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AN EMPIRICAL STUDY OF THE SPEECH DEVELOPMENT OF CHILDREN IN CONDITIONS OF BILINGUALISM

Abstract: In current days, the focus of researchers is on modeling the holistic process of using language and developing an integrative type of theory that allows us to understand "how the interaction of linguistic and encyclopedic knowledge in the speech activity of a bilingual person is carried out, how it is organized in his memory" and "through which language they are mastered, as well as through which language they should be transmitted". From this point of view, it is most acceptable to understand bilingualism as a predicate, which allows to form and carry out speech consistently belonging to two language systems of a person. The aim of the study was to study the influence of bilingualism on the level of speech development in bilingual children aged 5-8 years. The research work covers the meaning of the concepts of bilingualism, language competence, analysis of research on the problem of speech development in psycholinguistics and mixed sciences; theoretical analysis of the formation of children's speech; experimental study of the features of the formation of children's speech in bilingualism; monolinguals and bilinguals, depending on the age and degree of psychological development, set themselves the task of determining the features of speech formation in children. The article presents the conclusions made as a result of an experimental study. The study used the "psycholinguistic method of studying the formation of language competence in children" by L.V. Yasman. The complex of psycholinguistic techniques is intended for children of 7-8 years old, consisting of tests aimed at understanding speech and actively mastering the grammatical structure of speech and analyzing the process of speech production in general.

Key words: child speech, speech activity, speech development, preschool, 6-7 years, bilingual, monolingual.

Language: English

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Introduction

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The preschool stage of "speech ontogenesis" is characterized by the rapid speech development of the child. Often there is a qualitative change in the dictionary reserve. The child begins to actively use all the sentence fragments, during this period the skills of Word formation are gradually formed in the structure of the language ability that develops. During this period, the active dictionary of the child reaches 3-4 thousand words, depending on the meaning of the word, their distinctive application is formed, they acquire the skills of changing the word and forming the word.

In the preschool period, a sufficiently active application of phonetic aspects of speech is observed, children will have the ability to carry out the word with different syllable composition and sound filling. Even if some mistakes are observed, they are usually difficult to pronounce, poorly applied or unfamiliar to children. Bunda will correct the pronunciation of the child once or twice, show a sample of correct pronunciation and conduct a small "conversational practice" on the correct pronunciation of the word, which will lead the child to quickly enter this new word into his independent speech. The development of the ability to hear and perceive speech helps to control one's own pronunciation and to provoke mistakes in the speech of the surrounding people. During this period, a "language feeling" is formed in

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children (intuitive perception of the language norm of the use of the sign), which ensures the correct application of all grammatical categories and word forms in their independent expressions. If during this period the child is observed stable grammar, reduction and replacement of syllables and syllables, incorrect pronunciation of syllables, their replacement and dropping, these are important and obvious signs of the development of speech function. Such children will need systematic logopedic training until they get to school. By the end of the preschool period, the child will have correctly formed speech with kengaygan sentences, phonetic, lexical and grammatik. Deviations from the orhepic norms of oral speech will not have a stable feature, and after proper pedagogical "correction" they will quickly be eliminated. Adequate development of phonematic hearing ability allows children to master the skills of sound analysis and synthesis, which is considered an indispensable condition for the release of literacy during schooling. From the point of view of psycholinguistics, the analysis of the formation of various aspects of speech activity in children is directly related to the problem of the development of coherent speech in preschool childhood. In preschool, the child's speech as a means of communication with adults and other children is directly related to the specific state of visual communication. It is carried out in a dialogical form and acquires a clear situational character (due to the situation of speech communication). With the transition to preschool age, a new activity, the emergence of new relationships with adults, there is a differentiation of the functions and forms of speech. In the child appears a speech of information in the form of a story-monologue. With the development of independent practical activity, the child needs to formulate his own plan, reflect on the methods of performing practical actions. A colloquial context is a need for an understandable speech from a connected context speech. The transition to this form of speech is primarily determined by mastering the grammatic forms of the kengaygan expressions. At the same time, it is observed that in terms of the content of the form of dialogue speech, the child becomes more complicated both in terms of increased language capacity, activity and the degree of participation in the process of live-talk communication. The expression of children 5-6 years old will have a theoretical and informative disposition, in which there is a certain logic of thought. Often in their stories the elements of fantasy are threeraydi, there is a desire to think up episodes that have not yet come across in their life experience. According to scientists, the transition from external "egocentric" speech to internal speech occurs at the age of 4-5 years in the norm. Speech development will continue to develop consistently throughout the school period. Children begin to consciously master the grammatic rules of the formation of free expressions, fully master the

analysis and synthesis of sound. During this period, written speech is formed.

