

JOURNAL OF FOREIGN
LANGUAGE TEACHING
AND APPLIED
LINGUISTICS



VOLUME 6 - NUMBER. 2 - 2019
ISSN: 2303-5528

First published 2014

Sarajevo 71210

© 2019 Azamat Akbarov for selection and editorial matter; individual contributors their contribution

Editor-in-Chief

Azamat Akbarov

The Editorial Advisory Board

Susan Gass, Michigan State University, USA

Vivian Cook, University of Newcastle, UK

Diane Larsen-Freeman, University of Michigan, USA

Milena Žic-Fuchs, University of Zagreb, Croatia

Larry Selinker, New York University, USA

Mona Baker, University of Manchester, UK

Mirjana Mavrak, University of Sarajevo, Bosnia and Herzegovina

Nebojša Vašić, University of Zenica, Bosnia and Herzegovina

Marijana Sivrić, University of Mostar, Bosnia and Herzegovina

Izabela Dankić, University of Mostar, Bosnia and Herzegovina

Rebecca Tipton, University of Manchester, UK

Irina Kholina, Moscow State University, Russia

Amir Pušina, University of Sarajevo, Bosnia and Herzegovina

Marie J. Myers, Queen's University, Canada

Danijela Vasic, University of Belgrade, Serbia

Alyse Schoenfeldt, Palm Beach State College, USA

Neva Cebren, University of Primorska, Slovenia

Snežana Bilbija, University of Sarajevo, Bosnia and Herzegovina

Igor Lakić, University of Montenegro, Montenegro

Giovanni Borriello, Roma Tre University, Italy

Željka Babić, University of Banja Luka, Bosnia and Herzegovina

Yevgenij Paščenko, University of Zagreb, Croatia

Merima Osmankadić, University of Sarajevo, Bosnia and Herzegovina

Sanja Radanović, University of Banja Luka, Bosnia and Herzegovina

Nedžad Leko, University of Sarajevo, Bosnia and Herzegovina

Aid Smajic, University of Sarajevo, Bosnia and Herzegovina

Natasa Kostic, University of Montenegro, Montenegro

Petar Penda, University of Banja Luka, Bosnia and Herzegovina

Vesna Bulatovic, University of Montenegro, Montenegro

Roberto Dapit, University of Udine, Italy

Danilo Capasso, University of Banja Luka, Bosnia and Herzegovina

TABLE OF CONTENTS

The Effectiveness Of Portfolio As A Teaching Approach To Promote Self-Regulated Learning	6
<i>Abay Zhussupbekov</i>	
The Peculiarities Of Women’s Image In M.Aueзов’s Prose Works	15
<i>Akhan Gulnar</i>	
Listening Challenges For English Learners	21
<i>Dildora Dedakhanova</i>	
Features Of Using The Method Of Polylogical Communication In The Formation Of Foreign Language Communicative Competence	27
<i>Elmedira Baigulina</i>	
Translation Of A Televised Political Interview With Regard To Its Structural Peculiarities	33
<i>Elmurat Zikhrollayev</i>	
A Psychological Approach To Orthographic Issues While Acquiring The Uzbek Language As A Second Language	41
<i>Feruz Sharopova</i>	
Teaching English Vocabulary	47
<i>Gulchehra Davranova & Alyinai Mamatova</i>	
The Image Of A Woman In The Works Of Chyngyz Aitmatov	53
<i>Gulzat Aipova</i>	
Lingua-Pragmatic Analyze Of Politeness In Persian And Uzbek Languages	56
<i>Khulkar Turdieva</i>	
Developing Talents For Preschool Children In Collaboration With The Family	73
<i>Khusnida Khujamatova & Madinabonu Karimova</i>	
Teaching The Uzbek Language As A Mother Tongue Is A Language Centered Method	81
<i>Malika Mansurova</i>	
Formation Of Forms Of Communication	87
<i>Manzura Shamsiyeva</i>	
Reflection As A Form Of Developing Learners’ Objective Evaluation Of Their Progress: A Case Study Of Taldykorgan School	93
<i>Nadezhda Ponamareva</i>	
Pragmatic Aspects Of English Neologisms	99
<i>Sagima Sultanbekova & Gulnar Mamayeva</i>	
Cognitive Aspects Of Translation Process In Japanese-Russian Discourse	107
<i>Samal Kadikova & Gulnar Nadirova</i>	
Integrating Content- Based Approach In Meta Communicative Competence Modelling Process	117
<i>Sholpan Saimkulova & Assel Chaklikovaa</i>	
Reading-Aloud As A Tool In Error Avoidance For Translation Among Efl Higher Education Learners	125
<i>Silawuth Chaengjaroen</i>	
Formation Of Discursive Competence Within Dialog Discourse Using The Heuristic Talk In Practical Classes In The German Language	135
<i>Svetlana Medvedeva</i>	
Application Of Domestication And Foreignization Strategies	143
<i>Tolganay Nuradilova</i>	
“Case Study Method” As A Basis Of Forming The Reflexive Competence Of Future Teachers Of Foreign Language ...	149
<i>Ulserik Orynbayeva & Zhaitapova A</i>	
Innovative And Effective Methods Of Teaching Speaking Foreign Languages At Professional Colleges In Uzbekistan .	155
<i>Umida Nasirova</i>	
Function Of Reading Fictions In Language Development	165
<i>Zhanar Abdigapbarova</i>	

