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NEUROLINGUISTIC CHARACTERISTICS OF A CHILD'S PERSONALITY

Currently, the formation, development, and transformation of a child's behavior are influenced by several major factors, including national values, family upbringing, individual personality traits, social environments, globalization processes, the constant flow of information through various technologies and social networks, computer games, and more. Neurolinguistics is the branch of science that enables the study and regulation of the external manifestations of a child's internal state. It also helps identify and address processes that negatively impact development. Since neurolinguistics views words and speech as systemic activities – and studies phenomena such as aphasia in parallel – this field holds significant importance for linguistic science and remains an area that requires further in-depth research.

In determining the neurolinguistic characteristics of a child's personality, it is essential to consider the role of brain mechanisms in the development of the speech system and how they influence speech and language characteristics.

The article explores the neurolinguistic characteristics of a child's personality in both English and Kazakh, using specific text examples. To

identify these characteristics, the study employed methods of observing the child's speech and personality traits in both spoken and literary texts in English and Kazakh.

The research involved analyzing the child's behavior as reflected in speech, selecting relevant textual examples, and examining specific linguistic units.

The article examines the specific factors that positively and negatively influence the formation of a child's personality. It considers the primary ethnic, psychological, genetic, and linguistic processes that stimulate brain function and drive changes. Additionally, it analyzes speech disorders, along with their causes and consequences.

Keywords: neurolinguistics, child personality, English, Kazakh, speech.

Introduction

Neurolinguistics is a branch of science that studies the areas of the brain responsible for human speech functions. It is closely related to psychology, neuroscience, and linguistics, and plays a vital role in addressing issues common to these fields. As a result of neurolinguistic research, the identification of changes in a child's personality, along with a broader understanding of human behavior, has become an important focus. In addition to gestures, body movements, eye and head movements, breathing, intonation, and the speed of actions, a child's speech carries a clear linguistic meaning. This includes the pronunciation of specific letters and words, speech rhythm, as well as indicators of the inner emotional state, such as mood, excitement, anxiety, and fear. The observation of these emotional states through external body cues or speech features is grounded in the functioning of the nervous system and the brain. Neurolinguistics is the science that studies the human brain, specifically focusing on the identification of brain regions responsible for language abilities, the role of the nervous system in speech function, and how different brain areas contribute to the expression of thoughts through words. It also examines the effects of brain damage or disorders of the nervous system on speech. Therefore, the issues addressed in the study of the neurolinguistic features of a child's personality revolve around these key questions.

Speech involves complex neurological processes in the brain. The development of speech activity requires a certain level of maturity in the auditory and visual systems, sensory organs, and the nervous system. A child's speech and language abilities are primarily shaped by their perception of information, which includes vision (seeing images and colors, distinguishing between them), hearing (perceiving sounds, intonation, and melodies), and kinesthetic awareness (sensing internal sensations, grasping, etc.). Each child may develop these perceptual abilities at different rates, with varying degrees of proficiency, which can direct their

development in specific ways. The types of information perception are crucial, as the brain processes and interprets various stimuli, reflecting them outward through actions, speech, and communication.

Although a person may try to keep their consciousness under control, they are unable to alter the brain's physiological and genetic characteristics. Therefore, if any psychological disorder or change occurs in the child's brain, its recovery or treatment is determined based on the child's personal characteristics and efforts. Additionally, disruptions in the physiological processes affecting the brain's nervous system, when viewed through the lens of neurolinguistics, can lead to various abnormalities, loss of consciousness, and speech disorders. This is due to the active influence of external factors on the brain's nervous system, which negatively affect several crucial functions, such as the operation of speech mechanisms, language connections, cognitive processes, and the formation of word chains necessary for speech. These changes are reflected in the child's character.

