
About Children's Speech

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Abstract: The article discusses speech and its appearance, the peculiarities of children's speech

Key words and phrases: children's speech, speech, speech appearances, psycholinguistics, stress, intonation, tempo, timbre.

Introduction

The most common means of communication between people is oral speech. It leaves changes in the material environment, commonly referred to as sound traces. Voice traces are often used to expose, investigate, and prevent crimes, allowing them to identify the perpetrator and other circumstances that need to be proven. In recent years, the role of human voice traces has increased significantly. This is because traditional recording tools - written documents - are increasingly being replaced by audio and video recording. Their use has also expanded in everyday life.

The main part

The following theoretical conditions can be formed for the method of identification on the basis of the phonogram of oral speech:

The human voice is individual. It depends on the specific shape and size of the mouth and nasal cavity, throat and respiratory organs. Therefore, the physical properties of sounds - frequency, duration, intensity - are strictly individual for each person;

A person's speech is characterized only by his or her unique characteristics and is determined by social and psychological factors. Speech, intonation, and speech in general, formed during adolescence (approximately 20 years of age), become habitual and almost unchanged throughout life.

Linguistic analysis generally focuses on the study of oral speech that reflects a person's social, intellectual, psychophysiological, and other personal characteristics.

Linguistics, linguistics is traditionally understood as the science of language - the main means of communication, social communication. Moreover, its subject, as a rule, is not clearly defined. Obviously, the object of linguistics is speech activity, speech actions, speech reactions. But the linguist distinguishes in it what is common in the organization of any speech of any person in any situation, viz. without these tools the internal structure cannot be imagined at all speech act. The subject of linguistics is a system of linguistic tools used in speech, communication. At the same time, in general linguistics attention is paid to the consistency of these tools, which describe the structure of any language, and in applied

linguistics to the individual features of a particular language: Russian, German, Chinese, Uzbek and others.

The linguistic approach aims to identify features that can be called within the text, as they describe the ways in which the text structure is organized internally. In fact, superfrasal units involving a sequence of sentences are emphasized. The main features of textual units are connection, integrity and semantic completeness. Grammatical, lexical, and intonation tools are separated, which provide the main text-forming feature - consistency. Grammatical devices include the interrelation of sentences by type of verb, tense and mood, their gender and number. Lexical forms of communication are repetition of words with separate meanings, use of agreed rhymes, synonymous substitutions, correlation words, and so on. It can be assumed that linguistics, which uses a speech product for analysis, takes speech appearances in a communicative scheme for research, and links the observed material to a source (a block within speech) assumes the existence of a language system at that source. , describes the forms used as fully as possible, establishes their laws, types, classes, etc. The topic of interest is also the ratio of the speech forms of the communicants observed in the dialogue or polylogue. The boundaries of linguistic research can be expanded. Psychological directions of linguistics are known. For example, in solving linguistic problems, F. de Saussure often referred to purely psychological issues, such as the relationship between thought and speech.

The psychological direction in linguistics emerged as a reaction to the teachings of the representatives of the naturalistic and logical directions. We find its origin in the concept of V. von Humboldt, who emphasized the active and semantic nature of speech activity.

The relationship of mental activity to speech psychology is inherent in all schools of linguistic psychology. However, over the course of more than 100 years of development, various aspects of speech psychology and the study of activity and speech behavior have emerged.

In the middle of the XIX century. traditional logical linguistics has been recognized as unsuitable for new research purposes. The attention of linguists shifts from the problem of the immutability of the internal structure of human language in general to the problem of infinite diversity of individual languages. They are no longer interested in the universal mechanism and internal stability of the organization of languages. This led to a turn to the sciences that study the laws of biological evolution (biology) or the laws governing the spiritual activities of the individual and the language community (individual and ethnic psychology, cultural anthropology, sociology, aesthetics). psychology, etc.).

There is a desire to learn living language in its real activity, in the processes of speech activity, but without paying attention to its physiological and psychophysiological aspects. Language begins to be interpreted primarily as a phenomenon of the psychological state and mental activity of a person or nation, derived from the philosophy of V. von Humboldt language.

It should be noted that linguistic research of a text is in many respects aimed at describing its internal peculiarities. From a psychological point of view, it is clear that the text can be looked at much more broadly. Even basic life experience shows that by producing speech through text, we can understand and feel a person, his position, thinking, mood, upbringing. Therefore, the task of psychological research of the text is much broader than that of linguistics: to find ways to describe certain psychological characteristics of a person on the basis of text production.

