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MUHAMMADIYAH UNIVERSITY SIDOARJO

Email: icecrs@umsida.ac.id

Phone: + 62-31-8945444

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Stimul-reaction interaction in the development of children's speech

Saidakhmedova Odinakhon
Ibrokhimjon kizi

Tashkent State University of Uzbek Language and Literature, (PhD) Postgraduate Student

According to the behavioral theory, stimulus-response interaction is an important concept in language acquisition. According to this, the child learns all the actions based on imitation, language acquisition is considered as the same process, and the child learns the language on the basis of stimulus-reaction interaction.

Introduction

Language acquisition is a process that is not fully understood, and language learners use language in communication without knowing it. The skills (speaking skill) that are the result of the language acquisition process are also unconscious. Language learning is not done consciously. In other words, language acquisition is unquestionable (unquestioning) learning, informal learning, or natural learning. Assimilation is the process of "gathering" language.

MAIN PART

There is a behaviorist theory of language learning that developed in the 1950s and 1960s. Based on this theory, human behavior, his understanding, perception and measurement of the world are studied. For example, learning a language is similar to learning to ride a bike or play the piano, which is considered a "habit formation." According to the behavioral researchers, children learn their mother tongue from their parents and educators through imitation and receive positive or negative responses to their imitation.

The basis of the behavioral position is based on a set of skills and knowledge. According to the theory of behavioral education, language acquisition is an accumulative process. Individual successes increase at the expense of knowledge and skills, and new knowledge is built on previously acquired experiences and activities. Adults hardly learn anything completely new, which is hampered by their old habits and skills, so the transition from the old to the new is not complete, but partial.

In Uzbek language, imitation can be observed in the process of children's language acquisition. Children are sensitive to the sounds they hear around them. As they receive sounds, they try to pronounce the same sound or group of sounds. In Bloomfield's classic work "The language" examines the process of language acquisition characterization from a behavioral point of view. According to him, language is an oral activity, not a written one. Besides, oral speech is also the basis of written speech. This point of view is explained by the following facts:

- a) children learn to speak before writing without understanding;
- b) not all peoples use writing, but they speak.

There is no nation who has only writing form; however there are peoples who have only language (oral) system.

Behavioral system involves gestures and analogy. We talk or hear about something we have learned. The concept of skill is the base of this approach. Here are some of them:

Jack and Jill are walking down the aisle. Jill is hungry. He sees an apple on the tree. She makes noises with her throat, tongue and lips. Jack jumps over the fence, climbs the tree, and brings Jill an apple. Jill ate the apple.

L. Bloomfield divides this process into 3 parts:

1. The usual actions before the speech: (feeling hungry, seeing an apple);
2. Speech activity (making sounds with the throat, tongue and lips);
3. Listener's response (reaction) - (Jack jumps over the fence, takes the apple, gives the apple to Jill).

Thus, according to this view, speech is a reaction (response) to a particular motivation, which describes the connection between speech and action, but it does not mean that the child learns how to move.

Although the first step in a child's speech development is considered to be an indeterminate repetition of what the child has heard, in reality it is the same sounds that have been reproduced by the child. "Sounds move in the child's ear by maintaining their position. The result is that the child makes a similar sound. It's a series of sounds that teach a child to make a similar sound. For example, in Uzbek, a mother asks her child, "Would you like palov?" and feeds the baby. As this process is repeated several times, the child tries to pronounce the word "palov" as "ashsha" or "asha" when the mother does not feed him when the child is hungry. In Uzbek, the pronunciation of the vowel "o" requires the participation of the lips, as well as with opening of the mouth to the air coming from the lungs, so the child pronounces the vowel "a", which does not require the movement of the lips.

The next step is the response (reaction) of native speaker to this stimulus. For example, in Uzbek, a father tells his child how to call him and asks him, say "Daddy? Daddy! ". The child hears these sounds, and each time when he is asked this question, the child becomes accustomed to muttering like da or dad. All languages have their "working" words, and Uzbek also has such words: for example, ashsha (soup), nanna (bread); when a child asks for drink says umma or fu (water). Such units are adapted form of sounds heard. In a child's speech, almost all of these "working" words end in a vowel. This is because the child does not have the ability to control the flow of air from the lungs to the mouth. We interpret this as a child's imitating. In Uzbek, the child learns and repeats them easily, in the form of incomplete words or syllables.

In the third step, the stimulus and reaction explain why the father said his child "Daddy" for the first time. When a child sees his father, or when his father repeats the above mentioned statement to his child, the child repeats the name of da or dad and creating a new habit in the child: when he sees the doll and feels it, he begins to say da. He uses the word. Adults may not take it as a word, but it exists as an unfinished word.

Conclusion

In conclusion, the child learns to speak in a stimulus-response interaction. When a child sees someone he knows (for example, his father) (stimulus), expressing it in words (reaction) is an example of such a connection. The other connection is the opposite that is, if the child hears the word dad (stimulus), looking around for the person of the same name, i.e. his father or looks at his father (reaction). Thus, according to behavioral theory, the process of language acquisition consists of the formation of habits in the stimulus-response association.

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