

## THE ROLE OF THE FAMILY IN FORMATION THE SPEECH OF THE YOUNG GENERATION

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### ABSTRACT

In this article is written a number of issues related to the formation of children's speech in the family, studies and implements the scientific work of researchers who have conducted research on children's speech. Attention to the family as an important factor in the formation of the speech of the younger generation has been actively discussed by foreign scientists since the early 1930s, and in this article we have analyzed some examples of children's speech in Uzbek families.

*Key words: children's speech, young generation, ontolinguistics, family, age periods, pronunciation, parenting, communication, intonation.*

### INTRODUCTION

Currently, the main part of research on the study of children's speech has become a discussion on the disciplines of general and medical psychology, ontolinguistics, and socio-psychological. In addition, the scientific literature has not fully studied the influence of some socio-psychological characteristics of the family on the development of speech in early childhood, the relationship of preschool children and their socio-psychological characteristics in the family. In some European publications, the problem lies in a comprehensive view of the family as a source of shaping the speech development of school-age children.

In the experiments conducted by American and Russian scientists with children's speech, the active development of the child's oral communication process in the family was mainly considered the period from 0 to 3 years. Exactly, at this age that the child takes the first steps in mastering speech in his native language, pronunciation of words and phrases, and at the same time begins to understand the basic rules of verbal communication and intonation in the speech of adults. From birth, the development of babies' speech is strongly influenced by the family environment that surrounds the child. Nowadays, modern young parents rarely engage in verbal communication with their children because they are busy in many situations. In this situation seriously affects the incomplete demand for children's speech, the undeveloped culture of communication in the family and, as a result, the delay in speech and the general development of the child.

### MAIN PART

Attention to the family as one of the important factors in the formation of the speech of the younger generation since the early 1930s. It is the subject of heated debate among foreign scientists. Initial research on the subject suggests that L.S. Vygotsky revealed his cultural and historical position on the role of the social environment in the mental development of the child in psychology.[1] After some time, the effect of social conditions in the family on the speech, mental and physical development of the child, we can be seen in the works of the following scientists. They are A.N. Leont'ev, D.B. Elkonin, A.V. They are Zaporozhets [7:26] These scholars describe the family as a small social group connected by a historically specific system of relations between parents and children, family relations in the development of children's speech, and mutual moral responsibility.

Words related to the nationality of each nation are not taught to children by a parent, teacher, or educator as a separate subject. The acquisition of words about nationality and Uzbek traditions, the established culture,

children learn from the conversations and communication of adults in the family. This situation is of particular importance in their verbal, mental development, the formation of personality.

According to A.S. Spivakovskaya, the social necessity of the family stems from the need for the physical and spiritual growth of the population in society. [8:200]

According to T.N. Mishina, G.A. Kovalev explains the concept of the family environment as follows: “it includes the width of the living space, the spatial arrangement of the dwelling, the number of inhabitants, and the particularities of the organization of the social space”. [6:21,26] The course of events in this space influences to a certain extent the speech and all-round development of children.

As a result of studying the works of scientists, we came to the conclusion that the family is a place where children are born, grow and develop, where people form their own image, independently participate in events in society, create opportunities for change.

The features of family, lifestyle can play a role of both negative and positive factors in the development of a child. Creative influence on the personality of the child, no one treats the child well, except the closest in the family, no one, except the parents, pays due attention to his speech education, all-round development. At the same time, dislike for the child, neglect of his speech, indifference to him negatively affect the speech education of the younger generation.

Farmers often use words related to caring for trees, plants, fruits and vegetables in the speech of a child of a farm family, since such words are more often used in oral communication between parents, family members, children also go into oral speech.

In the following example, Bakhtiyor is a 5th grade student, witnessed how his grandparents took care of trees in their free time from school, and when he returned home, he began to take care of young seedlings, like his grandfather.

*Шундай қилиб, десангиз, Баҳтиёрнинг ўша ниҳолчалари бирам яхши кўкардики, асти кўяверасиз. Сал кунда барглар чиқазиб, гуркираб ўса бошлади. Ўзи ҳам парваришини зап ўрнига қўйди-да; тагини чопади, сув қўяди, ўғит солади. Баъзан, қилган ишим қалай чиқди экан деб, хув нарига бориб, кўзларини қисиб ниҳол томонга назар ташлаб қўяди. Гоҳо ўйнагани кетаётиб:*

- Дада, - деб чақиради.

- Нима дейсан?

- Дарахтларимга қараб туринг, болалар синдириб кетмасин.

