

Assimilation of Morphemes in Ontogenesis and Their Use in Speech

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Abstract – This article provides information on the stages of the formation of the grammatical structure of speech and the features of the development of morphemes in children in ontogenesis.

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It is known that one of the important tasks of morphology is to study the grammatical structure of a word. A word that means a concept, which is a small unit of speech, is not only a semantically simple unit, but also has a grammatical meaning in addition to the lexical meaning. Words are divided into meaningful parts according to this feature. For example, in children's speech, the "spoon" part of the word "spoon" means an object, while the "-cha" part means a plural, -lay (-s).

Here we consider the morphological aspects of children's speech. Clearly, children do not understand the speech of those around them, nor can they express their personal opinion without mastering the grammatical structure of the word. It is especially strongly associated with the sound acquisition of speech by children, the enrichment and activation of the vocabulary in it. At the age of two, the child undergoes a change in speech quality: the child begins to imitate the speech of adults, not only using ready-made words, but also mastering grammatical forms. Frequent errors in a child's speech indicate that the child is trying to express his or her thoughts independently. At the age of three, the child begins to use the plural form of the horse, horses with pampering-small attachments. Only due to the

development of phonetic hearing and the development of the concept of a set of objects, the child will be able to distinguish between singular and plural numbers (spoon - spoon: spoon), which are said to be close to each other. But the speech of young children is far from grammatical, that is, they seldom use the affixes to which the horse belongs, the affixes of caress, the singular and plural forms of horses, the adverbs of convention. For example: at home (home). Hence, the word in the child's speech does not initially have the ability to understand the importance of grammatical expression in the formation of grammatical structure, the expression only gradually becomes a grammatical category with the use of language possibilities. For example, the verbal expression of an object (home) occurs much earlier than the verbal representation of that object (such as at home, at home) [1].

The uniqueness of children's speech is also evident in the lexical elements. For example:

1. In children's speech, the horse hesitates and forms the name of the game - children's game, which is associated with the object represented by the word.

For example, movie - movie, kindergarten -

kindergarten, taxi - taxi, doctor - doctor, car - car, school - school, aunt - aunt, wedding - wedding, and so on.

Repetition also has a place in this construction: the name of the game is indicated by the horse itself, and hesitation means that the game is related to two sides (they perform the corresponding action in turn), so here we see the phenomenon of repetition of the action.

2. We often see children making words based on imitation in their speech. In such cases, in children's speech, the word hesitates and forms the name of the object that moves with this sound:

- a) subject name: bibip (bip-bi: auto; dudut, didit, dutdut, didit: light car), pat-pat (motorcycle), tir-tir (tractor).
- b) animal names: mumo (mu-moo-cow), meow (meow-meow-cat), tutu (tu-tu-tu: chicken), baba (ba-ba: baa-sheep), ququ (based on sound imitation) word formation: egg), chichi (chi-chi: chicken), chi-chi-chi (locust), tak-tak (shoes, boots).

3. In addition, in children's speech, words denoting action and situation: we got out (meaning we got hit), we got out (in the sense of fell).

4. There are also words denoting the name of an object: For example: qaqqa (sugar) and others.

The issue of division of words into morphological categories by children and the acquisition of individual morphological elements (affixes) of the word requires special attention. First of all, it should be noted that the acquisition of words in a child's speech differs sharply in terms of assimilation of morphological elements of the word: the child often hears isolated (isolated) words, but he never accepts isolated morphological elements; they are always given to the child in the form of much larger units - words and phrases. The child himself also uses them as a much larger unit.

Accordingly, the question of certain elements encountered in children's speech, that is, whether there are indeed independent units in children's speech, or whether they occur in an external state like word fragments, had already to be resolved. Only in the first case can we talk about the presence of constructive elements of language in the child's speech and in the second case the words remain as the smallest spiritual element. It turns out that the morphological division of words does not have any direct external signs. Therefore, the issue of dividing words in

children's speech into certain morphological elements and the emergence of grammatical categories and forms that serve for their expression in children's speech requires a special approach.

When imagining this complex issue, it is convenient to give a separate example to illustrate it clearly. For example, the word "daddy" appears in many children among the words learned early. Externally, the word is specific to the noun phrase, grammatically in the main consonant, in the singular form. However, this does not mean that the child acquires its grammatical forms along with the word, i.e. the first word that appears in the child's speech is, as noted above, integral in meaning, especially if the first words are mo (cow), ash (food) or didit (car) and so on.

The acceptance of such words as a whole as a whole testifies to their use only in the unchanged form (no other forms of agreement are seen) and is applied without any change, even if they are to be used in all desired functions, especially in relation to meaning. For example: I am home (I go home), you sleep (you sleep).

Also, the transition of the word "dada" to the main consonant function occurs only when the semantic function is separated. One of the most important conditions for this is first of all to use this expression in a certain semantics (designation of the same subject) and to establish a relationship with other expressions of the general agreement (for example, the moon - used in its sense as "aya"). Without semantically conditioned similar relationships, expressions composed of separate nodes remain as a whole.

