intonation can not be fully mastered this category of children.

For older children of preschool and early school age, owning only one Russian language and do not have any speech pathology, such errors are not characteristic. Monolingual children of the same age, but with hypoplasia of speech, it may have similar difficulties, due primarily aborted central mechanisms of speech production, and without the help of a correctional they also will not be overcome by a child.

In order to identify whether there are any violations of speech development the child's bilingual, it is necessary to conduct a thorough examination of speech therapy in both languages

CONCLUSION

Concluding the above, it can be argued that a child learning two or more languages at the same time, takes a complex way as voice, and mental development. The problem of bilingualism affects all aspects of formation of the child. Be bilingual - it does not mean just to own a second language, it also means to be the bearer of a different culture, a different mentality to be able to understand of, a sense of belonging to the people, and using this, and other languages.

Speech - an important but not completely determined by the aspect of the cultural development of the child. Mastery of several languages at the same time, on the one hand, increases the load on the nervous system of the baby, and on the other increases the responsibility of parents to a child, as only a family can be grafted initially tradition of the people, respect for their own and other cultural values, humanity.

The influence of the family is crucial for human development. Since, we explicit by the main communicative function, its violation or lack of assimilation may adversely affect the quality of human life. Therefore, on the one hand, bilingualism is a risk factor for speech disorders, on the other hand, the presence of pathological disorders of speech perception and makes it difficult to use as a mother and a foreign language. Only attentive family and teachers to this issue will help to cultivate a harmonious personality and cultural tolerance, as a consequence, to avoid many conflicts that arise on a national basis.

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