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TÍTULO: Los trastornos del habla que aparecen en la formación y sus rasgos estilísticos.

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RESUMEN: Los trastornos del habla en el entrenamiento aparecen por diferentes motivos. Estos trastornos no solo están relacionados con enfermedades fisiológicas y mentales, sino que también están estipulados con el cambio de sentido y condición de una persona temporalmente en cierta situación. El análisis lingüístico realizado mostró que el tartamudeo, que es un tipo de trastorno del habla, aparece como resultado de casos como el alargamiento y el bloqueo de la voz. Se definió que el alargamiento de los sonidos vocálicos y la repetición de los sonidos de consonantes, más exactamente, el bloqueo de ellos, son más característicos al principio de las palabras. Esta característica debe ser considerada en el trabajo educativo y en el análisis lingüístico.

PALABRAS CLAVES: trastornos del habla, tartamudeo, bloqueos del habla, alargamiento del sonido de la vocal, repetición del sonido de la consonante.

TITLE: Speech disorders appearing in training and their stylistic traits.

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ABSTRACT: Speech disorders in training appear for different reasons. These defects are not only connected with physiological and mental diseases but are also stipulated with changing of sense and condition of a person temporarily in certain situation. The conducted linguistic analysis showed that stuttering, which is a type of speech disorder, appears as a result of the cases like elongating and blocking of voice. It was defined that elongating of vowel sounds and repeating of consonant sounds, more exactly, blocking of them are more characteristic at the beginning of words. This feature must be considered in the educational work and linguistic analysis.

KEY WORDS: speech disorders, stuttering, speech blockages, elongating of vowel sound, repeating of consonant sound.

INTRODUCTION.

In modern time, increasing of speech faults or defects is observed dynamically. Though different sciences deal with this problem, the lack of necessary methodology still delays its solution. Speech disorders are investigated in the system of difference sciences as well as psycholinguistics in detail and they try to eliminate them with several methods. Though the researches conducted in psycholinguistics eliminated some speech disorders, these issues in phonetics are directly included in the competence of the linguists. In particular, phonetic stylistics has serious researches in this field. The speech disorders is one of the problems studied by phonetic stylistics.

It should be considered that appearing of speech disorders is connected with different reasons. In this line, the speech disorders coming from the mother's uterus, appearing as a result of certain traumas afterwards and even gained during autism and in the condition of bilingualism and other reasons, are issues that always rouse interest for a society and scientists of certain fields. It should be noted that there is rich literature in the medical and psychological sciences on this issue but we can not express the same opinion on the linguistic science and especially, the Azerbaijani linguistics.

It is clear that though the speech disorders are directly connected with an physiological act, we can not exclude the psychological, sociological and linguistic factors here. These factors are united in building of the speech incorrectly and appearing of inaccuracy of an expression of a thought and therefore, it is not possible to learn and say an exact word about the same factors without one another. Such as, speech disorder is not only the result of physiological and mental diseases but also this fact displays itself in a healthy person connected with different emotional condition and in anxious moments.

Speech blockages reminding of stuttering externally are also mentioned as speech disorders along with stuttering in scientific literature. Such as, the blockages in the speech of stutterers and the ones of hesitation type in the speeches of healthy persons, have similar location and therefore, they appear under the effect of the same fact. V.A.Kurshev even considers the speech blockages of healthy persons as stuttering in emotional moments (V.A. Kurshev, 1973).

The persons with speech disorders are also members of a society and have the same rights with other persons. But there appear certain difficulties in their communication with other persons. Speech disorder displays itself not only in the defects of external forms of communication – information, informational inclination and speech effect but also affects its internal forms – a person's communication with himself is broken; such as, a person's speech does not only express anything, at the same time, it expresses itself with that (Z.S. Memmedova, 2011).

Attitude towards such kind of persons, directly affects their behavior and puts certain traces on their mentality. In this regard, serious works are done for examining and treating the persons with defective speech and eliminating the cases that cause the same case along with treating the same persons with care. In this regard, speech disorder should be investigated in different aspects.

