Nexus Global Research Journal of Medical Sciences
Journal Homepage: https://nexusglobalresearch.com/journals/ngrjms/

Short communication:

Psycholinguistic Basis of Children's Speech Development

Erkinova Sarvara Artikboy kizi [1*],

[1] *Student, Karakalpak philology and journalism, Faculty of Applied Philology, Karakalpak State University*

ABSTRACT:
This article discusses psycholinguistic approaches to the development of children's speech, including the importance of biological and social factors in speech formation. Studies on diseases resulting from damage to the speech apparatus, such as alalia and dysarthria, practical guidelines for speech therapists on providing assistance to children with speech disorders, the impact of inappropriate use of devices during the period of speech development, and studies on expanding vocabulary are presented.

Keyword: Speech, Speech Development, Imitation Acquisition, Psycholinguistics, Biological Factor, Social Factor, Alalia, Dysarthria, Lagapede, Vocabulary.

Citation: Erkinova, S. A. (2026). Psycholinguistic basis of children's speech development. *Nexus Global Research Journal of Medical Sciences, 2*(4), 109–110.

INTRODUCTION:

The role of psycholinguistics in the development and maturation of children's speech is important. A child acquires language mainly by hearing from others, that is, by imitating them. Since this is a complex and multi-stage process, studying this process from various angles is one of the important tasks of psycholinguistics.

The emergence and development of a child's speech is interpreted not only in terms of language units, but also in terms of the connection between mental processes in speech activity, including thinking, attention, and perception. As a result of the development of technologies, giving children whose speech is just beginning to form devices to watch without purpose also has a negative impact on speech development. In addition, due to the increase in the number of children with speech defects and the lack of timely and proper assistance, it is planned to improve the activities of speech specialists based on psycholinguistic knowledge and research, as well as develop various methods to further expand the vocabulary of children. The purpose of the article is to analyze the psycholinguistic foundations of the development of children's speech, including the influence of biological and social factors on speech formation, expanding vocabulary, and the characteristics of speech disorders such as alalia and dysarthria, as well as practical guidelines for their prevention and elimination.

Speech develops from the moment a child is born, with the help of the environment and parents. Through speech, a child gains the power to communicate with society, that is, to establish dialogue. In this process, the primary means for the development of speech is: first of all, the full development of the speech apparatus in the left hemisphere of the child's brain, as well as the organs of hearing and vision, which also play a key role. It is precisely through this situation that speech can mature and develop. Biological and social factors also play a role in the development of speech. According to the research of the American linguist Noam Chomsky, during the development of a child's speech, it is emphasized that biological, that is, the development of brain activity and speech centers, as well as social factors: cultural environment, family communication, education, all of these are interconnected and important in the development of a child's speech. 1 It is necessary to consider the development of a child's speech as a delicate process and start working on it from an early age. According to Professor, Linguist NIJinkin: “Speech development should begin at the age of one and a half and continue throughout the entire preschool and school period, and what is not done when the auditory-speech-motor analyzer is being formed will require a lot of work later.” “Educators and educators of kindergartens, orphanages and schools should clearly understand that speech development is a necessary condition not only for intellectual, but also for the harmonious development of the personality in general. The solution to this task is in the hands of pedagogical workers,” says Jinkin.2

If we talk about lexical units in simple language, when a child begins to perceive the world of words and master the process of seeing and observing them, he learns to use and choose the right words. After this state is observed, the child begins to understand the words of

***Corresponding Author:** Erkinova Sarvara Artikboy kizi,
Received: 04 Mar 2026 | **Accepted:** 25 Mar 2026 | **Published:** 02 April 2026
Copyright © 2026 The Author(s): This work is licensed under a Creative Commons Attribution- Non-Commercial-No Derivatives 4.0 (CC BY-NC-ND 4.0) International License

those around him and his parents. Then it is observed that he begins to speak. Due to the good development of the child's auditory analyzer, he pronounces words correctly as he hears them. In some cases, children pronounce water as if it were a smell. They hear the lexeme correctly, but it is said that they pronounce it this way because their speech apparatus has not yet fully developed. When a child's speech apparatus and hearing are developed, if words such as "cat", "ball" or "dad" are said to him, the child will be able to perceive the words and pronounce them in syllables such as "cat" - mu, "ball" - po, "dad" - add-da. At this stage, it is necessary for parents to establish healthy communication, and the importance of children, culture and values around them is taken into account.