Formation Of Forms Of Communication

Manzura Shamsiyeva

National university of Uzbekistan named after Mirzo Ulugbek, Uzbekistan

Abstract: *The article is devoted to the formation of the child's speech from birth to 12-14 months. It expounds about this period's peculiar features, factors which influence the development of speech and their linguistic aspects.*

Keywords: child's speech, babbling, communication, appeal, newborn, child's speech, mother and child.

Article History

Submitted: 24.06.2019

Accepted: 05.08.2019

INTRODUCTION

Questions related to the formation of the child's speech skills and the development of their native language system, for a long time, remained in the field of research only psychologists and pedagogues.

In recent decades, however, linguists have also developed an interest in this issue, for whom the most relevant question is what gives people the opportunity to understand each other, how the arsenal of tools used to perform this task is formed. All this changed the scientific status of children's speech and led to its inclusion in the field of both applied and theoretical linguistics.

TOWARDS INNOVATIVE INTERCULTURAL LEARNING ACTIVITIES: A THEORETICAL OVERVIEW OF MOST SALIENT APPROACHES

R.O.Jacobson rightly argued that linguistics should deal with language in all its manifestations: language in action, the language in the period of its origin and in the state of decay.

As you know, about his appearance on light newborn reports the crying. Nature has taken care of this universal way of contact of the child with the surrounding world. From a physiological point of view, the cry of a newborn is a side, irrelevant of the result of the innate synergy (complex movements), i.e., of course, the reflex reactions. However, in an adult, the cry causes a certain response, is interpreted by him as a call for help, which he provides to eliminate the state of discomfort of the child caused by hunger, pain, violation of thermoregulation, etc. In other words, for an adult, this Cry becomes a conditionally-communicative function, as only the unborn child; there can be an installation to express their feelings. It is as if the "contamination" of the adult feelings of the child. It is a signal that is a prerequisite for further communication, not an act of communication.

At the age of 2.6—3 months the reaction of the child undergoes significant changes. Initial differential cry like the cry of pleasure (vocalizations babbling), resulting in positive emotional situations (the baby is full, it hurts nothing), and a cry of displeasure (actually a vocalization of a scream) that appears when a negative emotional state of the child (pain, hunger). However, starting from about 3 months to purely reflex reactions of the child is added and the first social-reaction to communication with the mother. The behavior of the mother is a call to the child to enter into emotional contact with her. "Emotional contagion" plays an important role in shaping contacts child with decent. This is the basis on which his personality is formed in the future. According to M. Kistyakovskaya, the positive emotional impact is so significant for the child in the first months of life that it colors his further neurological, psychological and even intellectual development. According to R.Walters and R.Park, it is no less important than meeting the physiological needs of the child.

Thus, the only social source of positive emotions for a 2-3-month-old child is the mother. An important factor in the development of the baby is its simple presence near him. This is one of the main points of contact between mother and child. The time factor is also significant. The mother spends almost all the time with the newborn while he is awake. This lays the foundations on which emotional understanding is formed.

The distance factor is no less important. The mother is always close to the waking child, which gives her the opportunity to act according to his impulses and reactions (pragmatic aspect). In addition, contact with the child due to the short distance creates the possibility of intense emotional impact on him (talking in a low voice, manifestations of affection). It is also an important and spatial position of the mother in relation to the child. Caressing him and calling for joint action, the mother takes him on her knees or sits next to him. If she is angry, her face is almost opposite the face of the lying child.