Modern neurolinguistics is considered one of the branches of the comprehensive study of human speech activity. It is a scientific field that examines the relationship between language and thought, as well as the cognitive mechanisms underlying language, using traditional psychological methods. Neurolinguistic approaches are employed to study various language and speech disorders (such as aphasia and dyslexia), to investigate the neurological causes of these disorders, and to explore methods for their correction.

The neurolinguistic features of a child's character are reflected not only in their speech but also in their gestures and movements. This is closely linked to the challenge of understanding the mutual communicative context during conversation. In interactions between speakers of different languages, when the lexical level is insufficient to convey thoughts, hand gestures often accompany speech. However, when there is strong mutual understanding of the language, such kinetic elements are minimal or may be absent altogether [1, p. 100]. When a child communicates – whether in their native language or a foreign one – certain speech and language impairments can significantly affect the process. These may include difficulties in understanding the context of a conversation, inability to hear words, limited capacity to fully express thoughts, or disruptions in the structure of words and sentences. As a result, noticeable changes often occur in the child's gestures, movements, and overall behavior.

In addition to speech, the external manifestation of neurolinguistic features in a child's character can also be observed in their actions, gestures, and even eye movements. These insights are made possible, in part, by the advancements in modern technology. For example, daily exposure to audio and video content, address inputs when setting up a mobile phone or computer, and the use of new software – all of these interactions are stored, processed, and transmitted through

digital screens. When we apply such actions to meet our own needs, we help preserve the ability to regulate certain «features» through our movements and gestures [2, p. 13]. As a result, these external forms of activity provide evidence-based data for observing neurolinguistic features associated with abnormalities in brain function. They also help track the sequence of changes in human behavior and contribute to drawing informed conclusions about the nature of those changes.

Speech is a primary means of communication and a crucial source of information exchange. Therefore, considerable attention is paid to the factors that influence brain function in regulating the speech process. By utilizing neurolinguistics, which explores the interconnections between the brain, speech, and thought, we can identify and better understand these influencing factors [3, p. 6]. Additionally, human speech encompasses not only the articulation of words but also the expression of thought through verbal output and related behavioral movements. In other words, speech first serves as a means of reflecting the unique aspects of an individual's spirit and national character, and second, as a true indicator of brain activity and its potential deviations. Speech dysfunction, in this context, becomes a pathological marker. Neurolinguistic research provides a comprehensive framework for analyzing language disorders by considering their root causes, and it plays a crucial role in both the prevention and treatment of these conditions [4, p. 334].

Materials and Methods

In our research, to determine the neurolinguistic nature of a child's character based on speech features and language units, we focused on speech manifestations in both English and Kazakh, examining both spoken language and literary texts. We systematized common features of gestures, actions, and speech frequently observed in children's characters in colloquial language, as well as speech characteristics presented by authors in dialogues, monologues, and descriptive passages within literary works. We provided a detailed interpretation of these features and employed methods such as text compilation, lexical and psychological analysis, interpretation of external manifestations of character traits in both languages, selection of specific language units, and comparative analysis. Building on theoretical data and specific conclusions from previous scientific studies on the neurolinguistic features of a child's character, we identified and analyzed various speech disorders and deviations in colloquial language. These were collected from literary texts in English and Kazakh, as well as through external observation. The article explores the ethnic, cultural, spiritual, worldview, religious, and psychological characteristics of the English and Kazakh peoples. It also considers social status and challenges, child-rearing practices, features of modern technological development, the perception of new information, and the linguistic nature and usage of words – all of which were taken into account in

studying the neurolinguistic features of a child's character. National and cultural characteristics – including national behavior, traditions, mentality, and cognitive traits – are key factors in the formation, development, and transformation of a child's psychology and character within a given cultural context. These elements are particularly intertwined with the concept of national education. The outcome of national education is the development of the child through the internalization of cultural foundations and traditions passed down within the family [5, p. 37]. It is essential to recognize these as unique and influential factors in shaping a child's character.

