

Lecture materials

ONTOGENESIS OF SPEECH ACTIVITY



Topic. Initial stages of speech development

**Drozdova Nina Viktorovna, Candidate of Pedagogical Sciences,
Associate Professor, Department of Speech Therapy, Institute of Inclusive
Education, BSPU**

The development of speech in children of the first year of life

The preparatory period in the development of child speech:

- **Stage I** (0-3 months) is characterized by the development of emotionally expressive reactions
- **Stage II** (3-6 months) - the time of the appearance of vocal reactions, child's talk, babbling
- **Stage III** (6-10 months) - the beginning of the development of understanding of speech, active babbling
- **Stage IV** (10-12 months) - the time the first words appear

The development of speech in children of the first year of life

E.F. Arkhipova, E.N. Vinarskaya, E.I. Isenina, S.N. Tseitlin and others offer a classification of infant **screams**, which is based on the subjective value of stimuli for a child:

- high subjective value (cry of "pain")
- moderate subjective value (cry of "pleasure")
- regressive screams (cry of "hunger")

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After two months, a transition from reflexive sounds to communicative sounds is possible, a new stage of the pre-speech period begins - **child's talk**.

By 3-4 months, vocalizations serve as a means of interpersonal interaction with an adult. The child begins to actively pay attention to the voice of others, responding with an adequate reaction to their facial expressions and tone, showing attempts to reproduce a smile and vocalization.

The development of speech in children of the first year of life

In the first six months, there is a ***steady increase in vocal activity***, and the most effective way to stimulate it is to communicate with an adult.

The “melodious sounds of humming” are especially important for the formation of speech breathing, and the spontaneous vocalization of a child in a quiet environment creates favorable conditions for the development of phonemic perception.

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The next stage of pre-speech vocalizations is **babbling**. It appears at the *beginning of the third month*.

- the striatal system is actively developing, which is responsible for the rhythm, pace, articulation tone
- babbling is gradually becoming more complicated due to the variety of repeated sounds

The development of speech in children of the first year of life

- The vocal diversity of the babbling chains, as well as the prominence by length of the individual segments of the chains give reason to call this period **the stage of babbling non-words**.
- During this period, not only voice training takes place, but also the coordination of auditory and motor reactions, the combination of linear articulations into syllables.

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The early stage of babbling is a reaction to positive stimuli.

- Most often, the child makes sounds after eating.
- In babbling, one can distinguish fairly diverse complexes: *agu, ubu, ekhe*, etc. This early stage of babbling is independent of the surrounding speech environment.
- In the first months, children of different nations babble alike, including children with congenital hearing impairment.

The development of speech in children of the first year of life

The basis of babbling → congenital motor coordination associated with the processes of suckling and swallowing.

- During phonation, a child establishes a connection between kinesthetic stimulations from the movements of the speech organs and the corresponding acoustical stimulations.
- A tendency to self-imitation is observed.
- The sound composition of babbling is gradually enriched. In the babbling there are consonants, mainly *bilabial* type **p, b, m**, prevelar type **t, d** and *velar* type **k, g, h**.

The development of speech in children of the first year of life

At the end of the first year of life, the child develops meaningful sound **combinations, the first words.**

Connection is being established:

- between objects and phenomena of the outside world
- between the sounding of their words
- kinesthetic sensations arising from the pronunciation of these words