The phonological component of linguistic competence is considered. Experimental results concerning the comprehension of sound text are shown.

In psycholinguistic research of speech ontogenesis, quite a few aspects of language competence have been studied so far. The competence in question is understood as the hierarchically ordered system (construction) which represents, in generalized, reduced and specific way, the overall language system. Since in the language competence components and rules are distinguished, the former correspond to the linguistic levels, while the latter constitute a system of "commands". The "commands" prescribe that the speaker should use the given, functionally significant element, for meeting the communicative requirement in the respective communication environment. So far the linguists' attention has been focussed mainly at the lexical and grammatical components, the semantic component being insufficiently studied. The latter is, however, the basic, hierarchically predominant part of the structure. Finally, the phonological (phonetic) component has been almost ignored.

Speech in children comprises specific system of elements accompanied by particular rules of using these elements. Merely phenotypical resemblance of speech elements in children and in adults will be insufficient for claiming the respective genotypical similarity or relationship. In the peculiar system which is the starting point for the formation and development of man's linguistic capacity, much importance is given to the phonetic component. This is natural, for the system mentioned seems to comprise, at the primary stages, phonetic and semantic components only. As for the expressions resembling the grammatically marked elements, these are actually grammatical from the formal viewpoint, for they are related to the denotational reality and are characterized by a specific combination of meanings.

Speech ontogeny starts with the child's primary orientation in the external speech, and therefore, first developmental stages are bound, psycholinguistically, to the phonetic word perception (subtle morphological distinctions being initially ignored). The constancy of phonetic word perception is ensured by the formation of certain standards, these making up the basis for the phonetic component system. The standards get enriched through the child's work at the phonemes in word, for, as D.B. El'konin put in, he manipulates the phonemic just as he acts upon material objects. Initially, distinct pronunciation can be reduced in the distinct articulation of inflexions only, which testifies to the child's orientation to the sound word. Alongside with the orientation in speech perception medium, the system of standards is enriched due to the development of child's cognitive activity. Thus, filled with new cognitive content, perception standards emerge as part of the system designed to quality the child's environment. Meanwhile, in the speech production domain, the relation of the sound word with the real world semantics is tested and refined.

The major route that speech activity develops by in the formation of gener-
alised ideas of the language reality facts. Phonetic generalizations being the goal, the first stage in distinguishing the sound morpheme) and relating its meaning to some alized ideas of the language reality facts. Hence, the second stage in the phonetic component formation is initiated, that is the formation of generalised conceptions correlated to the sounding morphemes which are viewed as derivative word components. This stage proceeds mainly in the speech production domain. Here the acquisition of grammatical meaning starts, accompanied by the semantic development of the derived component and of the overall lexical item.

However, speech ontology researchers note that the same principles operate quite early the utterance status and, therefore, obtaining the meaning and phonetic parameters are "tested" rather early and are also due to perception and then to production. Generalized intonation regularities are included further in the phonetic component of language competence.

Prosodic development in most is in two-word utterances; the transition to these characterizes a specific stage in the phonetic component, the perception and understanding of whole utterances is followed by the acquisition of logical stress. This phonological assumption to be beyond the phonetic component limits, for, included in the general set of communicative rules it should belong to the semantic component.

The development of speech perception and production is directly related to the development of orientation, advancement and enrichment of the phonetic component of language competence. This component is realized through a set (system) of specific phonetic perception standards and rules selecting the appropriate elements for meeting the communicative requirement. The development and enrichment of the lexical meaning is ensured both by the child's practical/communication activity and by the acquisition of phonological generalisations to the delimitation, recognition and distinction of the word. This process is essentially bound to the development of semantic and phonetic perception by the vowel sound /t/, /s/. The data available show, being the necessary element in word recognition and construction, is "deduced", in some cases, the Intonation contour that curtails the semantics of the components. The transition to bi- and multiscoped utterances is followed by the acquisition of logical stress. This phenomenon seems to be beyond the phonetic component limits, for, included in the general set of communicative rules it should belong to the semantic component.

The problem of discourse (cohesive text) perception is related to the issue of acoustic signal determination principle, some scholars view perception as the stepwise successive process. Another view, which we adhere to, is that man memories relatively much information at once, processing it parallelly, quite in accordance with the text/discourse hierarchical structure. Psycholinguistic experiments show that, in speech understanding, the delayed decision is made; At the lower level which is that of phonology, zero decision is made and means for making the final decision are reserved. The final decision is thus postponed to the end of the sounding reflexion /1/.

Establishing meaningful elements in the speech fluency segment, and minimal meaningful elements in particular, is a most challenging task. Let us assume that speech perception is realized with the "dissecting" and integrating techniques, with "key meaningful points" playing crucial role here. Then the main problem is selecting for blocks functioning in the perception of oral text/discourses.

At the lower level, the major units of meaningful segmentation are taken to be syllabically structured. The syllable is defined as the structural sequence of sound-types formed by the vowel sound /t/, /s/. The data available show, being the necessary element in word recognition and construction, is "deduced", in some cases, the Intonation contour that curtails the semantics of the components. The transition to bi- and multiscoped utterances is followed by the acquisition of logical stress. This phenomenon seems to be beyond the phonetic component limits, for, included in the general set of communicative rules it should belong to the semantic component.

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