E.N.Vinarskaya mentions rightfully that doctrine on aphasia is one of the complex fields of knowledge. The root of this complexity is in the dual character of the problem: learning of aphasia is not only interesting for the science with a biological bias but also for the science with humanitarian bias. In connection with the same problem, the enumeration of only these sciences: anatomy, physiology, anthropology, neuropathology, psychiatry, neurosurgery, philosophy, linguistics, psychology, logopedics, shows how the same problem is multiplanned (E.N. Vinarskaya,1971).

All of these shows that the research of speech disorders with regard to phonetic stylistics is a new event and actual.

DEVELOPMENT.

Description of research.

The researches dedicated to learning of the problem show that speech disorder has different reasons, In this line, functional and organic reasons are mentioned particularly.

Anxiety and nervousness are considered as functional but illness as an organic reason. Speech disorders also have different forms: speech of deaf and dumb persons, aphasia, alalia, tachylalia, stuttering and others. Different methodical ways (anthropological, physiological, clinical, psychological, linguistic and others) are used for resolving of this important problem. Important achievements were made in the field of the reasons of destroying of the function of speech in specific human pathology and eliminating of them with the help of these methods.

The following speech defects are specified according to the clinical classification:

- 1) Phonetical defects. The pronunciation of sounds in a distorted way or lack of them is considered here. These defects are diagnosed as dyslalia, dysarthria and rhinolalia.
- 2) Loss or underdevelopment of speech. Here includes alalia and athasia.
- 3) Disorder of speech speed, rhythm and fluency. Tachylalia and bradylalia are included in this category.

The Russian pedagogue R.E.Levina divides the speech disorders into large groups for destroying of the application of the means of communication of speech with psycholinguistic criteria: the first group includes phonetical and phonematic underdevelopment and total retardation of speech. The second group includes stuttering. Though the existence of communicative means of a language under this group, the violation of communicative function of speech is observed here (R.E. Levina, 1975).

R.E.Levina has defined three levels of retardation of speech from total development. The first level is the failure in building of speech lexically in a necessary level; this time speech can not be means of communication with full words. In this level of speech disorder, wordstock is mainly consisted of the complexes of sound imitation, accompanied with obscure accents for the people around and creates obscure speech (R.E. Levina, 1975).

The second level of the total retardation of speech is characterized with the fact that opportunities of speech are many at certain degree but the communication with environment is consisted of not only accent and word syllables but also of pieces of speech distorted phonetically and grammatically. Finally, in the third level, the phonetical and lexical-grammatical defects assume not of systematic character but of local character (G.A. Sadiyeva,1999).

The wide-spread form of speech disorder is aphasia. This form appears as a result of the trauma of certain part of the brain of adults comparatively. Though some prominent linguists gave information on the speech defects appeared as a result of aphasia, they failed to deal with this field seriously. But R.O.Yakobson dealt with this issue seriously (R.O. Yakobson, 1985). You may also encounter some works in the Azerbaijani linguistics on the character of speech disorders appeared as a result of aphasia (V.M. Shklovski, B.V. İvolev,1967).

During the alalia (motor alalia) which is relatively serious form of speech disorder, a child understands the speech addressed to him but has difficulty in expressing his emotions. During the sensor alalia, the child does not fully understand the speech directed to him and has difficulty in

defining of the connection of the words with each other. Like aphasia, alalia also appears in connection with damaging of the nervous system. Tachylalia is speedy but brandylalia is the slow and weak elongation of external and internal speech, prononunciation, monotonous voice and pauses between the sounds.

One of the wider spread forms of speech disorder is stuttering. This disease is characterized with mechanical stoppages and compulsory repetition of sounds and sillables in speech. These are observed while stuttering:

- 1) Considerable reduction of articulation muscles till the formation of the speech sound.
- 2) Abridgment from the beginning or ending of a word during the pronounciation.
- 3) Increasing of these changes depending on the piece of speech given. The elongiation of the time indexes in all moments of the pronounciation of a word is the result of breaking of the function of the analyzer of speech action. Some clinical researches mention about the damage of the central nervous system as the reason for stuttering. This time speech fear is more leading symptoms, makes the speech communication difficult and increases stuttering (G.A. Sadiyeva,1999).

