

A COMPARATIVE STUDY OF CHILDREN'S SPONTANEOUS SPEECH IN ENGLISH AND UZBEK LANGUAGES

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Abstract. The present study investigates the linguistic characteristics of children's spontaneous speech in English and Uzbek. Spontaneous speech represents natural and unplanned language production that reflects a child's cognitive and linguistic development. The research focuses on phonological, lexical, grammatical, and pragmatic features observed in children's everyday communication. By comparing speech samples from English-speaking and Uzbek-speaking children, the study identifies both universal patterns of language acquisition and language-specific characteristics. The findings demonstrate that while children in both language communities follow similar developmental stages, structural differences between English and Uzbek significantly influence speech production. The results contribute to the fields of psycholinguistics, comparative linguistics, and language acquisition studies.

Keywords: spontaneous speech, child language acquisition, English language, Uzbek language, comparative linguistics, psycholinguistics.

Annotatsiya. Mazkur tadqiqot ingliz va o'zbek tillarida bolalarning spontan (o'z-o'zidan yuzaga keladigan) nutqining lingvistik xususiyatlarini o'rganishga bag'ishlangan. Spontan nutq bolaning kognitiv va til rivojlanishini aks ettiruvchi tabiiy hamda rejalashtirilmagan nutq faoliyatini ifodalaydi. Tadqiqotda bolalarning kundalik muloqotida kuzatiladigan fonologik, leksik, grammatik va pragmatik xususiyatlar tahlil qilinadi. Ingliz tilida so'zlashuvchi va o'zbek tilida so'zlashuvchi bolalarning nutq namunalari qiyosiy o'rganilib, tilni o'zlashtirishning umumiy qonuniyatlari hamda har bir tilga xos xususiyatlari aniqlanadi. Tadqiqot natijalari shuni ko'rsatadiki, har ikki til muhitidagi bolalar til rivojlanishining o'xshash bosqichlaridan o'tsalar-da, ingliz va o'zbek tillarining strukturaviy farqlari nutq hosil qilish jarayoniga sezilarli ta'sir ko'rsatadi. Olingan natijalar psixolingvistika, qiyosiy tilshunoslik va til o'zlashtirish nazariyasi sohalarini yanada boyitishga xizmat qiladi.

Kalit so'zlar: spontan nutq, bolalar nutqini o'zlashtirish, ingliz tili, o'zbek tili, qiyosiy tilshunoslik, psixolingvistika.

Аннотация. Настоящее исследование посвящено изучению лингвистических особенностей спонтанной речи детей в английском и узбекском языках. Спонтанная речь представляет собой естественное и неподготовленное речевое производство, отражающее когнитивное и языковое развитие ребёнка. В работе рассматриваются фонологические, лексические, грамматические и прагматические особенности, наблюдаемые в повседневной коммуникации детей. На основе сопоставления речевых образцов англоязычных и узбекоязычных детей выявляются как универсальные закономерности усвоения языка, так и языково-специфические особенности. Результаты показывают, что, несмотря на схожие этапы языкового развития, структурные различия английского и узбекского языков существенно влияют на формирование детской речи. Полученные данные вносят вклад в психолингвистику, сравнительное языкознание и исследования овладения языком.

Ключевые слова: спонтанная речь, усвоение языка ребёнком, английский язык, узбекский язык, сравнительное языкознание, психолингвистика.

Introduction. Language acquisition is one of the most remarkable achievements of early childhood. Through interaction with family members, peers, and the surrounding environment, children gradually develop the ability to understand and produce language.

One of the most valuable sources for studying language development is spontaneous speech, which refers to naturally occurring utterances produced without prior preparation.

Researchers have long recognized that children's spontaneous speech provides important insights into cognitive development, language learning mechanisms, and communicative competence. Although many studies have focused on English-speaking children, comparatively fewer investigations have explored the characteristics of spontaneous speech in Uzbek-speaking children. Therefore, a comparative analysis of these two languages can reveal both universal and language-specific aspects of child language development.

The purpose of this study is to compare the spontaneous speech of children in English and Uzbek and to identify similarities and differences in their linguistic behavior.

Literature review. The study of child language acquisition has attracted significant attention from linguists and psychologists. Piaget (2001) emphasized the relationship between cognitive development and language acquisition, while Vygotsky (1986) highlighted the role of social interaction in language learning.

Brown (1973) demonstrated that children acquire grammatical structures through predictable developmental stages. Similarly, Bruner (1983) argued that communication between children and caregivers plays a crucial role in linguistic development.

