# HISTORY OF THE ORIGIN OF PSYCHOLINGUISTICS AND ONTOLINGUISTICS, DEVELOPMENT STAGES

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**Abstract:** In this article the history of the use of ontolinguistics as a science, the level of its study and the scientists who studied it are presented. Useful and effective aspects of applying world experience in the country are highlighted.

**Key words:** Ontolinguistics, anthropocentric explosion, neolinguistics, discursive linguistics, sociolinguistics, automatic analysis, scientific school, anthropocentrism, psycholinguistics.

**Annotation:** V dannoy state predstavleny svedeniya ob istorii ontolingvistiki kak nauki, urovne ee izuchennosti i uchenyx, ee izuchavshix. Highlighted useful and effective aspects of the world experience.

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Again developed going in time , Uzbekistan    the third renaissance pressing he is walking one in the circuit start ' drink in education    too priority issues analysis is being done . In the world and the same one at the time in our country too science about different news discover is being done . The interest of humanities scientists in the problem of ontogenetic development of communicative competence in our country is increasing every year.

Various terms have been proposed to describe the science of child speech, including: psychology of child speech and child linguistics, speech, ontolinguistics, developmental linguistics, and theory of logogenesis. However, the science of the ontogenesis of speech activity at the current stage of its development appears in the form of a number of studies connected with each other in terms of tasks, methods and materials. This is mainly due to the fact that children's speech is studied by scientists belonging to different scientific directions, and sometimes to different disciplines. The traditional speech of children is the object of research of linguists, psychologists, and speech therapists. In a school specializing in teaching the mother tongue, teachers were a strong impetus for the development of the science of children's speech. In the last twenty years, the science of linguistics has experienced an "anthropocentric explosion" in our country. Anthropocentric linguistics (neolinguistics) does not focus on the description of the language structure, but on the study of the person of the language, that is, the person in his communicative competence. Today, neolinguistics combines various directions of non-traditional cognitive-communicative linguistics: psychopragmatics, sociolinguistics, text linguistics, discursive linguistics, etc. In the works of neolinguists, speech ontogenesis is very often a topic or educational material. In the past two decades, linguistics, which is traditional for us, has changed significantly. The fact is that at this time important discoveries were made that increased the volume of linguistic knowledge.

The contours of linguistic boundaries have changed, the ideas of its subject matter, the old parts contained in its internal disintegration, the reconstruction of the whole old and good edifice. The main reason that started the process of changing the general space of language science was the bold and enthusiastic invasion of related fields of knowledge by some linguists. Currently,

ontolinguistics occupies a huge scientific space in science, it studies the ontogenesis of speech, the process of developing communication tools in a child. Knowing the laws of the development of human speech is not only theoretical, but also of national importance. Every parent, teacher, school teacher, psychologist, speech therapist, coach, university teacher, doctor, etc. should know how development skills occur, how to communicate with a child, teenager, young man. How does this process relate to the development of the intelligence of the developing individual? What is the role of people surrounding the child? They need to know what can and will contribute to and encourage its normal, full course. Interfering with the evolution of speech, by disrupting it, will save the little person from big problems in his future life. This can help all of us to raise a healthy, well-rounded generation, the future citizens of our country.

In addition, ontopsycholinguistics fulfills a task familiar to the humanities: it makes it possible to build bridges between people of different ages and help society solve the eternal problem of parents and children. In the Russian state, scientific centers have begun to appear, which have the task of scientific study of the little-known laws of development of the speech and thinking of a developing person, and the search for mechanisms of influence on it. These are: Moscow, Saratov, Samara, Voronezh, Orel, Taganrog, Kemerovo, Tomsk, Vladivostok and other cities.

Although ontolinguistics appeared in Russia (in the 20s of the last century) and took its first steps, it later developed significantly in the West. It should be noted that Western researchers largely rely on the achievements of Russian scientists (primarily LS Vygotsky, AR Luria, AN Gvozdev.), whose works have long been translated into English.

In Russia, the fate of ontolinguistics developed dramatically. The works of AN Gvozdev, written on the basis of the materials of his son's speech and published in the 1950s and 1960s, were not widely distributed. IABoduen de Courtenay, and then LVShcherba's appeal to linguists to check the facts of the child's speech, because they help to imagine the "future state of the language of the tribe", was not considered in time. Kichukovsky's book "Two to Five" was perceived by contemporaries mainly as a collection of funny and touching anecdotes, which contained a number of deep and serious linguistic ideas, along with many facts from children's speech.