First of all, the question arises about the content of psychological information on the content side of speech production (texts). Apparently, in the form of speech, a person can express

everything or almost everything he finds in the surrounding reality and in himself. Information about the world around us, which is processed by man, expressed in the form of speech, will certainly have the seal of the human psyche. If not total, some aspects of speech content may be used for psychological purposes. Thus, psychoanalysis of the nature of the manifestation of speech (associations, reservations) has long been a psychological operation to separate the diseased structures of the unconscious. K. Jung used the image of dreams, the text of poems, etc. to distinguish the subconscious archetypes of man.

From a psychological point of view, speech is a psychophysiological process that is included in the scheme of communication between people and consists of the transmission of meaning using material means (in oral speech - sounds).

Therefore, the forms of speech, their types and classes, the analysis of the language system are interpreted by a psychologist from a natural point of view as phenomena performed by brain work. The psychologist is therefore less interested in the problems of the taxonomy of language forms, a complete description of existing linguistic phenomena, but the greatest linguistic facts are important to him and allow him to address the principles of organizing the speech-linguistic mechanism.

Speech is a means of communication that is embedded in a communicative contour and conveys meaning. Hence, it is considered in human relations and in the human psyche in general. Psychological problems include the attitude of speech to thought, cognitive processes, emotions, personality status, and personality in general. It reflects social and personal positions, people's attitudes towards each other. The above allows us to take into account that the psychological approach is more complete than the linguistic approach in terms of the number of relationships covered. At the same time, linguistics has a great deal of experience in describing linguistic phenomena and forms. In general, it is possible to see the mutual benefit of both approaches for each other, and somewhere there is a sufficient convergence of evaluations and concepts.

Attempts to identify similarities and differences between psychology and linguistics in the study of speech are of a primary nature. The collection of facts allows us to clarify this issue. Neither linguistic nor psychological approaches have terminated themselves, as none and all of them together yet form a complete knowledge of the object being studied. If forms of mutual transitions between the descriptions of different joints and aspects of a single mechanism are found, and if psychophysiological images are to occupy a certain place in this model, a truly systematic knowledge of it can be obtained. Apparently, the only reliable way to move in the indicated direction may be to further develop the knowledge on each of the identified aspects while maintaining the idea of a common structure.

The study of linguistic and psychological approaches to the study of speech is of great importance for forensic science, especially forensic tactics, as the basic investigative action remains an interrogation that is initially performed orally.

Many linguists today recognize the need to move beyond linguistics to the realm of the individual's mental processes in order to fully understand some of the facts of language, through which linguistic material is organized in the human brain and released at the right time. These mental processes are the subject of psycholinguistics. In the 50s. In the last century, the attention of scientists to the processes of speech activity has increased significantly, which is associated not only with the theoretical needs of a number of disciplines, primarily linguistics, semiotics, psychology, but also with purely practical social "needs": expansion and changing information, teaching universal literacy, diagnosing and treating mental illness, overcoming speech disorders, and more. At the same time, the nature

of the study of speech activity was significantly influenced by various trends in the development of scientific thought: functionalism, gestalt psychology, associationism, behaviorism, and others. In the last three decades, especially in the last 10-15 years, interest in psycholinguistic problems in the "traditional" linguistic environment has increased significantly. It is no coincidence that since 1985, the official nomenclature of linguistics specialties approved by the Higher Attestation Commission has included the specialties "general linguistics, sociolinguistics, psycholinguistics". Psycholinguistics is becoming an increasingly popular science among researchers.

After many linguists have exhausted the possibilities of traditional approaches to language learning, they seek answers to their questions in psycholinguistics.

Currently, many researchers write about the need for a comprehensive approach to the study of the laws of operation of the human linguistic mechanism. In studying it, the researcher demonstrates the clear advantages of going beyond linguistics and using the achievements of related disciplines, especially psycholinguistics.

Psycholinguistics has developed relatively recently as an independent science. The main features that distinguish it from linguistics are, firstly, the factor of the structure and state of perception of speech; second, the personality factor that creates or perceives speech. Thus, with a linguistic approach to the study of a text, the scholar is primarily interested in the linguistic means by which the general concept and emotional content of the text is conveyed. In the analysis of the text from a psycholinguistic point of view, the main focus is on the linguistic person, the processes of text creation and perception are considered as a result of the person's speech thinking activity, as a "way of reflecting reality in the mind." .. using elements of the language system ". If linguistics considers a text to be "a really expressive (written) sentence or set of sentences ... it can serve as material for observing the facts of a particular language," it is customary in psycholinguistics to describe a text. "It is an objectified form of communication movement, the minimum necessary components of which are the subject of communication, the author and the recipient." Consequently, any text must be considered within a specific communicative situation, and the form and content of the texts are determined by the psychological characteristics of the communication participants - the individuals.

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