



UDC 81.233  
IRSTI 16.21.29  
DOI 10.37238/2960-1371.2960-138X.2024.94(2).45

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## FEATURES OF SPEECH FORMATION PROCESSES IN A MODERN CHILD

**Annotation.** The article examines the problem of delayed speech development in children in modern society. The authors discuss the standards of speech development identified by linguists of the last century, and consider the points of view of modern researchers on the factors influencing the delay in speech development. Particular attention is paid to the role of the presence of brothers and sisters in the family on the development of speech. Based on a study of the causes of speech delay in children and an analysis of the responses of interviewed respondents, conclusions were drawn about the importance of the factor of a large family in stimulating speech development. The survey results showed that the majority of parents do not consider the late development of children's speech as a serious problem, but rather attribute it to the characteristics of genetics.

**Key words:** speech; generation of speech; speech delay; speech ontology; siblings; survey; respondents; opinions.

### *Maintaining*

The purpose of the article is to describe the features of speech production, studied and described earlier by psycholinguists, to consider possible reasons for the late production of speech in a modern child, to analyze the experiment conducted - a survey of the population of different ages. The stages of speech production in children have been studied in detail by A.A. Leontyev; This problem continues to be studied in the 21st century. Despite the fact that each of the scientists comes to his own conclusions, they all adhere to the same point of view regarding the timing and characteristics of speech generation. The study of theoretical literature allows us to say that in recent studies, based on the results of experiments, the authors have identified trends in the violation of the timeliness of speech production in a child in the modern world.

### *Materials and research methods*

This study is based on the views of A.A. Leontyev on the stages of ontogenesis of children's speech, analysis of theoretical literature in recent years on the problem of



stages of speech production, and the causes of late speech production. The method of survey and its system analysis was used.

### *Research results*

The unique feature that distinguishes a person from an animal is speech, but a child's speech does not arise by itself and does not enter the human body as a component. This is a human feature that is associated with many processes occurring inside the body and psyche of a still fragile person - a child. With the correct development and formation of the child's physiology and psyche, his speech begins on time, and this process proceeds "painlessly" and with pleasure. If one link in this chain is broken, then the generation of speech undergoes special formation features.

In the last decade, the process of speech generation in a modern child has undergone significant changes: it is slowing down and does not fit into the previously designated and scientifically proven stages of speech development. We have put forward a hypothesis that this feature may be associated with changes that have occurred in modern society: with the process of communication between people among themselves and within the family, with the influence of the increasingly widespread distribution of gadgets and their frequent use by children during the period of speech production.

A clear understanding of the stages of development of children's speech makes it possible to determine whether the child began to speak on time or not. T.B. Filicheva and others consider several scientific theories about the stages of development of children's speech: the first of them is the theory of G.L. Rosengard-Pupko, who identified only two stages of speech development of a child (the preparatory stage up to two years and the stage of independent speech development); the second is the fundamental concept of A.A. Leontiev, who proposed in his theory four stages in the formation of a child's speech (the first is preparatory - up to a year of the child's life; the second is the preschool stage of initial language acquisition - up to 3 years; the third - preschool - up to seven years; fourth – school) [1, p.5-7].

In the process of child development, if the process of speech production is disrupted, it is generally accepted that the help of a specialist should be sought at the age of 3 years and later. However, T.E. Braudo et al. believe that serious problems of speech disorder can be seen and prevented in the first months of a child's life, since the child's communicative behavior can be observed from the first days of his life through non-verbal communication. It is represented by two aspects: the baby's sociocommunicative behavior before the appearance of speech and the actual nonverbal component of speech communication [2, p. 41-42].

Before discussing what stages a child goes through in the formation of speech, we should consider what is meant by the term "ontogenesis."

