

## Theoretical Issues In Ontolinguistics And The Study Of Children's Speech

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### ABSTRACT

This article discusses how children's speech development, ontolinguistics, and the process of language acquisition differ from other linguistic fields by examining the child's speech activity.

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## Ontolingvistika Va Bolalar Nutqini O'Rganishning Nazariy Muammolari

**Annotatsiya:** Ushbu maqolada bolalar nutqning rivojlanishi, ontolingvistika bolaning tilni o'zlashtirish jarayoni, nutqiy faoliyatini tadqiq etishi bilan boshqa lingvistik yo'nalishlardan ajralib turishi yuzasidan fikr-mulohaza yuritilgan.

**Kalit so'zlar:** ontolingvistika, psixolingvistika, nutq, bolalar nutqi, ona tili, tilni o'zlashtirish.

## Теоретические Проблемы Онтолингвистики И Изучения Детской Речи

**Аннотация:** В данной статье рассматривается развитие детской речи, а также то, как онтолингвистика отличается от других лингвистических направлений своим исследованием процесса усвоения языка ребенком и его речевой деятельности.

**Ключевые слова:** онтолингвистика, психоллингвистика, речь, детская речь, родной язык, усвоение языка.

In the child's brain, unconsciously, word forms and meanings, grammatical rules are generalized and fixed in language memory, that is, continuous activity occurs in the human brain to create a language system. As a result, two years after his birth, he became a full member of the language society. Thus writes K.D. Ushinsky; "When a child learns their native language, they learn not only conventional sounds. Rather, he also absorbed spiritual life and strength from his mother tongue's breast. He explains nature to the child in a way that no other naturalist is capable of; he introduces the character of the people around him, the society in which he lives, its history and aspirations in a way that no other historian is

capable of; He introduces the child to folk customs and folk poetry in such a way that no other aesthetician is capable of this, and finally, he gives the child such logical concepts and philosophical views that, of course, no other philosopher is capable of this.”[7, 148b.]. This situation is an unnatural process that is not fully understood even by scientists. Leonard Bloomfield says about this: “Every child born in a certain social group acquires speech habits and the ability to respond to speech in the first years of life. This is undoubtedly the greatest intellectual feat that each of us must perform.” [1, 125b.].

It is known that the language system of children initially differs sharply from the language system of adults in terms of quantity and quality, but later it becomes closer and similar to it. The study of the details of this complex path of language is defined as the task of the science called ontolinguistics.

Ontolinguistics differs from other linguistic disciplines in that it studies the process of language acquisition and the child's speech activity. Although it is a fact that does not require proof, the linguistics of children's speech or ontolinguistics as a science with a special status is in the stage of proving its value and importance. After all, the study of the laws of human speech development is an important and urgent issue of not only scientific and practical, but also national significance.

However, ontolinguistics is also a specific field of science that differs from adult speech linguistics in that it studies the child's speech ability: its origin, formation and further development, including age-related changes. This was also proven in the research of L.S. Vygotsky, A.R. Luria, A.N. Gvozdev, Seytlin. [3, 268b.; 4 240b.]. V.B. Kasevich emphasizes that “in any case, it is impossible to fully describe language and speech activity without ontolinguistics” [5, 189b.] and calls his article at the conference at the A.I. Herzen RDPU “Ontolinguistics as the central branch of linguistics.” Indeed, ontolinguistics serves as a basis for explaining the fact that the current language has come to the same structure in repetition.

In psychology, the basis of language development is also characterized by the child's activity with objects. Accordingly, it can be said that the triad of thought (thinking ability and possibility) - speech - object (activity with objects) works in the child. N. Sayidrahimova shows that in the process of developing a child's speech activity, the connection between a word - a sign and an object - develops. [6, 124]. From the diversity of theoretical views on children's speech activity and the process of language acquisition, it can be understood that, like other young sciences, ontolinguistics also faces many unresolved issues.

First of all, it is advisable that ontolinguistics has a “boundary” with pedagogical and methodological sciences that deal with the methods of forming and developing speech, but have a common object of study (children's speech). Ontolinguistics, unlike them, is the science of identifying, analyzing, and diagnosing children's speech. It does not have a formative or developmental character. Also, it is somewhat difficult to determine the difference between ontolinguistics and linguistics (“adult linguistics”). As mentioned above, in many studies of the traditional direction, there are no attempts to separate ontolinguistics from adult linguistics, on the contrary, they emphasize their “relativity.” But how true is this?

There are 2 different approaches to answering this question: children's speech is a kind of “mirror” of language, but, on the other hand, the difference between ontolinguistics and adult linguistics lies not only in the specifics of the research material, but also in the approaches to this material, the interest in the formation of a linguistic personality, from which it is very difficult to separate speech development from cognitive development, and sometimes from other problems, for example, from the neurophysiological nature.

Ontolinguists, who consider themselves to a certain extent “brothers” of “big linguistics,” often pose the question of what ontolinguistics will give to adult linguistics and assert that it provides a core scientific base of knowledge about language for adult linguistics. Interestingly, the question of what adult linguistics can give to ontolinguistics is almost never raised. This necessitates a deep study of the relationship between ontolinguistics and adult linguistics.

Based on the analysis of current ontolinguistic research, it can be said that it has been studied not with adult linguistics, but with separate branches of linguistics - psycholinguistics, neurolinguistics, sociolinguistics, pragmalinguistics. In particular, ontolinguistics and psycholinguistics are different branches of science that have a cross-section. Speech activity is one of the central functions of the human nervous system and is also the object of study for psychologists. At the same time, psychology, like adult linguistics, unlike pedagogy and various methodological sciences, is not a formative, but a defining, diagnostic science,

which in some sense proves its closeness to ontolinguistics. Therefore, it is no coincidence that many leading ontolinguists are psychologists.

Thus, although ontolinguistics as a science is at the first stage of development, it is important to determine its external boundaries. However, the abstractness in some places does not indicate that the science has not been sufficiently developed. Ontolinguistics, by its nature, is an independent direction at the intersection of linguistics, where various fields, like many intersecting disciplines that have emerged and are developing in recent years, intersect.

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