Results and Discussion

Before examining the neurolinguistic features of a child's character in English and Kazakh, it is essential to first consider the general linguistics of child speech. This includes the child's acquisition and assimilation of language rules, the development of spoken language, the use of gestures, the mother's communication with the child within the family, and the child's initial vocabulary. Key processes such as learning new words, forming sentences, and expressing thoughts also play a foundational role. These elements are crucial because the formation of a child's character, their entry into communication, recognition of their environment, and ability to establish meaningful interaction all stem from these early linguistic and cognitive developments. These processes, which serve as the first steps of the child's speech, ensure the subsequent activities of the brain, new information, the child's behavior in society and conscious expression. Language units, such as sounds and morphemes, a set of words and sentences, which are the basis for the child to start speaking, ensure the correct formation of the external form of thought in the brain. The formation of speech also relies heavily on a set of perceptual processes within brain activity. These processes are crucial for the accurate and complete perception and understanding of thought during the externalization of concrete content in spoken or written form, as well as in the comprehension of spoken language [6, p. 58].

To identify the factors influencing the development of various speech disorders, brain activity, and the internal psychological state of the child – as well as to examine how these disorders manifest in the Kazakh language – we analyze everyday colloquial texts and literary works that portray children's characters through specific speech features. The methods used in works of art to portray a child's character – through dialogues and monologues, as well as through their interactions with other characters – clearly reveal cause-and-effect relationships within the context of the text. These narrative techniques help illustrate both typical speech patterns and deviations in speech. In other words, various psychological states, interpersonal relationships, environmental influences, and social issues that disrupt the stable functioning of a child's brain are presented in parallel within

these texts. This is precisely why our research focuses not only on literary works but also on the specific character traits revealed in spoken language. Both sources provide valuable insight into the neurolinguistic features of a child's development and behavior.

General features of a child's character can be observed in everyday settings such as public transport, kindergartens and schools, family restaurants, parks, and entertainment centers. During the study, we monitored neurolinguistic features as reflected in the colloquial speech of children aged 4 to 15 in these commonly frequented environments. First of all, during the observation, we noticed that young children often exhibit speech disorders such as ineloquence, sigmatism and lambdacism, stuttering, disturbances in voice tone, and dysarthria. Although these deviations primarily affect the sounds of the child's speech, they are influenced by the internal and external factors discussed earlier. A child's speech difficulties, including problems with word pronunciation, are among the earliest obstacles that hinder their ability to express thoughts clearly and communicate effectively. It has been observed that these language barriers interfere with others' understanding, which in turn leads to changes in the child's psychology and behavior. In these cases, we often observed that children become excessively irritable and display aggressive behavior, sometimes accompanied by crying. In the Kazakh spoken language, certain letters and words are frequently mispronounced by children – particularly those aged 9 to 15, as well as younger children around 4 years old who are just beginning to speak. Table 1 presents examples of common speech disorders observed daily, highlighting their characteristic pronunciation features.

Table 1 – Changes in sounds caused by the most common speech disorders in children aged 4 and 15, identified through daily observation of Kazakh language use.

Incorrect pronunciation of the «P» (R) sound, (p-л)	Incorrect pronunciation of the «P» (R) sound, (p-ғ)	Incorrect pronunciation of the «Л» (L) sound (л-ы, ү, а, й)	Pronunciation deviations involving the substitution of voiced consonants with voiceless consonants. (б-п, д-т, в-ф, з-с, ж-ш, г-ғ)	Disorders involving the substitution of a close vowel sound with a single (or similar) vowel sound. (н-и)
<i>ара – ала</i>	<i>ара – аға</i>	<i>алып бер – аыып бер</i>	<i>бас – нас</i>	<i>аң – ан</i>
<i>қара – қала</i>	<i>қара – қаға</i>	<i>бал – баы</i>	<i>дон – тон</i>	<i>таң – тан</i>
<i>тарақ – талақ</i>	<i>жара – жаға</i>	<i>гүл – гүү</i>	<i>автобус – афтопус</i>	<i>әңгіме – әнгіме</i>
<i>бер – бел</i>	<i>бер – без</i>	<i>балық – баыық</i>	<i>жүгір – шүгір</i>	<i>жаңа – жана</i>

