



PSYCHOLINGUISTIC RESEARCH OF CHILDREN'S SPEECH BY SCIENTISTS

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Abstract:

In this article is written the study of children's speech by scientists in a psycholinguistic aspect. In psycholinguistics, mind and language are studied together. Studying the processes occurring in the human brain, the process of production and perception of language, we understand that it examines the relationship between human consciousness and language.

Keywords: psycholinguistics, children's speech, cognition, human consciousness, mind and language,

The science of psycholinguistics, which we study today, emerged in the middle of the last century and has become one of the main areas of research for linguists. The sciences of psychology and linguistics were considered together as the basis of the psycholinguistic approach and were used as a psycholinguistic term.

Multifaceted innovations appear in all areas of our society. The changes taking place in the field of education in our country, as well as in the world community, are a good example of this, and now the study of children's speech in linguistics is one of the most popular topics among researchers. The study of a child's knowledge of the native language is associated with a psycholinguistic approach to the study of children's speech. In the process of communication between a child and adults, his speech is formed and improved. In turn, this condition affects mental processes. Language reflects socio-historical experience. As a result, children expand their personal knowledge as well as their social knowledge. What language a child speaks does not depend on who the parent is, but on what language environment he or she grows up in. Research on the study of children's speech is becoming a major topic of discussion among linguists, child psychologists, speech therapists and teachers. In this article, we will look at the psycholinguistic aspect of children's speech. First of all, let us dwell on the emergence of the science of psycholinguistics, its development as a science and the essence of its content, objects of study.

As a result of our research, we realized that in psycholinguistics, mind and language are studied together. Studying the processes occurring in the human



brain, the process of production and perception of language, we understand that it examines the relationship between human consciousness and language.

Psycholinguistic views have existed since ancient times in Central Asia, especially in the East. Its roots go back to the times of Farabi[1], Ibn Sino[2], Alisher Navoi[3]. Abu Nasr al-Farabi, one of the most famous thinkers in the world, nicknamed the "Second Teacher", described the qualitative differences between man and other living beings in his book "The City of Noble People"[1]:

1. Man is a rational being, and mind and soul are the natural origin of man.
2. A person has intelligence and speech.
3. A person has a profession.

He said that these qualities are combined with each other and allow a person to develop and improve. He describes them with a focus on education and upbringing. Education is just a matter of words and learning.

He said education is learning from practical experience. Alloma Farabi[1] described his psycholinguistic views as follows:

"The newborn child has the opportunity to know the spirit of knowledge. He was born. At the same time, he creates this opportunity with the help of human senses. Knows the environment. The names and concepts are the product of our intuitive members. It is passed down from generation to generation. Therefore, they are not innate, but generally accepted knowledge."

Since only man is endowed with the ability to speak and think among creatures on earth, he constantly exchanges information based on the language and speech given to him. that is, in a verbal position. The connection with the impact of various events, things and events of the environment in social life is manifested in non-verbal situations. Farabi believes that human knowledge is innate and is acquired through reading and experience. On the other hand, human speech is shaped by exercise and practice. Нутқни бузувчи омиллар инсон руҳиятига ёмон таъсир этиши ҳақида у ўзининг "Фозил одамлар шаҳри" асарида "Суфистаннийа санъати бўйича баҳсда қатнашувчиларнинг ҳар бирлари қуйидаги олти нарсани қўллашади: "1. reprimand; 2. confusion, confusion; 3. slander and determination; 4. make you stutter in speech; 5. the use of meaningless, nonsense; 6. to silence, to forbid even the disputant to speak, even if he is capable of it. This is done in order to conclude that it is better for the debater not to speak." [1] Here Farabi mentions that the three qualities of reproach, confusion and slander are the worst mental qualities that hold down the tongue without affecting the mind, while the previous three harm the mind. It is clear that the mental state of a person is



realized in the brain through language. In this regard, Ibn Sina[2] "Every brain has excess moisture that needs to be cleared out early in its creation. It clears up when the baby is in the womb or later. If it is not cleaned, great difficulties will arise from it,"[2]

Alisher Navoi, a great scientist, sultan of the kingdom of words, who spoke a lot in Turkish and Persian, also described this word and its meaning in Muhokamatul Lugatayn[9] as follows: The heart is a place where small and big meanings gather. It is as if the ore is mined from the river with the help of a diver, and its value is determined by the stone. The vocabulary also gains the honor of speaking from a person who speaks from the heart, and its value also gains prominence according to its level and spreads everywhere. Navoi put the meaning of the word above the pearl, dur, and described it as follows: "The difference between the word dur and the word is infinite, and its level is infinite. Thus, a good word brings a pure spirit to a dead body, and a bad word gives rise to a poisonous property that kills a living coin. "The word is so precious that the speakers are powerless to determine their rank: their rank ranges from the destruction of the bad word to the miracle of the good word by Jesus." [9]

The book "Laws of Medicine"[2] by Abu Ali ibn Sina, an eminent representative of medical science, discusses the activity of the brain and the diseases that arise in related conditions.

