

VOCABULARY DEVELOPMENT IN THE PROCESS OF ONTOGENETIC DEVELOPMENT OF THE CHILD

Daria Khrypun

Ph.D., Assistant Professor, Pavlo Tychyna Uman State Pedagogical University, Ukraine
e-mail: 8669838@ukr.net, orcid.org/0000-0001-8982-6308

Summary

The article considers the periods of vocabulary development in preschool children. In particular, it is stated that the period of the fastest vocabulary enrichment is preschool age.

The article presents data from various researchers on the number of words used by children of different age categories.

Based on A. Bogush's research, it is stated that children begin to understand speech from three months of age, and examples of individual words uttered by a child up to the age of nine to ten months are given.

Hypersensitive phases are presented in the article, in particular, the first phase is characterized by the accumulation of the first words, the second by the improvement of phonetic speech, the assimilation of the grammatical structure of speech, the development of dialogic speech, and the third by the formation of contextual speech, that is, the independent creation of a text. By the age of six, a child must correctly pronounce all the sounds of his native language and have a sufficient active vocabulary as well as practically master the grammatical structure of the language.

It is noted that, despite the given statistical data, there are some discrepancies regarding the absolute composition of the vocabulary and its growth, which may be related to the physiological characteristics of the child or the environment that surrounds the child.

It is determined that in the general system of language work in preschool education, vocabulary enrichment, consolidation and activation occupy a leading place.

Key words: speech disorder, phonetics, grammatical structure of speech, development of dialogic speech, hypersensitive phase.

DOI <https://doi.org/10.23856/6427>

1. Introduction

A rich vocabulary is a sign of a high level of speech culture. And the speech culture of an individual largely depends on its orientation to the main features of flawless, exemplary speech. That is why vocabulary expansion is a necessary condition for the development of children's communication skills. Preschool age is the most favorable for the development of all aspects of speech.

Sometimes the difficulties that children experience when learning the program of a preschool education institution can be caused by an insufficient level of speech development, which is largely determined by the volume and quality of vocabulary. Vocabulary formation is important for the development of a child's cognitive activity, as a word and its meaning are a means not only of speech, but also of thinking. It is the accuracy of the understanding and use of words, the formation of the structure of the meaning of the word and the volume of the vocabulary that will play an important role in mastering the skills of reading, writing and counting.

2. Research methodology

The analysis of the literature on the subject of our research shows that the problem of vocabulary formation in preschool children, which has been of interest to many psychologists and teachers for a long time, is still relevant today. After all, knowledge of the regularities and features of the development of the vocabulary of preschool children allows you to avoid possible speech disorders in the future.

Features of vocabulary development of preschool children were studied by domestic and foreign scientists A. Bogush, L. Vygotskyi, N. Gavrish, K. Krutiy, A. Markova, V. Sukhomlynskyi, and others.

The integration of psycholinguistics and speech therapy became especially relevant, which was reflected in the works of G. Babina, B. Grinshpun, G. Gumennaya, V. Kovshikov, R. Lalaeva, E. Sobotovych, L. Khalilova, and others. The development of the psycholinguistic aspect of vocabulary formation, which allows analyzing the peculiarities of the structure and the nature of functional changes in the field of the semantic structure of the word, is due to the need to find ways to increase the effectiveness of the corrective influence in speech disorders.

3. The appearance of the first words in preschool children

The development of children's broadcasting has long attracted the attention of various specialists in Ukraine and abroad. Researchers consider the development of the dictionary as a long process of mastering the vocabulary accumulated by the people since ancient times.

Quantitative and qualitative aspects of this process are distinguished. As for the amount of vocabulary in children of different ages, there are still no substantiated data. The volume of a living individual dictionary is an object that is difficult to measure. Its boundaries are mobile, it is almost impossible to fix it due to the great uncertainty of the distance between what the child knows and understands and what and how he uses in various speech situations.

Quantitative growth is the first aspect of children's vocabulary development. Preschool age is a period of rapid vocabulary enrichment. Data on the number of words growing in the speech of preschoolers of the same age vary greatly because it depends on the conditions of life and upbringing. By the end of the first year of life, children have their first meaningful words. To a large extent, the development of language comprehension precedes an active dictionary. The enrichment of the active vocabulary occurs at a rapid pace after 1,5 years, and by the end of the second year of life it amounts to 300,400 words, and by the age of three it can reach 1,500 words (*Boretska, 2020: 114*).

