



A PSYCHOLINGUISTIC STUDY OF UZBEK CHILDREN'S SPEECH

Eshboltayev Bobur Jo‘rayevich,

Independent Researcher at Denov Institute of Entrepreneurship and Pedagogy

E-mail: bobureshboltayev@mail.ru

Abstract. *This paper explores the psycholinguistic aspects of speech development among Uzbek children aged 3–7. The study investigates how linguistic, cognitive, and social factors interact in the formation of early speech patterns. Using a combination of observational and experimental methods, the research identifies key stages in vocabulary acquisition, syntactic development, and error types specific to Uzbek language learners. The findings provide insights into the relationship between thought and language in Uzbek-speaking children and contribute to the broader field of psycholinguistics in a multilingual context.*

Keywords: *children’s advertising texts, linguistic features, pragmatics, emotional appeal, educational value.*

Introduction. Speech development in children is a complex process that reflects both cognitive and linguistic growth. In the Uzbek context, understanding how children acquire and use their native language is essential for both educational and clinical purposes. Uzbek, as a Turkic and agglutinative language, presents unique grammatical and morphological features that influence early language acquisition.

Psycholinguistics examines how language is produced, comprehended, and acquired from a cognitive perspective (Clark & Clark, 1977). Applying this approach to Uzbek children helps identify universal and language-specific mechanisms in speech development.

The purpose of this study is to analyze the psycholinguistic characteristics of Uzbek children’s speech development, focusing on vocabulary growth, grammatical structure formation, and typical speech errors.

Methods. The study involved **30 Uzbek-speaking children** aged between **3 and 7 years**, attending two preschools in Tashkent. Participants were grouped by age:

- Group 1: 3–4 years (early speech stage)
- Group 2: 5–7 years (developed speech stage)

Data were collected using three methods:

1. **Natural Observation:** Recording spontaneous speech during play and classroom activities.
2. **Picture Naming Task:** Children were shown 20 pictures and asked to name the objects.

3. **Sentence Completion Task:** Simple prompts such as “*Men bugun...*” (“Today I...”) were used to elicit extended responses.

Utterances were transcribed and analyzed for:

- Lexical diversity (number of unique words)
- Morphological accuracy
- Syntactic complexity (use of affixes, word order)
- Error types (phonetic, morphological, semantic)

Results.

Lexical Development

Younger children (3–4 years) used an average of **150–200 words**, mostly nouns and verbs. Older children (5–7 years) demonstrated **600–800 words**, including adjectives, adverbs, and conjunctions.

Example:

- 3-year-old: “*Bu bola yuguryapti*” (“This boy is running”).
- 6-year-old: “*Bu bola tez yuguryapti, chunki u o‘yin yutmoqchi*” (“This boy is running fast because he wants to win the game”).

3.2 Morphological and Syntactic Patterns

Children showed gradual mastery of Uzbek’s rich morphology. Errors often involved **suffix omission** or **case confusion**.

Example (error): “*Kitobim yo‘qdi*” instead of “*Kitobim yo‘q edi*” (“I didn’t have my book”).

By age 6–7, most children correctly used **person and tense markers** and began forming **complex sentences**.

3.3 Speech Errors

Common psycholinguistic errors observed:


- **Phonetic simplification:** “*koptik*” for “*ko‘rdik*”
- **Overgeneralization:** using *-lar* plural suffix where not needed (“*suvlar ichdim*”).
- **Semantic substitution:** “*uchdi*” (“flew”) for “*sakradi*” (“jumped”).

These patterns align with universal developmental trends found in other languages, though morphology-specific errors reflect Uzbek linguistic structure.

Discussion. The findings show that Uzbek children’s speech development follows a predictable psycholinguistic progression, moving from single-word utterances to complex sentences. Cognitive growth, exposure to adult speech, and interactional context strongly influence language acquisition.

The presence of morphological overgeneralization suggests that children actively construct linguistic rules rather than merely imitating adults—supporting Chomsky’s (1965) theory of an innate language acquisition mechanism. However, the high frequency of agglutinative errors indicates that Uzbek’s morphological complexity poses unique learning challenges compared to analytic languages like English.





This study highlights the need for early language education programs in Uzbekistan to integrate psycholinguistic principles, especially in supporting children with delayed speech or bilingual backgrounds.

Conclusion. Uzbek children's speech development reflects both universal psycholinguistic processes and language-specific influences. The study contributes to understanding how cognitive mechanisms interact with Uzbek grammar and provides a foundation for further cross-linguistic and educational research.

REFERENCES

1. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.
2. Clark, H., & Clark, E. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. Harcourt Brace Jovanovich.
3. Vygotsky, L. S. (1986). *Thought and Language*. MIT Press.
4. Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.