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## WAYS OF DEVELOPMENT OF INTONATIONAL FEATURES OF CHILDREN OF PRESCHOOL AGE

This article is devoted the intonation role in communication with the child Development of the speech of children of preschool age by means of intonation are closely connected with features of development of thinking, psychological state of the child. The children's preschool age is one of the most important stages of development of his lexicon. At this time the child begins to study language units from separate words to phrases. At the same time the intonation as nonverbal means of language influences development of oral speech of children. Moreover it is impossible to deny that here a major factor is the social circle of the child. The result of social interaction of the child with others is reflected in his language. The speech of the child also begins with intonation. During the before verbal period which is considered preparatory to speech activity for the child initially the floor isn't given to the semantic importance, and the carrier of "sense" is the intonation, speed, a voice timbre, a melodics.

In the development of intonation aspects of the child's speech, it is envisaged to independently improve the child's ability to manage the logical emphasis, delay, speed and rhythm of speech and to express his thoughts and sentiments, feelings, depending on the content of the speech and the change in the volume of the child.

Results of a research show that intonational features of the speech of parents exert a great influence on intonational aspect of children's language and play an important role in ability to communicate with other people and to control the emotions.

**Key words:** intonation, intonational features of language of children, communication, ontogenesis, preschool age.

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### Мектеп жасына дейінгі балалардың интонациялық ерекшеліктерін дамытудың жолдары

Мақалада баламен қарым-қатынас жасаудағы интонацияның маңызы талданған. Мектеп жасына дейінгі балалардың анық сөйлеуін интонация арқылы дамыту баланың ойлау қабілетінің даму ерекшелігімен, психологиялық күйімен тығыз байланысты.

Баланың мектеп жасына дейінгі кезеңі оның сөздік қорының кең көлемде дамуына себеп болатын маңызды кезеңдердің бірі. Бұл уақытта бала жеке сөздерден бастап сөйлемге дейінгі тілдік бірліктерді меңгере бастайды. Дәл осы уақытта баланың ауызекі сөйлеу тілінің дамуына интонация бейвербалды амал ретінде ықпал етеді. Сонымен қатар, мұндағы негізгі фактор баланың әлеуметтік ортасы екенін де жоққа шығаруға болмайды. Баланың өзгелермен әлеуметтік қарым-қатынасының нәтижесі оның тілінде де көрініс тауып отырады. Бала тілінің дамуы интонациядан бастау алады. Баланың сөздік қоры қалыптасқанға дейінгі кезеңде ол сөздің мағынасын түсінбегенімен, оның интонациялық жағын қабылдай алады. Ондағы «мағынаның өзегін» интонация, темп, дауыс тембрі, мелодика атқарады.

Бала тілінің интонациялық қырын дамытуда баланың дауыс ырғағын жоғары не төмен алу арқылы өзгерту мен сөйлеудің мазмұнына байланысты логикалық екпінді, кідірісті, сөйлеудің шапшаңдығы мен ырғағын басқару және өзінің ойы мен көңіл-күйін, сезімін білдіре алу қабілетін өздігінен жетілдіруі көзделеді.

Зерттеу нәтижелері ата-ананың сөйлеудегі интонациялық ерекшеліктері бала тілінің интонациялық қырын дұрыс жетілдіруде және болашақта оның өзгелермен қарым-қатынасының дұрыс болуына, өз эмоциясын басқара алуына зор ықпал ететінін көрсетті.

**Түйін сөздер:** интонация, бала тілінің интонациялық ерекшеліктері, қарым-қатынас, онтогенез, мектеп жасына дейінгі кезең.

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### Пути развития интонационных особенностей детей дошкольного возраста

В статье анализируется роль интонации в общении с ребенком. Развитие речи детей дошкольного возраста с помощью интонации тесно связано с особенностями развития мышления, психологическим состоянием ребенка. Детский дошкольный возраст является одним из важнейших этапов развития его словарного запаса. В это время ребенок начинает изучать языковые единицы от отдельных слов до фраз. В то же время интонация как невербальное средство языка влияет на развитие устной речи детей. Более того нельзя отрицать, что здесь основным фактором является социальная среда ребенка. Результат социального взаимодействия ребенка с другими отражается на его языке. С интонации начинается и речь ребенка. В дословесный период, который считается подготовительным к речевой деятельности, для ребенка изначально слово не представляет смысловой значимости, а носителем «смысла» является интонация, тембр голоса, мелодика.

