



ANALYSIS OF SPEECH DEVELOPMENT IN BILINGUAL CHILDREN

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Annotation: The article explores the aspects of positive and negative influence of bilingualism on speech development in children. Furthermore, the article analyzes the ways of learning the native language in children with normal speech development and those with speech disorders. The most common speech and language difficulties for bilingual children are described.

Keywords: normal speech development, speech disorders, the errors of bilingual children.

Introduction. Bilinguals are people who can understand and speak more than one language. Usually, the use of each of the languages depends on the specific situation. Childhood is excluded from the general context of bilingualism. In preschool and primary school age, we can talk not about the quality of language proficiency, the national essence of an individual, the situations of using languages, the lexical and grammatical structure of his statements, but about the process of speech development in general, the language abilities (flair) of a given child, the influence of various speech standards surrounding on the process of speech production of the child himself.

Recently, the experience of multicultural and multilingual life has become commonplace, and as a result, the number of children who find themselves in a situation of bilingualism from an early age is increasing. First of all, these are children of migrants, internally displaced persons, children from mixed families. This problem is acute in large metropolitan areas of the world, in particular, in Moscow. From a practical point of view, this phenomenon is of interest not only to political scientists, sociologists, linguists, but also teachers, including speech therapists. Considering the experience of speech therapy work, it can be assumed that the presence of two active languages in the family poses a threat to the normal formation of speech in a child or, if he has initial speech disorders, exacerbates the problem of speech development. As a rule, parents and teachers do not attach importance to this fact for a long time, and in some cases they regard it incorrectly, since the child does not understand the teacher's explanations in the classroom, does not answer questions and does not cope with the school curriculum.

Main part. Sometimes elementary school teachers, meeting with such a phenomenon, recommend that parents transfer their child to a school for children with mental or speech disabilities. On the one hand, this problem may be due to the fact that the child does not know Russian well enough to meet the requirements for students when studying at school in Russian. On the other hand, the incomprehensible speech of a bilingual child may be due to the presence of some -clinical form of speech disorder (alalia, dysarthria, etc.), which prevents him from learning both his native and second languages. In both cases, the result is the same - the child cannot master the school curriculum due to the low level of his speech abilities.

Every time, difficulties for a bilingual child arise when registration for school takes into account only the age principle, while the child must be mentally and psychologically ready for schooling, and the most important indicator of this is speech, which must be developed in all respects (sound design,

lexico-grammatical structuring, coherent presentation of the statement). A child becomes bilingual due to special family conditions or upbringing.

According to the outstanding psychologist L.S. Vygotsky, “difficulties may arise in the development of a child’s speech when the conditions of education do not guarantee the formation of a more or less independent sphere of application of each language, when the child is given over to a random mixture of language systems, when children’s bilingualism develops spontaneously” [2].

Bilingual children are a heterogeneous group. Some children learn languages spontaneously, without any control or special assistance. This happens under the following circumstances:

1. Parents are bilingual, they can use both languages in their speech, often they mix them up during active communication; do not pay attention to speech and language disorders in themselves and their children.
2. Parents are monolingual, in communication with each other and with their child they use one language, however, the family lives in the territory of another country, and from others (shops, various institutions, playgrounds, etc.) the child hears a different language, which involuntarily begins learn and use on your own.

In other cases, parents are interested in the multilateral development of their child, purposefully teach the baby a second language from infancy, or, being themselves in a bilingual situation, pay special attention to the development of the child's speech. This often happens under the following conditions:

1. Parents are bilingual, they communicate with each other in the same language they have chosen, and they speak with the child on the principle of “one parent - one language”, that is, for example, the father in -Tajik, the mother in -Uzbek. Such communication requires great attention and systematization from parents, although it does not exclude periods of prenatal and early infancy, when the child hears mainly the mother's language.
2. Monolingual parents independently from infancy teach the child two languages using various methods, while not being teachers, or invite nannies who are native speakers of another language, or teach him in special classes by immersion in the language environment. Such conditions of "language education" will not necessarily be successful and useful for the speech and mental development of the child.

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

1. The sooner a child begins to learn a second language, the more chances he has to master the language in full and with natural pronunciation. It is proved that the child first of all masters the prosody of the language. It is known that a baby already at the age of 5–6 months reacts to the intonation of an adult and learns it much faster than sound pronunciation and vocabulary.
2. Bilingualism has a positive effect on the development of memory, the ability to analyze the phenomena of language. Fully developing bilinguals, as a rule, study well at school, master abstract sciences and languages better.
3. A bilingual child is more likely to receive a quality education both at home and abroad. It should be noted that all this applies to children whose sensorimotor and speech development fully corresponds to the age norm.

Other authors, considering the negative impact of bilingualism at an early age, note the following:

1. Bilingualism is a risk factor for speech disorders. When learning two languages at once, one (dominant) language system affects the second, resulting in their mixing, which leads to a number of speech and language difficulties in the child. The most common problems in such cases are impaired pronunciation in both languages, the appearance of an accent, incorrect use of grammatical structures and, as a result, difficulties in mastering writing and reading.