All these behavioral manipulations of the mother do not leave the child indifferent. The presence of the mother next to the baby, her affectionate treatment cause a response — a child's smile and vocalization of the babbling. J. Blurton notes that sometimes a slight movement or soft sound from an adult is enough for a child to respond with a smile. This is not just a grimace caused by the relaxation of the facial muscles, and “social gesture” (in the terminology of Newson). In his opinion, this status is given to the smile by its appearance at a certain time.

On the contrary, the factor of physical distance is a significant phenomenon of communication culture. C. Brown and P. Keller noted that in the American society trust and warm relations between the interlocutors are emphasized by the fact that, talking, they are at a distance of 4-4.5 feet from each other. If the same relationship alienated, at a distance of 8 feet. Introduction to this facet of the culture of communication is laid, as can be seen, at the earliest stages of ontogenetic development. The absence of the mother or her irritated intonation causes the vocalization of the cry, turning into crying. All these facts, in our opinion, indicate the emergence of the emotional aspect of communication, which is the original. Using the terminology of K. Buhler, we note that at this stage the symptoms of the positive and negative emotional state of the child (2-3 months) are formed.

Starting from 4-5 months, there are certain changes in communication between mother and child. The mother increasingly alternates her appeal to the child with pauses, during which she waits for a response from her little interlocutor and usually receives it (smile, emotional gesture, vocalizations of walking). This suppression of the mother's own activity (it can also be unconscious) and her orientation to the actions of her partner lead to the fact that the child begins to feel himself an initiative being. Now his gestures (reaching for his mother), facial expressions (smile), vocalizations of babbling — a call to the mother to come into emotional contact with him. This moment marks the emergence of a fatal component of communication in a non-verbal way. The essence of communication at this stage is that the mother and the child alternately and sometimes simultaneously express their emotional states.

Formation of forms of communication

It is known that any human communication takes place in two main forms: dialogue and monologue. Dialogue is a two-way communication in which the roles of the speaker and the listener change. In this situation, communication statements of the listener—a certain reaction to the previous remark of the interlocutor. The speaker receives an unambiguous and explicit response to his statement, which affects the further course of his speech.

Monologue, on the contrary, is not focused on the immediate explicit reaction of the listener. Here the speaker enjoys greater freedom of expression. Among the monologues vary actually monologues to no one addressed (“solitary”), and the so-called facing monologues.

Although the latter have an addressee, they do not require a direct speech response from him, a momentary explicit reaction.

The monologue can be addressed to many listeners (its predominant form, used, as a rule, and public speech, where it is rhetorical and often solemnly elevated character) and to one listener (more rare and little productive, if we talk about oral speech, form).

The formation of forms of communication is gradual. Thus, in the management of the child from birth to one year, there are four stages, depending on the prevalence of a particular form of communication.

A COMPARISON OF AIMS AND OBJECTIVES IN VARIOUS COURSES DEVELOPING COMMUNICATIVE COMPETENCE



Stage I: from birth to 2.6 months

At the initial stage of the child's development, “communication” is of a one-sided nature and is carried out primarily through the substantive actions of the mother (she feeds the child, eliminates the causes of discomfort, calms him). Sometimes these actions are sounded (mother sings, something sentences). However, these vocalizations only subjectively for the mother are addressed to the child. In reality, they are emotional in nature, and their function is to support the relevant substantive actions. This is actually a monologue.

The only reaction of the child during this period is the vocalization of the cry. However, they have nothing to do with communication, since they are due to two biological needs: food and defense. This is just a prerequisite for communication, not its act.

Stage II: 2-2.6 to 5 — 6 months

At this stage, the mother's form of communication with a small child is her “reversed” monologue. Just note that there is not completely ruled out the response of the addressee, but the action of the “initiator of communication”, as if leading, of course, prevails. At the same time, the mother correlates her conduct (both verbal and non-verbal) with the child's reaction. The mother's individually reversed monologue has a sound-gesture-mimic

structure. The main is mimicry, especially a smile—a strong incentive for the response of the child. Gestures are important; especially expressive are the movements of hands.

Gestures and facial expressions are usually accompanied by the sounds of the voice. Sounds can be both speech (coupling lexically significant units) and non-speech (gentle smacking, encouraging and warning exclamations).

The melodic side of such a “reversed” monologue is characterized primarily by a general slowdown in the tempo, in which there is not only a bluer number of pauses but also their greater (1.5 times compared to the norm) duration. In this case, the syllables are stretched and lengthened, and sometimes their number increases.

