



A LINGUOPSYCHOLOGICAL STUDY OF CHILDREN'S SPONTANEOUS
SPEECH
ЛИНГВОПСИХОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ СПОНТАННОЙ РЕЧИ
ДЕТЕЙ
BOLALAR SPONTAN NUTQINING LINGVOPSIXOLOGIK TADQIQI

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Annotatsiya: ushbu maqolada bolalar spontan nutqining lingvopsixologik jihatlari o'rganiladi. Tadqiqot davomida bolalar nutqining tabiiy shakllanishi, uning psixologik va lingvistik omillar bilan bog'liqligi tahlil qilinadi. Shuningdek, spontan nutqning rivojlanish bosqichlari, nutq jarayonida yuzaga keladigan xususiyatlar hamda ularning bolalar tafakkuri va kommunikativ faoliyatiga ta'siri yoritiladi. Mazkur tadqiqot natijalari ta'lim jarayonida samarali metodlarni ishlab chiqishda muhim ahamiyat kasb etadi.

Kalit so'zlar: spontan nutq, bolalar nutqi, lingvopsixologiya, nutq rivoji, psixologik omillar, kommunikatsiya, tafakkur

Abstract: this article explores the linguopsychological aspects of children's spontaneous speech. The study analyzes the natural development of children's speech and its relationship with psychological and linguistic factors. It also highlights the stages of spontaneous speech development, the specific features that occur during speech production, and their influence on children's thinking and communicative activity. The findings of this research can contribute to the development of effective methods in the educational process.

Keywords: spontaneous speech, children's speech, linguopsychology, speech development, psychological factors, communication, cognition

Аннотация: в данной статье рассматриваются лингвопсихологические аспекты спонтанной речи детей. В ходе исследования анализируется естественное формирование детской речи и её связь с психологическими и лингвистическими факторами. Также освещаются этапы развития спонтанной речи, особенности, возникающие в процессе речевой деятельности, и их влияние на мышление и коммуникативную активность детей. Результаты исследования могут быть полезны при разработке эффективных методов обучения.

Ключевые слова: спонтанная речь, детская речь, лингвопсихология, развитие речи, психологические факторы, коммуникация, мышление

Language is one of the most important tools children use to understand the world around



them and interact with others. From a very early age, children begin to express their needs, feelings, and ideas through different forms of communication. Among these forms, spontaneous speech plays a particularly important role because it appears naturally, without preparation, and reflects the child's real-time thinking. Unlike memorized or structured speech, spontaneous speech allows us to observe how children organize their thoughts while speaking. It shows not only what they know but also how they process information. For this reason, studying children's spontaneous speech provides valuable insights into both their linguistic abilities and psychological development. This article aims to explore the main linguopsychological aspects of children's spontaneous speech. It examines how spontaneous speech develops over time, what features are typical for children at different stages, and which psychological factors influence this process. In addition, the paper highlights the importance of spontaneous speech in learning, communication, and social interaction. Spontaneous speech can be defined as natural, unplanned speech that occurs during everyday communication. It is produced instantly, often without conscious preparation, and is closely connected to the speaker's current thoughts and emotions. In children, spontaneous speech is often irregular and may include pauses, repetitions, or unfinished sentences. However, these features are not signs of weakness. On the contrary, they show that the child is actively thinking and trying to express ideas. For example, when a child repeats a word or pauses, it often means they are searching for the right expression or organizing their thoughts.

From a linguistic perspective, spontaneous speech reflects a child's current level of language development, including vocabulary and grammar. From a psychological perspective, it reveals how cognitive processes such as memory, attention, and perception function during communication. Therefore, spontaneous speech should be studied as a combination of both linguistic and psychological phenomena.