Z.A. Akbarova gives a definition of the term "ontogenesis of speech", denoting the entire period of formation of human speech from the first speech act to the perfect state. This term "ontogenesis" is also considered by researchers to designate and study the period of dynamic development of child speech (from the appearance of the first words to the formation of developed phrasal speech); data on the disturbed or normal process of children's acquisition of their native language (vocabulary, violations of the syllabic structure of words, violations of sound pronunciation, etc.) [3, p. 286].



The model of the mechanism for generating a speech utterance by A. A. Leontyev was analyzed in sufficient detail and described by V. P. Glukhov [4, pp. 111-116].

According to the model of A. A. Leontyev, this process consists of five successive stages: the first stage is the motive, since it is the motive that gives rise to speech intention; at the second stage, based on the motive, an idea arises, transformed into a semantic scheme of the utterance, i.e. the theme (subject of speech and/or its topic) and rheme (situation, fact, phenomenon of objective reality) of the statement arise; the key stage of speech production is the third stage - internal programming of a specific utterance and/or speech whole; the fourth stage is the lexico-grammatical development of the utterance, which can be schematically represented through a chain such as “meaning – word – word form”; at the final stage, the speech utterance is realized, carried out on the basis of a number of interrelated operations (phonation, sound production, syllable reproduction, word production, rhythmic-melodic and intonation organization of speech, etc.). The first steps in the formation of speech differentiation are considered by N.I. Zhinkin from the point of view of the fact that the child’s brain is a system capable of learning, without meaningful connections. The scientist believes that a child is able to learn to understand and reproduce without yet understanding speech, since he is able to repeat certain words after an adult if his anatomical and physiological analyzer is ready for this. In his reasoning N.I. Zhinkin comes to the conclusion that a child’s speech consists of isolating parts from a whole, and not assembling a whole from a part [5, pp. 39-41].

Although psycholinguistics considers four stages of speech generation, where the last is the school stage, for our study the first three stages are sufficient, since we are considering the late generation of speech in a modern child from one to seven years old and the possible causes of late speech generation. The scientific hypothesis of our study is that we assume the cause of late speech production in modern children is insufficient communication between parents and children during the periods necessary for the correct formation and development of speech perception.

To go through the process of subjective awareness described by T.N. Ushakova in the monograph “Child’s Speech. Problems and solutions,” it is important that the child discovers his subjective state early. The scientist suggests that this natural ability is manifested already in the first cry, the researcher considers the subjective state of the infant at the initial stage of life “preconscious”, and the expression in the cry and other vocalizations of the content of his sensation is “presemantic” [6, p. 15].

Modern society is represented by new features; bilingual families are so common, which, in our opinion, is a kind of obstacle for the child in the process of speech formation. Also, gadgets have become active elements that have entered all spheres of human life, which, in our opinion, are also an obstacle in the process of forming a child’s speech. Our assumption was that in large families, younger children begin to speak faster, but in the process of studying the views of the scientist G.R. Dobrova and other scientists of the St. Petersburg scientific school of ontolinguistics, it turned out that this is not so [7].

This study makes an attempt to analyze public opinion on this problem among children. Two questions of the questionnaire were compiled based on the point of view



of scientists about the role of adults in the formation of a child's speech, since, in their opinion, a child's full-fledged speech can only be formed under the influence of the speech of adults, and its productivity will depend on sufficient speech practice and a healthy speech environment, from proper upbringing and training, which is important to start from the very first days of a child's life [8, pp. 164-165; 9, p.110]. The other part of the questionnaire was compiled taking into account the views of representatives of the St. Petersburg School of Ontolinguistics S.N. Tseitlin and M.D. Voeikova about referential and expressive children. Their reasoning was reflected in the review scientific article "St. Petersburg School of Ontolinguistics", in which they consider referential children as children who calmly form their speech when the process of speech generation is stable, excluding expression and spasmodicity. In contrast to them, expressive children are considered, whose speech is formed through active contact with a large degree of inclusion in the process of expression [10, p. 184].

The study was conducted online using the electronic resource Google Forms. In this format, a questionnaire was compiled of 9 questions with 3-4 answer options. The ninth question was open-ended.