The development of child speech is a complex, multifaceted and long process. Children do not suddenly master the lexical-grammatical structure, word changes, word pronunciation, sound pronunciation and syllable composition. Some groups of language signs are mastered earlier, some later. Therefore, at different stages of the development of children's speech, some elements of the language are assimilated, while others are partially assimilated. In this, the mastering of the phonetic structure of speech will be closely related to the formation of the lexical-grammatical structure of the native language. Most scientists believe that language acquisition in a normal developing child is spontaneous, natural and without special efforts. The features of the formation of language and speech in children are associated with the process of achieving physiologic perfection of the central nervous system and its specific plasticity. The normal formation of psychophysiological systems that provide for the assimilation of speech, in turn, requires their timely stimulation in relation to speech signals. The lack of such stimulation (for example, in connection with a hearing impairment) delays the processes of speech mastering. The age period of speech, which is mastered "without special efforts", is considered a period of crisis in psychology. The duration of the crisis period is determined in different ways by different researchers: often two options are distinguished – from birth to 9-11 years of age and from two years of age to adolescence.

It is worth noting that in the period from 1 year to 12 years the dynamics of the main indicators of the formation of language and speech goes well – the "non-standard" features of individual articulation in this period are eliminated, learn how to correctly apply antonyms, begin to understand many meaningful words and phrases that have a clear and socio-psychological meaning. In this age period, various deviations in the development of speech, in particular, there are defects associated with flatulence.

Many scientists believe that children who are known as "Maugli-children" (children who have developed outside the human sauce), if they are not older than 6-7 years, can return to the "painless" society. This age period is considered a crisis for opportunities to master the native language in psycholinguistics. At the same time, it is important that the child is of age deprived of human communication and the time when this socio-linguistic deprivation occurs (deprivation of the opportunity to communicate with other people) and the presence of any injuries (physical, psychological, social) or developmental disorders.

A.A. According to Leontev, the term "language acquisition" can be interpreted differently from the psycholinguistic point of view: 1) Mastering of the native language, 2) secondary understanding of the

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native language in relation to education in school, 3) mastering of any foreign tilni (1, 56).

The main part.

Mother tongue-this is not a "native" language(it can also be: the cases when children of one nationality were brought up in a family of another nationality and began to speak in the same family language from the very beginning were described by many). But this is not even the language of the parents, aynisa, if the family is mixed. Mother tongue is the language in which the child first says his words. At 5-6 years old, the child acquires a complex structure of the mother tongue.

In cases of difficulty in speech production, first of all, the sound component of the meaning plays an important role, which again confirms the rule put forward in the series of phonosemantic studies on the phonetic significance of the sound side of the word/text. The organization of sound in speech formation is confirmed by the fact that the (sometimes the main) instrument count is divided into groups of "associations by sounds" in the analysis of the reactions received in the study.

First, the mechanism of language competence provides for the printsiplial possibility of adequate understanding in the conditions of cultural communication, because according to its structure, the program of contextualization will not depend on the syntax of this national language, and the units of content will not depend on the units of the national language.

Second, when composing content in the mother tongue, a compensatory mechanism is launched, which allows bilingual children to generate adequate content, despite the lacunarity of sentences formed from a set of metaphoric verbs.

Third, the possible development of the initial meaning from the actualization of different cognitive signs of one meaning to another occurs when the semantic, psychological, associative and other characteristics of the researcher and translator are incompatible. A comparative analysis of the signs that make up the cognitive composition of the initial and translated sentences determines the established dynamics of the word meanings (determination of the "peripheral" components of the meaning). Bun the cognitive structures modeling the bond reflect the relationship of the main cognitive characters.

