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Genesis of Grammatical Structure of a Preschool Child Language

Kateryna KRUTY[1],
Hanna CHORNA[2],
Olena SAMSONOVA[3],
Alla KURINNA[4],
Oksana SOROCHYNSKA[5],
Iryna DESNOVA[6]

[1] Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine, katerina.krutiy@gmail.com

[2] Zaporizhzhia National University, Zaporizhzhia, Ukraine, chorna.a.v@ukr.net

[3] Zaporizhzhia National University, Zaporizhzhia, Ukraine, golovinova.l89@gmail.com

[4] Zaporizhzhia National University, Zaporizhzhia, Ukraine, felixsovna@i.ua

[5] Zhytomyr Ivan Franko State University, Zhytomyr , Ukraine, ksena21031977@gmail.com, ORCID ID: https://orcid.org/0000-0003-4823-1089

[6] Khmelnytskyi Humanitarian-Pedagogical Academy, Khmelnytskyi, Ukraine, irina.desnova0701@gmail.com

Abstract: The problem of formation of grammatical structure of language in pre-schoolers is fundamental for understanding development of children's speech. A brief description of the process of speech formation in preschool children suggests that a turning point in the development of speech is isolation of morphological elements of words from the merged speech material and their synthesis in their own utterances. However, differences in the actual data of researchers prevent discovery of a conditional standard by which grammatical structure of language is formed in ontogenesis. We considered the stages of speech development of a preschool child from birth to seven years old. We have singled out some important scientific facts for our study concerning the child's acquisition of morphology and word formation. Thus, acquisition of grammatical knowledge is based on visual representation. This is quite a difficult way for a child, in which one can identify several stages: focusing on the sound form of a word, establishing a common sound form that is similar in different words, combining this form with a certain element, a phenomenon of the reality, establishing a "hard" connection of the sound complex with a specific phenomenon, and, as a consequence, projection of this sound complex to all words to denote the phenomenon in general ("model - type").

Keywords: *linguistic paradigms, mental development of the child, speech of the child, preschool childhood, stages of speech development, sound form of the word, sound complex.*

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1. Introduction

The problem of formation of grammatical structure of language in pre-schoolers is fundamental for understanding development of children's speech. However, the issue of the genesis of grammatical categories in the speech of a pre-school child is not completely resolved. It should be noted that the traditionally used term "ontogenesis" of grammatical categories does not seem effective, although it is a pedagogical cliché that passes from one scientific work to another. Let's explain our point of view. Semantically, the term "ontogenesis" is interpreted as "individual development of any organism from birth to death" (Melnyk et al., 2019; Melnyk et al., 2021; Nikolenko, 1957; Onishchuk et al., 2020; Shereme et al., 2019; Simich, 1991), while we are interested only in the period from the third to the seventh year of the life of a child. We consider a more appropriate the dictionary definition of "genesis" (from the Greek - generate, create) - the origin (Morozov, 2000). Thus, speaking about *the genesis of the grammatical structure of the language* of a preschool child, we primarily mean the emergence, development and formation of this process.

Grammatical structure, according to an apt remark of the linguists, is the logic of a language, the organizing principle, which ensures the use of all its means in a coherent speech (Vinokur, 1946; Zhinkin, 1958). In his time Sokhin (1979) insisted on the joint efforts of linguists and psychologists on the linguistic and psychological analysis of linguistic phenomena of children's speech, but today it requires a close attention from the scientists working in the field of preschool language didactics and ontolinguistics.

Researchers of children's speech distinguish two interrelated processes in grammar acquisition: imitation and linguistic generalization. Depending on the linguistic paradigm supported by researchers, within this theoretical school the interpretation of the linguistic facts of children's speech is presented, specifically: the imitative approach developed within the framework of behaviourism; the theory of generation of sentences by children, the basis for which is the theory of transformational generative grammar; the studies were performed based on the genetic theory of Piaget (1997), the psychosociological theory of Vygotsky (2000), the activity theory of Leontiev (1972), the theory of speech activity of Leontiev (1968), et al.

2. Analysis of the known researches of development of speech in preschool children

Let us consider in detail several linguistic paradigms, which are still the basis for further research.

Under the influence of psychologists in the late twentieth century it was recognized that a child has a certain level of grammatical competence (Buton, 1984). Theorists of generative and transformational grammar (McNeill, 1970, Braine, 1965, et al), analysing children's speech, put forward different concepts of grammar development, but in some respects, there are certain common features. Let's find this out.

First of all, the fact that a child's grammar is a reality that does not depend on an adult's grammar is recognized. A child's speech is a genetically inherited feature, and development leads to a gradual finding of special rules that allow to transform the deep structures of the brain into the superficialis of a particular language - the language of the environment that surrounds the child from birth (Buton, 1984). Thus, Carroll (1964), comparing a spontaneous production of children's utterances with imitational, proved that a half of personal and only a third of imitational utterances are organized in a complicated manner. The author concludes that imitation, although it contributes to formation of grammar, but cannot be a source of rapid progress in acquisition. According to Bellugi (1970), the presence of super generalizations, which abound in the child's speech, refutes the idea of language acquisition through imitation and learning.

In contrast to the imitative one, the theory of generative grammar (Chomsky, 1972, et al) postulates the idea of the innateness of language abilities, i.e., a certain system of ideas about general grammatical principles. According to this theory, a limited set of universal grammatical rules generates all possible structural types of sentences in a given language. Researchers proceed from the hypothesis that producing a sentence, a child uses the rules of transformational grammar (Lepskaya, 1994). That is why scientists in this field argued that it is necessary to consider not ready-made sentences that were picked from the child's spontaneous speech, but to analyze the child's ability to reproduce new ones. Studying this ability, McNeill (1970) came to a conclusion that a child first perceives abstract grammatical schemes, and then - gradually in the process of operating on them fills them with semantic content.

The founder of this theory, Chomsky (1972), argued that mastering the language requires neither pre-linguistic knowledge nor communication with adults. The only limitation the famous linguist considered was the

amount of memory and levels of attention. These restrictions decrease with the age and then disappear completely. Thus, according to Chomsky (1972), a linguistically capable child is ready to express himself early enough.

In contrast to Chomsky's theory (1972), the researcher Bloom (1970) proved that in the early stages of ontogenesis structurally identical children's sentences have different meanings depending on situation. According to Leontiev (1968), the conceptual scheme of mastering the language as per Chomsky (1972) is only an abstract model that does not reflect important qualities of the authentic language. Leontiev (1968) believes that this scheme cannot be considered comprehensive and should be supplemented by a *pre-linguistic chain*. One cannot ignore the pre-grammatical stages of generating a statement, in particular, the problem of motivation.

Based on the concept of Vygotsky (2000), Leontiev (1968), and Leontiev (1972), developed the concept of speech activity formation in the 70s of the twentieth century. He emphasized that development of a child's speech is primarily development of ways of communication, the mastery of which requires formation of language ability.

