

**ANDIJON DAVLAT CHET TILLARI INSTITUTI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/2025.27.12.Fil.32.02 RAQAMLI ILMIY KENGASH**

ANDIJON DAVLAT CHET TILLARI INSTITUTI

QOZOQBOYEVA DILFUZAXON ILXOMJON QIZI

**BOLALAR NUTQINING GENDER VA PSIXOLINGVISTIK
XUSUSIYATLARI TADQIQI (INGLIZ VA O‘ZBEK TILLARI MISOLIDA)**

**10.00.06 – Qiyosiy adabiyotshunoslik, chog‘ishtirma tilshunoslik
va tarjimashunoslik**

**FILOLOGIYA FANLARI doktori (DSc) dissertatsiyasi
AVTOREFERATI**

Andijon – 2026

Fan doktori (DSc) dissertatsiyasi avtoreferati mundarijasi

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KIRISH (fan doktori (DSc) dissertatsiyasi annotatsiyasi)

Mavzuning asoslanishi va dolzarbligi. Jahon tilshunosligida so‘nggi yillarda amalga oshirilgan tadqiqotlarda tilni undan foydalanuvchi inson omili bilan o‘zaro uyg‘unlikda, uning nutqiy faoliyati, ijtimoiy hamda ruhiy-hissiy holati bilan bog‘liqlikda o‘rganishga alohida e‘tibor qaratilmoqda. Natijada antropotsentrik paradigma nomi ostida birlashuvchi qator tilshunoslik yo‘nalishlari vujudga keldi hamda o‘z tadqiq metodologiyasi va tahlil usullariga ega bo‘ldi. Muloqot qilish xulqiga doir tadqiqot ishlarning paydo bo‘lishi, psixolingvistikaga doir izohli lug‘atlar antropotsentrik tilshunoslik va lug‘atshunoslik sohalari rivojlanishida muhim amaliy ahamiyatga ega.

Dunyo miqyosida turli ilmiy markazlar bolalar nutqining turli jihatlarini o‘rganmoqda. Masalan, Stanford loyihasi qiz va o‘g‘il bolalarning emotsional leksikasidagi farqlarni tadqiq etsa, Maks Plank instituti grammatik tuzilmalar o‘zlashtirilishidagi gender tafovutlarni tahlil qilmoqda. Tokio universiteti genderspetsifik nutq shakllarini o‘rganayotgan bo‘lsa, Yel universiteti laboratoriyasi imo-ishoralar va nutq o‘zaro bog‘liqligini o‘rganmoqda. Barselona universiteti bolalarning imo-ishorasidagi madaniy farqlarni tahlil qilgan bo‘lsa, Oksford ilmiy markazi verbal va noverbal vositalar qo‘llanganda ong faoliyatini o‘rganmoqda. Mazkur tadqiqotlar til bilan gender o‘rtasidagi o‘zaro bog‘liqligini, ayol va erkaklar nutqining o‘ziga xos xususiyatlarini va lisoniy birliklar orqali namoyon bo‘ladigan gender stereotiplarini chuqur tahlil qiladi. Antroposentrik paradigma doirasida shakllangan bu yo‘nalish til tizimini inson omili bilan uzviy aloqada o‘rganishga qaratilgan. Gender farqlar tilning jamiyatdagi ahamiyati, ijtimoiy munosabatlar, muloqot kontekstlari hamda nutqiy strategiyalar bilan chambarchas bog‘liq. Har bir madaniyatda bolalar uchun shakllanadigan til me‘yorlari qaysi mavzular haqida gapirish, qanday ohang va intonatsiyadan foydalanish, qaysi nutq aktlarini ustun qo‘yish – ijtimoiylashuv jarayonida mustahkamlanadi. Bolalar nutqidagi gender xususiyatlarini o‘rganish orqali milliy madaniyatlarning lingvokognitiv xususiyatlari va tarbiyaviy qadriyatlari aniqlanadi.