The first similar word "bey" (ber!) In children's speech is semantically the usual "ber!" although it corresponds to the word, at an early stage it is not recognized as a form of the imperative tense, as in other tenses of the verb, i.e., other forms of the command tense (go, go, say!, etc.). In the early stages of a child's speech, they, like their antonym "take," are considered as words as above¹.

Therefore, in solving this problem, attention is paid to the emergence in the child's speech, along with a certain form, of other forms that can meet the basic requirements and correspond to that core and are used correctly in terms of meaning.

Such appropriate forms are, for example, forms expressed on a single basis:

¹ Демак, бола нуткида пайдо бўлган у ёки бу формаларнинг, шунингдек, дастлабки у ёки бу бўлакларнинг пайдо бўлиши унда маълум нуткий бўлаklar ёки категорияларнинг шакланганлиги хақида гувоҳлик бермайди.

- a) Singular and plural forms (ancestor);
- b) Present and past tense forms (drink-drink);
- c) Variation of a word in agreements (house-to-house);
- d) Possessive affixes, etc. Are considered.

Hence, according to the strength of the language structure, the forms appear at once in the form of at least two groups. So, for example, perhaps one of the tenses of the verb (present or future) was assimilated by the child earlier than the other when it was confirmed. It cannot exist without interaction with other tenses, so the emergence of tense forms is only seen in the assimilation of at least two tenses.

At the same time, the existence of interrelated forms may not be a complete answer to the question of whether the words in a child's speech are really structured according to morphological elements. However, the main indicator is the emergence of expressions corresponding to the analogy - similarity, created independently by the child.

It is especially important that children create new words based on similarities (analogies). In doing so, the child realizes that one word is made, and uses the same method to make other words. This shows that the child is far from the rules of grammatical structure of the word. For example, the suffix -cha in the word "chicken" is redundant, because the word "chicken" has the meaning of reduction.

The source of word formation on the basis of such similarities in the speech of young children is rich enough to cover all aspects of morphological structures. Morphologically word formation by children based on similarities does not conform to the language norm. Such a construction is a tautology. [2]

An example of this is the word expressions that belong to the category of nouns. For example: -cha. The form formed with the help of this affix in Uzbek language mainly means reduction. In children's speech it is used in the following cases: chinchaokcha (sinchaloq); baboons (lambs); puppy (puppy); piglet (chicken); ear (ear); head (head); like jijicha (small child, baby).

By making words in this way, the child not only names the object, but also expresses his attitude towards it (in this case, caressing). For example: -choq affix (this affix is used to form a form that means to reduce only two or three words, such as toy, kelin, kozi). This is reflected in the children's speech in the following forms: babachok (lamb); my bear (in the sense of a bear).

The use of affixes -jan, -hon, -oy in children's speech:

- a) -jon: ayajonisim (oyijonim); utajon (ukajon); dadajonisim (dadajonim); Like Obejon (Oybekjon);
- b) affixes -khan, -oy: Gaayoy (Gavharoy); Such as Dinoyaon (Dilnoraxon);
- c) -niki (form of belonging, belonging): such as meniti (mine), utaniti (brother's), ayaniti (mother's).
Apparently, in words expressing the form of dependency used in the child's speech - the possessive affix - m (1 person unit) is omitted.
- d) in (place mark shape). For example: in it (in the house) - the "g" in it corresponds to the pronunciation of the Russian "g": in the car (in the car), in the title (picture in the book), mattagi (here).
- e) -chi (words based on analogies): mosinachi (driver), uychi (builder), gardener (gardener), toychi (tea-maker), mountaineer (alpinist), pitopchi (librarian) and others.

Apparently, in such cases, children create words themselves and enrich their vocabulary with occult words: mosinachi- (driver; driver), chaychi (teahouse).

These cases indicate that the child uses separate morphological parts in his speech as an independent element of language. They therefore discover primary meaning in mastering grammatical construction through analogical expression.

Thus, in studying the emergence of grammatical forms, the following cases are considered:

- a) That their early use by the child depends on whether they are semantically correct or incorrect;
- b) That the state of application of the interrelated forms is essentially the same as the cores, as well as their meaning;
- c) Attention should be paid to the forms of interaction, ie independent expressions expressed by the child in terms of similarities [3].

The abundance and diversity of analogical expressions in children's speech makes it somewhat easier to solve the problem of the presence of a particular form in a child's speech in many cases. However, it should be noted that an analogical expression is not always possible, because such similarities are expressed only under certain conditions, namely:

1. If the same grammatical units have several variants of sound in their expression in the child's speech (e.g., directional conjugation);
2. If the interrelated forms are represented by stems of different sound forms, for example, "man", "person"; Stems made up of different distinctive sounds, such as "I'm leaving", "I'm leaving", or: aya- ona; kuchuchaga-kuchuchalayga; like water;
3. When a child expresses forms that do not exist in the language, for example: kangaroo - as kangaroo-a.

It is known that the Uzbek language, with its stems and rich differences in the same phonetic expression of the same morphological elements, provides a convenient opportunity to determine the evolution of grammatical structures in children's speech. This can also be seen in the expression of word groups, especially in the speech of young children.

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