Doctor of Pedagogical Sciences L. Ishchenko notes that a child's active vocabulary gradually increases: at the age of 3, it amounts to 1000 words; at the age of 4 – 1540; at the age of 5 – 2072 words; at 5.5 years old – 2289 words; at 6 years old – 2,589 words, at 7 years old – 3,500 4,000 words (*Education of mother tongue children of preschool age, 2013: 63*).

A huge leap in the development of the vocabulary occurs not only and not as a result of borrowing words from the speech of adults, but as a result of mastering the ways of creating words. As a result of the increase in the number of words denoting the objects of the immediate environment, actions with them, as well as their individual signs, the vocabulary is being developed. In the following years, the number of used words also increases rapidly, but the pace slows down somewhat. The period of the largest increase in active vocabulary is the third year of life. By 4 years, the number of words is 1,900, by 5 years – up to 2,000, 2,500, and by 6, 7 years, up to 3,500, 4,000 words (*Boretska, 2020: 114*).

4. Stages of speech development in children according to M. Krasnogorskyi

In his research, M. Krasnogorskyi singles out separate stages of speech development in children.

The first pre-speech period (the first year of life): preparation of the respiratory system for the implementation of vocal reactions, the formation of undifferentiated vocal noises and sounds (from 3 to 6 months); cooing, the formation of vocal undifferentiated laryngeal, pharyngeal, oral, lip noises and certain uncertain speech sounds; babble, as a primary form of speech flow consisting of undifferentiated vocal sounds generated by imitation (*Bogush, Gavrish, 2007: 31*).

The second period is the formation of speech sounds and their differentiation: synthesis of syllables (6–12 months tsiv), mediation of external stimuli; synthesis of components of binomial strings (9–12 months) and their automation; formation of the first 5–10 words (8–12 months) (*Bogush, Gavrish, 2007: 31*).

The third period (third year of life): enrichment of the vocabulary to 500 or more words; formation and automation of speech chains from binomial to polynomial patterns; improving the pronunciation of individual words and speech patterns (*Bogush, Gavrish, 2007: 31*).

The fourth period (fourth year of life): vocabulary enrichment to 1000 or more words; lengthening and complication of speech chains, while the number of words in speech strings reaches 9–10; the accumulation and automation of speech strings and the formation of more complex speech streams of thought; increased loud pronunciation of speech strings, which helps to strengthen them; consolidation, strengthening of speech stereotypes and their automation; further improvement of phonemes and words of incorrect pronunciation in speech strings; the appearance of simple subordinate vocabulary strings or subordinate clauses (*Bogush, Gavrish, 2007: 31*).

The fifth period (fifth year of life): further enrichment of the vocabulary; production of adjusted pronunciation volume; 3) development of subordinate complex sentences (*Bogush, Gavrish, 2007: 31*).

5. Dictionary of three-year-old children according to Y. Arkin

Researcher Y. Arkin, analyzing the vocabulary of three-year-old children, came to the following conclusions:

1) speech at this age is built from short phrases; phrases from a few syllable words, most often from one- and two-syllable words;

2) quite often there is a tendency to rhythm and rhyming;

3) the child's speech accompanies various forms of his muscle activity; it serves, as it were, as an accompaniment that stimulates her actions;

4) the same words and phrases are often repeated;

5) quite a large number of interrogative sentences (*Bogush, 2010: 80–81*).

In the literature, some disagreements are noted regarding the absolute composition of the vocabulary and its growth.

Speech development begins in a child from three months. This is the stage of active preparation of the speech apparatus for the pronunciation of sounds. The process of developing language understanding is also carried out, that is, impressive speech is formed. According to A. Bogush, first of all, the baby begins to distinguish intonation, then words denoting objects and actions. The child pronounces separate words consisting of the same paired syllables (ma-ma, pa-pa) up to nine to ten months. The vocabulary usually reaches 10–12 words by the year, and sometimes more, it depends on the individual development of the child (*Bogush, 2008: 404*).