Children's spontaneous speech develops gradually as they grow older and gain more experience with language and communication. At the earliest stage, known as the pre-linguistic stage, children communicate through sounds, gestures, and facial expressions. Although they do not use words yet, they learn the basic rules of interaction, such as taking turns and responding to others. During the early speech stage, which usually occurs between the ages of one and three, children begin to use simple words and short phrases. Their speech may not follow grammatical rules, but it is meaningful and helps them express basic needs and ideas. As children reach the age of three to six, their speech becomes more complex. Their vocabulary grows rapidly, and they start forming longer sentences. At this stage, spontaneous speech becomes more active, but it still includes mistakes, pauses, and repetitions. These features reflect ongoing cognitive development. By school age, children's speech becomes more structured and organized. They begin to use more correct grammar and clearer sentence structures. However, spontaneous elements remain, especially in informal communication, where children feel more relaxed.



Children's spontaneous speech has several noticeable and natural features. One of the most common is repetition. Children may repeat words or phrases as they try to build their sentences. This repetition helps them manage their thoughts and continue speaking. Pauses and hesitations are also very common. When children stop in the middle of a sentence, it usually means they are thinking about what to say next. This is a normal part of speech production and should not be seen as a problem.

Another important feature is self-correction. Children often correct themselves when they realize they have made a mistake. For example, they may start a sentence one way and then change it. This shows that they are becoming more aware of language rules and are learning to monitor their own speech. Simplified grammar is also typical in early stages. Children may omit certain words or use incorrect forms. However, these patterns gradually improve as they gain more experience with language. Children's spontaneous speech is strongly influenced by several psychological factors, which play an important role in how speech is produced and developed. Cognitive development is one of the key factors. As children grow and their thinking becomes more advanced, their speech also becomes more organized and meaningful. They are able to express more complex ideas and connect different thoughts. Memory also plays an important role in speech production. Children need to remember words, sentence structures, and meanings while speaking. Limited memory capacity may lead to pauses or incomplete sentences, especially in younger children. Attention is another significant factor. Children who are focused can express their ideas more clearly, while those who are distracted may produce fragmented or unclear speech. Therefore, a calm and supportive environment is important for effective communication. Emotions can also influence spontaneous speech. For instance, a child who feels confident and relaxed is more likely to speak freely. In contrast, anxiety or fear may reduce fluency and make communication more difficult. Social interaction is equally important. Children learn to speak by interacting with others. Conversations with parents, teachers, and peers provide valuable practice and help children improve their communication skills.

Spontaneous speech plays a central role in children's overall development. It is not only a way of expressing ideas but also a tool for thinking and learning. When children speak, they organize their thoughts, reflect on their experiences, and develop their understanding of the world.

In addition, spontaneous speech supports social development. It helps children communicate with others, share their opinions, and participate in group activities. These skills are essential for building relationships and functioning successfully in society. Spontaneous speech is also important in the classroom. It allows teachers to understand how students think and identify their strengths and difficulties. This information can be used to improve teaching strategies and support individual learning needs. Teachers should recognize the value of spontaneous speech and create opportunities for children to use it in the classroom. Instead of focusing



only on grammatical accuracy, it is important to encourage children to express their ideas freely. A supportive learning environment is essential. Children should feel comfortable speaking without fear of making mistakes. Positive feedback and encouragement can help build confidence and motivation. Teachers can also use interactive methods such as group discussions, role-playing, and storytelling activities. These approaches allow children to practice speaking in a natural and meaningful way. It is also important to listen carefully to children's speech. By understanding how they express their thoughts, teachers can better support their language development and address any difficulties they may face. Children's spontaneous speech is a natural and essential part of language development. It reflects both linguistic knowledge and psychological processes, showing how children think, learn, and communicate. This study highlights that spontaneous speech develops gradually and is influenced by various factors, including cognitive development, memory, attention, emotions, and social interaction. It also emphasizes the importance of spontaneous speech in supporting both communication and learning.

In conclusion, encouraging spontaneous speech should be an important goal in education. By providing children with opportunities to speak freely and confidently, we help them develop not only their language skills but also their ability to think and interact with others effectively.

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