Research Methodology. Recent studies suggest that spontaneous speech is an effective source of data because it reflects authentic language use. Researchers have found that children across different linguistic backgrounds exhibit common developmental patterns, such as overgeneralization, simplification, and creative word formation. However, language-specific structures also shape the acquisition process.

The study employs a comparative and descriptive research design. Speech samples from children aged three to seven years were analyzed. The data consisted of naturally occurring conversations recorded in home and educational environments.

Analysis and Results. The collected samples were examined according to the following criteria:

1. Phonological features;
2. Lexical development;
3. Grammatical structures;
4. Pragmatic functions.

The findings were then compared to identify similarities and differences between English-speaking and Uzbek-speaking children.

Children in both language groups demonstrate phonological simplification strategies. Difficult sounds are often replaced by easier ones.

Examples from English:

- rabbit → wabbit
- yellow → lello

Examples from Uzbek:

- rasm → yasm
- mashina → masina

These substitutions indicate that children simplify complex articulatory movements while developing speech production skills.

However, some differences emerge due to the phonological systems of the two languages. English contains a larger number of vowel sounds and consonant clusters, which often create additional pronunciation challenges. Uzbek, in contrast, possesses a relatively regular phonetic structure, resulting in fewer pronunciation difficulties.

Vocabulary growth is strongly influenced by children's daily experiences. In both languages, nouns appear earlier and more frequently than other word classes.

Common English words include:

- mommy
- daddy
- toy
- dog

Common Uzbek words include:

- oyi
- dada
- non
- mashina

Children also demonstrate creative word formation. For example, they may create new lexical items by applying productive morphological patterns. Such innovations indicate active language learning and experimentation.

The grammatical development of children reflects the structural characteristics of their native language.

English-speaking children frequently omit function words and grammatical markers:

- Me go school.
- Daddy come home.

Similarly, Uzbek-speaking children simplify grammatical constructions:

- Men maktab boraman.
- Dada ish ketdi.

The acquisition of grammatical rules follows a gradual process. English-speaking children often struggle with tense markers and auxiliary verbs, whereas Uzbek-speaking children may experience difficulties with case endings and possessive suffixes.

The differences can largely be explained by the analytic nature of English and the agglutinative structure of Uzbek.

Pragmatic competence refers to the ability to use language appropriately in social contexts.

English-speaking children often employ polite expressions at an early age:

- Please help me.
- Can I play?

Uzbek-speaking children tend to use more direct requests:

- Bering.
- Men ham o‘ynayman.

These differences may be related to cultural communication norms rather than purely linguistic factors.

In both languages, children gradually learn conversational rules such as turn-taking, requesting information, expressing emotions, and maintaining interaction.

The analysis revealed several universal characteristics: simplification of pronunciation; limited grammatical complexity; preference for concrete vocabulary; reliance on context for communication.

At the same time, language-specific features were observed. English-speaking children face challenges related to irregular grammar and complex phonological patterns, while Uzbek-speaking children encounter difficulties associated with rich morphological structures.

These findings support the view that language acquisition involves both universal cognitive mechanisms and language-dependent processes.

The comparative analysis of children's spontaneous speech in English and Uzbek demonstrates that language development follows similar general principles across different linguistic communities. Children in both groups employ simplification strategies, acquire vocabulary through interaction, and gradually master grammatical structures.

Nevertheless, structural differences between English and Uzbek influence the specific forms of speech development. English-speaking children encounter challenges associated with irregular forms and complex phonological structures, whereas Uzbek-speaking children must learn an extensive system of suffixes and grammatical markers.

The findings contribute to our understanding of child language acquisition and provide valuable information for educators, linguists, and researchers interested in comparative language studies. Future research may explore larger datasets and investigate additional sociolinguistic and cognitive factors affecting children's spontaneous speech.

Conclusion. The comparative study of children's spontaneous speech in English and Uzbek demonstrates that early language development is governed by both universal cognitive processes and language-specific structural factors. In both language groups, children show similar developmental tendencies, including phonological simplification, gradual vocabulary expansion, and the step-by-step acquisition of grammatical structures. These similarities confirm that children across different linguistic environments follow comparable stages of language acquisition.

At the same time, clear differences emerge due to the structural properties of English and Uzbek. English-speaking children are more affected by irregular grammatical forms and complex phonological clusters, while Uzbek-speaking children navigate a rich system of agglutinative morphology and suffixation. These distinctions significantly influence the form and pace of speech development in each language.

Overall, the findings highlight that spontaneous speech is a valuable indicator of linguistic and cognitive growth in early childhood. The study contributes to psycholinguistics and comparative linguistics by showing how universal language learning mechanisms interact with language-specific features. Future research could expand the dataset and include sociocultural variables to further deepen understanding of child language acquisition.

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