Genesis of the grammatical structure of a language is described in the works of Gvozdev (1981), Elkonin (1989), Ushakova (1974) et al. It is proved that formation of grammatically correct speech (morphology, word formation, syntax) is carried out on the basis of a certain cognitive development of the child (Lavrik, 1977). Thus, in the process of word change a child should first be able to differentiate grammatical meanings (meaning of gender, number, case, etc.), because before starting to use a language form, the preschooler should understand what this form means. Therefore, in the process of forming a grammatical structure of the language, a child should comprehend a complex system of grammatical patterns based on the analysis of speech of others, in their own way to know the general rules of grammar on a practical level, generalize these rules and consolidate them in their own speech.

Development of the morphological and syntactic systems of a language in children occurs in close interaction (studies by Arushanova, 1999; Gvozdev, 1981; Koltsova, 1966, et al). The emergence of new word forms contributes to confusion of a sentence structure, and vice versa, the use of a certain sentence structure in oral speech simultaneously consolidates grammatical forms of words (Karpova & Truve, 1987, Yadeshko, 1966).

Let's note that unfortunately there are no modern in-depth systematic research on formation of grammatically correct speech in preschool children, which would cover all ages and the whole grammatical structure of speech (morphology, word formation, syntax), although the bibliographic index of

literature on genesis of speech contains more than 600 items. To clarify a certain sequence in formation of the grammatical structure of language in ontogenesis, we shall use longitudinal and scientific research in this area by both Ukrainian and foreign authors (Gvozdev, 1981; Salakhova, 1973).

Analysis of the known researches of development of speech in preschool children, in particular, diary records, helped us to reveal a conditional standard of the norm of mastering a native language by a preschool child. It is known that the turning point in the development of speech is isolation from continuous language material of morphological elements of words and their synthesis in own expressions of children, which is expressed in the ability to correctly or incorrectly change words by cases, persons, numbers, tenses, etc., as well as in children's word formation. From the moment of appearance in speech of categories of words used in 2-3 forms, there is a leap in the development of speech. This is manifested in rapid acquisition of different types of sentences, productive forms of word change and word formation, as well as in the formation of word forms by analogy.

In parallel with this process there is a process of mastering sounds of the native language, which ends (in case of correct functioning of the articulatory apparatus) together with acquisition of complex types of sentences (Gvozdev, 1981; Salakhova, 1973, etc.).

3. Observation of the child's speech

The first systematic observations of children's speech were made only in the late eighteenth century, when in 1787 the first work appeared, which began the scientific study of child development. This is a book by the German physician and philosopher Tiedemann (1791) "Observation of the development of the child's spiritual abilities". The author published a review of the development of his son's speech from birth to three years (Buton, 1984). In this work, perception of movement and space on the basis of their reflection in the child's speech is compared with the level of thinking of a primitive human. Tiedemann (1791) defends the idea of repetition of phylogeny in ontogenesis, his reasoning about the connection between experience and language was expressed earlier than by Piaget (1997). However, it should be noted that the work of Tiedemann (1791) was almost unknown to contemporaries, it was first mentioned in the second half of the nineteenth century, and at first it was known only in French translation. Valuable observations of the mental and speech development of children were presented in the book by the eminent physician Kussmaul "Research on the mental life of the newborn" (1859).

There are also recordings of speech of a daughter of the famous philosopher, psychologist and historian Hippolyte Teng (1872). These recordings appeared in "The Mind" magazine in 1877, and then in the following issue of this magazine there were recordings by Charles Darwin, who also kept a diary of his son's speech and communicative behaviour, and then published "A biographical sketch of an infant". The history of children's speech linguistics also includes analysis of little Axel's speech behavior by his father, a German physiologist William Preyer (1891). Preyer's work "The Mind of the Child" (1882) was the result of the author's many years of observations, which he conducted at least three times a day: in the morning, at noon, and in the evening. Communicating with his child, the scientist gave a wonderful picture of objectivity and consistency of speech development from five minutes of her life to one year.

One of the thorough works that appeared at the turn of the century was Clara and Wilhelm Stern's monograph (1907) "Die Kindersprache", made on the diary entries of the speeches of their children Guild and Günther. Based on the observation of their children's speech, they came to the conclusion that in the second half of the second year of life there is a turning point in the development of speech. It is as if a child is making a discovery for the first time - each object has its own name. Stern & Stern (1907) summarized his observations with the following conclusions: abrupt increase in vocabulary; children's questions time ("What's it called?"); transition to active expansion of children's vocabulary. The last indicator was considered important by Stern & Stern (1907), because it is at this point that the stages of mental development of a young child are distinguished. The researcher noted that the child develops an awareness of the connection and relationship between the sign and its meaning. This theory of the German scientist was called the "Jump Theory". Later, the Russian psychologist Vygotsky (2000) criticized this theory.

Four volumes of Werner Leopold's work "Speech Development of a Bilingual Child" were published in the 30-40s of the twentieth century. The scientist not only gave detailed records of his daughter Hildegard's speech, but also for the first time analysed the current and previous studies of children's speech. According to Buton (1984), the linguistic material contained in these studies has retained its significance to this day, although there are some difficulties in assessing the accuracy of records, especially in phonetic terms.

In the 30s of the twentieth century Gregoire conducted a fairly thorough and complete monographic study of the development of speech in his children. In the works of the above-mentioned researchers, children's

speech is compared not with the speech of their parents, but with the provisions of grammar, which are taken as the norm, to which the child's speech development always strives (Buton, 1984).

The issue of whether there is an initial, special extra grammar that does not depend on specifics of the native language, or a simplified version of the native language, remains quite debatable. The well-known modern Austrian scientist Professor Dressler (1981) defends the idea of the existence of pre-morphology (author's term) in the period of one-word statements (Buton, 1984).

The outstanding linguist Baudouin de Courtenay (1963) was one of the first to assess the significance of his children's speech recordings for theoretical linguistics. In Russia, there have been several attempts to record children's speech in the family. So, Rybnikov (1927) managed to collect scattered diaries of parents in the 1920s, and then conducted serious research in the field of children's speech.

The mother's diary "Child's Mental Development" by Menchynska (1996), is also known, "Mother's Diary" by Stachynskaya (1924) and Pavlova (1924), records of the phonemic development of the daughter of Salakhova (1973). A well-known teacher and psychologist Kapterev (1999) denied Tiedemann's assertion that language joins thought, arguing that the language and thinking are closely linked. In the child's mastery of articulatory speech, Kapterev (1999) identified two periods: speech awareness and actual speech. Active speech is characterized by various phonetic differences in the pronunciation of words (words-distortion, words-abbreviations, as well as words that are not similar to the words of adults). The scientist agreed with the views of Stern & Stern (1907) that a child's speech is creative and does not depend on communication with an adult, therefore, it should develop independently and without the intervention of others (Kapterev, 1999). Of course, we agree with the first part of this thesis on the creative side of children's speech, but we cannot agree with the second. It is obvious that a child's language and speech depend on the surrounding speech environment. Thus, all these works prepared the ground for further research on children's speech.