Mamalakatimizda bolalar nutqidagi gender xususiyatlarni o‘rganish masalasi tilni ijtimoiy-madaniy muhit bilan bog‘liq holda talqin etish, milliy tarbiya tizimida shakllanayotgan kommunikativ me‘yorlarni aniqlash hamda zamonaviy lingvokognitiv yondashuvlarni rivojlantirish nuqtayi nazaridan dolzarbdir. Genderga xos nutqiy farqlarni aniqlash bolalarning muloqot kompetensiyasini baholash, ta‘lim jarayonida samarali kommunikativ strategiyalarni ishlab chiqish va jamiyatdagi ijtimoiy rollarning til orqali aks etish mexanizmlarini ochib berishga xizmat qiladi. Shu bois mazkur yo‘nalish respublika tilshunosligi, psixolingvistika va ta‘lim metodikasi uchun nazariy hamda amaliy ahamiyatga ega. Jumladan, “Aholi orasida xorijiy tillarning omalashishini ta‘minlash, ularni mukammal o‘zlashtirish uchun zarur sharoitlarni yaratish, xorijiy tillarni o‘qitish jarayonida xalqaro miqyosda tan olingan dastur va darsliklarni ta‘limning barcha bosqichlariga tatbiq etish”¹ kabi maqsadlar belgilab o‘tilgan.

¹ O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-sonli “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi qarori.

O‘zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”, 2020-yil 20-oktabrdagi PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”, 2020-yil 6-noyabrdagi PF-6108-son “O‘zbekistonning yangi taraqqiyot davrida ta‘lim-tarbiya va ilm-fan sohalarini rivojlantirish chora- tadbirlari to‘g‘risida”, 2022-yil 28-yanvardagi PF-60-son “2022-2026-yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi farmonlari; 2017-yil 17-fevraldagi PQ-2789-son “Fanlar akademiyasi faoliyati, ilmiy- tadqiqot ishlarini tashkil etish, boshqarish va moliyalashtirishni yanada takomillashtirish chora-tadbirlari to‘g‘risida”, 2019-yil 4-oktabrdagi PQ-4479-son “O‘zbekiston Respublikasining “Davlat tili haqida”gi Qonuni qabul qilinganligining o‘ttiz yilligini keng nishonlash to‘g‘risida”gi qarorlari, 2022-yil 20-dekabrda O‘zbekiston Respublikasi Prezidentining Oliy Majlisga Murojaatnomasi hamda mazkur faoliyatga tegishli boshqa me‘yoriy-huquqiy hujjatlarda belgilangan ustuvor vazifalarni amalga oshirishda ushbu tadqiqot muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining I. “Axborotlashtirilgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma‘naviy-ma‘rifiy rivojlantirishda innovatsion o‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Dissertatsiya mavzusi bo‘yicha xorijiy ilmiy tadqiqotlar sharhi. Jahon tilshunosligida kommunikatsiya nazariyasi, shaxs xususiyatlarining muloqot jarayoniga ta’siri, shuningdek, matnning psixolingvistik xususiyatlarini tadqiq qilishga qaratilgan ilmiy izlanishlar dunyoning ilg‘or ilmiy markazlari va oliy ta‘lim muassasalarida olib borilmoqda. Ularga Kornel universiteti, Indiana universiteti, Massachusetts Texnologiyalar instituti, Pensilvaniya universiteti (AQSh), Toronto universiteti (Kanada), Esseks universiteti, Reading universiteti, York universiteti (Buyuk Britaniya), Lund universiteti (Shvetsiya), Moskva davlat universiteti, Sankt-Peterburg davlat universiteti, Vladimir davlat universiteti (Rossiya), Luhansk Taras Shevchenko Milliy universiteti (Ukraina), Dehli universiteti (Hindiston), Semarang davlat universiteti (Indoneziya), O‘zbekiston Milliy universiteti, O‘zFA O‘zbek tili, adabiyoti va folklori instituti, Farg‘ona davlat universiteti, Andijon davlat universiteti, Samarqand davlat universiteti (O‘zbekiston) misol bo‘la oladi.