- Хўп бўлади.

- Ўйў, олдига чиқиб туринг. [9:120] ( In this example, it is written that Bakhtiyor took care of young seedlings, and when he went to school, he told his father to take care of the seedlings. )

- Эгам, ўртоқ сен кўп китоб ўқийсан, ҳамма нарсани биласан. Менинг аяжоним бўлса, китоб ўқишим учун ҳеч қачон фурсат қолдирмайди. “китоб миянгни айнитиб қўяди” дейди нуқул. Дадам бўлса, **памилдорига сув қўй, сабзини ўта, пояни ўр**, деб қийнагани қийнаган. [9:82] ( In this example, it is written what two friends do in their free time, one of them reads a book and the other looks at vegetables. )

- Мана қаранг, **панишахани мана бундай санчиб, мана бундай қилиб кўтарса, сабзи ҳам шолғом ҳам, тупроққа аралашиб чиқиб келаверади**, - деб ўргатган ҳам бўлди Ажаббой, - **дадам ҳаммиша панишада кавлайди, белда кавласа ҳам бўлади-ю, бел сабзини кесиб қўяди.** [9:154] ( this example illustrates how to grow carrots and turnips from children's speech )

We also saw the diversity in children's access to communication when studying the speech of a child from a merchant family. We have witnessed that the child brought up in this family is fluent, able to communicate fluently with adults, but in some cases uses false words in his speech. We see the result of this in the following examples. Egamberdi and Karimberdi have come to the market to see the rabbits as they walk around looking at what has been taken out for sale in the market. They don't have the money to buy them, but they don't want to give up the pedigree rabbits either. Karimberdi is described as temporarily handing over his bicycle to a rabbit seller, returning the bicycles the next day and bargaining for money. In Karimberdi's conversation with the salesman, we can see from his speech that he is trying to achieve his goal (rabbits) somehow by getting out of a difficult situation.

- *Жон ўртоқ мусулмон бола экансан, нулини иложни бўлса бугун, бўлмаса эртага келтириб берамиз. Ишонгин, мен ҳеч қачон ёлгон гапирмайман.*[9:27] (In this example, the process of bargaining in the market is described)The girl who had been watching the teenagers who had been trading since then must have been the rabbit's owner's sister frowned and suddenly said:

- *Бизнинг адамиз бекорчи ҳам эмас, ёлгончи гам эмас, - дея бидиллаб, сўзларни устига сўзларни қалаштириб ташлади, - акам ўтган йили қуёнларини Тошкентдаги кўрғазмага олиб борган, йилтироқ мақтов қозоги билан рангли телевизор ютиб олган. Акам икковимиз бу қуёнларнинг гўштини шаҳардаги парҳез гўшт сотадиган дўконларга берамиз. Мана ўша дўкон берган хатларни ўқинглар.*[9:29] In the next example is describes a verbal situation between a merchant child, his sister, and a buyer. Despite the fact that the girl is young, her ability to communicate freely in front of everyone, her mastery of speech, testifies to the fact that she has been engaged in trade since childhood.

In his research P.F. Lesgaft identified a number of socio-cultural factors that are important for the speech development of a child. To them, he studied the general directions of the production and labor level, the environment, the level of material security, living and sanitary conditions, strict regime, the cultural level of parents, the environment, material security and family life.[4:33]

In finding solutions to these problematic situations, psychologists and linguists focus mainly on the characteristics of parental communication. The use of verbal communication of parents in the family with each other, friends, relatives as an example, is considered as a key factor in the flawless development of their speech.

The speech of children growing up in families close to the city and in the city center differs significantly from the speech of children living in rural and suburban areas. We can observe the rapid development of technique and technology and the fact that words related to it are used more in the speech of children living in urban areas.

*Баҳорги таътил пайти*

*Шаҳарга келган Сайфи*

*Трамвайда юрган*

*Мақтаб дер холасига:*

*Мазза қилиб миндим-да*

*Поезднинг боласига* [2:43](In this example, Sayfi, who lives in the village, comes to the city, gets on the tram and explains to his aunt that the "tram" is a child of the train.)

