

ONTOGENESIS OF THE VOCAL ACTIVITY OF CHILDREN OF THE SIXTH YEAR OF LIFE

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Стаття присвячена психолінгвістичній проблемі мовленнєвої діяльності дошкільників; показано способи дослідження дитячого мовлення; представлено авторське розуміння мовленнєвої діяльності та закономірності її розвитку в дітей старшого дошкільного віку.

Ключові слова: мовленнєва діяльність, онтогенез, закономірності розвитку мовленнєвої діяльності, внутрішнє програмування, граматичне структурування.

Статья посвящается психолингвистической проблеме речевой деятельности дошкольников, показаны способы исследования детской речи; представлено авторское понимание речевой деятельности и закономерности ее развития у детей старшего дошкольного возраста.

Ключевые слова: речевая деятельность, онтогенез, закономерности развития речевой деятельности, внутреннее программирование, грамматическое структурирование.

The article deals with the actual psycholinguistic problem related to the vocal activity of children of a pre-school age; it shows the existed ways in researching the child's speech; presents the authorial understanding of vocal activity and regularities of its development in senior preschoolers.

Key words: vocal activity, ontogenesis, regularities of the development of vocal activity, vocal aims, vocal intentions, vocal aim formation, internal programming, grammatical structuring.

Aim of the article: to describe regularities of the development of pre-school age children's speech as an activity, this has the specifics and is different from spontaneous speech by its structure and functions.

Introduction. In conditions of the development of social and cultural spheres of a society life, efficiency of vocal intercourse acquires the special meaningfulness, and the role of «expedient communication» rises [Leontiev, 2003], that assists mutual understanding and successful co-operation of partners. Constantly raise

the requirements to exactness, expressiveness and laconicism of vocal self-expression. In this connection there is a requirement in finding out some psychological possibilities of the quality improvement of vocal activity of its subjects in a surrounding. On these circumstances study of speech ontogenesis as an activity becomes especially meaningful on the first step, initial stage of vocal personality becoming of a pre-school child – a subject of verbal purposeful speech, future transmitter of sense formulation in socially oriented vocal intercourse. A requirement increases in creation of models of vocal activity development, which has the explanatory force and can be used for the decision of the applied tasks of forming in children the discursive skills and abilities.

Relevance of the study and formulation of the problem.

Researches in the area of pre-school age children's speech were dedicated to different aspects, in particular: to subject and personality oriented intercourse and vocal communication (Yu.B. Hippenreiter, N.I. Lipskaya, M.I. Lisina, T.A. Pirozhenko); separate aspects of ontogenesis of internal vocal process (B.F. Bayev, S.Ye. Drapkina, H.M. Mchdlshvili,); regularities of the development of speech (T.V. Ahutina, A.M. Bohush, P.P. Blonskyi, A.V. Zaporozets, S. Ervin-Tripp, G. Kats, V.T. Kudriavtsev, V. Leopold, Д. MacNill, A.K. Markova, D.F. Nikolenko. J. Piazhe, A.M. Rayevskiy, T. Slama-Kazaku, F.A. Sohin, T.N. Ushakova, L.P. Fedorenko, G. Fodor); capture of metalanguage (L.I. Aidarova, H.P. Beliakova, S.D. Demianenko, D.B. Elkonin, L.Ye. Zhurova, N.I. Zarandia, I.I. Karabayeva, S.N. Karpova, T. Tulviste and others) language features of speech and language competence (L. Blum, R. Brawn, L.A. Bulahovskyi, A.N. Hvozdiev, I.N. Horelov, H.R. Dobrova, K. L. Krutyi, Ye.S. Kubriakova, T.O. Ladyzhenskaya, N.V. Rusakova, K.F. Sedov, D. Slobina, Ch. Ferhusson, S.N. Tsetlin and others).

Research method. In our research, at first, we find out the difficulties which appear in children in the process of construction the arbitrary, purposeful utterances: one of the components of functional system of verbal monologue speech, which falls behind in the development and complicates the process of children's vocal activity mastering was determined; secondly, were taken into account the pre-schoolers' forming features of public manner of speaking as a higher psychical function, its dynamic organization. It created the possibilities for providing optimal and effective correctional, psychotherapeutic and developing studies.

The aim of senior pre-schoolers' verbal speech diagnosticating on the establishing stage of a research consisted in ascertaining of state, features and levels of their speech-actionable development. To the basic tasks of psychodiagnostics were taken: 1) a research of specific features of vocal operations (internal and external); 2) finding out of specifics of vocal actions, their transformation into independent vocal activity and possibilities of secondary automation; 3) determinations of area of the nearest vocal development of children of this age.

Research results. The method worked out by us enabled to educe the age-related speech actionable features and individual differences of pre-schoolers, and disproportion in the development of their different vocal operations (skills) and unsimultaneity in terms of primary functioning of vocal operations (skills) and vocal actions (abilities), to define the individual levels of the formed speech (high – 11%, sufficient – 24%, middle – 47,9% and subzero – 17,1%).

