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**«Московский государственный лингвистический университет»**

**(ФГБОУ ВО МГЛУ)**

**Аннотация**

к выпускной квалификационной работе

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Специальность: теория и методика преподавания иностранных языков и культур

группа 0-8-32

на тему:

Вербальные и невербальные характеристики детской англоязычной речи

**Key words**: children’s speech, language and gender, language skills development, non-verbal communication

Structurally the present paper falls into the fallowing parts: introduction, theoretical survey, practical research, conclusion, bibliography, appendix.

The topicality of the research is determined by the fact that children’s gender-marked spontaneous speech characteristics have been obviously underinvestigated. While a deeper insight into this subject matter may contribute to a better understanding of language acquisition by boys and girls, and thus to providing more effective strategies in language teaching and learning.

The object of the research is comprised of a set of speech characteristics, both verbal (morphological, syntactic, lexical) and non-verbal (body language, vocal features etc.)

The subject of the investigation is children’s discourse, namely the speech of pre-school children recorded predominantly in domestic surroundings.

 The research is aimed at comparing the speech of 3-6 year olds in terms of their verbal and non-verbal peculiarities and the main factors accounting for their choice, including gender, age, communicative situation, etc.

The methods of the study carried out are as follows: comparative, statistic and contextual analyses.

The data obtained allow to trace certain differences between girls and boys in language acquisition. Girls tend to acquire language skills faster, which has certain biological reasons. Their speech proves to be more correct and clear, more varied in mood usage. In their turn, boys tend to use more complex sentences and are generally more creative.

Emotionality and the intensity of non-verbal communication are less gender-marked and, to a greater extent, depend on such factors as age, power and communicative situation. Older children, when in familiar setting, are usually more confident and thus lead the conversation.

The findings of the present research made a certain contribution to sociolinguistics and language acquisition theories, and may be part of language teaching programs.

The graduation paper meets all the requirements set and can be considered by the State Examination Board.

Согласовано:

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