103 people took part in the survey; of which 12 (11.5%) were male, 91 (87.5%) were female. Age category from 18 to 60+ years: 31-40 years – 39.4%; 41-60 years old – 30.8%; 18-30 years old – 21.2%. A smaller percentage consisted of respondents aged 61 and above. 60.6% of respondents were people with higher education, 19.2% - with secondary education, 18.3% - respondents with secondary specialized education and 1.9% - university students and respondents with postgraduate education. 71.8% of respondents are parents of one to three children, 22.3% of respondents are not parents, 5.9% are parents of four or more children.

In the list of questions in the questionnaire, we asked the question "Do you think that in a large family, can the youngest child speak faster?" The opinion of the respondents was distributed in such a way that 74.8% of respondents gave a positive answer, 24.3% noted the answer "No, this does not affect the production of speech." This question is, in our opinion, very relevant, since in the last five years there has been an increase in demographics, and the fact of large families is considered frequent.

Thus, speaking about the four factors of speech acquisition, G.R. Dobrova highlights the formation of speech in a child with a sibling as the last one [7, pp. 97-98]. In her reasoning, she refers to a study by A. A. Zolotareva, conducted in 2010-2011, which revealed that a child's active and passive vocabulary is influenced by the presence of an older sibling, and even the gender of the sibling is of great importance. Based on the results of the study, it was revealed that the presence of an older sibling has a negative impact on the formation of the younger child's vocabulary, especially boys in a sibling-girl pair are at a disadvantage [7, pp. 97-98].

Considering the reasoning of an ontolinguist, one can think about the results of the answers received to the question about the development of a child's speech in a large family, because 74.8% of respondents gave a positive answer. 96.1% of respondents responded that they experienced a feeling of joy when their child began to speak; 3.9% experienced anxiety during their child's speech production process. This may indicate that parents are not always attentive to speech problems in children. Most parents do not immediately notice the existing problem; some attribute it to the fact that



someone in the family started speaking late or spoke poorly for a long time. It is these opinions that we tried to prevent in the answer options for the next question in the questionnaire, “What do you think is associated with the late generation of speech?” Three answer options were offered and a free option, where the respondent had to make his own assumptions, guided by personal experience. 35% of respondents identified a psychological factor, which meant fear, nervous disorder of the child, 24.3% believe that the social factor (Internet, gadgets) is to blame; 19.4% of respondents concluded that this is a genetic feature of the child that is precisely the factor in the late development of speech in someone from the family. Parents in such families do not immediately pay attention to the problem with the child’s speech production. 21.4% chose the “Other” option.

The respondents' opinions were divided almost equally in answers to the question “What role do parents play in generating a child’s speech?” 46.6% believe that constant contact of any family member is important for the generation of speech, regardless of who carries it out; 44.7% believed that it is contact with the parent that is important in the formation of speech ontogenesis.

The last question of the questionnaire asked the respondent to share their experience or the experience of their loved ones about the problems of delayed speech production in their families. The answers to this question are different: “No, it wasn’t. I think there are different reasons: pathology of pregnancy, the influence of heredity, insufficient communication; did not work as expected with the child; probably an individual feature of the child’s development; friends have a reason: parents don’t talk to children, there is no communicative contact with parents; there was one case”, “My aunt gave birth to a baby late, he spoke at the age of 5. But this did not affect his future in any way.

At the moment, he graduated from college in Prague with excellent marks. Therefore, my opinion is: it’s not scary if a child starts talking late”; “There was no such case, all children began to pronounce sounds and words at about 1.5 years old,” “Children are destined for themselves”; “Child with ASD”; “Yes they were”; “In particular, due to genetic characteristics”; “Nature's Solution”; “Probably an individual feature of the child’s development”; “No”; “There were no acquaintances or relatives”; “Constant communication contact from all family members”; “Yes, there are many reasons”; “Yes, they were, son. I think the reason is a lack of communication with the children and us (parents)”; “No, it was not”; “The reason is gadgets”; “There was little communication with the child”; “The reason is both in gadgets and in parents”; “Insufficient communication with the child, gadgets”; “Quick birth, poor development of motor skills and, in principle, each child is individual”; “You need constant communication with the child”; “The youngest son started talking at 2.5 years old, was lazy, did not want to teach or tell anything.”

