

## DIFFERENCES IN THE SPEECH OF CHILDREN AND ADULTS

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**Abstract:** *This article explains the differences between children's and adults' speech. Information about the correct formation of speech is also analyzed. Egocentric, situational and non-situational speech concepts are explained.*

**Key words:** *speech culture, situational speech, non-situational speech, structural, task, egocentric speech, speech experience, speech skills*

A child's speech develops on the basis of adult speech. The correct formation of speech depends on the speech of others, speech experience, correct speech environment and education. Speech is not an innate ability, but develops in parallel with the child's physical and mental development throughout life.

Speech culture is one of the qualities that adults must have. It builds speaking skills and speaking skills in adults. This skill is improved in adult activities, skills are increased through special work and exercises, and abilities and skills are formed due to achievements. Children's speech culture is achieved on the basis of perfect mastery of the Uzbek literary language.

Situational - children's lexicon (speech) in the form of active communication is related to a situation with a concrete subject. This situation is seen in the fact that the child's speech contains many words related to the noun group. Words from the category of adjectives are either not found at all, or express only the external characteristics of the item: color, size (96.4% of all adjectives). 98% of verbs are used only in relation to concrete subject actions.

Non-situational - in personal communication, as the child tries to get information about relationships between people, to compare his opinion with the opinion of adults, general grammatical complexity occurs in his speech.

In the non-situational - knowledge-oriented communication of children (not dependent on the situation - the situation), they are freed from dependence on receiving information about various things and events from adults. Gradually, the stock of words that reflect the various characteristics of things in the world expands. In particular, there are words belonging to the category of adjectives expressing aesthetic characteristics (11.25%) and words indicating emotional characteristics (5%). According to SN Karpova's research, it is possible for a child to get an orientation to the situation defined by what is said to him. a more stable tendency is observed. When asked how many words are in a given word, children repeat the sentence "from head to toe". For example, if the sentence "The ball rolled" is given, the child says that this sentence contains one word "The ball rolled". Children aged 5-9 express the same. SN Karpova's research shows that it is possible to form the skill of extracting all types of words from the structure of a sentence in a preschool

child. For this, they need to understand the criteria of words, i.e., that the word consists of a set of sounds, and that the word always has a specific meaning. Of course, it is advisable to use age-appropriate methods for this.

From a structural point of view, the speech of young children is mainly egocentric. In this case, children talk more to themselves than to others. Egocentric speech reminds us of a parallel game rather than a real game. Or, in other words, when playing in a group, younger children (under 7) play more by themselves than others. As Piaget once noted, young children by their very nature play alone with a social problem (ie, any game).

It can be said that from a structural point of view, young children are incapable of working intellectually, cooperating socially, and arguing verbally.

Unlike the speech of young children, the speech of adults is socialized by its nature. Adapted information, criticism and ridicule, questions and answers, debates, etc. are typical forms of socialized speech and language. Vygotsky says that the functional role of speech and language is mainly related to human behavior. Piaget was concerned with the structural and formal features of speech and language.

Egocentric speech can appear in both children and adults. Note that even when adults are talking to themselves, they are looking at others or interlocutors in the same or different imaginations. And when children talk to themselves, they do not look at the imaginary interlocutor, that is, the other. A. Frank's diary shows this. Of course, egocentric speech, in terms of formal structure, grows less in terms of development than socialized speech. Functionally, the speech of adults is also different from the speech of young children. In other words, adults are more likely than young children to use external or internal language to control their behavior. For example, teenagers and adults often give themselves overt and covert instructions.