Found out after a forming experiment typology features, individual differences of becoming in senior preschoolers of vocal operations and actions, and also their high-quality and quantitative analyses made the basis both for the exposure of regularities of the development of children's vocal activity as the establishment of objectively existent dependences between purposeful psychodidactic influences and the results of speech actionable ontogenesis, improvement of their speech creative sinergistical system and psyche on the whole. *Main points of these regularities are the following:*

1. The successful forming of vocal activity depends on the development of obligatory vocal constituent – all without exception psychical processes. The more developed cognitive, emotionally-volitional and psychodynamic spheres of psyche of children, the more coherent, integral, expressive and communicative-expedient become their speech. And vice versa: becoming of the elementary vocal activity in senior pre-school age assists the comprehensive psychical development of a child.

2. Development of vocal activity of children is determined foremost by that, how the ability to perceive reality and form, model their own character of the world – subjective character of the objective world is acquired.

3. Ontogenesis of vocal activity of pre-schoolers is predefined by child's creation of the individual language as the

own language system, satisfying to the necessities of children in communication, and also constructing of the verbally-semantic intranet, which is the result of the forward becoming in children the ability to correlate objects, phenomena, connections and relations between them, evident situations, really existing, with the different levels of verbal codes (language units), determined by timely formed language competence.

4. Basis for the development of vocal activity of pre-school age children is the possession of ability to compare the characters of objects, characters of the phenomena, characters of situations and events, characters of connections and relations with verbal codes, abstracting from concrete things and forming mental character of the world, which is the basis for creation of the internal speech program.

5. Realization of pre-schoolers' vocal activity is in a direct dependence on near and clear by them reasons. Motivational sphere of a child's psyche embraces its fascinations and needs, interests and motives, affects and emotions. Development of vocal activity depends on timely formed requirements in the ideal object – sense forming and sense formulating. Becoming of vocal activity is determined by the development of achievement motivation: stable, independent, realized vocal motives and reasons which are the basis of vocal acts. Vocal activity of children will come true, if the appearing vocal motivation generates vocal intension, and consequently, «character of a result» [Miller, 1965], necessary for the achievement of concrete result: creations of utterance.

6. Speech actionable ontogenesis of pre-schoolers is conditioned by the development of intentional orientation of a talkative child on partners of communication, on educational-vocal tasks and educational-vocal activity; by unipath and firmness of vocal intensions (ideas); presence of vocal intentions and images of a results of the forecast utterances.

7. Forming of speech as an activity depends on the development in children the independent arbitrary regulation of vocal aim formation, realized reflection of the aim of talking, and on carried out connection between imagination of the forecast result of utterance and its motive.

8. Pre-schoolers' vocal activity develops when their internal speech begins to take part in the development of idea into verbal utterance in the act of talking and, vice versa, rolling up of

the perceived utterance in the act of speech listening. Becoming of the internal speech process: motions from the idea to the word (at speech production) and from word to the idea (at understanding of speech) depends on age-related and «functional» [Vyhotskyi, 2000] development. On every step of children's speech-thinking ontogenesis exist, at first, the special «relation between the idea and a word». Secondly, this relation is also «motion» from the idea to a word and, vice versa, – from a word to the idea, and also by a «process» which develops «functionally». It «passes through certain phases, stages», has a few links and suffers from «all those changes which on the most substantial features can be named as a development in the own sense of this word [Vyhotskyi, 2000, p. 330]».

9. Realization of vocal activity of children as purposeful, intentional, arbitrary vocal actions depends on a timely capture the internal programming of an utterance: «sense and semantic syntacting» [Ahutina, 2002]. Vocal activity of children develops, if they acquire ability «to fix the internal program» the maintenance of both all the utterance and its separate fragments. In the process of vocal activity development the internal program will perform the peculiar to it function of «the development of semantic maintenance» and «rolling up of the system of objective language meanings into internal scheme», if the children will get the ability to use the internal speech program: a) as the basis for «lexico-grammatical development of an utterance», for «collation of the results of vocal act with its intention»; b) as way of «withholding of previous» and forestalling of a subsequent maintenance of utterance, in this connection a child acquires an ability «to save the program», and consequently, his vocal main memory develops. Thus, the development of vocal actions as motivated and purposeful depends on becoming in children the operations of the internal programming, «realization of the program» and its comparison with the got results [Ahutina, 1989, 2002; Leontiev, 1969, 2003].

10. Development of vocal activity directly depends on a presence and functioning in pre-schoolers' vocal practice of all aggregate of internal speech operations which provide this psychical function. Unformed one or another vocal operation in the integral speech-thinking function stipulates certain difficulties in production of utterances. Therefore the development of vocal activity is determined by the degree of capture by children the operations of

utterance programming on its different levels: a) «sense syntacting»; b) «semantic syntacting»; c) «grammatical structuring»; d) «motor (kinetic) programming», and also corresponding to it operations of differentiation, choice»: a) «sense» units, b) «semantic» units, c) «words in a due form», d) «articulation» – sounds (terminology, offered by T.V. Ahutina).