В развитии интонационных аспектов речи ребенка предусматривается самостоятельное совершенствование способности ребенка управлять логическим акцентом, задержкой, быстротой и ритмом речи и выражать свои мысли и настроения, чувства, в зависимости от содержания речи и изменения громкости ребенка.

Результаты исследования показывают, что интонационные особенности речи родителей оказывают большое влияние на интонационный аспект детского языка и играют важную роль в способности общаться с другими людьми и контролировать свои эмоции.

**Ключевые слова:** интонация, интонационные особенности языка детей, коммуникация, онтогенез, дошкольный возраст.

## Introduction

Intonation is a paralinguistic approach that ensures the organization and integrity of the speech process. The intonation is a summary of the speech elements (melody, rhythms, tempo, timbre, intensity, etc.). Clarity of intonation is an important indicator of human verbal culture in verbal communication.

The peculiarity of colloquial speech is determined as a result of the interaction of verbal and non-verbal actions in the communicative actions of a person. The harmonious functioning of the reporting the information represents the semantic background of the word and text. The study of the combination of verbal and non-verbal actions showed first the breadth of the functional possibilities of intonation as a linguistic phenomenon, and on the other hand, showed intonation as the prosodic structure of non-verbal action.

Despite his age, person can develop his intonational abilities. The development of this ability, especially in childhood, is one of the most important stages. Even in the development of the language of preschoolers, intonation plays an important role as non-verbal action.

The development of a clear speech of preschool children due to intonation is closely related to the

development of the child's mental abilities and his psychological state.

Preschool age is an important stage in the development and realization of intonation abilities of a child. Intonational clarity of the child's language is fully reflected when the child turns five. And when he turns six or seven, he can control the intonation by raising or lowering his voice. (Gordeeva, 2011: 24).

The development of the intonational feature of a child's language is intended by raising and lowering the voice, to control the logical stress, delay, speed and rhythm of speech depending on the content of speech, improving the ability to express his thoughts and feelings.

In order that your child understood you from the first, his speech was rich and expressive, the great value is played by intonation of a voice in communication with it. And in order that communication with the child for you and for it was comfortable, the adult has to own intonational wealth, and then the child will learn to communicate with other people. The intonation of a voice is a tool which the parent in communication with the child has to be able to use. The attention and goodwill of parents cause bright joyful experiences in the child, and positive emotions increase vitality of the child, intensify all his functions, including development of the speech.

The moment of familiarizing with the world at the child begins till the birth. The child hears gentle singing of mother, her tender voice, fine, quiet music.

The speech of the child also begins with intonation. During the word period which is considered preparatory to speech activity for the child initially the floor is not given to the semantic importance, and the carrier of "sense" is the intonation, speed, a voice timbre, a melodic. Scientists proved, small children understand that they are said by mothers though they also do not know language. It appeared, children perceive tone of a voice, but not words. The experiment showed: children equally reacted to mother's voice irrespective of whether she spoke on Greek or English. Maintaining identical intonation was the only condition.

By 5-6 years preschool children completely seize the intonational system of the native language, but only at rather developed hearing.

It is important for a child to develop intonational skills in the development of a child's language through intonation. At first glance, this trend refers to a natural phenomenon that shows itself in relationships. For example, intonation is the direct reason that a preschool child who can't speak clearly understands the language of others. However, intonation is a complex system as an important element of speech.

The study of intonation is one of the aspects of studying the sound edge of the language. When considering the development of the intonational features of speech, it is necessary to analyze the degree of intonation of children. One of the most controversial issues in this regard is the time when a child gets prosodic opportunities. The results of ontogenetic researches show that intonational instruments of children appear before their linguistic speech is formed.

Intonation plays an important role in communicating with the child. Parents also play an important role in the development of children's intonation. The correct development of the child's speech also affects his emotional formation.

The development of the child's speech begins with intonation. Even though the child can't understand the meaning of the word before the child's vocabulary is formed, he can perceive its intonational feature. "The basis of the meaning" includes the intonation, tempo, tone of voice, melody. The following words of T. Bever can serve as proof of this opinion: «It is widely accepted that the child effectively masters the intonation pattern of his language before he has learnt any words at all» (Bever, Fodor, Weksel, 1965: 465).

