

The Study Of Children's Spontaneous Speech

Saydaliyeva Mahliyo Ulugbek qizi

Doctor of Philosophy (PhD) in Philological Sciences, Kokand State University, Uzbekistan

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Abstract: The study of spontaneous speech is considered one of the most important problems in linguistics today. The main reason for this is the attempts to automate speech. Despite the fact that artificial intelligence systems are currently performing both written and spoken speech, the process of automating human speech is not over. After all, language is a complex system, and automating all its cultural and social aspects is not an easy task. In addition, it is necessary to take into account age aspects in the use of language. The tempo, timbre, and manner of speaking change as a person ages. It is even possible to estimate a person's age through these aspects. The speech of older people has served as the object of many studies. However, the study of children's speech lags behind in this regard. This article discusses the need to study children's speech and when this category of studies began.

Keywords: Spontaneous speech, children's spontaneous speech, speech interruptions, ellipsis, subjective insertions, pauses, grammatical errors.

Introduction: Some phenomena occurring in the process of spontaneous speech have created problems in the process of experimentally studying language. V. Word mentions them as filled pauses, restarts, subjective insertions, words with unclear or mispronounced pronunciation, ellipsis, grammatical errors. These phenomena created problems in speech analysis programs at the end of the last century and prevented the system from working without errors. After all, the main conditions imposed on speech analysis systems were the following:

1. The sentence must be grammatically complete.
2. It must consist of words available in the dictionary loaded into the system
3. Pauses must be at the beginning and end of the sentence, not in the middle.
4. There must be no excess noise.

So, the analysis programs selected only correct, grammatically complete words available in the dictionary. However, due to the occurrence of speech interruptions and noise in spontaneous speech, errors occurred in its analysis. To correct this, commands such as creating an error signal and filling the semantic gap based on syntax began to be used. This can be

attributed to the phonetic and syntactic differences between written and oral speech. For this reason, it is necessary to thoroughly study children's speech. However, it is also important when such studies began.

"Observations on the Development of the Mental Abilities of the Child" was written by the German philosopher D. Tiedemann based on observing the development of his son from birth to three years and was published in 1787. Later, famous scientists I. Teng published the development of his children's speech in the form of scientific research, for example, Ch. Darwin, I.A. Sikorsky, V.M. Bekhterev and others.

In Western society of the 18th century, fundamental changes occurred in the concepts of childhood, morality and family. Donald J. Dietrich in his article "Tiedemann: Child Psychologist in the Eighteenth Century" analyzes this period as a period in which a new, humanistic attitude towards the child was formed. According to him, the religious movements of the Reformation and Counter-Reformation, first of all, strengthened the idea of separating children from adults and paying special attention to their upbringing. Thus, under the influence of humanists and enlighteners of that time, the idea was formed that "the child can be educated only by understanding him."

D. Dietrich connects this process with the famous idea of Philippe Aries. That is, in the 17th century, adults began to see the child as an independent member of society. In the 18th century, this idea migrated to social practice, and the family created its own separate “private space”. Parents began to see the upbringing of children as the main goal. At the same time, two opposing situations in parenting were considered: neglect and excessive intervention. However, D. Dietrich notes that during this period there was still indifference towards children, and in some cases violence. In Germany in the 18th century, cases of infanticide (killing of babies) were widespread, and the root of this situation was social pressure, in particular, laws punishing mothers who gave birth to children out of wedlock. The views of Heinrich Pestalozzi play an important role in this regard. He interpreted infanticide not as a personal crime, but as the moral irresponsibility of the state and society. According to H. Pestalozzi, the state should take responsibility for children, especially orphans and illegitimate children. The humanistic values of the Enlightenment era found their expression not only in the political and social spheres, but also in the philosophy of education. Jean-Jacques Rousseau's work “*Émile, ou de l'éducation*” played a revolutionary role in this process. J. Rousseau presented the child as an active, curious subject who creates knowledge through his own experience. According to him, true education should correspond to the natural development process of the child. This idea, through the concept of natural upbringing, later laid the foundation for psychological and pedagogical theories, in particular the constructivist views of Piaget and Vygotsky. H. Pestalozzi, applying the ideas of J. Rousseau to practice, describes the child not as a stone, but as a seed. The child already accumulates the seeds of intelligence and personality in himself. The task of education is to awaken these internal possibilities. H. Pestalozzi put forward the principles of gradualism, observation and learning based on experience in education. In his opinion, each new concept should be based on previously acquired knowledge, and the educational process should be organized in accordance with the development of the child's thinking. In this regard, H. Pestalozzi's methodology is considered the first form of the modern child-centered education concept.

According to D. Dietrich, social changes in the attitude towards the child during this period are not only the result of personal ideas, but also the expansion of the Enlightenment tradition. The warm, cooperative relationship between parents and children is interpreted as a sign of the awakening of humanism and social consciousness. Thus, the scientific work of J.

Rousseau, H. Pestalozzi and Tiedemann served as an important stage not only in the history of pedagogy and psychology, but also in the philosophy of human relations.

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