It is known that a language represents very complex system of codes in itself. The sound structure of these codes makes up the system of phonemes that each of them takes certain stable sound symptoms having a leading role in a language from the sound flow. Both soft audition and articulation analyzer take part in the separation of these stable units of the sound speech. These stable units or phonemes of the sound speech combine in a word and assume a systematic character that this aspect makes up the essence of the sound system of a language.

All units of a language including this systematic character appearing in the mutual connection of sounds is based on the whole line of the cerebral cortex that each of them provides this or other part of the speaking process. Therefore, the damage in any part of the brain has a direct negative effect on the connection of linguistic units and building of logical speech in this case.

Damaging of different parts of cerebral cortex in different ways also cause the speech to break in a different way. Repetition of words, stoppages, elongation of sounds and syllables and other cases are this kind of speech disorders that the poets and writers can use them for characterizing their types and creating individual color in the works of art. It should be noted that each of these speech disorders is used in the process of creating different figurativeness.

A writer pays special attention to the speech of characters and building of connection between their behavior and speech for giving the life facts really, covering the connections between the events correctly and achieving in persuasiveness. This time, the triad “reality-understanding-text” turns into the triad “reality-character-text” and defines the character of reflecting of reality in the text (Z.Sh. Mammadova, 2011).

The characteristic speech is of different characters; it appears in colourful forms till the speech used for creating a comic effect along with the speech obeying very serious literary norms. In fact, giving of the language of a character displays itself in two ways: in the first case, imperfection assumes natural character, that is, the language of the character is defective in reality, too. In the second case, the defect assumes situative character, in fact, the character the tongue of which is not defective in reality, has to speak with defective words and expressions in certain cases. This case created by the writer individually, expresses pure emotional attitude.

One case of speech disorders is giving the speech of a character in small pauses by breaking it into pieces. This speech is emotional and differs from an ordinary speech in intonation and melodic aspect. This speech is one of characterizing and individualizing means and mentions that the melodic aspect of the writer’s aim plays a special role (V.V. Vinoqradov, 1959). L.V.Politova gives two methods of giving of speech in literary text: descriptive and reproductive. During the reproductive method:

- 1) Elongation of vowel or consonent sounds.
- 2) Reflection of emphatic stress in different means.

- 3) Deformation of words with the use of high frequency.
- 4) Giving of non-canonic phonetic events is used in the speech of the character (L.V. Politiva,1992).

Research aim.

In the research, such an assumption is taken as a basis that the elongation of vowel sound, repetition of consonant sound, more truly, stoppage at the beginning of a word is more characteristic.

Research methods.

General methodological principles of stylistic analysis were used in the research and the speech defects reflected and expressed literally in the works of the Azerbaijani writers and poets, were analyzed with the content-analysis.

Discussion.

The repetition of words is called clonic way of stuttering in scientific literature. This time, the words and syllables are repeated that it is called the light form of stuttering. We tried to define the types of stuttering reflected in the fiction by using this methodology.

It became clear that over 90 percents of sound blockages fall over the first sound of the word while stuttering. The elongation of vowel sound, repetition of consonant sound, more truly, blockage are more characteristic at the beginning of a word. On the other hand, the blockages display themselves more in large-sized words comparing to small-sized words or long-sized sentences comparing to short-sized sentences. The difficulty in uttering of long-sized words causes to appear the elongation in vowels and blockage in consonants. For example:

A—a—ay ağa! Qız heç o—o—o—otaqda yoxdur (C.Cabbarlı); *Qız bir xeyli kəkələyib: --Bi—irdən gee—rçəək ooo---lar; Qızının səsinə fikirdən ayrıldı. —Qa—aa—yıt—mayacaq! Ge—ee—t—di!* (V.Nəşib); *Heyrətdən gözləri genişləndi, kəkələdi: --O—o—ora baxın!* (F. Eyvazlı); */H-e-y Boss! The girl is not in th-th-that room either* (J. Jabbarly); *The girl stuttered for a long time: - In case it will be*

t-t-true; He startled with the voice of his daughter. – She will not r-r-return. She le-left! (V. Nasib);
His eyes goggled in surprise and stuttered: Look th-there! (F. Eyvazli).