2. Mastering two languages at the same time or sequentially at an early age often causes overwork of the baby and can lead to various disruptions in the work of the central nervous system, in particular to stuttering or even mutism. In such cases, the child generally ceases to use any -language system or resorts to verbal communication extremely rarely.

3. If speech is not fully formed in any of the languages, then the structure of speech thinking is destroyed, which can lead to psychological stress. The child begins to withdraw into himself, there are difficulties with social adaptation, and in the future a feeling of inferiority may appear. From the speech therapy point of view, children can be divided into those who have pathological speech disorders, and those who do not have such disorders, or the disorders are physiological in nature associated with the stage of speech development (various indicators of speech discontinuity, immaturity of speech articulations and phonetic-phonemic perception).

For many years, researchers have been trying to understand whether the same language is mastered equally as a first (at an early age) and a second (at a later age). However, no one doubts that the development of languages is always associated with a number of specific difficulties. S.N. Zeitlin [7] in an experimental study established significant differences in the types of errors that occur when using verbs (the plan of expression and the plan of the content of the verb aspect) and nouns (case forms of nouns) in monolingual children aged 2–3 years and bilingual children 6–9 years.

Semantic errors prevail among bilinguals, which are due to difficulties in understanding the semantics of aspect and case. In the speech of Russian-speaking preschoolers, on the contrary, errors associated with word-building and form-building innovations of the child prevail. This example confirms the idea that all children make speech errors in the course of their ontogenetic development. First of all, it is necessary to distinguish between errors that are physiological in nature and errors that have a pathological basis.

Each age group is characterized by certain stages of assimilation of language norms and rules. In the book "Language and the Child" S.N. Zeitlin wrote: "In order to start speaking, it is necessary to master the language as a device that provides the perception and generation of speech. A language is a collection of language units of different ranks (sounds, morphemes, words, sentences), as well as the rules for their construction and use... In order to start speaking a certain language, you need to master the arsenal of language units created by previous generations, as well as learn the rules for their use in speech activity" [8].

Young children learn language through trial and error. Possessing a linguistic instinct, the child realizes early enough "what is good and what is bad" in terms of speech. Using the surrounding speech as a standard, the child seeks to imitate it. In his study "Issues of the study of children's speech" A.N. Gvozdev studied in detail the sequence of mastering the child in various aspects of the Russian language. The paper considers the gradual assimilation of sentence structures, different parts of speech, their grammatical and phonetic design, reveals the pattern of fixing the skills of using various syllabic structures. The author emphasizes that normally the development of the language components of oral speech in the process of mastering the native language occurs during the first seven years of life [3].

With normal speech development, the mistakes made by children are of a physiological nature and are corrected by the child on their own, without specialized help. If we compare the way children with normal speech development acquire their native language with the formation of children's speech with a violation of its development, one cannot help but notice a certain similarity. Whatever form of speech pathology is inherent in a child, speech does not bypass the main periods in its development: mastering prosody, sound pronunciation, the syllabic structure of a word, the accumulation of a dictionary, the formation of grammatical structures and coherent speech.

Children with speech underdevelopment are characterized by a lack of clarity in the periods of speech development, a long "stuck" at some stages of speech formation while mastering the elements of the next stage. Features of the development of speech in the native and non-native languages in a bilingual child have a dual origin. In some cases, they depend on the conditions in which the acquisition of a

second language takes place. And in others, this is due to the child's central violations of the mechanisms of speech, and therefore, with the presence of speech pathology, which is quite easily diagnosed in the native language. In both cases, there may be speech impairments when using both the first and second languages.

It is not always possible to immediately determine what caused the violation of speech development. From our point of view, specialists who deal with the issues of bilingualism in children need to know the main features of such a phenomenon as "speech underdevelopment". Speech underdevelopment is understood as a form of speech anomaly in which the formation of all components of the speech system related to its sound and semantic side is impaired in children with normal hearing and intelligence [6]. "With a general underdevelopment of speech, its late appearance, a meager vocabulary, agrammatism, defects in pronunciation and phoneme formation are noted " [5]. It is known that the phonetic side of speech undergoes a complex process of maturation.

From the very beginning of speech ontogenesis, the child actively uses global phonetic structures in communication with others, which are an alloy of two or more phonemes. The principle of constructing phonetic structures, according to V.I. Beltyukova (2003), consists of "a consistent course of pairwise branching and the formation of speech sounds (the principle of dichotomy), which will further reflect the national language" [1]. In children with speech underdevelopment, the articulatory-acoustic qualities of sound units suffer, as a result of which the sound is formed distorted, replaced or skipped in speech. And if a child with normal speech development spontaneously compensates for all the inaccuracies of his sound pronunciation due to "genetically incorporated mechanisms of self-organization of speech development" [1], then a child with speech underdevelopment without special help can have abnormal sounds for life.

Studies of the phonetic side of the speech of children with speech underdevelopment have shown that in such children, normal auditory -pronunciation interaction is disturbed, which is one of the most important mechanisms for the development of pronunciation, which negatively affects the mastery of sound analysis and synthesis. In children with general underdevelopment of speech, a significant place is occupied by a violation of the syllabic structure of words. According to many researchers, such violations can be expressed in a reduction in the number of syllables.