In the 1960s and 1970s, due to the emergence of psycholinguistics as an independent scientific field, interest in the ontogenesis of speech was renewed. It was during this period that a serious study of these problems began in the West (R. Brown, D. Slobin, M. Brain, M. Bauerman, E. Clark, etc.). Western scientists who started to study the ontogeny of speech focused mainly on researches available in Russia. Over the next several decades, Western researchers were able to outpace their Russian counterparts, partly because of technological advances, partly because of new programs for automatic analysis of texts created by children, partly because of a more flexible system of exchange. However, the greatest strength of indigenous research in the field of ontolinguistics has been and remains the rigorous theoretical framework developed in relation to the study of 'adult' speech. From the codified literary language material and child's speech, fundamental researches in the field of morphology, syntax, lexicology, and word formation recently carried out on the spoken speech of adults created a reliable theoretical apparatus that can be successfully used in research. At the same time, due to the need to observe any linguistic phenomenon in terms of its dynamics, development, formation and individuality, it became increasingly clear that the material of "children" is very specific and requires a special approach.

By the end of the 90s, the largest school of ontolinguistics appeared in St. Petersburg, and in 2013, by the decision of the Science and Higher Education Committee, the St. Petersburg School of Ontolinguistics was included in the register of leading scientific schools in St. Petersburg.

In the first case, it is evident that we are not talking about a new science, but about the need to expand the object of study of traditional linguistics.

Linguists, as part of sociolinguistics, recognize the need to study the social functions of languages such as ontolinguistics, persolinguistics, psycholinguistics and their place in human society. For example, in 1958, the English psychologist B. Bernstein began to analyze the language of London youth. It will form two groups of young people aged 15-18 for the experiment. The first group includes young people who do all kinds of physical work and do not have secondary education. The second group consisted of children of the same age, but studying in prestigious private schools in London, with a strong desire to learn. B. Bernstein calls the first group "low class" and includes the rural population of England, people engaged in agriculture. The second group is called the "middle class", and it is emphasized that representatives of the upper, middle and intermediate classes belong to it. As a result of the experiments, B.Bernstein concludes that the language level and level of language acquisition of "low-class" children is limited and low compared to high-class children. Children of the first group conduct their speech as a "limited code". Their speech is syntactically composed of the same simple and short sentences, sentences are incomplete, prepositions, conjunctions, and adverbs are rarely used, and answers and references are clear and in ten . The second group has a "widespread code" and their speech is formed on the basis of choice; syntactic units are characterized by their completeness and complexity, efficient use of various tools of the language, wide use of prepositions, conjunctions, code lexicon and semantics. The speech of the first group can be foreseen and imagined; and the possibility of understanding the speech of the second group in advance is extremely small. Therefore, B.Bernstein says that there is a similarity between the social stratification in society and the social differentiation of language, that 29% of the population of England belong to the lower class, thus there is a shortage of language among the lower class representatives, and it should be brought to a high level of "common code" states the need to compensate (compensate for the deficiency). This theory was used for pedagogical purposes in Germany in the 60s of the 20th century. Based on the above, it is possible to conclude that a person's speech is first of all closely related to the environment in which he lives - that is, space and time.

Ontolinguistics is the first stage of formation of individual speech, which is mainly formed in the family. As it is an undeniable fact that the role of the family in the formation of a person as a person is an undeniable fact, ontolinguistics is important as the first stage of the formation of human speech. For example, our great grandfather Hazrat Navoi used 26,035 new words, and in this regard, he is more than the prominent representatives of the world, Pushkin (21,193), Shakespeare (more than 20,000), Cervantes (more than 18,000), Jami (17,600), A. .Used many new words from wordsmiths like To'kai (14000). The first reason why the poet achieved such a result is that he was born in the family of Ghiyaziddin, that is, in the family of a palace official, and there were frequent meetings in his family, and young Alisher also participated in them. When we get acquainted with the poet's biography, we can see that he read and even memorized F. Attar's work "Mantiq-ut-tyr" when he was 4-5 years old, and at the end of his life he wrote "Lison-ut-tyr" as a response to it. Therefore, in the formation and development of a person's speech, the environment in which he lives and the created conditions are of great importance. After all, the place and role of ontolinguistics in the formation of human speech, like any building rising from the foundation, cannot be equated with anything.

The great thinker, encyclopedist Abu Ali Ibn Sina paid special attention to the issues of morality and manners, education and training. He emphasizes the importance of memorizing the Qur'an,

teaching the structure of poetry, conducting meaningful moral conversations with them, implementing physical education, and teaching them a profession.