The adoption of the whole complex leads to the actualization of several cognitive signs that arise on the basis of the synthesis of two or more metaphorical components. It is worth noting that the division of groups into such groups acquires a conditional character. The cognitive structure ofeksex is considered to be a functional dynamic structure, and its constituent cognitive symptoms are of varying relevance to the perceiving individual. In the process of perception, the factor of belonging/non-belonging

of the subject to the current situation is important. As a result of this, cognitive symptoms can be re-grouped according to the emotional-evaluative components of the individual. The same meaning can enter into several groups at the same time, because the subject is able to simultaneously feel as something inherent in the inner world of the individual and external, external.

Therefore, the components of the cognitive structure are not tightly bound to a particular place, there is no clearly expressed nuclear – peripheral opposition. Each conptive sign can be relevant at any time for the owner of the language, that is, yader, or vice versa – periphery. This printsiplial feedback is reflected in the cognitive structure, all its components are interrelated and are not formed in the hierarchical order. In the analysis of the structure of associative meanings, the division into groups "etc." is based on the same prinsip.

The results of the experiment make it possible to predict the probable modeling of meaning with the support of the content of a person's own conjugated system assalsal mexanizm. The mechanism of language ability allows an adequate understanding of the culturelararo communication conditions. The mechanism of compensation in the conditions of communicative difficulty makes it possible to give adequate content to the formed bilingvs, regardless of the lacunarity of the texts appearing on the account of the presence of metaphoric complexes.

The perception of speech formation and perception sounds is associated with the problem of "language perception". The evaluation of the correctness of language phenomena as a function of language perception is carried out as a result of knowledge of the relationships and relationships of this phenomenon, its features in a verbal situation in verbal communication. In the formation of the main methods of communication of the child with the surrounding world, a violation of these relations is manifested.

In the course of the experimental study of bilingv's language abilities based on the sources of perception and formation of speech, there is a direct correlation between language ability and language competence of individuals. This confirms the fact that the mechanism of language ability to express mental content in bilingvs has developed sufficiently. The process of perception/understanding (management of the content of expression), which passes faster and with less difficulty, is considered a priority.

The reliability and accuracy of the conclusions obtained as a result of the study is based on the interoperability of all methodological levels of the study: appropriate psychometric requirements, the choice of methods; Organization of experimental work in compliance with the theory and methodology of psycholinguistics; reliable strategies for the formation of reproducentative selection of recepients;

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the application of mathematical processing techniques of experimental data

The study was carried out in three stages.

At the first stage, a theoretical analysis of literature, the choice of a set of methods that correspond to the subject and object of our research was carried out.

At the second stage, an experimental study was conducted. The study included 400 recipients, who were divided into 4 groups according to age criteria (6-7 years old children), monolingv and bilingv criteria (200 children and their parents in the group) according to the purpose set Table 1.

Table 1. Structure of respondents choice for empirical research

<i>Young</i>	<i>Bilinguals</i>	<i>Monolinguals</i>
6 years	50 people	50 people
7 years	50 people	50 people

At the third stage, statistical processing of data and interpretation of the results obtained were carried out.

In the study, “psycholinguistic method of investigating the formation of language competence in children” was used (2, 79). The set of psycholinguistic methods is intended for children 6-7 years old, consisting of tests aimed at understanding speech and actively mastering the grammatic structure of speech and analyzing the process of speech production in general. Speech activity is formed and practically intertwined with other mental processes that occur in sensory-intellektual and affektiv-will circles. The idea of the mechanisms of speech formation and comprehension is associated with the question of "language competence". Language competence and tilni application do not occur simultaneously, and two independent phenomena are not counted. On the contrary, language competence is not considered as the result of its application, and tilni understanding arises in the child in the process of active reflection of reality and active communication. At the age of seven or eight, children switch to new-educational activities and this requires children the ability to formulate expressions at a level that is understood taking into account the speech laws of the language. This complex analytical-synthetic activity may also not be relevant to all children. Empirical research was carried

out with respect toeksexity printsipi, age and individual approach, individual characteristics, eg ownership characteristics.

1-the test is aimed at investigating the understanding of the syntactic structure of the sentence.

1-test.

On the square stands a military gun near the building – on the square stands a military gun near the building.

In the park stands a child holding ice cream next to a ferris wheel – in the park next to a ferris wheel the child holds ice cream.

Instruction.

What is the difference in these sentences?