One of the first who began a comprehensive study of the young child in domestic psychology, was Sikorsky (1909). Starting with the study of a child of this age, the author conducted careful observations of the physical and mental development of his own children, as well as observed new-borns in maternity hospitals and their development in orphanages. It is worth noting that the scientist's research covered all aspects of the child's mental development. A significant contribution to the development of domestic

research was made by Lange (1914), who was a supporter of the widespread use of the experimental method in mental research. Using the rich materials of his own observations and other well-known researchers of childhood, Lange (1914) gave a brief but at the same time quite meaningful description of the development of an infant.

Zenkovsky (1995) who explored the most important problems of mental development of children, also made an invaluable contribution. According to the scientist, "... the physiological side of speech actually ends, in general, at the age of about four years, but grammatical development does not yet reach a stage where the child can speak in the interests of his thoughts".

Scientific activity of psychologist Blonsky (2001) was multifaceted, in particular, he paid attention to the study of mental development of children from an early age. The scientist considered that the main means of intellectual development in the initial period were the native language and mathematics. For mastering the language, practicing of children in naming objects and their classification is of paramount importance. Such exercises were considered by Blonsky (2001) both as a subject lesson, and as a lesson of logic, and as a lesson of grammar. The scientist considered teaching of grammar as development of a child's ability to subordinate the process of speech to a logical series of ideas. In this he saw the key to the true mastery of the language.

Practically verified are also studies of a modern linguist who cares about the problems of children's speech development, Professor Tseytlin & Eliseeva (2000), who was able to coordinate the efforts of many interested scientists, students, parents to record children's speech. Unfortunately, thorough observations of formation of the grammatical structure of language in Ukrainian children do not yet exist. To clarify a conditional standard of the norm of speech development, we still use the diary entries of Gvozdev (1981), who consistently recorded the speech of his son Eugene, and then accompanied his notes with a linguistic commentary (the full diary was published in 1981).

4. Theoretical provisions on mental development of a child

In the analysis of peculiarities of the mastery of grammatical reality by a preschool child, we rely on the basic general theoretical provisions concerning mental development of a child clarified in psychology and linguodidactics (Vygotsky, 2000, Zaporozhets, 1967, et al). In contrast to interpretations of speech of a child as a development of the "innate

tendencies", "intuitive discoveries" (Stern 1907, Buhler, 1924), or as the interaction of the "innate language ability" and language activity (Chomsky, 1972), psychologists and linguodidactics consider development of speech of a child as a socio-historical conditionality.

Research of Ruzskaya (1988), Smirnova (1987) and others, on the issue of speech of young children proved relationship between the peculiarities of joint activities with adults to master socially produced ways of using environmental objects and the peculiarities of development of situational-business form of communication with adults, who set the child a task of mastering the native language.

Thus, according to a study by Ruzskaya (1988) it was proved that the emotional communication of a child with an adult helps them to accept the task and creates conditions for successful acquisition and use of certain words. It should be noted that the social foundations of speech development in preschool children have also been intensively studied and are being studied by a number of foreign psychologists and educators (Braine, 1965; Kantor, 1952; MacWhinney & Bates, 1987; Stern & Stern, 1907). Accordingly, the research of Clark and the results of processing the computer program "Childes", Stern & Stern (1907) and McWinney & Bates (1987) show that the appearance in the speech of a young child of certain formal constructions (instructions, requirements, etc.) is preceded by establishment of appropriate social relations of the child with others.

In addition to the linguistic aspect of the child's mastery of grammar, it is legitimate to take into account the psychological aspect, which is based on understanding the relationship of the situation with a verbal description of what happens in this situation before the child begins to use words and sentences in more or less formed form (Endovitskaya, 1955). The child understands them under the influence of grammatically correct speech of adults (address, order, story, speech accompaniment of game actions, etc.) and performs actions available to them.

The scientific achievements of modern researchers of children's grammar allow us to conclude that children learn the grammatical structure of a language actively throughout the preschool years (and not just from two to five years old), and most intensively - in older preschool age.

It is known that at the end of the first year of life a child responds correctly to the appeal: "Give me your hand", "Give nanny your hand", "Come to me", "Call the pussy" and so on. The fact that the child varies the performance of actions depending on the features of the grammatical structure of the language of adults, indicates its awareness of the relationship between language and action (Strunina, 1979). Gvozdev (1981) argues that the

primary core, the basis for further formation of the concept of grammatical categories, is the meaning of a word. The researcher argued that acquisition of meaning does not initially have a grammatical expression and only later, as the child learns language tools, becomes a meaning of a grammatical category. Defining an object with a shapeless word appears in a child before the object is expressed in the form of a possessive case. This period is a stage of passive acquisition of grammatical structure of the language.

Observations of scientists show that children at 10-12 months use such words and expressions as *"mummy", "nanny", "daddy", "ks-ks", "av-av"* (Nikolenko, 1957). Some children of this age use such words not only in the nominative form, but also for the purpose of more active contact. Krasnogorsky (1952) notes that young children already have a significant synthetic closure of the cerebral cortex. A well-known physiologist claims that children, even before they are capable to form a word, synthesize stressed syllables of different words in a two-link chains, while the second year of life, writes Krasnogorsky (1952), is a period of particularly rapid organization of vocabulary chains, i.e., combinations of words into successive language complexes, or language patterns.

This is also confirmed by a study of speech development in young children, conducted by Gvozdev (1981). The beginning and duration of the state of passive mastery of grammatical structure depends on many factors, the main of which is the educational speech influence of adults. In the conditions of active speech communication, a child at first recognizes the conversation of adults directed to it and realizes its meaning in the actions (Smirnova, 1987). Only under this condition a child imitates grammatically formed verbal expressions and gradually and actively masters the grammatical structure of the native language.

Acquisition of grammatical forms of language by a young child is a directed process, not a mechanical imitation of them from adults. It is due to the child's desire to assume control over a situation or avoid it. Depending on the situation and verbal and intonational entourage, this higher stage in the development of children's language is characterized by appearance of predicative speech. Predicativeness, conveyed by words and intonation, is the basis of a sentence. Without predicativeness, sets of words have no practical value in human communication. Research data by Nikolenko (1957) testify to the appearance of predicativeness in children's speech at the end of the first - beginning of the second year of life. The main feature of predicativeness in the language of children of this age is attribution of the content of what is said to the reality. A child already shows awareness of predicativeness in passive language, i.e., when adults address to it. Without

this address, a child would not be able to perform at suggestion of an adult, even a primitive action that is not directly imitative.