Dunyo tilshunosligida muloqotning psixolingvistik xususiyatlari tadqiqiga oid izlanishlardan quyidagi ilmiy natijalar qo‘lga kiritilgan:

birinchi marta psixolingvistikaga bag‘ishlangan anjuman o‘tkazilib, undan so‘ng tilshunoslik va ruhshunoslik qo‘mitasi tashkil etilgan (AQSH, Kornel universiteti); psixolingvistikaga oid yirik seminar o‘tkazilib, uning natijalari asosida “Psixolingvistika: nazariya va tadqiqot muammolari” nomli kitob chop etilgan (AQSH, Indiana universiteti); kar bolalarda ko‘p tillilik; ikki tillilik; ona tili va o‘zlashtirilgan tilda tushunish; ikki tilli bolalar va kattalarda nutq mexanizmlari; ikki tillilikda shaxsiy xususiyatlar aniqlangan (Buyuk Britaniya, Reading universiteti); xitoy mandarin tilini ikkinchi til sifatida o‘zlashtirishning psixolingvistik asoslari;

ingliz mavhum soʻzlar lugʻatida hissiy soʻzlarning oʻrni; erta yoshdagi nutq rivojlanishi; sud-tibbiy ekspertizasida ikkitillilik masalasi tahlil qilingan (York universiteti, Buyuk Britaniya), nutqning shakllari va funksiyalari; aniq va mavhum soʻzlarni neyromodellashtirish; jamiyat meʼyorlari va til mexanizmlari; bir tilli va ikkitillilarda lingvistik va nolingvistik kontekstda kognitiv nazorat; ikkitillilik masalalari aniqlangan (Pensilvaniya universiteti, AQSh)², semantik maʼlumotni oʻzgartirish jarayonlarini tavsiflash; lingvistik ongning shakllanishi va faoliyati jarayonlari tahlil qilingan; nutqiy faoliyat nazariyasi yaratilgan (Moskva davlat universiteti, Rossiya), eksperimental fonetik laboratoriya yaratilgan, nutq va idrok jarayonlari tadqiq qilingan, bolalar nutqi va nutq patologiyalariga oid tadqiqotlar amalga oshirilgan (Sankt-Peterburg davlat universiteti, Rossiya), kommunikativ tilshunoslik masalalari yoritilgan (Vladimir davlat universiteti, Rossiya), kommunikatsiya nazariyasiga oid masalalar oʻrganilgan (Luhansk Taras Shevchenko Milliy universiteti, Ukraina), shaxs xususiyatlarining muloqot jarayoniga taʼsiri oʻrganilgan (Dehli universiteti, Hindiston), til va shaxs xarakterining bogʻliq xususiyatlari tadqiq etilgan (Semarang davlat universiteti, Indoneziya), gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi amalga oshirilgan; bolalar adabiyoti tilining lingvokognitiv va lingvopsixologik tadqiqi amalga oshirilgan (Samarqand davlat universiteti), oʻzbek bolalar nutqida ijtimoiy-psixologik omillar taʼsirida namoyon boʻladigan leksik-semantik xususiyatlar tahlil qilingan (Oʻzbekiston Milliy universiteti), nutqiy faoliyat jarayonidagi ruhiy holatlarning oʻzbek tilidagi turli sath birliklari vositasida aks etishi yoritilgan (Andijon davlat universiteti), oʻzbek tilidagi matnlarda shaxs ruhiy holatining ifodalanishi masalasi yoritilgan (OʻzFA Oʻzbek tili, adabiyoti va folklori instituti) til (nutq) vazifalari va muloqotning psixolingvistik aspekti, muloqot va munosabat kabi masalalar yoritilgan; bilingvizimning mohiyati, oʻzga tilni mukammal egallash natijasida bilingv, yaʼni ikki til sohibi boʻlishning lingvopsixologik aspektlari tadqiq etilgan; bolalarga xos matnlarning psixolingvistik xususiyatlari tadqiq etilgan (Fargʻona davlat universiteti).