Within one syllable varies the frequency of the pitch, which is perceived as an exclamation. There is an intonation of incompleteness, giving the feeling that communication will continue. The combination of these features creates the impression of greater relief and emotional saturation than when referring to an adult. The melody of such a “reversed” monologue has a positive emotional impact — the child calms down. These data are consistent with the well-known judgment of L. S. Vygotsky says that a child understands the emotional intonation of adults long before mastering the verbal code.

At the same age, the child begins to perceive the mother's appeal and tries to respond to it with general motor activity (a complex of revival), vocalizations of babbling, a smile, that is, there is communication, since the “reversed” monologue of the mother receives a visible and perceived response from the child. Thus, the form of communication is approaching dialogue.

Stage III: 5-6 to 10-11 months

Communication between mother and child develops in the direction from “appeal” monologue to dialogue.

In terms of mastering the forms of communication, this stage is fundamentally new for the child. As already noted, by this time he develops emotional and fatal aspects of communication, which gives him the opportunity to become an initiator of the communication. Smiles, gestures, the desire to get closer to the mother, accompanied by vocalizations of babbling, indicate that the child wants to communicate with her and expresses this desire by the means available to him. The essence of communication at this stage is that the mother and the child alternately and sometimes simultaneously express their emotional state as if leading their communicative parties. This syncretic unity of monologue and dialogue can be called a duet.

In scientific literature, this form of communicative activity of the child is called “babble” monologues. They are carried out by non-verbal audio means and do not transmit any information, and express enthusiasm for anything, the gaming activity of the child. These monologues take place both in the presence of adults and when he plays with toys. The child receives the pleasure of “talking” out loud. Therefore, in our opinion, it is more correct to call this form not a “babbling monologue, but a “duet party” of the child.

Melodic design of such self-manifestations of the child arises under the influence of “appeal” monologues of the mother. This is evidenced by the general properties of the first and second. Child vocalizations, as well as “appeal” maternal monologues, are characterized by the incompleteness of intonation, frequency difference of the main tone, lengthening of shock vowels.

Thus, the child begins his communication with his mother with a duet, which in its function is akin to a monologue, and in its form — a dialogue.

Stage IV: 8-9 to 12-14 months

At this stage of vocalization, gestures, facial expressions of both mother and child acquire proper communicative significance. The melody of the mother's speech is now not only an emotionally influencing factor but is also recognized by the child as a significant phenomenon that allows differentiating the question, the motivation, the enumeration. Many researchers have noted early children's perceptions of the main intonation-communicative contours (approval, issue, and motivations) in the speech of adults (Aksarina, 1961; Bolindzher, 1972; Koltsova, 1967; Smith, Muller, 1966; Dalle, 1972).

PERCEIVED OUTCOMES

R.V.Tonkova-Yampolskaya emphasized that the communicative development of a child begins with mastering the intonation system of the language. The intonation field of the speech-hearing analyzer (intonation perception plan) ends by the end of the babbling period, i.e. by the end of the first — the beginning of the second year of life, while the intonation field in the speech-motor analyzer (intonation implementation plan) is just beginning to form in this period. A.R.Luria described experiments E.Toppole a child at the age of one year was asked the question: “Ou est la fenetre?”- and the child turned his head to the window. The reaction was exactly the same if the question was asked in German: “Wo ist das Fenster?”, but with retaining the same melodic structures remarks (Luria, 1977).

CONCLUSIONS

As can be seen from the above examples, the child now responds to adult replicas with adequate substantive actions. This is a dialogue in the full sense of the word. In parallel with the dialogue, the components of the duet, which still accompany the child's play, are also strengthened. However, now they appear melodically decorated appeal to toys and pets.

REFERENCES

1. Выготский Л. С. (1996). *Мышление и речь*, 124-125. Москва.
2. Жинкин Н. И. (1970). *Смысл и грамматика//Язык и человек* (145-147). Москва.
3. Кубрякова Е. С. (1987). *Данные о детской речи с общелингвистической точки зрения //Детская речь как предмет лингвистического изучения, (178-179)*
4. Лепская Н. И. (1997). *Язык ребенка* (Онтогенез речевой коммуникации), (11-15)
5. Шахнарович А. М., Юрьева Н. М. (1990). *Психолингвистический анализ семантики и грамматики* (на материале онтогенеза). Москва.
6. Macmillan English Dictionary. Bloomsory Edition.(2002).