11. Development of vocal activity is conditioned by children's acquisition of the ability to seize the different types of syntax (deep and superficial) and vocabulary (deep and superficial), peculiar to one or another level of the utterance construction. Successful realization of children's vocal activity depends on the implicit possession of the rules of different types of syntax: a) sense; b) semantic; c) superficial. According to the rules of these types of syntax, the individual vocal structures which answer the different levels of speech production build up in children: a) to the internal (semantic) program of utterance; b) to the semantic structure of a sentence; c) to the lexical and grammatical structure of a sentence.

12. Development of children's internal speech – principle component of their vocal activity – is substantiated by their acquisition of capabilities: 1) to line up the «hierarchical structure of internal words», i.e. «internal speech scheme» adequately to substantial for them maintenance of mental presentation and according to the «rules of situation-semantic development» and 2) to replace senses and «situation-semantic syntax» by the objective language meanings, which are presented by a «semantic structure», ranged in accordance with the «rules of semantic syntax» [Ahutina, 2002].

13. Development of children's vocal activity depends on an implicit capture by them psychological, i.e. semantic, rich in content rules (situation-semantic development), and rules of semantic syntax. Sense (psychological) development of an utterance is determined by pre-schoolers' acquisition of the ability to provide co-operation of the implicitly mastered rules in the process of speech: a) situation-semantic development; b) semantic syntacting. Semantic development at speech production takes place in children, when simultaneous co-operation of «talking and listening» comes true, i. e. «action and control» [Ahutina, 2002] after them – associate and mutually conditioned constituents of the integral bilateral vocal process.

14. Development of the ability to transform semantic structures in superficial one depends in pre-schoolers from the formed

ability to take into account the grammatical possibilities of the mother tongue, adhering to the implicitly mastered rules of surface grammar, which account «possibilities of concrete language realization indicated by the psychological (semantic) rules of syntactic relations of corresponding semantic units». Initial development of the vocal development «through comparing of the deformed by the semantic loading meaning with the objective language values» [Ahutina, 2002], i.e. «dialog of the idea and a word» [Vyhotskyi, 2000], depends on children's developing to carry out this process as a spontaneous reflexivity.

15. Development of children's vocal activity is determined by their ability to pass any situations: relations, causal connections, sequence or simultaneity of situations, events institutionally – by means of those external language means which fully and exactly reproduce them at once, i.e. adequate to their mental image (disappearance of the phenomenon of speech situation, inherent to pre-schoolers, and context speech becoming in them).

16. Development of operations of grammatical structuring passes ahead in pre-schoolers the development of operations of the internal programming and depends on a capture of grammatical structure of the mother tongue and its elements – lexical units which unite in the external speech on peculiar to this level of speech production rules of surface grammar.

17. Primary development of vocal activity in children is conditioned by a timely capture of arbitrariness, premeditation, realization of speech, reflexion over the speech. From the beginning of its origin a spontaneous reflexion in children has involuntary, relaxed character, it reveals as a bilateral process of speaking and listening. Afterwards reflexivity acquires the line of arbitrariness, premeditation and becomes the intelligent process of self-knowledge, self-analysis, self-control and self correction of the own speech, in which «qualitatively changes and broadens its reference link» [Leontiev, 2003]. A considerable place in this process belongs to the realized choice of language means through the use of trained, intelligent and realized elementary rules of surface grammar (meta-language), their explication and application in the current utterances.

18. Becoming of vocal activity fully depends on «worldly» [Vyhotskyi, 2000] and scientific, language and metalanguage, «declarative and procedure» [Zalevskaya, 2007], realized and

unrealized, natural (implicit) and trained knowledge. Every variety of knowledge, regardless of principles of their classification, to a certain extent stipulates both functioning and development of pre-schoolers' vocal activity.

It is set, that *the mechanisms of the development of vocal activity of children* of a pre-school age are semantic instructions, change of condition on a motive, change of a motive on the aim, displacement of aim on a condition, vocal deautomatization; the mechanisms of realization of vocal activity are the operational instructions, initially unrealized automatism, unrealized accompaniment of conscious actions, having a special purpose instruction, having a special purpose realized instruction, secondary operational instruction, unrealized secondary automatism.

Conclusions. In accordance with author's determination of the development of vocal activity were offered the criteria of the research of ontogenesis of speech and methods of research procedures, strategies and tactics of revealing the regulations of its development in pre-schoolers; maintenance of every regularity is exposed, interconnection and mutual conditionality of ontogenesis of vocal activity of a child and his cognitive, psychodynamic, emotional and will and personality development are shown. In the educed regularities a considerable place belongs to dependences of becoming of vocal activity on timely development of internal speech, in particular ontogenesis of sense and semantic structures. Regularities of the development of vocal activity represented as objective, steady, repetitive connections in a vocal ontogenesis of the children of this age, in particular dependence of becoming of vocal activity on formed character of the child's world, creations by him his own language system, genesis of the world character, vocal motives, intentional orientation on communicators, vocal aim formation, internal programming; on capabilities to seize the different types of syntax; on abilities to transform semantic structures in superficial one, to refer the events without situation; on a capture of grammatical structuring, arbitrariness, intentionality, realization of speech, reflexion over it, different types of knowledge etc.

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