In the following stages of language development, predicativeness is clearly evident in the child's speech in one-word sentences. Single-word sentences, depending on the situation to which they relate, as well as the desire to convey something in the word, different in content and intonation (nominal, imperative, address). The one-word sentences we observe in many children at the beginning of the second year are the first actively used grammatical form of their language.

Let's note that the result of the study by Nikolenko (1957) testifies that children, using one-word sentences, express in them their affirmative or negative attitude to reality, communicate with their help, act in accordance with their content. This is the evidence that single-word sentences perform the same function as common sentences, in which the subject and predicate are clearly expressed grammatically. If we do not recognize predicativeness in one-word sentences, then we should object to the predicate in them, without which these sentences would be meaningless. According to Nikolenko (1957), this does not mean that in the speech of a young child there are no meaningless expressions and one-word sentences.

Children of the second year of life mark with one-word sentences names and actions depending on a situation, express an order, an address. The fact that the same sound form of the expression is sometimes used in different meanings, indicates diffusion, slight differentiation of one-word sentences. In these sentences, children use any part of speech in the noun-verb meaning. Giving words predicativeness, preschool children use them as a subject-predicate (Zeitlin, 2000).

Initially, predicativeness in the child's language is caused by the existing specific situation. The child names objects and actions, and the adult distinguishes the meaning of the words he uses by the objects and actions of the situation. Later in the one-word sentences of a child it is possible to distinguish the nominative case of names, the imperative form of the verb, predicative adverbs (Nikolenko 1957).

Differentiation of words-expressions in one-word sentences promotes deeper mastery of predicativeness by the child. What the child says is relevant not only to the existing but also to the imagined desired situation. By the meaning and intonation of the word used by the child, we understand this situation. This feature of the speech of a young child is clearly visible in its requests *"give", "take", "me"* and so on. In such speech there is sometimes an inflectional change of the form of the word depending on the meaning of what the child wants to say: *"Monya" here is milk, "moni"* - give me some milk.

This is a new, higher stage in the development of a child's speech at an early age, namely, mastering of the grammatical structure of the language (Gvozdev, 1981, Nikolenko, 1957).

It is clear that mastering word inflections is the highest stage of mastering the grammatical structure of a language. The use of inflections is related to the situation to which the child addresses in speech, using first one-word and then two-word sentences, and gradually masters the inflection of the word. This process is complex and directly related to development of the ability to combine words in a sentence, the way of management and coordination. More complex forms of communication of the child are possible only under the conditions of using various grammatical forms of number, aspect, gender and time. Manifestations of flexion in the child's speech can be seen in the first half of the second year of life. During this period, children begin to use the genitive case, the plural form when they ask for something, or a message-statement *("moni", "mummy bought a ball", "daddy bought cubes").*

In the second half of the second year and in the third year with the development of the vocabulary of the child's speech and mastery of multi-word sentences in the process of communication in more complex situations, the process of mastering word flections is more successful if it is controlled.

Krasnogorsky (1952) notes that a child at the age of 3 "learns speech patterns of up to 10 words in a chain in a relatively correct grammatical structure". Therefore, Nikolenko (1957) testifies that children master the flections of the plural in the nominative case of nouns and the plural of the first person of a verb already at the stage of using nominal one-word sentences. The process of acquiring grammatical agreements by children is associated with acquisition of multi-word sentences, a common simple sentence in which parts of speech are no longer diffuse, as in a single-word sentence, but differentiated, in its meaning and role in the sentence. An important role in this is played by full words, which the child masters at the end of the second and beginning of the third year of life.

Mastering agreement and control of words in a sentence end the process of learning basic laws of grammatical structure of the native language by children. The ability to agree and manage words in a sentence and use prepositions as guiding words, according to Gvozdev (1981), Nikolenko (1957) is typical for most children in the third year, if adults properly develop their speech. Scientists testify (Gvozdev, 1981; Nikolenko, 1957; Rosengart-Pupko, 1963, et al) that it is possible to observe free speech of children, casual story "speech-accompaniment" during objective actions, games and speech stimulated by questions or suggestions to tell what the

child saw on the way to the nursery school, during a walk, a task to compose sentences from the given words, and so on.

Thus, the famous researcher of early childhood speech Rosengart-Pupko (1963) proved that the word at this age does not have a stable subject correlation, behind the word used by a child, there is only a designation of a known quality, but not necessarily a synthetic designation of the object.

The materials of the above research show that the "free" speech of children is poorer in its vocabulary and grammatical forms than stimulated speech. In unstimulated speech, children are mostly limited to single-word, uncommon sentences, omit the subject or predicate during speech, do not always use the grammatical forms that they already know. Speech, guided by stimuli, is more organized, constructed correctly from the grammatical point of view. The role of stimulation in the development of speech in young children is of great importance.

Scientists have proven that when choosing means of stimulation, care should be taken to ensure that they intensify the use of new words and grammatically correct sentence structure, cause the child to resort to agreeing and managing words in a sentence, and therefore use appropriate case, temporal and personal forms of words (Gvozdev, 1981). Researchers of speech of young children (Nikolenko, 1957; Salakhova, 1973 et al) also testify that at different stages of speech development children's attention is focused on intonation-rhythmic structures of the native language. Mastering the first words and combinations of them, the child uses words in a merged, not dissected into morphemes form and in such a grammatical form, which was perceived from the speech of others. Combining words into independent speech constructions, children cannot restructure borrowed word forms according to their own utterances, hence the original, sometimes roughly non-grammatical constructions of invariant word-roots appear, which are used only in one form.

A brief description of the process of speech formation in preschool children suggests that a turning point in the development of speech is isolation of morphological elements of words from the merged speech material and their synthesis in their own utterances by children. However, differences in the actual data of researchers prevent identification of a conditional standard by which the grammatical structure of language in ontogenesis is formed.

Let's analyse data on accumulation of vocabulary with different authors. Discrepancy of the indicators of the accumulated words in the child's vocabulary is significant (from 20-30 words to 500). An attempt to

identify the stages of formation of the grammatical structure of the language in children was made by the Stern couple (1907).

The first period (from 12 to 18 months) the authors consider appearance of sound complexes associated with lexical content, but devoid of "grammatical" form. They come to the conclusion with complete clarity - a sentence goes before a word, so everything the child wants to say, is said with one word.

The second period of grammatical development of children (18-24 months) the authors consider appearance of syllables to denote words in a sentence, i.e., there is a transition to the syntactic form of the sentence (according to Stern & Stern (1907), the subject stage in the development of apperception). According to estimates of the speech of his children, Wilhelm Stern (1907) gave the following indicator - at the age of 15 months 100% of words were nouns.

The third period (from 2 years to 2 years 6 months) the authors consider the period of flections. Thus, the etymological process follows the syntactic (Zenkovsky, 1995). The last, the fourth period (from 2 years 6 months and onwards) researchers call the period of syntactic development, specifically: emergence of subordinate clauses.