<i>көремін – көлемі</i>	<i>көремін – көгемін</i>	<i>бала – бааа</i>	<i>жаз – шаи</i>	<i>жаңбыр – жанбыр</i>
<i>жүр – жүл</i>	<i>жүр – жүг</i>	<i>көйлек – көййек</i>	<i>сағат – сағат</i>	<i>үстіңгі – үстіңгі</i>
<i>апар – апал</i>	<i>апар – апаг</i>	<i>алма – аама</i>	<i>сағыз – сағыз</i>	<i>ең – ен</i>
<i>тұр – тұл</i>	<i>тұр – тұг</i>	<i>сал – саы</i>	<i>аға – аға</i>	<i>қоңырау – қонырау</i>
<i>отыр – отыл</i>	<i>отыр – отыг</i>	<i>қалада – қааад</i>	<i>зат – сат</i>	<i>оң – он</i>

There are many types of sound disorders commonly found in children's speech, as shown in the table, and many of these have internationally recognized names. For example, **sigmatism** is a speech disorder characterized by difficulty or inability to correctly pronounce the «s» and «z» sounds, including sounds such as *c-c'*, *з-з'*, *ц*, *ш*, *ч*, *щ*, *ж*. **Rhotacism** affects the pronunciation of the *p-p'* (R) sound, while **lambdacism** involves the excessive or incorrect articulation of the *л-л'* (L) sound, or substitution of other sounds for /l/. **Kappacism** refers to the incorrect pronunciation or substitution of the *к-к'*, *г-г'*, *х-х'* (K, G, KH) sounds, and **yotacism** involves mispronunciation of the [j] sound, as in the letter й. Additionally, it is important to distinguish between voiced and voiceless consonant pairs – such as *б-п*, *д-т*, *в-ф*, *з-с*, *ж-ш*, *г-к*, *к-қ* – as well as deviations in the pronunciation of soft consonants. Deviations in speech often involve the replacement of soft consonants with their voiceless counterparts, such as *д' → д*, *н' → н*, *к' → к*, *п' → п*. Considering that such sound disorders are common not only in children but also in adolescents and adults, it becomes clear that they are the result of disruptions in specific areas of brain activity, as well as in the organs responsible for speech production. These issues are also influenced by a person's environment, social interactions, and the types of information they are exposed to – what they see, read, listen to, and how they communicate. It is a misconception to view these disorders as merely a normal developmental stage that a child must go through before correctly pronouncing words, forming sentences, or expressing thoughts. In reality, such sound disorders can lead to significant neurolinguistic impairments, including complete omission of sounds, substitution, mispronunciation, or confusion of sounds [7, p. 1]. Therefore, when recognizing a child's character through their speech, it is essential to first pay close attention to deviations in sound production.

Difficulties and abnormalities in children's speech can result from brain activity issues as well as various external factors, including lexical and linguistic challenges. Neurolinguistic factors may interfere with a child's ability to control their own thoughts and words. These pronunciation defects occur across all languages and affect a child's ability to speak accurately and correctly perceive information, which in turn influences the formation of their character and the development of specific character traits. Since this article examines the

neurolinguistic features of a child's character in both Kazakh and English, we will focus on colloquial examples of pronunciation disorders in children's English speech. From a psycholinguistic perspective, identifying speech abnormalities is a significant challenge in any language. Similarly, in English, children often experience speech disorders such as the substitution or omission of various sounds in everyday spoken language.

