

## COMPARATIVE STUDY OF CHILDREN'S SPEECH IN MIGRANT FAMILIES: LOGOPEDIC ASPECTS

<https://doi.org/10.5281/zenodo.17333694>

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### **Annotation**

This article provides a comparative analysis of the factors affecting the speech development of children growing up in migrant and local families. Speech development is directly related to the child's language environment, socio-psychological conditions, and level of cultural adaptation. Since children in migrant families often grow up in bilingual conditions, certain differences are observed in their phonetic, grammatical, lexical, and communicative competencies. This article provides an in-depth analysis of these differences from a speech therapy perspective and develops effective speech therapy approaches to address the speech problems of migrant children. It also provides practical suggestions for the formation of healthy bilingualism in children and the preservation of their native language.

### **Keywords**

migrant families, children's speech, speech therapy, bilingualism, language development, code-switching, speech disorder, phonemic hearing, articulation, psycholinguistics.

In recent years, under the influence of globalization, economic and social factors, many Uzbek families have been moving to foreign countries for temporary or permanent residence. Children growing up in such families develop in an environment of two or more languages. This has a significant impact on their speech development. Children growing up in migrant families may experience certain difficulties in fully mastering their native language, in the formation of phonetic, lexical-grammatical, and communicative competencies. Therefore, in-depth study of the speech therapy aspects of this problem is one of the urgent issues.

Language is a social phenomenon and is an important factor in the personal and social development of a child. Speech is the manifestation of language in oral and written forms. Psycholinguistic and speech therapy studies show that changes in the language environment directly affect the development of a child's speech. In

migrant families, children often communicate in several languages in parallel. As a result, in their speech development, problems such as:

- code-switching,
- phonetic and grammatical errors,
- limited vocabulary,
- phonemic hearing disorders,
- articulation problems are observed.

From a speech therapy point of view, such children require a special approach, individual correction work taking into account the characteristics of the language environment.

Studies show that children growing up in local families who constantly communicate in their native language:

- phonemic hearing is formed at a much higher level,
- a wide vocabulary,
- morphological units are used correctly.

On the other hand, children from migrant families have:

- phonetic disorders (incorrect pronunciation of sounds),
- violation of grammatical norms (mixing of verb tenses),
- slowing down or excessive acceleration of speech tempo,
- psychological barriers (difficulties in speech socialization).

These situations are associated with differences between the languages that the child is acquiring, a decrease in attention to the mother tongue, as well as communicative pressure in the language environment.

The formation of children's speech largely depends on their living environment, the quality of the language environment and socio-psychological factors. There are certain differences in the level of speech development of children growing up in native and migrant families, and these differences are mainly explained by the diversity of the language environment and the social factors associated with it.

Children growing up in native families usually develop in a single, stable language environment. In such children:

- Phonemic hearing is highly developed;
- Vocabulary is extensive and used in accordance with the context;
- Skills in the correct use of grammatical structures are developed at an early age;
- Dialogical and monological forms of speech are formed naturally;
- The articulatory apparatus develops normally.

The reasons for this are regular communication with parents in their native language, the stability of the linguistic environment in kindergartens and preschool institutions.

On the contrary, children growing up in migrant families are influenced by several language environments. They often communicate with their parents in their native language at home, and in a different language (often the language of the country of immigration) in a social environment. This can lead to the following problems:

- Disorders in pronunciation (for example, loss or mispronunciation of some sounds in the native language);
- Lexical and grammatical deficiencies, including incorrect use of words or confusion in sentence structure (cases of code-switching);
- Limited vocabulary, especially on topics that are rarely used in the native language;
- Phonemic hearing disorders, i.e. difficulties in distinguishing sounds;
- Psychological barriers, for example, lack of confidence in expressing oneself freely in a new language environment;
- Changes in the pace and rhythm of speech, which negatively affect articulatory adaptation.

These differences can lead to delays, irregularities or the formation of mixed forms in the language development of migrant children. This problem is especially serious for preschool children, since it is during this period that the foundations of language are formed. In this case, the child is unable to fully master both languages, resulting in a state of "limited bilingualism."

