

## THE RELATIONSHIP BETWEEN SPEECH, LANGUAGE AND COMMUNICATION NEEDS

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### Abstract

The article below exposes one of the most mainline issues in the process of interrelations between language development and speech, mainly a clear connection between cognition and language is the accrual of words related to new conceptual knowledge. In some studies, vocabulary is actually used as a measure of content knowledge in a given domain. In studies of children acquiring expert knowledge, learning domain-specific words (e.g., names for types of birds) has been both a measure of expertise and part of what is learned. In children and adults, expertise within a domain typically entails learning finergrained distinctions, suggesting that word learning will focus on subordinate labels and rare words or words for atypical categories. Very little is known about how conceptual knowledge relates to accuracy and richness of word meanings. An old debate concerned toddlers' over-extension of labels (e.g., calling all men daddy). One theory is that this was due to conceptual blurring—that is, not distinguishing between subtypes (e.g., different men).. The article will be provided with main factors of the problem and some suggestions to overcome its usage.

**Keywords:** language development, knowledge, words for atypical categories, decisive, indefinite, cognitive.

### Introduction

A child learns to speak by listening to other's speech in the community. Hence, hearing is very important for one to learn to speak. If the child can't hear, he will not learn to speak. It has to be taught to him. Hearing to someone speaking in a language other than that you know, will result in just hearing but not understanding. The reason is that you have learned to speak in a language by hearing about it. As you have not heard this language, you don't understand it and hence can't speak it. So hearing is very important in order to learn and to speak. Let us understand the relationship between speech and language.

To be more precise, you are aware that speech is the verbal mode of communication. Let us presume that you want to speak. "The book is on the table". For, this you should know what a book and table are. If you don't know the object book or table you will not have a word for that, hence without the concept, there is no name,

therefore, speech and language are interrelated, there can be language without speech, but there can't be any speech without language.

Speech refers to speaking in a clear voice, in a meaningful way that makes it interesting to listen. The way a language is spoken with clarity is important for the speech to be clear. Language is choosing the right words to refer to what you want to say. Making sense of what people have to say, language includes joining of sentences, to make the conversations. Communication refers to the usage of language or gestures to understand other's points of view, which means understanding something that is unsaid, like from body language or facial expressions. Speech, language, and communication skills are crucial to the overall development of young children. Speaking clearly to communicate and understanding what others say, processing the language and delivering their ideas into speech are the essential building blocks of a child's communication development. Children with Autism and other developmental disorders find it hard to communicate and to cope with social interaction skills and hence they withdraw from interacting. Also the communicative skills like maintaining eye-contact, answering aptly and understanding what others say is difficult for Autistic children. In case you find any problems related to communication in your child, get them resolved by contacting our experienced professionals. Greater consistency of findings has been found for problems concerning social relationships for children and adolescents with language impairment.

Although toddlers probably do not subdivide highly similar and less-familiar subtypes (e.g., squirrels and gophers or falcons and hawks), it is unlikely that over-extension is mostly due to conceptual limitations. Some over-extension errors are apparently due to pragmatics: Because toddlers' productive vocabulary is so limited, they may use some word they can produce that has a similar meaning to whatever they wish to label. It is unlikely that a toddler who calls unfamiliar men daddy cannot discriminate her father from other men. Thus, over-extension does not necessarily indicate conceptual blurring. Less clear is whether some words are learned before others simply because some concepts are easier to understand than others. There are arguments that various kinds of words, like color words, number words, or verbs in general, are learned later because they offer some general conceptual or perceptual difficulty in acquiring the related concept. At some level, this point is trivial: For example, sum is easier to understand than second derivative, and more people comprehend the former than the latter. In young children, however, these differences might be more pervasive and less obvious.

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