Table 2 – Common phonological features in a child's English speech

Omission of the final consonant sound (failure to pronounce the last consonant).	Pronunciation disorder involving the substitution of certain sounds (r-l, r-w, l-y)	Deviation in pronunciation where the initial sound of a word is replaced with a different sound. (k-t, c-t, s-t, g-d, sh-s, ch-s)	A pronunciation abnormality where fricative consonants are replaced by stop consonants. (ch-t, th-t, sh-ch, ch-sh, j-d, j-zh)
<i>ball – ba</i>	<i>rabbit – wabbit</i>	<i>key – tey</i>	<i>chip – tip</i>
<i>bed – be</i>	<i>yellow – yeyo</i>	<i>cat – tat</i>	<i>teeth – teet</i>
<i>book – bo</i>	<i>drive – dwive</i>	<i>see – tee</i>	<i>chair – tear</i>
<i>cat – ca</i>	<i>rake – wake</i>	<i>car – tar</i>	<i>shop – chop</i>
<i>catch – ca</i>	<i>late – yate</i>	<i>game – dame</i>	<i>ship – chip</i>
<i>cup – cu</i>	<i>taller – tahyer</i>	<i>goose – doose</i>	<i>cheese – sheesh</i>
<i>dog – do</i>	<i>slide – swide</i>	<i>shoe – sue</i>	<i>church – shurch</i>
<i>fish – fi</i>	<i>like – yike</i>	<i>cheer – seer</i>	<i>jump – dump</i>
<i>school – schoo</i>	<i>rug – wug</i>	<i>get – det</i>	<i>cherry – sherry</i>
<i>toilet – toile etc.</i>	<i>love – yove etc.</i>	<i>girl – dirl etc.</i>	<i>joy – zhoy etc.</i>

The peculiarities of a child's speech in English, as illustrated in Table 2, include sound deviations and errors similar to those observed in Kazakh. These occur when the child connects and pronounces words, constructs sentences, or learns new vocabulary. Such deviations are common phonological processes, especially in young children. The language used by adults encompasses all of their linguistic competence. This process activates neurons in the brain, which is responsible for their ability to express messages or thoughts after linguistic processing. [8, p. 263].

In studying the neurolinguistic features of a child's character, we identify behavioral traits through the analysis of literary texts, examining speech skills, differences in actions, and noticeable deviations as described by the author. The portrayal of a child's character in works of art is conveyed not only through external behaviors but also through explicit dialogues within the text. These dialogues are presented alongside the context that explains the causes behind specific speech patterns or character traits, the influencing factors, and their consequences. First

of all, we focus on the neurolinguistic features of the child's character in works of art written in the Kazakh language. For example, the dialogue between a young boy and a passenger, featured in the story «Жол үстінде» (On the Road) by writer Madina Omarova, is presented as follows:

– *Неге жалғыз келе жатылсың?* – деді ол, жердің астынан шыққандай куәгірт дауыспен.

– *Біл нәрсе деп келесің бе?*

– *Неге? Көкқайналданмын.*

– *Сен етікіші шалдың қызы емессің бе? Конттолда есепші болып істейсің* [9, p. 1].

In this example, the speech activity of a child with a speech disorder – specifically the inability to pronounce the sound «R» – is demonstrated by the substitution of the sound /r/ with /l/ (e.g., *жатылсың* instead of *жатырсың*, *біл нәлсе* instead of *бір нәрсе*, *Көкқайналданмын* instead of *Көкқайнарданмын*, *конттолда* instead of *контторда*). However, this cannot be explained solely as a phonetic abnormality in the child's speech; it also reflects deeper neurolinguistic features of the child's character.

Abnormalities in a child's language and speech are often caused by disorders of the nervous system in the brain. In the work, the nature of the child's speech disorder and his character traits are clearly revealed through the author's description of him, the character's dialogue, and the internal monologue reflecting the thoughts of the second character. The fact that he speaks in a dull voice, sometimes speaks and then falls silent, chuckles to himself, shows surprise, walks quickly at times, then slows down, looks into the girl's face and then looks away – all of this reflects the nature of the speech disorder affecting him (the work describes a child who has grown up). These behaviors suggest that the nervous system in his brain is damaged and that his psychological state is unstable. The fact that he has been speech-impaired since childhood, and that his father was referred to as «a dog breeder» by the villagers, reveals the child's internal struggles, shaped by the external influences of the environment and society in which he was raised.