Another factor affecting the speech development of migrant children is the parents' attitude to language and the level of their communication with the child. If insufficient attention is paid to the development of the mother tongue, the child may passively understand the language, but not use it in active speech.

In this regard, a comparative analysis of children's speech in migrant and local families shows that migrant children need speech therapy, an environment that supports the development of the mother tongue, and special methodological approaches.

Speech therapy approaches play an important role in eliminating problems in the speech development of children growing up in migrant families, strengthening their language competence, and developing their communicative activities. In addition to traditional methods, providing speech therapy to such children requires a comprehensive, multifaceted approach, taking into account bilingualism (bilingualism), cultural adaptation, and socio-psychological factors.

The following main approaches are considered effective in speech therapy practice for migrant children:

Individual approach

Support and development of the native language

Multimodal approach

Controlled use of code-switching

Assistance with socio-psychological adaptation

Systematic cooperation with parents

Integration of the cultural component

Since the level of linguistic, psychological and social development of each child is different, speech therapy work should be organized on an individual basis. The languages in which the child communicates, the level of mastery of each language, phonemic hearing and pronunciation skills are studied in depth. Based on this, an individual correctional and rehabilitation program is developed.

The mother tongue plays a decisive role in the child's personal, cultural and psychological identification. Therefore, special attention is paid to activating the mother tongue in speech therapy sessions. Exercises are organized to expand vocabulary in the mother tongue, form grammatical structures, and develop oral and written speech. This is especially important if the child has a passive knowledge of the language.

In the development of language and speech, classes are conducted that involve not only verbal communication, but also multimodal methods such as vision, hearing, kinesthetic perception. For example, classes are organized using pictures, pictograms, video materials, interactive games, speech cards, multimedia applications. This is especially effective for children who have difficulty acquiring language.

Language interference (code-switching) can be a natural phenomenon in migrant children. The speech therapist, taking this process under control, should form in the child the ability to distinguish the grammatical structure of both languages. Contrastive (contrasting) language analyses, translation-based exercises, and parallel sentence construction practices can be used in the sessions.

Many migrant children's speech problems are associated not only with linguistic, but also with psychological factors (embarrassment, insecurity, fear). Therefore, the speech therapist works not only with speech problems, but also with the child's socialization and psychological state of free expression. If necessary, work is carried out in collaboration with a psychologist.

The effectiveness of speech therapy largely depends on the participation of parents and their responsible approach. Therefore, it is important to regularly

consult with parents, provide them with information on the child's language development, and provide them with exercises and recommendations that should be performed at home. Especially if the parents themselves are indifferent to their native language or do not use it sufficiently, it becomes difficult for the child to develop this language.

During speech therapy, not only linguistic material should be included, but also content that serves to preserve the child's national and cultural identity. For example, language teaching through folk tales, proverbs, riddles, national games, and texts about cultural values increases effectiveness.

The above approaches serve as an important factor in the development of speech competence in migrant children, the healthy formation of bilingualism and the achievement of cultural socialization. Speech therapy sessions conducted on this basis not only eliminate speech disorders, but also serve the stable, balanced development of the child's personality.

Comparative analyses show that the process of speech development in children growing up in migrant families is complex and multifaceted, and it is directly related to the instability of the language environment, difficulties in social adaptation and cultural differences. This situation leads to problems such as phonetic, grammatical and lexical disorders, low speech activity, limited vocabulary in children. Language interference (code-switching), insufficient formation of phonemic hearing and articulatory disorders are also observed. In such cases, there is a need for speech therapy and special approaches are required.

Speech therapy approaches should be organized in an individual, multimodal, cultural and language-adapted manner. By supporting the mother tongue, assisting in socio-psychological adaptation, and establishing cooperation with parents, it is possible to achieve full-fledged speech and personal development of children. The results of this study are of practical importance for specialists involved in the language development of migrant children - speech therapists, defectologists, psychologists, and teachers.

Conclusion. The development of children's speech in migrant families is a complex and multifactorial process. Changes in the language environment, bilingualism, and socio-psychological conditions affect all levels of a child's speech. In such cases, the quality and updating of speech therapy services and approaches is extremely important. Corrective work carried out on the basis of special methodologies contributes to the healthy speech development and social adaptation of the child.

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