*Бахтиёрмисан? – дедим кўзларимга ишонмай.*

- *Менман, дада.*

- *Қаёқдан пайдо бўлдинг?*

- **Биринчи рейсда** келдим, дада.[10:]
- *Самовор, бу поездчаларнинг ўтхонаси қаерда бўлади? – деб сўрадим.*
- *Билмасам, - елкасини қисди Самовор.*
- *Бу поезд эмас, трамвай, - билогонлик қилди Ебтўймас, - кўмирни орқасидан ёқишади.*
- *Ҳечам-да, - гапга аралашди Қоровой, - трамвайга кўмир ёқилмайди.*
- *Нимага юради бўлмаса?*
- **Тараша ёқишса керак, - мужмалроқ қилиб деди Қоровой.**[11:120]

In an excerpt from a collection of poems written by Dilshod Rajab for children, Dilshod gives an example of a speech he gave to the aunt of Sayfi, who thought he was a child of the train and lived in the village. In the next example, the use of the word "flight" in the speech of Bakhtiyor, who lives in the city, is common, and means that such words are not new to the children of the city. The last example is a controversial situation in the speech of children coming from the village to the city by train for the first time.

In young families, the parents have no need for my child, they are always busy with their work, they believe that the child's financial security and adequate elimination of all shortcomings. The essence of the problem is that the lack of a culture of verbal communication, which is most necessary for society, has a serious impact on the development of children in the future.

The development of the point in the family from the birth of the child to the age of one year is the period of development of the main buds. The lack of verbal communication from the very beginning of life leads to a delay in infant speech. Parents who don't take the time to talk to their child separately will have children who don't speak or speak late. From 2-3 months, the child begins to make fuzzy sounds. If at this time the mother enters into verbal communication with the child, her speech development is accelerated. The formation and further enrichment of children's vocabulary is impossible without verbal communication between adults and children. The duty of fathers in the family is always to support their children financially and materially. We have witnessed in the process of observing the development of the speech of children in many families, when their main time is occupied, and the mother is entrusted with the comprehensive upbringing of children. Mothers always take care of their children, they eat together, they can take care of them, buy toys, have a rest on time and much more, but they do not consider it important to talk to their child. As a result, the role of the mother for the children is supposedly higher than that of the father.

Even when children reach school and elementary school age, fathers are far from verbal communication and raising their children.

*Бари-бари эсимда*

*Қай бирини айттайин*

**(Ойим кўнсалар мен ҳам,**

**Эҳ, қишлоқда яшардим)**[14:26]

- *Эгам, ростан ҳам аданг шу ўгай онангдан кўрқадими?*

- *Кўрқади, жуда-жуда кўрқаді.*[9:31]

*Ташқарида гоҳ жанжаллашиб, гоҳ ярашиб кўёнларини овқатлантираётган Ражаббой билан Ажаббой энди кетайлик, кеч қолсак, онамиз уришади. Велесипедларингни олиб шифтга осиб қўяман, дейди, деб жўнаб кетишиди.*[9:29]

- Эҳ, ҳаммадан илгари биз топганимизда эди, - деди Фурқат энтикиб. Сўнг Анварнинг папкасига кўзи тушиб қолди: – Папкангдаги дазмолми?

Анвар бошини лиқиллатди.

- Ойингга нима дейсан энди?

- **Хе, ойим нима дердилар**, - деди сал ўзига келиб. Шунгаям уришармидилар?

Фурқат ойисининг феълени билмаса ҳам майли эди. У ўртоғига галати қараиш қилди, сирли жилмайди.[5]

In the first and second examples from children's speech through the speech of schoolchildren, it is conveyed to the reader that the mother's word in the family is more important than the father's word. (**Ойим кўнсалар мен ҳам, Эҳ, қишлоқда яшардим, кеч колсак, онамиз уришади. Велесипедларингни олиб шифтга осиб қўман, дейди**) In the last example in the speech of Furkat, 12-13 years old, he uses the following phrase because he knows the character of his mother well. (my mother scolds me as always) (*Hey, what would my mother say*)

## CONCLUSION

Children from an early age always pay attention to them as adults they want to give. In the family, the child relies on the mother's help in the event of an unpleasant act by a brother or sister towards a young child. When 2 year and 3 months old Mustafa's brother Asadillo took the car toy, he came to his mother and started complaining:

- *"Mum, mum, brother "ginnn", brother "haytt" (he is using the word "ginnn" for car and the next word "haytt" for light punishment type)* - through this speech he complained to his brother, and at the same time explained in his speech the punishment of his brother. We have also witnessed that some mothers are in constant verbal communication with their children and interact with them just like adults. When 2.5-year-old Muslima went outside in the morning, she said, "Mum, the sun has risen," and spoke to her mother orally, and at breakfast she said, "I don't drink milk, I drink sweet tea."

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