Many works of art depict such characteristics in a child's personality. However, Zeynolla Kabdolov's novel *Жалын* (*Zhalyn*) stands out as a work that clearly illustrates the development of the character's speech based on neurolinguistic features. The character Margau, whose real name is Markaska, has his behavior and speech vividly portrayed from childhood through adulthood.

Outwardly, he does not differ from other people. However, what draws attention to his anomaly is a distinctive feature in his speech. In other words, the differences that have developed in his brain and internal psychology since childhood can be observed through external factors, based on a specific aspect of his personality development:

Марғау мұның маңдайынан сипап, бір «р»-дың орнына екі-үш «р»-ды қатар айтып, күрмеле тіл қатады:

– Бүлк етпе, бала, қайтесің? Етіңнен ет кесіп әкетсе де, дыбысыңды шығар-рма!

ог:

– Масқар-ра, болдым, қар-ра басты балаңды...

– Баласы құр-рғыр-рың құдайды құлатып келіп отыр-р.

– Р-рас. Нанбасаң бар-рып көр-р, құдай құдық басында, жығылып жатыр-р.

– Бала, төңір-рекке қар-рашы, кер-рім емес пе?

– Бала, – деді сағымның бір тұсын нұсқап, – анау шалқар-р дар-рия.

Сол судан әр-рі өтсең не болады, соны білдің бе?

– Бапаңа кездесесің.

– Шын айтам, мен бір-рдеңе білсем, сенің бапаң сол ар-рада жүр-р, – деді де, Марғау миығын қағып қап, теріс айналып кетті [10, p. 1].

From childhood to adulthood, the hero consistently repeats and stretches the sound «р»(r) in his speech or substitutes the sound «п»(p) for «б»(b.) This speech characteristic persists into adulthood. This feature is an integral part of Margau's character, which we have previously discussed alongside his external traits. Therefore, we understand that the child's speech disorder is a neurolinguistic feature caused by damage to his internal condition and the nervous system of the brain.

We often encounter similar features in the characterization of children in English literary works. For example, Emma Donoghue's novel *Room* portrays certain speech and language traits of a five-year-old boy named Jack. It is noticeable that his vocabulary is limited, containing too few words to fully express his thoughts.

I'm not in Room. Am I still me?

*We have thousands of things to do every morning, like eat and wash and brush and make our beds and go to the toilet and read our five books and play and watch TV and run track and do **Scream*** [11, p. 2].

In this example, although the child has no problems with language or word pronunciation, there are clear limitations in his speech and in expressing his thoughts through sentences. Jack tends to say individual words one after another, reflecting a scattered thought process as he tries to convey several pieces of information at once.

Therefore, a defect in the child's brain activity prevents them from organizing and expressing thoughts systematically during communication. In the field of neurolinguistics, speech processes such as pronunciation, perception, and interpretation are governed by a consistent connection between the brain and the components of speech. As an example, we can consider the following points from Harper Lee's *«To Kill a Mockingbird»*, which illustrate this aspect of the child's character as well as the distinctive features of Jem's speech:

Reckon I have.***Ain't nobody gonna do nothin' about it?******It's hot as summer on the sidewalk, an' we got to get home*** [12, p. 1].

From the given sentences, we notice that the child uses incorrect grammatical structures when speaking. We also observe a violation of word order typical of colloquial speech. First, we identify the mistakes in the child's language. Second, we understand that these deviations in speech reflect the unique characteristics of the child's behavior.

Such neurolinguistic features observed in a child can be caused by brain damage or diseases resulting from genetically inherited abnormalities. Often, children like Lenny in this work experience slow development of language and speech skills due to congenital brain damage. From birth until death, this genetic information remains within the individual, as it is established at birth. Therefore, in some cases, the child cannot control their behavior and cannot manage it.