Speech disorders in children are characterized by speech pathologies such as alalia, dysarthria, and anarthria. 1. Alalia - a child's speech is absent or slow due to damage and injury to the speech zones of the cerebral hemispheres. The cause of this is considered to be speech disorders caused by injuries in the womb or during childbirth, and infections experienced at the age of 1-2. 2. Dysarthria - a speech disorder caused by neurological problems that make it difficult to pronounce words and sounds, and as a result of the inactivity of the tongue, soft palate, and lips, the pronunciation of sounds is difficult, and the expression and rhythm of speech are negatively affected. As a result of nerve damage, speech becomes dysarthria and speech is partially incomprehensible. To correct and prevent the above process, speech therapists are mainly needed. In this case, NIJ also gives several practical instructions for speech therapists:

1. First of all, it is emphasized that when approaching speech disorders, that is, combating speech disorders such as dysarthria or alalia, it is carried out using psychological and pedagogical means, since this is not a medical, but a pedagogical approach, and through this it is possible to reach the very foundation of speech mechanisms.

2. Regarding the education of children: In this process, it is important to teach the child not to pronounce individual sounds, but rather to teach them complete sound complexes, that is, as a whole. It is not effective if the child is first taught to pronounce individual sounds and then to form words.

3. There are two necessary conditions for the formation of phonemic hearing: Semantic, that is, meaningful support - the set of sounds must be given in a way that is differentiated in meaning. For example, it is said that purely mechanical repetition, such as "da" - dadasi, is not enough. Then there is reinforcement through movement. In this case, it is said that the child should pronounce the example he heard himself and compare the result. 3 Through these instructions, speech therapists will be able to find out what situations need to be paid attention to in the development of the child's speech.

CONCLUSION:

To sum up, Psycholinguistics is one of the branches of modern linguistics, through which it is possible to have modern scientific views and approaches to the development of children's speech. Psycholinguistic research is of great importance in assessing the stage and developmental position of a child's speech, including the prevention of speech pathologies, providing them with timely assistance, analyzing and managing this process on a scientific basis. Based on research and instructions, it serves to determine and enrich the child's vocabulary, as well as to form the skills of using words and expressing sentence structure correctly and clearly in content. Psycholinguistic research and knowledge in the development of children's speech, the achievements of this science and the instructions provided create wide-ranging opportunities. Through this knowledge, the child's speech delay factors are identified, perception, vocabulary skills, and linguistic potential in general are determined. As a result of an increase in the wealth of vocabulary, children's speech moves from ego-centered speech to the stage of communication with others in the team. As a child grows and matures, he or she adapts to society, develops and enriches the skills of expressing their own opinions and having a subjective, or personal, opinion.

REFERENCES:

1. Chomsky,N.(1965).AspectsoftheTheoryofSyntax.Cambridge,MA:MITPress.
2. N.I. Jinkin Psikhologicheskie osnovy razvitiya rechi №4(33) October-December 2012
3. Ivanova A.S. Psikholingutischeskie osobennosti razvitiya rechi bebenka // Sovremennaya nachalnaya shkola. 2019. No. 2. URL:https://files.s-ba.ru/publ/primary-school/02.pdf.
4. Ayupova MY Logopedia - T.: National Society of Philosophers of Uzbekistan, 2007. Akhmedova Z., M.Ayupova, M.Khamidova. Logopedic game, - T.: Philosophers, 10 2011
5. UzME. Volume One. Tashkent, 2000

© 2026 Nexus Global Research Journal of Medical Sciences l Published by Nexus Global Research (An Academic Publisher)