From the state of psycholinguistics, decoding (understanding of sentences) is the transition from the sentence itself to its super – syntactic structure, and then to its deep-syntactic structure, which allows you to determine the meaning of the sentence.

The study showed that even at six and seven years old, especially bilingval children, it was difficult to understand very simple words. Children were more difficult to understand in words with the use of species, declination, supporting devices.

1-the results of the performance of the test are included in Table 2.

Table 2. 1-test performance results

Points	Monolinguals		Bilinguals	
	6 years	7 years	6 years	7 years
	1-group	2-group	3-group	4-group
0	0	0	0	0
1	0	0	14	3
2	13	2	36	16
3	37	48	0	31

Most monolingual and bilingual children, except for 6-year-old children, correctly performed the task.

7-year-old monolingv children correctly performed the task 96%, six-year-olds 74% (table 10).

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Incorrect performance of the test in Bilingual children was observed in more than 6 years 72% of children. In carrying out this task, the children met many difficulties. They could not find the difference between the Shaps at all. For example, in the park stands a child holding ice cream next to a ferris wheel – in the park a child holding ice cream next to a ferris wheel – a comparison of what he said was very difficult for six-year-old bilingual children. Here in each sentence it was necessary to choose a possible connection between the elements of the army" ice cream next to the ferris wheel "and" child next to the

ferris wheel". The following response was more observed: "the same sentences. Nothing has changed."

Seven-year-old bilingual observed a different picture in children. As the age grew, bilingual increased the percentage of correct execution of the task in children, with the increase in the second tilni study time, the dictionary Reserve also increased – 62% (table 10). When the help was provided, the children found their mistakes and tried to correct them.

Our conclusions are confirmed by a statistical account of the differences in the Wilcoxon Matched Pairs Test grouplararo (Table 3)

Table 3. Wilcoxon Matched Pairs according to the test criteria 5-the probability of zero hypothesis about the absence of differences between the groups (1-8) on the results of the test performance (P,%)

Groups	1	2	3	4
1	0,061885	0,016369	0,000000	0,000000
2	1,000000	0,624835	0,000000	0,000000
3		0,528613	0,021825	0,000500
4				0,007133

2-the test is aimed at understanding the syntactic structure of the sentence.

2-test

Sanjar hit the cycle. Who hurts someone?

The Kamron is higher than the Sanjar. Who is low?

Salima is larger than Dilnoza, but smaller than Persimmon. Who is the biggest?

Sanjar is higher than the Kamron, but lower than the nadir. Who is the tallest?

Iqiqnoma: listen and answer

The evaluation criteria are the same as the above tetstlarniki.

2-the results of the performance of the test are included in Table 4.

Table 4. 2-test performance results

Points	Monolinguals		Bilinguals	
	6 years	7 years	6 years	7 years
	1-group	2-group	1-group	2-group
0	0	0	0	0
1	0	0	17	7
2	16	7	33	17
3	34	43	0	26

The study showed that children had many difficulties in carrying out this task.

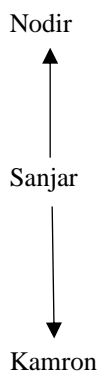
Bilingual found it difficult to understand the syntactic structure of the sentence in children. No one was able to properly perform the task. As can be seen from Table 1-2, execution with errors was also not observed. Most of the children did not complete the assignment (82% of six-year-olds and 88% of seven-year-olds). It is worth noting that the following sentence was more complicated: "Salima is larger than Dilnoza, but smaller than Khurshida. Who is the

biggest? and Sanjar is higher than the Kamron, but lower than the nadir. Who is the tallest?".

Monolingv guys had slightly better results. The most difficult for children was to switch from one simplified connection to another and use it to understand the meaning of the whole sentence. For example: " Sanjar is higher than the Kamron " represents the first Salo. Then he must understand the connection " Sanjar is lower than Nadir". That is, the following hierarchy should be established:

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But the children understood the first part of the expression, and accordingly the answers were mistaken. Also in most cases, both halves of the sentence are understood as identical. The children's answers are mostly "quot; higher than the nadir. So it will be in the style of" the highest".

Six-year-old bilingual children were unable to complete the assignment. Seven-year-old 86%, six-year-old children 68% monolingual children correctly performed the task (Table 3).