Analysis of the given observations and scientific researches testifies, on the one hand, that there is an interest in speech development of pre-school children, on the other, that there is a lack of synthesizing work on the outlined problem. Until now, the problem of forming grammatically correct speech has not become the subject of a special research. Certain problems are covered in fragments, because attention of the scientists was attracted only by some narrow issues. Unfortunately, there are no thorough studies of the genesis of children's speech in modern Ukrainian science.

In most cases, we still use studies of the speech of preschool children of either beginning (at best, the middle) of the twentieth century, or results of surveys of Russian-speaking children. In due time Vygotsky (2000) warned researchers working in the field of child psychology that all the psychological patterns found and discovered by them are valid for a particular child - a child of its time. The well-known psychologist emphasized that it is impossible to consider a modern European child from an intelligent family in isolation from its socio-cultural environment.

An invaluable contribution to the development of science was made by Gvozdev (1981). In the future, the generalized indicators proposed by the author became a well-founded criterion for checking the rate of speech development of a modern child. However, it should be noted that Gvozdev (1981) made mistakes, not taking into account the differences between

language and speech, language and speech activity, he considered it possible to view language acquisition as its development.

Children's speech and "language material" (Scherba, 1974), "speech works" (Smyrnytsky, 2011), as an object of linguistic analysis, the scientist viewed upon as phenomena of unformed or formed language (Sokhin, 1979). According to Sokhin (1979), "there is no reason to consider children's speech as a developing language, i.e. the process of acquiring a subject to pass for development, improvement of a subject - for mastering it".

Based on the reviewed processes of formation of different types of sentences, parts of speech, grammatical categories, Gvozdev (1981) proposed to identify the main periods, which are characterized by specific features. The "Scheme of normal development of children's speech" compiled according to his research by Zhukova et al. (1990) in the view of modern times does not reflect all expectations of scientists and practitioners. First of all, it is debatable to determine what can be called normal speech development, and what cannot. We agree that Gvozdev's (1981) observations (with linguistic analysis) based on the ontogenesis of his son's Eugene speech at that time (1949) were thorough and convincing, but we should not rule out the fact that modern children's speech is already very different from speech children of the 30s of the twentieth century.

For comparison, we give the periodization proposed by the linguist. Thus, *the first period is the period of sentences* that consist of *amorphous root words*. This period has two stages - "one-word sentence time" (15-20 months); "time of sentences of several words" (20-22 months). Let's note that the linguistic expression "amorphous root words" was introduced into circulation by Gvozdev (1981) for children's babbling words, which are used by a child always in the same form until a certain point.

The second period is the period of mastering grammatical structure of the sentence. It has three stages: the time of formation of the first forms (22-25 months); the time of using the flectional system of the Russian language to express the syntactic connections of words (25-27 months); time of mastering the auxiliary parts of speech to express syntactic relations (27-36 months). The third period Gvozdev (1981) called the period of mastering the morphological system of the Russian language (3 years - 7 years), without breaking this period into stages.

The data of the conditional standard of norm are important for us because they in a concrete form reflect the process of mastering of a native language by the child in which mastering and isolation of some elements and units of language is correlated with mastering of other units and phenomena. The conditional standard of normal development of children's speech allows

to illustrate that some language groups are already mastered, others are mastered only partially, and the third - cannot be mastered even in the near future. According to longitudinal studies of preschool children speech, it is possible to make a conditional standard of the norm of formation of grammatical structure of language in ontogenesis. Thanks to Chukovsky's (1962) good grace we still use his formula "from two to five", which does not reflect the true age limits of language acquisition. The well-known psycholinguist Saharny (1989) states that "this process begins long before two years and in no way ends before five years, ... it is difficult to determine where it begins and where it ends".

5. Stages of speech development of preschool children

In the context of our study, we will try to summarize all known studies of the genesis of children's speech and identify *stages of speech development in preschool children*.

In our opinion, the term "stage" is more accurate for definition than "period"; "*stage* is a phase in the development of something" (Ozhegov, 1999), "a certain degree of development of something, a phase of development" (Pustovit, 1979), or "a certain degree in the development of something that has its own qualitative features" (Morozov, 2000), and the period is "the timespan during which something happens, begins, develops and ends" (Ozhegov, 1999).

We will use the term the *stage of speech development of a preschool child*, meaning the degree of mastery of the language and speech by a child, which has its own qualitative features that have been formed in a certain period of time. In Appendix B we present the content of each stage, which we singled out in the process of analysing researches available to us. Let's note that in the content of the table was used the research and approaches as per periodization by Gvozdev (1981), Markova (1974) et al.

Thus, taking into account a close interaction of morphological and syntactic systems of language, we will *conditionally distinguish four stages of language and speech development of preschool children*.

1. Agreeing with the studies of the early and mid-twentieth century (Gvozdev, 1981; Rybnikov, 1927; Stern & Stern, 1907; et al), we shall give a description of **the first stage - the stage of sentences**, consisting of amorphous root words (from 15 to 22 months). This stage has *three periods: the first period* - amorphous root words, *the second period* - the period of

awareness of speech by the child; *the third period* - from several root words (Gvozdev, 1981).

1.a. The first period of the first stage (15 - 18 months). This is a short period in which the child uses only individual words as a sentence (single-word sentences). A child's speech consists of a small number of words used to express desires, needs, impressions, and so on. Mostly in this period, the baby is actively using extralingual means of communication. *The first words used by the child do not have a certain grammatical form*, they are amorphous root words. In different sentences, the root words are used in the same sound pattern, without changes. The basic part of words are nouns denoting the names of persons, objects, sound imitation. We shall remind that according to Zenkovsky (1995), at the age of 15 months a child's speech consists of 100 per cent of nouns.

1.b. The second period of the first stage (from 18 to 20 months) is the period of development of speech awareness by the child. At this stage, there is the most intensive development of such a reaction as awareness of proposals of an adult, not suggested by the situation (according to Pechora, 1975, - in 89.3 per cent of children). Let's note that this developmental function is quite abrupt, it appears simultaneously in almost half of the observed eighteen months old children (speech of a total of 87 children were analyzed). Thus, Pechora (1975) argues that during this period the ability to listen to short stories, not suggested by the situation - a "story without a show" is formed.

1.c. The third period of the first stage (from 18 to 22 months) is the period of sentences of several root words. During this period of speech development, the child combines in one utterance first two and then three words, that is, a phrase appears in the child's speech. Most children do not have a grammatical connection between words. The child combines words into expressions, connecting them only with intonation, common situation. Nouns (comprise 78%) are used either in the nominative singular, or in abbreviated form, or in a distorted or invariant forms (Zenkovsky, 1995). The process of selection of morphological elements is abrupt and is quite individual for each child (Gvozdev, 1981). Verbs in the child's speech are recorded as infinitives (22%) or in the second person singular of the imperative mood (Lalaeva & Serebryakova, 1999). In the process of combining amorphous root words, the child does not set and does not solve the problem of choosing the necessary grammatical form of the word in different phrases. According to Feofanov (1962), two-word sentences appear at the age of 19 months and are rare; then they become normal and "rule" for up to 2 years. During this period, children also develop the ability

to generalize objects on the basis of essential features. According to studies by Sukhenko (1963) and Pechora (1975), generalizations in active speech are more complex than in passive speech, and are formed earlier, as well as the child's own active speech.