Although there are no specific sound or grammatical errors in the given sentences, if we examine the context of the text, we can clearly see that the child's brain activity is impaired, and that what he says and thinks are disconnected. He thinks in complex ways and exhibits characteristic mental disorders. Therefore, we conclude that in recognizing the neurolinguistic specificity of a child's character, it is important to consider not only external speech disorders but also the content of their thoughts and the information they express, as well as their actions, which are reflected in their external behavior.

Conclusion

Neurolinguistics, as a field that studies the structure and functioning of language in relation to the activities of the human brain, including speech and

thinking, and fully considers the transmission, perception, and understanding of information by a person, is currently undergoing active development. Theoretical and practical results of research in this area still require further investigation. It was analyzed, based on specific examples, that the neurolinguistic features of the child's character discussed in the article begin with sound abnormalities typical of the language of an ordinary child and progress to psychological and physical defects resulting from brain damage, which cause significant impairment to the speech system. We aimed to identify the manifestations of neurolinguistic features of a child's character in Kazakh and English, based on examples from colloquial speech and literary works characteristic of both languages. Our goal was to uncover the causes, types, opportunities for prevention and treatment, conduct a comparative analysis, and identify similarities in the features of various linguistic disorders or major disorders found in a child's language in both languages, illustrated through specific texts. Observations of such features in the Kazakh spoken language have been accumulated through practice, while examples in English were identified based on previous research and texts of literary works written in this language.

It is noted that in the development of a child's language, the role of parents is particularly important in creating a supportive community and social environment for the child. In the study of speech disorders and behavioral features in children caused by complex brain damage, it was considered essential to implement therapeutic measures that would help the child accurately express their psychological state and thoughts. This is because it has been found that the brain damage in question is not only physical, but also psychological. We found it important to consider issues such as the cultural and psychological impact of the environment in which a child grows up, the environment and information they are exposed to daily, and the natural slowdown in brain development due to the use of modern technologies, such as smartphones and computers.

The article defines the neurolinguistic features of a child's character as expressed in speech, their manifestations in spoken language and literary works, and the types of these traits in both Kazakh and English. It also identifies specific sound deviations and highlights the recognition of features observed in word and sentence structure as control methods that can guide preventive measures in the fields of psychology, linguistics, and neuroscience. We understand that a child's language, speech, and ability to express thoughts can be studied without specialized research tools – through observation alone – allowing for the identification of the causes and consequences of certain speech defects. Furthermore, the study demonstrated through specific textual examples that such neurolinguistic features of a child's character are similar across different languages.

In the Results and Analysis section of the article, various types of sound abnormalities and pronunciation disorders – considered the initial indicators of

the neurolinguistic features of a child's character – are collected and systematized. These examples were analyzed separately, based on the child's character and speech skills in both Kazakh and English. During the experiment, it was found that these abnormalities are increasingly common not only in children but also in adults.

In conclusion, by identifying the neurolinguistic features of a child's character, we recognized that our research topic contributes to several important issues – such as the future of the nation, interpersonal relationships, the upbringing and health of children, the education of a conscious generation, and the preservation of language purity – supporting their formation and development in a positive direction. As a result of our research in this area, it was revealed that topics such as the formation of a child's character, the influence of speech skills on character development, and their cognitive aspects still require further study and hold great potential for future research.