According to MILisina, four forms of communication between children and adults successively alternate in preschool age: situational-personal, situational-business, extra-situational-cognitive, extra-situational-personal and three forms: communication with peers: emotional - practical, situational business, non-situational business. The content of communication, its motives, communication skills and abilities are changing, one of the components of mental preparation for studying at school - communicative formation. The child treats adults selectively, gradually begins to understand his relationship with them: how they treat him and what they expect from him, how he treats them and what he expects from them. Interest in peers appears a little later than in adults. A child's communication with peers develops in various associations. The nature of the activity and the child's ability to perform it affect the development of relationships with other children.

A remarkable feature of the communication between preschool children - peers is its extreme emotional richness. This is due to the fact that from the age of four, peers, not adults, become more attractive partners for the baby.

Another important feature of children's communication is their non-standard and unregulated nature. If in communication with adults, even the youngest children follow certain norms of behavior, in communication with peers, preschool children behave freely. Peer society helps the child to show his individuality. If an adult instills behavioral norms in a child, a peer encourages the manifestation of individuality.

Another important feature of communication with peers is the superiority of initiative actions over mutual actions. For a child, his own action or statement is more important, and in most cases the initiative of a peer is not supported by him. As a result, everyone talks about themselves and no one listens to their partner. Such inconsistency in children's communicative actions often causes conflicts, dissatisfaction and dissatisfaction.

These features are typical for communication with children of the entire preschool age (from 3 to 6-7 years old). However, the content of children's communication does not remain unchanged during all four years: children's communication and relationships go through a complex path of development, in which three main stages can be distinguished - junior, middle and senior school age.

At a younger age (2-4 years old), it is necessary and sufficient for a child to have a peer join in his jokes, support and enhance the common pleasure. Each participant of such an emotional communication is primarily concerned with attracting attention to himself and receiving an emotional response from his partner. In a peer, the child draws attention only to himself, and the peer himself (his actions, desires, mood), as a rule, is not noticed. A peer is just a mirror for him, in which he sees only himself. Communication at this age is extremely situational - it depends entirely on the specific environment in which the interaction takes place and the practical actions of the partner.

Only with the help of adults can a child see an equal personality in a peer. To do this, you need to focus the attention of the preschool teacher on the attractive aspects of the peer.

A decisive change in relation to peers occurs in a child of preschool age. Now children consciously prefer to play with another child rather than adults or alone. The main content of communication among preschool children becomes a common cause - play. If small children played side by side, but not together, then in business communication, preschoolers learn to coordinate their actions with the actions of their partner and achieve a common result. Such interaction is called cooperation. At this age, he dominates the communication of children.

At this stage, the need for peer recognition and respect is not clearly manifested. The child seeks to attract the attention of others, sensitively catches signs of attitude towards him in their looks and facial expressions, shows displeasure in response to neglect or insults of partners. The "invisibility" of a peer turns into an interest in everything he does. At the age of four or five, children carefully and jealously observe and evaluate the actions of their peers: they often ask adults about the successes of their peers, show their advantages, hide their mistakes and failures from their peers. they try. A competitive, competitive beginning appears in children's communication. Children's reaction to the opinion of adults is also sharper and more emotional. The successes of peers can cause sadness in children, and his failures bring infinite joy. It is at this age that the number of children's conflicts increases significantly, envy, jealousy and resentment towards peers are openly manifested.

A preschool teacher constantly compares himself with his peers and forms an opinion about himself. But the purpose of this comparison is not to discover commonalities, but to pit oneself against another. All this causes a large number of children's conflicts and phenomena such as boasting, absurd actions, competition, which can be considered as young characteristics of five-year-old children.

At the senior preschool age (6-7 years old), the attitude towards children of that age changes significantly again. At this time, the child has the ability to communicate with an additional situation, having nothing to do with what is happening here and now. Children tell each other about where they have been and what they have seen, share their plans or preferences, evaluate the qualities and actions of other children. At this age, communication between them in the usual sense of the word, which is not related to games and toys, is already possible.

Thanks to the efforts of professor SNTseitlin, head of the "Children's Speech" department at the newly established Russian State Pedagogical University, specialists in speech ontogeny. AI Herzen created a unique department of children's speech, in which a seminar on ontological speech problems has been working for twenty years. The St. Petersburg school of children's speech linguistics has experienced the beneficial influence of anthropocentrism and primarily psycholinguistics in its development.

In conclusion, it can be noted that since ontolinguistics belongs to the category of currently developing scientific research areas, the debate about its status does not stop: it is a new ("children") of concepts and methods already established and tested in the material of "adults". Projection to the material or a fundamentally different scientific discipline that requires different approaches and methodologies?!

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