Jahon zamonaviy tilshunosligida gender va bolalar nutqi psixolingvistikasi boʻyicha qator, jumladan, quyidagi ustuvor yoʻnalishlarda ilmiy tadqiqotlar olib borilmoqda: behavioral neyrolingvistika, klinik psixolingvistikasi, kognitiv neyrolingvistika, rivojlanish psixolingvistikasi masalalari, nutq mexanizmlari, tilning inson ongida aks etishi, birinchi va ikkinchi tilni oʻzlashtirish masalalari, nutq yaratish va tushunish, eksperimental psixolingvistikasi, erta yoshlarga doir til rivojlanishi, nutq yaratish va tushunish; nutq yoʻqolishi va interferensiya masalalarini tadqiq etish.

Muammoning oʻrganilganlik darajasi. Bolalar nutqining psixolingvistik jihatlarini boʻyicha oʻzbek va xorijiy tilshunoslar orasida J. Piaget, L. S. Vigotskiy, D. Slobin, K. Nelsin, M. Tomasello³ kabi olimlar alohida oʻrin tutadi. Ular bolalar

² Dissertatsiya mavzusi boʻyicha xorijiy ilmiy-tadqiqotlar sharhi <https://research.reading.ac.uk/psylinglab/research-projects/phd-theses>. 31.05.2025; https://etda.libraries.psu.edu/?search_field=all_fields&q=psycholinguistics. 31.05.2025; <https://link.springer.com/journal/10936>. 31.05.2025; <https://www.sciencedirect.com/topics/computer-science/psycholinguistic-research>. 31.05.2025; <https://www.proquest.com/resultso/8AE550A71A2F45C8PQ/1>. 31.05.2025 va boshqa manbalar asosida amalga oshirildi.

³ Piaget J. The language and thought of the child (3rd ed.). - London: Routledge & Kegan Paul. 1959. - 246 p; Vygotsky L. S. Thought and language (A. Kozulin, Ed. & Trans.). - Cambridge, MA: MIT Press. 1986. - 287 p;

nutqining qurilishiga asoslanuvchi til o'zlashtirish jarayoni, kognitiv rivojlanish bosqichlari va kontekstga ta'sirini ilmiy asoslab berdilar. Sotsiolingvistik nuqtai nazardan, bolalar nutqi E. Oxs, S. Ervin-Trip va B. Bernshteyn ishlarida ijtimoiy sinf, madaniyat va muloqot me'yorlari bilan bog'liq holda o'rganilgan.⁴ Pragmatika doirasida esa bolalar nutqidagi nutq aktlari, muloqot strategiyalari va so'zlashuv ko'nikmalar O. Blum, P. Beytis, D. Kristal kabi olimlar tomonidan tahlil qilingan.⁵

Xorijiy tilshunoslikda J. Kovtis, P. Ekkert, S. McConnell-Ginet, R. Lakof, D. Kemirin⁶ kabi olimlar gender tilshunosligi sohasida chuqur tadqiqotlar olib borgan. Ular gender va til munosabatlari, ayol va erkak nutqining o'ziga xos xususiyatlari, gender stereotiplar va ularning tildagi ifodalanishi kabi masalalarni chuqur o'rganishgan. R. Lakof ayol nutqining o'ziga xos xususiyatlarini ko'rsatib bergan, D. Kemirin ingliz tilidagi gender stereotiplarni lingvistik tahlil qilgan, J. Kovtis va P. Ekkert esa nutqiy uslub va ijtimoiy rollar kesimida gender farqlarini yoritgan. Shunga qaramay, bu izlanishlarning asosiy qismi kattalar nutqiga qaratilgan bo'lib, bolalar nutqining psixolingvistik rivojida gender farqlari masalasi yetarlicha o'rganilmagan.