Scientists say that a child understands an adult's speech through the pronunciation of a word, before a child understands the meaning of a word. As a result of the experiment, it was established that a child understands the voice of the mother, regardless of what language she speaks. The main condition here is to maintain the uniform rhythm of the word.

Preschool children can learn the intonational system of their native language only when their sense of hearing is fully formed. Using intonation as a non-verbal method, you can monitor the emotional state of the child and improve his speech. And the transfer of mood and feelings through the components of intonation continues throughout life.

When communicating with a child, any person should pay attention to the intonational side of the word. Because the child first pays attention to intonation when he is talking to adults. For example, the word "Well done!" can be pronounced in two different intonations. One of them is "well done" when they praise the child for his achievement, and the second "well done" is used to explain his mistake or misconduct.

This means that when communicating with a child in everyday life, the intonation of expression should be taken into account.

The homogeneity view of intonation also produces an oversimplified account of the function of this feature of language. It is possible to distinguish at least four roles for intonation in Kazakh.

**Grammatical.** In the grammatical role, pitch is being used to signal a contrast, the terms of which would be conventionally recognized as morphological or syntactic in the rest of a grammar.

**Semantic.** The semantic role subsumes both the organization of meaning in a discourse, and the reflection of the speaker's presuppositions about subject-matter or context. Under the first heading, the highlighting of certain parts of an utterance is often carried out by intonational means.

**Attitudinal.** The attitudinal role is the traditionally recognized function of intonation, whereby personal emotions are signaled concerning the subject matter or context of an utterance, e.g., anger, sarcasm, puzzlement, emphasis.

**Social** In the social function, intonation signals information about the sociolinguistic characteristics of the speaker, such as his sex, class, professional status, and so on.

## Experiment

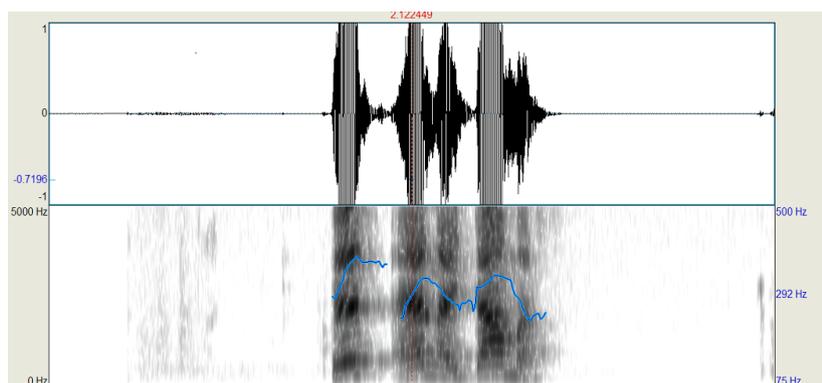
Research №1. Goal of the research: Determination of peculiarities of perception and the abil-

ity to distinguish the difference in intonational structures in impressional speech by children (5-6 years old)

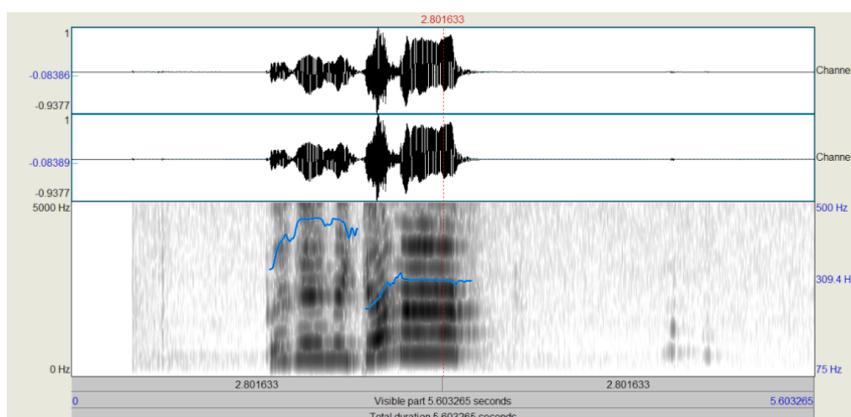
Materials of the research: Intonational features and graphic representation of declarative, interrogative, exclamative sentences

Realization of the research: Children are given several sentences (declarative, interrogative, exclamative) with different intonations, but sounding the same. Before completing the assignment, they are talked about the peculiarities of the pronunciation of sentences.