2. The second stage is the stage of mastering the grammatical structure of the sentence (1 year 10 months - 3 years). This stage covers three periods.

2.a. The first period of the second stage is the period of formation of the first word forms (1 year 10 months - 2 years 1 month). During this period, children begin to distinguish between different links of words and sentences (Lalaeva, 1999) and to use different forms of the same word (Gvozdev, 1981). The first grammatical forms of nouns are the forms of the nominative singular and plural, the forms of the accusative, sometimes the genitive case; children don't use prepositions and don't understand them, relying only on the logic of subject relations (Sokhin, 1979). Sukhenko (1963), observing preschool children, gives many examples of their awareness of everyday speech of adults addressed to them. During this period, grammar is growing more complicated, specifically: sentences of three words appear, new parts of speech are used - adjectives, pronouns (Pechora, 1975).

Peculiarities of mastering the rules of word formation were studied by Gvozdev (1981). In particular, he claimed that derived nouns were among the first to appear in a child's speech.

Word formation of nouns begins with the appearance of the first diminutive suffixes (21-22 months) (Gvozdev 1981).

At the age of 21 months, they exist unchanged in different sentences, where one should expect application of different forms. This initial form is, as noted by the scientist, the nominative singular. After 21 months children begin to use singular and plural nouns, their diminutive forms, forms of nominal, genitive, accusative cases. At the age of 23 months formations indicating the ability to identify the first morphological elements appear in children's speech.

At the same time, Gvozdev (1981) concluded that adjectives appear much later in children's speech than nouns. According to the author, even adverbs appear earlier than adjectives. However, this phenomenon is quite natural. The scientist observed the first examples of the use of adjectives before they began to appear systematically. According to him, the reason for this is repetition of phrases used by adults. A characteristic feature of speech of children under 2 years old is the use of the genitive case of nouns together with possessive adjectives.

The peculiarity of the use of adjectives is their postposition in relation to nouns. This, according to Gvozdev (1981), indicates that the grammatical category, which is mastered later, is used in the sentence after the category that was mastered earlier. Grammatical forms of verbs are fixed in the imperative mood of the second person singular, form of the third person singular of the present tense (without alternation in the base). At the age of two, adjectives appear, more often in the form of masculine and feminine nouns, but without agreement with the noun (Serebrennikova, 1953).

Thus, in the first period of the second stage, the first grammatical relations between words begin to appear: relation of the noun in the nominative case with the verb, some forms of verb government, the sentence structure expands to 3-4 words, but speech still has a large number of grammatical errors. In this period there is a phenomenon of shifted reference, or "stretching" of the meaning of words (Kubryakova, 1989), "supergeneralization" (Ushakova, 1974).

2.b. The second period of the second stage is the period of using flections to express word connections (from 2 years 1 month to 2 years 3-6 months).

Complexity of the flectional system of the Ukrainian language does not allow the child to simultaneously learn all forms of accidence. Scientists (Arushanova 1999; Koltsova, 1966, et al) have proved that the sequence of acquiring grammatical forms by a child is primarily determined by semantic function and the frequency of use in the speech of others. A characteristic phenomenon of this period is combination of root and flection, which is expressed in the absence of alternation, suppletion (Gvozdev, 1981). During this period, the child learns the most productive rules of inflexion, according to Coseriu (1977) - the system, and later - begins to acquire the norm, that is, there is differentiation in the system.

According to Gvozdev (1981), the first in the child's speech appears the suffix -ochk-. For the first time the scientist observed and recorded it at 2 years and 2 months, at 2 years and 3 months the suffix -chik appears, at 2 years and 4 months the suffix -k- was noted. Gvozdev (1981) noted that after 4 years there are cases of word formation by omitting this suffix. The suffix -ik appears in the speech of a child at the age of 2 years and 8 months, a month later - the suffix -enk-.

Accidence of adjectives is not yet fully mastered, most often adjectives are used after nouns, but personal pronouns are already mastered. According to Rybnikov (1927), a chaotic arrangement of members of a sentence is due to either emotional state of the child, or external impressions.

At the age from 2 to 2.6 years Gvozdev (1981) recorded only 23 adjectives, most of which were qualitative adjectives, specifically: 1) adjectives denoting size (recorded appearance at the age of 2 year); 2) colour (2 years); 3) taste (2 years 2 months); 4) temperature (2 years 4 months); 5) weight (2 years 4 months); 6) assessment of: a) items (dirty - 2 years 3 months, clean 2 years 4 months); b) persons (poor 2 years 3 months). In addition to quality, possessive adjectives appear.

Complex sentences appear in the speech of a child of this age, first without conjunctions, and then with them (Gvozdev, 1981). There is also an extension of sentences to 5-8 words.

2.c. The third period of the second stage is the period of acquiring of prepositions in children's speech (2 years 3-6 months - 3 years). At this age, the child is able to subtly differentiate speech forms, more and more correctly in terms of grammar to build sentences. Interest in the word and playing with it noticeably increases, the child reproduces new words (Yurtaykina, 1994). The pre-schooler uses simple prepositions and many conjunctions, but the use of complex prepositions (from-under, because of, etc.) sometimes leads to grammatical errors (Sokhin, 1979). Researchers of children's speech recorded agreement of adjectives with nouns in indirect cases, acquisition of auxiliary parts of speech. According to Feofanov (1962), in the period from 2 to 3 years there are often sentences with the number of words from 2 to 5 (the verb has 2-3 dependent words) in the child's speech.

Thus, at the end of the second stage, acquisition of the rules of word formation just begins. Preschool children use many grammatical forms, but the morphological and word-forming systems is not yet mastered.

3. The third stage is the stage of further formation of the morphological system (from 3 to 5 years).

At the beginning of the fourth year of life, the child already possesses all means necessary and sufficient for full interaction. The child's speech is situational, there are many incomplete sentences, which is characteristic of dialogic communication (Strunina, 1979). Communication is also carried out by extralingual means (Arushanova, 1999). In the study of Nikolaychuk (1990) the types of form and word formation of verbs in the speech of young children were found out. Formation of verb collocation, according to the scientist, can be carried out only in conjunction with enrichment of the child's vocabulary, formation of phonetic perception, coherent speech.