In Bilingual children, improper performance of the task was observed more often (66% of 6-year-old children) (Table 3). In the performance of this task, the children met more difficulties. They could not find the difference between the sentences at all.

The seven-year-old bilingual had different deviations in children. With increasing age, bilingual has increased the percentage of correct performance of the task due to an increase in dictionary Reserve in children, which is based on an increase in the second tilni study time (from 0% to 52%) (Table 3). When the help was provided, the children found their mistakes and tried to correct them.

Our conclusions are confirmed by a statistical account of the differences in the Wilcoxon Matched Pairs Test grouplaroo (Table 5)

Table 5. According to the Wilcoxon Matched Pairs Test criteria, the probability of zero hypothesis (R,%) regarding the absence of differences between the groups (1-8) on the results of the 6-test performance

Groups	1	2	3	4
1	0,679073	0,806766	0,000000	0,000000
2	1,000000	0,463072	0,000000	0,000000
3		0,495521	0,009345	0,000518
4				0,055214

Understanding of supporting and conciliatory devices

3-4 tests were conducted to investigate the understanding of syntactic structures.

3-test. Look at the table and answer the following questions:

1. Tell the square number of the drawing in the pictures below:

- the star under the flag
- the balloon under the flag
- the star is on the right side from the sphere
- the flag is on the left side from the star

1. Say, what is drawing:

- under a flag
- on the flag
- on the right side of the sphere

to the left of the sphere

4-test. Look at the table and answer the following questions:

1. Tell the square number of the drawing in the pictures below:

- the flag is between the sphere and the star
 - between the balloon flag and the star
2. Say, what is drawing:
- between the sphere and the star
 - between the flag and the orb

The evaluation criteria are the same as the above tests.

3- the results of the performance of the test are included in Table 6.

Table 6. 3-test performance results

Points	Monolinguals		Bilinguals	
	6 years	7 years	6 years	7 years
	1-group	2-group	1-group	2-group

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0	0	0	0	0
1	0	0	37	8
2	33	5	13	27
3	17	45	0	15

4-the results of the performance of the test are included in Table 7.

Table 7. 4-test performance results

Points	Monolinguals		Bilinguals	
	6 years	7 years	6 years	7 years
	1-group	2-group	1-group	2-group
0	0	0	0	0
1	0	0	29	0
2	34	3	21	34
3	16	47	0	16

To understand and perform tasks, it is not enough for a child to know only the special meanings of auxiliary words, namely: "Star, flag, ball". The examiners had to translate the upper structure into an internal structure: "the star under the flag" or "the ball under the flag", "the flag between the ball and the star", for example, "find the star on which the flag is drawn".

Bilinguals found it difficult to understand supporting devices in children. It is worth noting that "say what is drawn: on the right side of the sphere, on

the left side of the sphere, between the sphere and the star".

Monolinguals made it difficult for children to switch from one simplified connection to another and apply it to understanding the content of the whole task. In the matter, the Children searched for figures on the basis of the sequence given in the assignment.

Six-year-old bilingual children could not properly complete the task.

Our conclusions are confirmed by a statistical account of the differences in the Wilcoxon Matched Pairs Test grouplararo (table 8-9)

Table 8. According to the Wilcoxon Matched Pairs Test criteria, the probability of zero hypothesis (P,%) regarding the absence of differences between the groups (1-8) on the results of the 9th Test performance

Points	1	2	3	4
1	0,831310	0,820280	0,000000	0,000000
2	1,307822	0,262193	0,000000	0,000000
3		1,000000	0,011719	0,000002
4				0,000008

Table 9. According to the Wilcoxon Matched Pairs Test criteria, the probability of zero hypothesis (P,%) regarding the absence of differences between the groups (1-8) on the results of the 10-Test performance

Points	1	2	3	4
1	0,660282	0,695064	0,000000	0,000000
2	1,522781	0,495521	0,000000	0,000000
3		1,000000	0,000000	0,000001
4				0,000001