The elongation of vowel sounds is more characteristic during the speech disorders because as the vowel sounds are clear sounds, the easiness of their repetition makes the passage to consonant sounds a bit more difficult. Along with that, the repetition of consonant sounds also display themselves, more truly, the blockage in consonant sounds also displays itself largely.

The frequency of blockages in sounds depends on the properties of sounds for their formation. The less forms of blockages in consonants are observed in fricative and affricative sounds, explosive or tremulous consonants. For example: *Kəndlidən birisi qışqıra-qışqıra, dili dolaşa-dolaşa: p—p—p—*
pristav ağa g—g—gəlir (Ü.Hacıbəyov); *B—b—böyük adamdı, arvadınan T—t—tiflisə gedir*
 (F.Eyvazlı); *S—s—s—sən kəndə getməmişdin?* (S.Rüstəm); */One of the villagers, shouting and*
stuttering: Mr. P-p-police officer is c-c-coming (U. Hajibayov); *He is an o-o-official, he is going to*
T-T-Tbilisi together with his wife (F. Eyvazli); *Did not y-y-you go to the village?* (S.Rustam).

The syllables of the words are repeated in the third part of such kind of defects. For example: *Əli. Çi-çi-çi-Çimnaz xanım özü bilir; Yo-yo-yox...Na-Na-Na-Nabat yaxşı bilir* (S.Rüstəm); */Ali. Mrs. Chi-chi-chi-Chimnaz herself knows that. No-no-no...Na-na-na-Nabat knows well/* (S.Rustam).

And in another case, speech appears in mixed form of pronunciation, more truly, both the sounds and syllables are repeated in the piece of speech. For example: *V-v-vallah, ta-ta-tanımıram*
 (F.Eyvazlı); *Qa-aa-yıt-mayacaq o! Ge-ee-t-di!* (V.Nəsib) */By God, I don't know.* (F. Eyvazli); *He will not return. He left!* (V. Nasib).

One of the speech disorders is the use of the word-parasites or sound-parasites. When a speaking person does not sometimes have fast speech or his thought is fully clear, he uses special sounds or sound combinations without meaning among meaningful pieces of speech. In fact, he makes a pause for thinking and bringing the end of the thought but he uses the continuous repetition of “eee”,

“hmmm” and other similar sounds rather than the pause that draws our attention that the researchers call it as sound-parasites. The use of this form is also one of the important means for opening the character of the type. For example: *Çox qəribədir. Mmm, demək istəyirəm ki, çox maraqlıdır; M-m-m...Yox, deyəsən səni başa sala bilməyəcəyəm* (İ.Hüseynov); *Hərgah razı olsanız, e-e-e, necə başa salım?* (N.Nərimanov) /*Very strange. Err, I mean that it is very interesting; Er-r-r...No, I don't think I will manage to make you understand/* (N. Narimanov). In the first example, the sound-parasite means an approval including hesitation but in the second sentence, it means hesitation in the speech of the interlocutor.

When the writer uses this form of speech, he does not only think about opening an individual character of the owner of the speech, he also uses it for opening the character of the type listening to that speech. A negative attitude is expressed by a person listening to a stutterer in the following piece of text: *Qafar. Sən kimsən, hə? Əli. Mə-mə-mə... Qafar. Sən də qoyun kimi nə mələyirsən? Əli. Mə-ə-mə...mən mənəm* (S.Rüstəm) /*Gafar. Who are you, yes? Ali. I a-a-am... Gafar. And what are you bleating like sheep? Ali. It is m-m-mee/* (R. Rustam).

As it is seen, the expression of the word “I” in stuttering way, was assessed in negative shade with the reaction of the listener and assimilated with bleating of sheep; and though the defective speaking showed the speaking ability of its author in fact, he helped to open the inner moral world of the person giving a negative reaction to it more. Such as, if the defective speech is presented as the natural physiological and mental condition of the speaker, the assimilation of this speaking with bleating of sheep, thus, calling of the speaking person as a sheep, tells about the moral scarcity of the person telling it.