At the age of 4 years and 3 months, the suffix -ok appears in the child's speech; suffix *-k (o)* at 6 years 5 months. Among the suffixes of

coarseness Gvozdev (1981) records the appearance of the suffix *-ishch-* (3 years 3 months). The diminutive suffix *-enk-* is the most common. Gvozdev (1981) concluded that a child can independently create adjectives with this suffix. On the fifth year of life, there are significant changes in acquiring word formation methods and children can learn the elements of word-formation analysis (Federavichene, 1981). At this period, the child systematizes grammatical forms by types of declension and conjugation, learns single forms, exceptions. There are cases of immobile stress during word change in the speech of children of this age, tendencies to unify the basis of the word in the process of mastering practical grammar are observed in children of this age, various grammatical errors, or so-called occasional forms (i.e., single, random) (Ozhegov & Shvedova, 1999).

The main speech mechanism of occasionalisms is "hypergeneralization" (according to Ushakova, 1974), i.e., excessive generalization of the most frequent forms, inflection by analogy with productive forms.

According to Feofanov (1962), at the age of 3 to 4 years the number of sentences consisting of 1-2 words is only 36%, 3-5 words - 38%, 6-10 words - 26%, while situation changes somewhat in a child aged 4 to 5 years. Thus, the number of sentences consisting of 1-2 words is already 32%, 3-5 words - 32%, and 6-10 words - 33%.

Thus, the result of the third stage of speech development of the child is systematization of grammatical forms by types of declension and conjugation, acquiring exceptions, tendencies to unify the word base, occasional forms, inflection by analogy to productive forms.

4. The fourth stage of formation of grammatical structure of language, in our opinion, is **practical mastering of norms and rules of word formation (from 5 to 7 years)**. At this age, the child "bravely goes beyond the known, well-learned" (Arushanova, 1999), word formation is active, there are interesting children's speech innovations. It is the innovations that indicate that the child does not reproduce a cliche, but actively forms it independently. Verbs are the most frequent words used in speech, denoting: movement *(run, walk, ride),* speech *(speak, ask)*, mental activity *(think, listen),* emotional experiences *(worry, scare, feel sad)*, as well as verbs-connections *(be, is)*, etc. Although verbs are in second place in terms of frequency of use in speech, but they convey information in a phrase when perceiving the meaning of a phrase. This is due to simplicity of perception and recognition by the preschool child of the final affixes of verbs, their compatibility with other words in a phrase.

According to Feofanov (1962), verbs in the future tense are used by up to 5.4% of children in the seventh year of life from the total number of verbs used in speech (over 700), verbs of the past tense - 50%, present tense - 44.6%; adverbs of time - 12%, mode of action - 8.5%.

Lepskaya (1994) studied acquisition by children of verbal government methods, specifically, their interpretation and grammatical structure. The study was conducted on the basis of material obtained from observation of spontaneous speech in children aged 2.6 to 6 years. In the research materials of Koltsova (1966) and Chukovsky (1962) were also used. The research results of Lepskaya (1994) can be presented in an abridged form as follows: awareness of different meanings of actions occurs in children early enough (2.6-3 years), as evidenced by the correct use of appropriate grammatical forms. Dichotomies underlie children's differentiation of action values: completeness/incompleteness; effectiveness/ineffectiveness. Initially, these dichotomies are of syncretic nature (there is no internal differentiation of each of these oppositions), and only in the process of familiarization with the environment by the child they differentiate. Children's mastery of methods of action reflects a complex mental activity, the results of which are embodied in language through grammatical indicators, which are also gradually becoming more complicated.

A study by Lopatynska (2000) revealed typical errors in acquisition of prefixal verbs by older preschool children: inaccuracy in the use of prefixal verbs in speech; limited number of uses of prefixal verbs; semantic replacements of one prefix with another; errors in alternation of consonants and vowels during formation of new words; inconsistency with the norm of using a prefix verb with a preposition; mixing the meanings of verbs of motion, action, state. The author identifies the following reasons for typical errors in the use of prefixal verbs by children of older preschool age: logical incompatibility of the semantics of verbs of action, movement, state and prefixes due to misunderstanding of stylistic mismatch of verb base and prefix; insufficient attention of educators to enrichment of children's speech with prefix verbs; undeveloped methods of teaching word formation to children; limited number of lexical verb units that are included in a single semantic field in the speech of others; inability to form words according to a pattern, scheme-model.

Smaga (1992), studying the peculiarities of awareness of the semantic side of the word by pre-schoolers, concluded that without special training there is a basic awareness, the older pre-schoolers have adequate ideas about the word as a whole. However, as the author notes, children of this age pay more attention to insignificant features, as well as facts that are related to

personal experience. According to Feofanov (1962), at the age of 5 to 6 years the number of sentences consisting of 1-2 words is only 27%, of 3-5 words - 30%, of 6-10 words - 43%. Thus, the result of this stage of speech development of a preschool child is active word formation, emergence of interesting children's verbal innovations; mastering word relations in phrases (agreement, government, matching); intonation of the sentence.

We considered the stages of speech development of a preschool child from birth to the age of seven. *Let's highlight some important scientific facts for our study concerning acquisition of morphology and word formation by the child.*

Thus, Gvozdev (1981) proved the following sequence of mastering grammatical categories: number of nouns, reduced and diminutive nouns, hortative / imperative, cases (they help the child to express orientation of objects in space), tense and person of verbs. It is possible to trace the path from concrete forms to more and more abstract ones, from simple, formal expression (reduction) to a complex one, which is difficult to correlate with a particular situation.

Thus, acquisition of grammatical knowledge is based on visual representation. This is quite a difficult way for a child, in which one can identify several stages: focus on the sound form of the word, establishing a common sound form that is constant in different words, combining this form with a certain element, reality, establishing a "hard" connection of the sound complex with a specific phenomenon, and, as a consequence, projection of this sound complex to all words to denote the phenomenon in general ("model - type").

The number of adjectives in the speech of a preschool child increases due to enrichment of ideas about the different qualities and characteristics of objects and their actions, depending on the observation ability of both objects and speech of adults and peers. In the research of Makovetska (2000) elucidated peculiarities of the use and awareness of nouns and adjectives formed by suffixes of subjective evaluation by older preschool children.

According to the research, a number of typical word-forming errors were recorded in children's speech: irregular replacement of a less used suffix with a more used one, words with a suffix of subjective evaluation by a phrase; use of vulgar suffixes, inaccurate use of words with suffixes denoting different degrees of reduction of the attribute, etc. The scientist sees the causes of typical errors in word formation in the semantic versatility of words formed with the help of suffixes of subjective evaluation;

vagueness, inaccuracy of speech of adults who communicate with the child (Makovetska, 2000).

Feofanov (1962) testifies that in the speech of 6-7-year-old children 64% of adjectives are used in nominal case, 16% - in accusative case, 3.4% - in possessive case, 5% - in dative case, 5.5 % - in ablative and local cases.