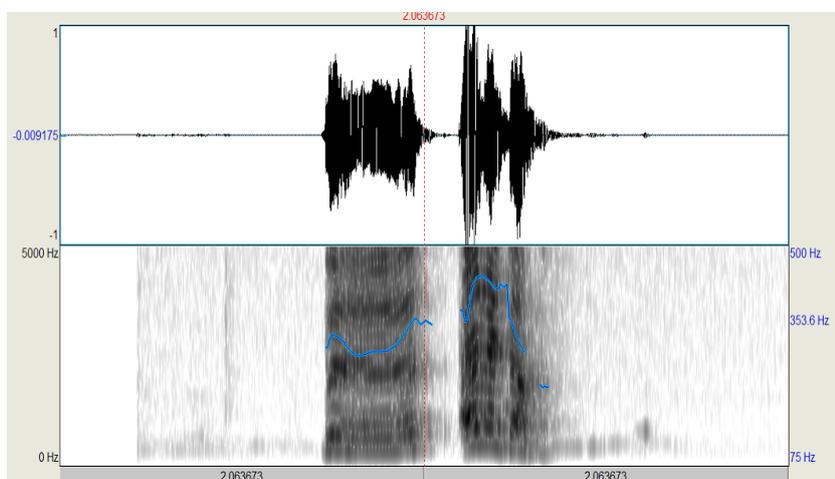
The intonation of declarative sentence. (Biz bugin an aytamyz) (*Today we will sing*)



The intonation of interrogative sentence. (Biz bugin an aytamyz? (ba)) (*Will we sing today?*)



The intonation of exclamative sentence. (Biz bugin an aytamyz!) (*Today we will sing!*)



Result of the research. 2 boys and 2 girls who participated in the experiment were able to correctly determine the intonation of the declarative and exclamative sentences. And the perception of intonational features of interrogative sentences turned out to be different for these children. In Kazakh language interrogative sentences are formed by using interrogative linking words. For example, «Tamaqtanyp boldyn **ba?**», «Dalaga shygamyz **ba?**», etc.. And in our research, children answered to interrogative sentences with a nod or by dropping interrogative linking words. This is especially noticeable when a child answers to parent's question with a question by dropping the linking word. Let's explain this. To the simple interrogative sentences that cause no emotion in a child, he usually responds with a nod. And the interrogative sentences, which caused some kind of emotions (surprise, joy), the child repeats by dropping interrogative linking words. Only after that he can answer "yes" or "no".

Research №2. Goal of the research. If we consider the intonation of the oral speech of children of preschool age, we can determine who influenced to it in the family (mother, father, grandmother, etc.). This is the purpose of our research.

Materials of the research: special questions to the parents of the child

Research method: observation

Realization of the research: observation of speech and intonation during the game of a 5-year-old child, who goes to kindergarten.

Name of child: Bauyrzhan.

Gender: male.

Age: five years old

Researches have shown that during the game the child talked to their peers in a commanding tone and more often succumbed to emotions (anger). To clarify the reasons for this phenomenon, an interview was conducted with his parents. When talking with parents, it turned out that in the family the father of the child addressed to family members in a commanding tone.

The research results. We usually take into account the intonation of speech when talking to each other and often ignore it when talking to children. For this reason, it is best for each parent to pay attention to their manner of speaking. Because the intonation features of the parent's speech influence the development of the intonational feature of the child's language, and in the future this may have a positive effect on relationships with others and controlling over emotions.

## Result and discussion

The main analysis of the first study is a spectrogram, where you can see speech resonance and other acoustic components.

Thus, intonation is reflected in its information structure, highlighting the key elements of speech (Cruttenden, 2008: 221-231).

Analyzing the results of the experiment, we can draw the following conclusions:

1) preschool children can distinguish between communicative forms of sentences by intonation (there is a difference only in the intonational features of interrogative sentences);

2) for a child, intonation is the main way to express emotions;

3) the intonational feature of the child's language is first formed by his parents, family members.

Improving the intonation accuracy of the child's language can help prevent the disturbance of the main components of speech (rhythm, breathing, intonation). That is why it is important to start the development of the intonational feature of the child's language at preschool age.