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In this way, in bilingual children's expression, we recorded a number of difficulties in understanding words due to a violation of the decoding process in the stage of internal speech. In the studied children, the transition from the outer surface structure of the sentence to the inner structure of the sentence is difficult, since understanding is subject to the rules of word construction, characteristic of the stage of inner speech, when the word order expresses the sequence of events. Localization is important when analyzing emotions in the right hemisphere, especially when understanding the behavior of the child, his speech. This means that the majority is typical of disillusioned delicacy and intravertedness in children, and this is related to the potential (and Real) challengechiliklar in the learning process. It is worth noting that in traditional education, chapakai children will have certain advantages in the early stages: they will quickly learn to read and are stable in the achieved results. Due to the peculiarities of brain asymmetry, the success of mastering reading and writing shows that even children with the right hand (that is, with the tendency of the left hemisphere) develop differently for a year. Thus, by the end of the first year, the activity of the left hand, as well as even in children with a high degree of right-handedness (that is, those with a right hand, ears, eyes dominant), the right hemisphere faxes. The advantage of "less right hands" is determined, because they FAO depending on the function of the left and right hemisphere during the speech activity. Differences in the predominance of the hemisphere in boys and girls are expressed in different ways: "asymmetry in boys is expressed significantly more than in girls, and girls receive much more extralinguistic information than boys." The brain of the son children is characterized by great differentiation, dynamic reaction to the essence of assessing their activities, re-Control in cases of negative evaluation. For girls, the extralinguistic properties of the evaluation are important, in which the reliability of the brain is high, there is an active connection between the hemispheres.

This information is quite consistent with the imagination of functional asymmetry in adults. Naturally, even children of the same age, depending on the gender and the degree of superiority of the right or left hemisphere, choose different strategies of speech behavior and are characterized not only by varying degrees, but also by different acuity of cognitive development and language competence. Special functions – memory and attention-forming competence have a serious impact on the language-forming competence. For a child of six to seven years, it is characteristic to develop cultural, that is, voluntary and indirect signs, Special Functions. They can not connect images without a hyphen of his previous experience, for example, can not express

the memorization of words that are not directly related to his semantic picture.

Modern experimental data prove certain differences in the effectiveness of voluntary and involuntary memory retention between boys and girls. If voluntary and involuntary retention is equally effective for girls, the effectiveness of involuntary retention for boys is significantly lower than that of girls, while voluntary retention with effectiveness does not differ from girls.

The development of attention, especially voluntary attention, is a problem for a child of any age. Most of the special methods of training belong to the fact that it is easier to concentrate and remember exactly. The attention of children under the age of eight becomes unstable.

It is possible to eliminate the instability of attention through certain methods, which allow to "manifest the attention process as an intermediary". The development of attention and memory determines the strategy of speech behavior in the production and perception of expressions, texts and directions in communication and polilog with interlocutors, which differ from the status of the child. However, in order to analyze the features of associative strategies, individual linguistic landscape of the universe, it is recommended to consider in detail some of the main features of the linguistic consciousness and speech activity of a six to seven-year-old child, whose mother tongue is now beginning to learn regularly. Thus, the thinking of a six-seven-year-old child is distinguished by syncretism, egocentrism and concretism, voluntary and indirect formation of memory and attention occurs. By this age, "preferred" thinking strategies are formed on the basis of the predominance of the cerebral hemisphere. The "preference" of the strategy is determined by the predominance of the hand, ear and eye, reflecting the leading role of these organs for orientation and activity in the surrounding space. The formed strategy is reflected not only in the results of the child's mental activity, but also in behavior, including verbal behavior. In particular, it refers to the development of emotional feedback, self-assessment, the formation of the direction of the personality.

Differences in sex are quite significant, they are reflected in the formation of localization of speech functions, interaction of hemispheres, the development of memory and affect the characteristics of speech-thinking processes.

Conclusion.

The process of decoding the expression varies in connection with the fact that it contains some information known to the child, consolidated in the previous experience or the content of the message is understandable only on the basis of an analysis of the official and grammatic characteristics of the structure. In the initial case, understanding the expression does not cause difficulties, we can take as an example of

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

everyday communication, since in everyday communication the meaning of the expression is evident not only from the grammatic structure of the sentence, but also from the situation known to the child, the subject of communication.

At the same time, bilingual observed improvement in children's speech perception in relation to education. Bilingual children are more interested in linguistic phenomena than monolingv

children, because it has more language experience. To the semantics of words, the tickle Awakens early, because it is possible to pronounce one word both in its native language and in Russian. This will contribute to the development of motivation for nominations. They take out the etymology of words themselves and begin to actively use the knowledge of two languages.

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