One of the speech disorders used by the writers in the works of art successfully, is the use of the words in an unfinished way. The use of this form is not always connected with an illness; the writer sometimes uses this style for opening the moral world of a character through his speaking and

showing his different attitude towards the facts. For example: --*Mən düşmürəm. –Necə yəni düşmürəm? –Mən ixtisar edib danışırım. Demək istəyirəm ki, başa düşmürəm. –De görüm, Bərbərzadəni tanıyırsan? –Yıram. –Mənə verməyiblər ey, Bərbərzadəyə. –Ax, Zadəyə/ (S.Rəhman) - I don't (under)stand. - What you do not stand. – I shorten and tell. I mean that I do not understand, - Tell me, do you know Barbarzada? – I know. – They gave not me but Barbarzada. – Ah, to Zada/ (S. Rahman).*

The fact on uttering of words incorrectly because of mishearing or misunderstanding of them, also take an important place in the speech disorders. This time, loan-words are used more. The words are replaced with meaningful or meaningless words close to them for the sound structure that it is used for creatic comic effect in the work of art. For example: --*Nə əcəyib qadıdır! –Əcinnə özünsən! – Demək, belə...Ülyahəzrət! –Mənə deyirsən ölüyähəsrət?/ (S. Dağlı) What a strange woman! – You are demon! – So...Her majesty of demons! – Do you mean that I am a woman longing for a dead man!/(S. Daghli).*

We want to express our attitude towards an issue here. As the speech disorders happen because of different reasons, their forms of pronunciation are different, too. As the effect and attitude created by these different forms of pronunciation, are different, their exact expression with special signs—graphons in writing also assumes importance. I.V.Arnold writes: “All these means are necessary in stylistic aspect for the reason that they will inform a reader that are expressed with prosodic elements, tone of voice, pauses, elongating or dualizing of some sounds in oral speech (I.V.Arnold, 1981).

Attention to giving of graphons in fiction is one of key issues; this time, the correct use of punctuation marks helps to understand and perceive the text correctly. This type of expression in scientific literature is sometimes mentioned with the term “phonographic stylistic” and considered as the violation of an orphographic norm (L.L. Yemelyanova, 1977). Unconditionally, it is impossible to

give the speech disorders as they are but as the disorders are different, their expression also assumes a conditional character and must differ from one another.

The role of using punctuation marks for expressing the tonic (stoppage at the beginning and middle of a word), clonic (repetition of sounds and syllables) and mixed (existence of both types) types of stuttering in writing, is great.

A writer can present the speech of persons with defective speech in two ways; in the first case, the writer is satisfied with mentioning about the speech defect, more truly, describing it that it does not show how concrete the speech defect is. It is called descriptive method. The second reflective form of the defective speech is called as reproductive. This time, a specific speaking form itself is presented in speech without the interference of an author. L.V.Politova deals with the following forms of reproductive reflection style:

- a) Elongation of vowels and consonants.
- b) Putting of stress in different ways (putting of stress on a word, giving of letters of a word thinly, etc.).
- c) Taking place of non-canonic phonetical events in the speech of characters (L.V. Politova,1992).

CONCLUSIONS.

As the reasons for appearing of speech disorders as well as stuttering, their mechanism of formation is also different; such as, the reasons for happening of stuttering are functional and organic. In the first case, anxiety and nerve are reasons and are observed frequently. In the second case, an illness is the main reason here.

The forms of stuttering are also colorful:

- 1) Repetition of sounds, syllables, words and sentences.
- 2) Elongation of sounds.
- 3) Using of words.

4) Finishing of pause in an audible or silent way.

5) Saying of words emotionally, etc.

All of these reasons and forms also create differences in the appearance of stuttering that reflection of each of them in writing is one of the most difficult cases. Graphical signs are not also enough for that reason, but we may not agree with giving of the same form of stuttering with different forms. Such as, using of enumerated full stops or hyphens for the same form of stuttering or giving of sounds repeatedly without separating from one another, may not be satisfactory because a hyphen expresses the combination of pieces of words and full stops express pauses (especially, ellipse).

Giving of sounds without separating from one another, mean the pause among them. Such approach for eliminating of speech defects leads to increasing the effectiveness of educational process and decreasing the number of stutterers.

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