Working on the development of intonational features of children's language enhances the fluency of speech, adds emotional nuances and affects the formation of communication skills (Kochetova, 2008: 31). Such works include educational games, songs, poems, tongue twisters, performances.

Although elements of intonation are recognized in unity, they can be separated from each other for scientific purposes. Intonation is a supersegmental effect by nature. It is also closely related to the speech process and highlights its structural features. L. Bloomfield comments: "When the content of speech is unclear or the content of speech in the process of communication is incomprehensible, intonation can be observed "in its purest form". For example, a listener who hears speech in a foreign language can distinguish the content of speech only by intonation and emotion. Moreover, if the speech behind the wall is incomprehensible, we can only distinguish its intonation". (Blumfil'd, 1968: 267). This means that when a child does not know how to talk or his speech is not developed, his thoughts can be understood with the help of intonation.

To the question whether it is possible to learn intonation, which can convey the full content of speech, psychologists answer that it depends. Learning intonation, which can convey the full content of speech, is tantamount to learning how to laugh, cry, joy, sadden, etc.. That is, intonation is a natural phenomenon. This is a natural phenomenon that ap-

pears independently in everyday speech. ... But the methods for determining the intonation of texts that are not prepared by the speaker can't be excluded. Thus, intonation not only determines the pragmatics of human speech, but is also considered as a way of non-verbal action of his speech. Preschool age is one of the most important stages in the development of a child's vocabulary. At this time, the child begins to learn language units from individual words to sentences. At this time, intonation affects the development of a child's speech as a non-verbal action. At the same time, the main factor here is the child's social environment. The result of the child's social interaction with others is reflected in his language.

Intonation is the main tool that builds speech skills, since it is a very complex structure that plays an important role in the performance of various functions, constitutes a super-segment level of speech. The purpose of this study was to determine the intonation of children aged 5 and 6 years. In addition, the main purpose of the study was to determine the characteristics of the development of intonational abilities and determine the level of formation of intonational skills.

Researches that are related to intonation are conducted to determine if the child has an understanding of whether a person can change intonation during speech.

### **Conclusion**

It may seem paradoxical to begin an account of the development of intonation in children by discussing the findings of adult studies of the subject. Unlike most other areas of linguistic inquiry, however, the theoretical, methodological, and empirical issues surrounding intonational study are too ill-defined to permit the investigator to take much as axiomatic (Crystal, 1969: 37).

To the child language scholar, of course, this neglect might well seem to be a blessing in disguise. At least this way, it might be argued, one will avoid falling into the various traps that have ensnared workers in syntax and semantics, such as the assignment of conversational abilities and cognitive/semantic relations to the young child, that more reflect the analyst's or parent's belief patterns than any demonstrable linguistic behavior on the child's part (Lenneberg, 1967: 49).

During social interactions, we are confronted with a large amount of verbal and nonverbal information. To act and react quickly and appropriately, the incoming flow of information needs to be analyzed online and upcoming events need to be anticipated. This holds especially true for conversations. Here, the principle of taking turns is helpful and most fundamental (Sacks, Schegloff, Jefferson, 1974: 696-735).

As children develop, conversations become increasingly important, and the principle of taking turns appears to be already relevant at a young age (Masataka, 1993: 303-312).

Intonation it is possible to feel sympathy for the child if he painfully hit, it is possible to show discontent with behavior of the child and many other things. For expression of the relation to this or that situation it is optional to use words. Throughout life of people through intonational components broadcasts randomly or involuntarily the relation, mood or feelings.

There are many important differences in the arrangement of prosodic structures and the organization of intonation events within various languages of the world (Most, Peled, 2007: 28). In communication with each other adults give the report of an intonational speech tone whereas in communication with children in the majority they do not attach it great value. And it is vain as the intonation often can express more, than the pronounced words. Adults for children are an example in everything, in use of intonational wealth too. And if to listen to a game of preschool children, then it will be clear to whom they imitate, it can be: father or mother, brother or sister, grandfather or grandmother, teacher or seller, etc.

So, intonation plays an important role in communicating with the child. Proper development of intonation of speech should occur in pre-school age. The development of intonation of the child is an important phenomenon in the worldview of our nation. For example, when the child was in the cradle, they sang lullabies, then they were taught proverbs, tongue twisters, poems, poetry. It developed not only their speech, but also their intonational skills. And the proper teaching of the child to the language played an important role in his future life.

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