Conventionally, in the period from 1 to 1.5 years, the first hypersensitive phase in the development of the child's speech lasts, which is characterized by the accumulation of the first words (*Logopedia, 2014: 41*). That is why after the child has spoken his first syllables (ma-ma-ma), an adult can reproduce what she said and ask her to repeat it. In the same way, the child will learn to repeat other syllables. When the child learns to repeat his own "babbling statements" after an adult, you can offer new paired syllables.

Already in the second year of a child's life, expressive speech is formed, words and sound combinations become a means of speech communication for him.

With normal speech development, a child by the beginning of the second year of life should be able to understand normal everyday speech quite well. She should show and give objects or toys to the interlocutor, perform simple actions (stand up, sit down, lie down, approach). The child must understand the most frequently repeated phrases (Go eat. Go for a walk. Come to me).

At least a few nouns should appear in the child's speech (mom, dad, grandfather, grandmother, names of favorite toys, etc.). She must answer questions: yes and no, say: give and take. You should pay attention to the fact that words may not be pronounced perfectly, hard sounds may be replaced by soft pairs (instead of dai – dyai, instead of na – nya, etc.).

By the age of two, the active vocabulary of children consists of 250–300 words, this has been established by scientists. The process of phrasal speech formation begins at the same time. At first, these are simple phrases of two or three words, but over time, up to three years, they become more complicated. Active vocabulary reaches 800-1000 words. Language becomes a full-fledged means of communication.

However, not all children reach the above-mentioned level of speech development in time. Often, a child's first words appear at the age of one and a half, or even at the age of two. The entire further course of speech development is also delayed. But by three, three and a half years, everything should return to normal.

In the third year of life, a second hypersensitive phase is observed in the development of speech (*Logopedia, 2014: 41*). This is the period when the child begins to understand the speech of adults more quickly, acquires a dictionary, improves sound pronunciation, learns the grammatical structure of speech, develops dialogic speech. Therefore, it is necessary to familiarize children with nouns by topic (toys, clothes, furniture, etc.). An adult can use any situation to familiarize a child with words. For example, during breakfast, you can put dishes on the table (two or three items – a plate, a spoon, a cup). At the same time, an adult should summarize these items in one word, saying: "This is a dish, from it you will eat." Similar actions can be carried out with clothes or other things that the child uses every day.

With normal development, three-year-old children fully understand the speech of unfamiliar people. Children speak clearly, in well-structured sentences, almost like adults. Their vocabulary includes different parts of speech and children can easily and freely talk about any everyday topic. At the end of the third year of life, children's vocabulary is: 1000–1100 words (*Boretska, 2020: 4*). According to scientists, almost all parts of speech are in the child's dictionary, the use of verbs and pronouns is becoming more active.

By the age of five, children's active vocabulary increases to 2500–3000 words. Pronunciation improves, the phrase is lengthened and complicated. Physiological disorders of sound and speech are spontaneously corrected in a child with normal speech development up to 4–5 years of age. The child correctly pronounces all the sounds of the native language, has a sufficient active vocabulary and practically masters the grammatical structure of the language by the age of six (*Bogush, 2008: 415*). The third hypersensitive phase begins (5–6 years old),

which is characterized by the formation of contextual speech, that is, the independent creation of a text (*Logopedia*, 2014: 42).

Analyzing quantitative data, we see the peculiarity of vocabulary formation in children with normal speech development. One of the features that interests us is the slow enrichment of the dictionary with adjectives.

Outstanding scientist F. Sokhin notes that in the general system of language work in a preschool education institution, vocabulary enrichment, consolidation and activation occupy a rather significant place. And this is natural. The word is the basic unit of language, and improving language communication is impossible without expanding the child's vocabulary. At the same time, cognitive development and the development of conceptual thinking are impossible without the assimilation of new words that mean the concepts that are learned by the child, their consolidation with new knowledge and ideas. Therefore, vocabulary work in preschool education is closely related to cognitive development (*Paguta, Ilyuk*, 2020: 136).

6. Conclusions

So, summarizing what has been said, we note that the periods of speech development of children from 1 to 6 years are considered sensitive, that is, especially sensitive to the influence of various factors of the internal and external environment. It is during this period that children can expand their vocabulary. However, it should be remembered that each child has its own pace of development and a slight discrepancy with the accepted age norms is not a sign of deviations in development.

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