When answering this question, respondents argued that late speech production is possible for various reasons, returned to the answers that were proposed earlier, gave examples of extremely late speech production at the age of five, but also did not call this a problem for the child’s intellectual development.



### Conclusion

Having analyzed the classic of psycholinguistics A.A. Leontiev in the field of speech production in children from several months to seven years of age, we can conclude that the classical norms of speech production described by him are an integral part of monitoring this process, the framework and guideline when studying this issue. But in the 21st century, many linguists, psychologists, and defectologists are again raising this issue, considering the features of speech generation in a modern child. This time shows us the problem that speech in modern children is generated later than this process occurred earlier, in children of the 20th century.

As a result of the survey, we can conclude that society considers the fact that a family has many children to be an important aspect in the productive production of speech, although according to the observations of scientists, the presence of siblings slows down this natural process. The survey also showed a low percentage of people's concern if there are problems with delayed speech production. Our society is not ready to perceive this as a serious problem, often attributing it to the peculiarities of the child's genetic development and not seeing this as a problem for the child's intellectual development.

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### **ҚАЗІРГІ ЗАМАН БАЛАЛАРЫНЫҢ СӨЙЛЕУІН ҚАЛЫПТАСТЫРУ ПРОЦЕСТЕРІНІҢ ЕРЕКШЕЛІКТЕРІ**

**Аңдатпа.** Мақалада қазіргі қоғамдағы балалардың сөйлеу дамуының кешігуі мәселесі қарастырылады. Авторлар өткен ғасырдағы тіл мамандары анықтаған сөйлеуді дамыту стандарттарын талқылап, сөйлеу дамуының кешігуіне әсер ететін факторлар туралы қазіргі зерттеушілердің көзқарастарын қарастырады. Отбасында аға-інілердің болуының рөліне ерекше назар аударылады, олардың сөйлеу тілін дамытуға әсері қарастырылады. Балалардағы сөйлеудің кешігуінің себептерін зерттеу және сұхбаттасушы респонденттердің жауаптарын талдау негізінде сөйлеуді дамытуды ынталандырудағы көп балалы отбасы факторының маңыздылығы туралы қорытындылар жасалды. Сауалнама нәтижелері көрсеткендей, ата-аналардың көпшілігі балалардың сөйлеу тілінің кеш дамуын күрделі мәселе деп санамайды, керісінше оны генетика ерекшеліктерімен байланыстырады.

**Кілт сөздер:** сөйлеу; сөйлеуді қалыптастыру; сөйлеудің кешігуі; сөйлеу онтологиясы; туысқандар; сауалнама; респонденттер; пікірлер.

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### **ОСОБЕННОСТИ ПРОЦЕССОВ ФОРМИРОВАНИЯ РЕЧИ У СОВРЕМЕННОГО РЕБЕНКА**

**Аннотация.** В статье исследуется проблема задержки развития речи у детей в современном обществе. Авторы обсуждают стандарты развития речи, выявленные учеными-лингвистами прошлого века, и рассматривают точки зрения современных исследователей на факторы, влияющие на задержку в развитии речи. Особое внимание уделено роли наличия братьев и сестер в семье на развитие речи. На основе исследования причин задержки речи у детей и анализа ответов опрошенных, были сделаны выводы о значимости фактора многодетной семьи в стимулировании развития речи. Результаты опроса показали, что



большинство родителей не рассматривают позднее развитие речи детей как серьезную проблему, а скорее приписывают его особенностям генетики.

**Ключевые слова:** речь; порождение речи; задержка речи; онтология речи; сиблинги; опрос; респонденты; мнения.