This type of error includes situations when a child is unable to pronounce a word in its full syllabic composition. V.A. Kovshikov notes that in such cases, the stressed syllable often remains in the word, the rest may fall out [4]. A special place in the underdevelopment of speech is occupied by distortions in which the number of syllables and stress are not violated, while the syllabic composition undergoes certain changes, affecting the appearance of the word as a whole.

Violation of the syllabic structure of a word is one of the characteristic symptoms in children with general underdevelopment of speech. Such distortions are very persistent and persist in the speech of children longer than the shortcomings in the pronunciation of individual sounds.

Assimilation of the grammatical structure of speech by children with general underdevelopment of speech occurs with great difficulty. This is due to the fact that grammatical meanings are always abstract, and the grammatical system is organized on the basis of a large number of language rules. The peculiarity of mastering grammar in children with underdevelopment of speech is manifested in a slower rate of assimilation (compared to normal children), in the disharmony of the development of the morphological and syntactic systems of the language, semantic and formal language components, in the distortion of the overall picture of speech development.

From the foregoing, it becomes obvious that bilingual children have the same patterns of speech development as monolingual children, and they can make both physiological mistakes and specific mistakes associated with speech pathology, which will make it difficult to master the native, and non-native languages. However, in most cases in bilingual speech there is, first of all, interference. The influence of one language system on another can be both insignificant (the presence of an accent) and very significant (a child uses words from different languages in one phrase).

After analyzing the speech and language difficulties of bilingual children of senior preschool age and younger schoolchildren, we can identify the most common features of language development in the assimilation of the Russian language in bilingual children:

1. They make a large number of spelling errors in simple words (drink water, chop with an axe).
2. They have a distorted or unstable sound pronunciation in Russian, since the influence of the second language system does not allow the correct sound image to be fixed.
3. They transfer the language model of their native language into Russian: • add extra sounds in words (parYk - park); • replace hard and soft sounds (Vylka - fork, sol - salt).
4. Incorrect use of case endings (playing dolls).
5. Have difficulty using generic terms (my apple, my doll).
6. They find it difficult to use possessive adjectives (bunny tail, mamis shawl) and relative adjectives (beetroot - beetroot, pumpkin - pumpkin).
7. When retelling a text or an independent story, a limited set of words is most often used.
8. In most cases, they cannot compose a story on their own based on a plot picture or a series of plot pictures.
9. They experience difficulties in understanding and using allegories, proverbs, sayings, subtext, hidden meaning.
10. They do not learn the intonation of the Russian language. Intonation, as one of the most important components of speech, which plays a special role in learning, is acquired by the child very early. We can say that it is she who determines the belonging of a person to a particular national language. Mastering intonation structures is difficult for bilingual children, and often, without special training, intonation cannot be fully mastered by this category of children.

For children of senior preschool and primary school age, who speak only one Russian language and do not have any speech pathologies, such errors are not typical.

Monolingual children of the same age, but with speech underdevelopment, may well have similar difficulties, which is primarily due to the lack of formation of the central mechanisms of speech production, and without corrective help, they will also not be overcome by the child. In bilingual children, these errors may indicate both the interference of two language systems, and the presence of pathological development of speech in the native and second languages. In order to identify whether there are -any speech development disorders in a bilingual child, it is necessary to conduct a thorough speech therapy examination in both languages.

If a speech therapist speaks only one language, then a prerequisite is the participation of a person who is fluent in both the first and second languages (as a rule, this is the mother, father or grandmother of the child). Such diagnostics will allow to reveal not only the presence of speech pathology in a child, but also to determine the dominant language and the level of proficiency in both languages. The results of this survey should be taken into account when providing speech therapy assistance to the child and when he is admitted to school. The more detailed information is obtained in relation to one and the other language, the easier it is to draw up a program for the child's education. Summing up the above, it can be argued that a child who masters two or more languages at the same time goes through a difficult path of both speech and mental development.

The problem of bilingualism affects all aspects of the formation of a child's personality. Being bilingual does not mean just knowing a second language, it also means being a bearer of a different culture, being able to understand a different mentality, feeling one's belonging to people who use both this and another language.

Conclusion. Speech is an important but not completely defining aspect of a child's cultural development. Mastering several languages at the same time, on the one hand, increases the load on the

nervous system of the baby, and on the other hand, it increases the responsibility of parents to the child, since only in the family can the traditions of a particular nation, respect for one's own and other cultural values, and philanthropy.

The influence of the family is critical to human development. Since speech is the main communicative function, its impairment or insufficient assimilation can adversely affect the quality of human life. Therefore, on the one hand, bilingualism is a risk factor for the occurrence of speech disorders (for example, it is often the acquisition of two languages at the same time that causes stuttering or delayed speech development), on the other hand, the presence of pathological speech disorders makes it difficult to perceive and use both native and foreign language. Only the attentive attitude of the family and teachers to this problem will help to grow a harmonious cultural tolerant personality and, as a result, avoid many conflicts that arise on national grounds.

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