The leading place in the morphological structure of oral speech belongs to nouns and verbs. Pidhorna (1977) attributed this primarily to the visual thinking of the older pre-schoolers, which is associated with the phenomena and facts known to them. In children of this age there is a close relation "object - action", through which they express the main function of the named noun. One can agree with the conclusions of the research conducted by Dubovyk (1998), who noted inconsistency of the level of knowledge and skills associated with the practical mastery of the grammatical category of the case, even the requirements for the initial language and speech training of students.

In the speech of preschool children, adjectives are rarely used. This can be explained by various reasons. The main one, in our opinion, is that the child tries to tell first of all about what is depicted and what action the picture conveys, rather than how these objects and action are depicted.

Gvozdev (1981) came to the conclusion that word formation in preschool age is characterized by the use of independently formed words and their forms, both as formations by analogy and forms that coincide with the generally accepted ones. However, according to the scientist, the child picks up the conversational and everyday style of speech, so some suffixes, including those with diminutive meaning, suffixes with shades of coarseness remain poorly acquired by the child. Nouns with suffixes of coarseness, as noted by Gvozdev (1981), for example, with the suffix -ishch- appear in the speech of children at the age of 6 years 5 months.

Initially different aspectual meanings are expressed analytically, morphological methods are acquired by children later. It has been proven that suffixes appear first, followed by prefixes. Initially, prefixes are perceived by children as elements that convey the spatial-temporal shades of action. Actually, the aspectual meanings of prefixes are understood later, and their interpretation lags behind the correct spontaneous use. The possibility of correct interpretation, according to Lepskaya (1994), is due to conscious acquisition of grammar in school.

In the research of Karpova (1987) we find important for us conclusions, which we shall use during the educational experiment. Thus, the scientist claims that "under conditions of spontaneous formation of mental action (separation of words from a sentence) this process evolves

extremely slow; the child may linger for a long time at certain stages". The research of Belyakova (1982) was devoted to elucidating possibilities of forming elementary awareness of language phenomena in children. The scientist proved that in the preschool age separation of speech activity as a special type of human activity and awareness of the communicative function of speech is formed spontaneously (Belyakova, 1982). This awareness is becoming quite clear in the middle preschool children. Older preschoolers spontaneously form some ideas about the structure of speech (ideas about the word, the verbal structure of the sentence). However, according to Belyakova (1982), it is quite difficult to analyze the verbal structure of a sentence without special training.

Sokhin (1979), emphasizing teaching of language to preschool children, wrote that "children are not given scientific, linguistic definitions of units of language or speech, ... although it does not imply that they do not remember any definitions. Children learn such definitions, which in logic are called ostensive (Latin "ostension" - show, "ostendo" - show as an example). Thus, the term "word" for a child acts as a synonym for "speech in general", "speaking" (Karpova, 1987). The use of the ostensive definition of a word (definition by visual demonstration of the word, examples of use, etc.) helps to clarify the ideas about words in preschool children. Psycholinguist Saharny (1989) argues that the child actively acquires knowledge not only ostensibly, but also "through conscious verbal learning - through description, interpretation, etc."

The results of research of Aidarova & Saveleva (1972) on formation of the linguistic development of primary school children give grounds to conclude that the child has no idea neither about language nor the ways and methods by which this system can be analyzed. However, in order to translate the practical mastery of speech into a theoretical aspect, a special training is required, which is not started from scratch, it is based on achievements of preschool age.

Comparison of the processes of formation in the genesis of different aspects of speech, including grammar, enabled Beltyukov (2000) to conclude that all processes are carried out in close interaction of the two systems: the binary and the triplet. The binary system is a system of language and speech, which is mastered by the child, and the triplet is a system of substitutes, i.e., such temporal formations that are organically intertwined in the process of development (word change, inflection, word formation). According to Beltyukov (2000), the internal relationship between continuous and discrete systems is based on a triad, which is an open analytical-synthetic mini-system. The scientist proposes to define the triad as a system-forming unit.

Not all the facts of children's speech collected by us are of linguodidactic interest, but the volume of this material allows us to identify not only the patterns of speech development of modern Ukrainian preschool children aged from 3 to 7 years, but also trends in this development. Of particular interest to us is the speech of children of this age, because this is the period of the so-called children's speech. In our case - it is from the third year of life, when the child begins to speak freely with the typical of a child deviation from the adult speech before the seventh year of life, when, in general, they get rid from speech defects. At the age of two, it is impossible to prove the process of formation of grammatical forms, as evidenced by the observation of the child's speech by Gvozdev (1981).

Children's speech, both spontaneous (unstimulated) and stimulated, of this age is of interest for linguodidactics, specifically for the functional aspect of studying the possibilities of grammatically correct speech formation, as it allows to see the language and speech potential of pre-schoolers. We agree with the conclusions of Radzikhovskaya & Saenkova (1989) that the speech of only one child does not repeat the history of language development in all its details, so the necessary number of recipients should be involved for experimental work.

In our observations, we relied on the material we collected, which to some extent can complement the known materials on children's speech. Obviously, it can be stated that most of the factual material we have collected on the speech of modern children does not coincide with the quantitative and qualitative indicators obtained during research in the last twenty or thirty years.

Direct observations, as well as special studies, show that at the end of preschool age, due to development and complexity of the child's activities and forms of communication with others, there is significant progress in the practical mastery of the native language by pre-schoolers (Strunina, 1979). Gvozdev (1981) wrote that the level of a child's mastery of the native language at the end of preschool age is quite high: "At this age the child already masters the complex grammar system to such an extent that ... the acquired language really becomes his native language".

6. Conclusions

Thus, having clarified the sequence of appearance of grammatical categories in the speech of preschool children, we can determine that *the system of formation of grammatically correct speech is much more complex* than it seems at first glance. Each component of children's grammar (morphology, word

formation, syntax) causes presence of its own stages of sequence of formation in a particular child. Thus, understanding the sequence, it is possible as of yet to *theoretically identify the stages in the work on formation of grammatically correct speech*.

First of all, it is a work on the development of morphological skills - the child's mastery of the rules of declension by gender, numbers, cases, then - the stage of preventive work to avoid errors of a word-changing nature.

The next step is to identify work on learning more complex rules and categories of different parts of speech. The final stage is correction of acquisition of norms and rules of word change and flection.

Organization of work on word formation is quite complex, because the actual mechanism of word formation is complex in the first place. It is proved that a child must first learn a motivated lexical item in terms of its attribution to an item, a phenomenon or an object of the environment, learn to choose affixes of the necessary semantics, distinguish word formation rules and apply different ways of word formation in different communicative situations. The work on development of word-formation skills begins with a motivated verb word-formation of the suffix method, then - noun word-formation (suffix, prefix, suffix-prefix, etc.), and finally, expansion of the ability to form derivatives with various word-forming meanings. The syntax work is carried out during the whole period of the child's attendance of the preschool institution.

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