The scientist connects his pathopsycholinguistic views with the activity of the brain. Brain-related diseases describe cases of stuttering, dementia, seizures, and speech disorders that occur with mental conditions and provide treatment options and advice.

By the middle of the 19th century, the cornerstone of the formation of psycholinguistics as a science was laid in Western countries, especially in America and Russia, and the field of psycholinguistics arose in linguistics. This science attracted the special attention of psychologists and linguists in the nineteenth and twentieth centuries. Psycholinguistics is the science of speech activity that arose as a result of the fusion of the sciences of psychology and linguistics. Linguistics studies the structure of speech according to the laws of language. Psycholinguistics, on the other hand, studies the processes of speech formation and speech perception. Psycholinguistics is a field of linguistics that studies the process of speech, the act of speaking and the speaker in terms of the relationship between the purpose and the content of the person who generates the information.



In linguistics, it is the field that studies the relationship between the social consciousness of the speaker, social life, and the content aspect of language.

Psycholinguistics has four historical roots, united by the end of the ninth century.[5] The first root is comparative linguistics, which raises the question of the psychological origin of language. The second root is language learning in the brain. The third root is the daily approach to child development developed by Emile Rousseau. The fourth root was an experimental laboratory approach to speech and speech processing derived from Francis Donders' mental timekeeping.[5] Jean Piaget[6] is a French developmental psychologist who has played a very influential role in how we understand child development.

Piaget was famous for presenting four stages of his cognitive development. The first of the four stages is the sensimotor stage, which begins between the ages of 0 and 2 years. According to Piaget[6], at this stage, babies form an understanding of the world by coordinating sensory sensations (such as sight and hearing) with physical, motor movements. Babies acquire knowledge in this world through the physical movements they perform. The second stage is called preoperative and begins at the age of 2-7 years. During this stage, the child learns to use and represent ideas through words, pictures and images. They can do more complex things than a child. The third stage is called the final operational stage and is carried out from 7-11 years old and, as you know, uses more and more logic in the child. At this stage, children learn the concepts of serialism, reverse direction, and eliminate the egocentric thinking that previously dominated. The fourth and final stage is called the formal operational stage, which begins at age 11 (puberty). The peculiarity of this stage is that the child learns to think abstractly and use hypothetical and deductive considerations. Skinner prefers psychology based on observable behavior, rather than mental construction.[6]

The difficult language situation in India was uncovered by Bishnupuriya, Bansal and Harrison at a research conference presented at the Central Institute of English and Foreign Languages in Hyderabad. This is widely covered in Emeneo's famous pamphlet Indian Linguistics. The opposing phonological systems of the Hindi languages are reflected in his research at the Central Institute of Agra. Psycholinguistic studies of the phonology of Indian languages are very limited. Srivastava (2012)[7], M. Sinh (2008)[8] conducted research on the study of Indian philology and psycholinguistics.

Based on the examples of the scientists named above, we can say that psycholinguistics arose in the history of philosophy, engaging in the observation

of psychology. Linguistics, psychology and psycholinguistics belong to the field of cognitive science.

Franz Joseph Gall of Vienna was the first in the last twenty years of the 18th century to develop serious brain anatomy. His autopsy classes in Vienna and later in Paris attracted top medical students. Gall put forward the theory that mental abilities, for example, "memory for words are localized in certain areas of the brain." Jean-Jacques Rousseau of 1762 advocated a reform of the doctrine, without a "natural" education, without a school[9]. Rousseau began keeping diaries by parents and teachers, asking them to keep a close eye on the children. Several scientists who studied the speech of children psycholinguistically, kept diaries of the speech of their children and over the years made observations, made scientific observations.

For the first time in 1787, the philosopher Dietrich Tiedemann published his diary[10]. This follows the development of his son during the 30 months after birth and includes a series of observations on the study of Frederick's speech. More diaries appeared in the nineteenth century, but Darwin[10](1877) published his observations on the early development of William. Sanskrit scholar William Jones [12] stated in 1786 that the empirical study of the origin and function of languages in human communication is the central issue of psycholinguistics, and in his report to the Asian Calcutta Society he expressed the lexical similarity of Sanskrit: Greek and Latin[12]. William Jones explained that this similarity between Indo-European languages has been observed since the Middle Ages, but the emerging notion of evolution stems from the common origin of these languages [13].

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