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БАЛА МІНЕЗІНІҢ НЕЙРОЛИНГВИСТИКАЛЫҚ ЕРЕКШЕЛІКТЕРІ

Қазіргі таңда баланың мінез-құлқының қалыптасу, даму және өзгеру сипатына ұлттық ұстанымдар, отбасындағы тәрбие, тұлғалық ерекшеліктермен қатар қоғамдық және әлеуметтік жағдаяттар, жаһандану үдерістері, түрлі технологиялар мен әлеуметтік желілерде ұсынылатын ақпараттар легі, компьютерлік ойындар секілді т.б. ірі факторлар әсер етеді. Баланың ішкі сезім-күйі мен жағдайының сыртқы көрінісін бақылауға және оны зерттеуге, дамуға кері әсер ететін үдерістерді жоюға мүмкіндік беретін ғылым саласы – нейролингвистика. Нейролингвистикада сөз, сөйлеу жүйелік қызмет саналатындықтан және сөйлеудегі афазия құбылысын қатар

қарастыратындықтан, бұл мәселе лингвистика ғылымы үшін әлі де терең зерттеуді қажет ететін мәнді мәселе.

Бала мінезінің нейролингвистикалық ерекшеліктерін анықтауда ми механизмдерінің сөйлеу жүйесін қалыптастырудағы қызметін ескеріп, оны баланың сөйлеу және тілдік ерекшелігі негізінде бақылау қажет деп санаймыз.

Мақалада ағылшын және қазақ тілдеріндегі сөйлеу және тілдік айшықтарға сай бала мінезінің нейролингвистикалық ерекшеліктері нақты мәтін мысалдарымен қарастырылды.

Зерттеу жұмысында бала мінезінің нейролингвистикалық ерекшеліктерін, мәтін ішіндегі баланың сөйлеуі мен мінез ерекшелігін бақылау, бала мінез-құлқының сөйлеу сипатында анықталуын түсіндіру, нақты тілдік бірліктердің мәтіндік мысалын іріктеу әдістері қолданылды.

Бала мінезінің қалыптасуына оң және теріс әсер ететін нақты факторларға шолу жасалып, ми жұмысының және ондағы өзгерістердің жүзеге асуына түрткі болатын негізгі этникалық, психологиялық, генетикалық, лингвистикалық үдерістер назарға алынып, сөйлеудің бұзылуы, оның себебі мен салдары талданды.

Кілтті сөздер: нейролингвистика, бала мінезі, ағылшын тілі, қазақ тілі, сөйлеу.

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НЕЙРОЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ХАРАКТЕРА ДЕТЕЙ

В настоящее время на формирование, развитие и изменение характера ребёнка наряду с национальными установками, семейным воспитанием и личностными особенностями оказывают влияние

такие значительные факторы, как общественные и социальные обстоятельства, процессы глобализации, поток информации, представляемый в различных технологиях и социальных сетях, а также компьютерные игры и т. д.

Наука, позволяющая наблюдать и исследовать внешние проявления внутреннего эмоционального состояния ребёнка и устранять процессы, негативно влияющие на развитие, – это нейролингвистика. Поскольку в нейролингвистике слово и речь рассматриваются как системные функции, а также учитываются такие явления, как афазия, данный вопрос остаётся значимой проблемой, требующей более глубокого изучения в лингвистике.

При определении нейролингвистических особенностей характера ребёнка необходимо учитывать работу мозговых механизмов в формировании речевой системы и наблюдать их через особенности детской речи и языкового поведения.

В статье нейролингвистические особенности характера ребёнка рассматриваются на основе конкретных текстовых примеров в соответствии с речевыми и языковыми проявлениями на английском и казахском языках.

В рамках исследования для определения нейролингвистических особенностей характера ребёнка использовались методы наблюдения за речью и поведенческими особенностями ребёнка в устной и художественной речи на английском и казахском языках, интерпретация речевых характеристик в контексте поведения, а также отбор конкретных языковых единиц в составе текста.

Дана обзорная характеристика факторов, оказывающих положительное и отрицательное влияние на формирование характера ребёнка, рассмотрены ключевые этнические, психологические, генетические и лингвистические процессы, определяющие работу мозга и вызывающие в нём изменения, а также проанализированы нарушения речи, их причины и последствия.

Ключевые слова: нейролингвистика, характер ребенка, английский язык, казахский язык, речь.

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