Rus tilshunosligida A.V. Krilina gender lingvistikasiga oid nazariy qarashlarni ishlab chiqdi. O.L. Kamenskaya va E.I. Goroshko o'z ilmiy tadqiqotlarida nutqdagi gender belgilarning leksik va pragmatik xususiyatlarini atroflicha tadqiq qilgan. N.N. Rozanova gender stereotiplarni ijtimoiy muhit hamda milliy madaniyat bilan o'zaro bog'lagan holda tahlil qilgan. Lekin bu tadqiqotlar asosan kattalar nutqi asosida olib borilgan.⁷

O'zbek bolalari nutqidagi gender xoslanishlar bo'yicha esa G. Ergasheva, A. Bahodirov, R. Qo'ldoshev, M. Oripova, M. Rahmatullayeva, N. Turayeva,

Nelson K. Language in cognitive development: Emergence of the mediated mind. - Cambridge: Cambridge University Press. 1996. - 332 p; Slobin D. The crosslinguistic study of language acquisition // (Vol. 1-2). Hillsdale NJ: Lawrence Erlbaum. 1985; Tomasello M. Constructing a language: A usage-based theory of language acquisition. - Cambridge, MA: Harvard University Press. 2003. - 388 p.

⁴ Ervin-Tripp S. Play in language development. In B. Scollon & P. Scollon (Eds.), Intercultural communication. - Oxford: Blackwell. 1991. - P. 61-82; Bernstein B. Class, codes and control. Volume 1: Theoretical studies towards a sociology of language. - London: Routledge & Kegan Paul. 1971. - 256 p; Ochs E. Culture and language development: Language acquisition and language socialization in a Samoan village. - Cambridge: Cambridge University Press. 1988. - 288 p.

⁵ Bates E. Language and context: The acquisition of pragmatics. - New York: Academic Press. 1976. - 270 p; Bloom O. Developing theories of intention. - Cambridge: Cambridge University Press. 1993. - 198 p; Crystal D. The Cambridge encyclopedia of language. - Cambridge: Cambridge University Press. 1987. - 472 p.

⁶ Cameron D. The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages? - Oxford: Oxford University Press. 2007. - 196 p; Coates J. Gender and Discourse Analysis. In Gee, J.P. & Handford, M. (eds.) The Routledge Handbook of Discourse Analysis. - London: Routledge, 2013. - P. 90-103; Eckert P. The Problem with Binaries: Coding for Gender and Sexuality. // Language and Linguistics Compass, 8(11), 2014. - P.529-535; McConnell-Ginet S. Gender, Sexuality, and Meaning: Linguistic Practice and Politics. - Oxford: Oxford University Press. 2011. - 312 p; Lakoff R. Language and Woman's Place: Text and Commentaries. Revised and expanded edition, edited by Mary Bucholtz. - Oxford: Oxford University Press. 2004. - 320 p.

⁷ Кирилина А.В. Гендер: лингвистические аспекты. - М.: Институт социологии РАН. 2004. - 189 с; Каменская О.Л. Гендергетика - наука будущего. В сб.: Гендер как интрига познания. - М.: Рудомино, 2002. - С. 13-19; Халеева И.И. Гендер как интрига познания. В кн.: Гендерный фактор в языке и коммуникации. - Иваново: Ивановский государственный университет, 2002. - С. 5-9; Горошко Е.И. Языковое сознание: гендерная парадигма. - Харьков: ИД «ИНЖЭК». 2003. - 180 с; Земская Е.А., Китайгородская М.А., Розанова Н.Н. Особенности мужской и женской речи. В кн.: Русский язык в его функционировании. - М.: Наука, 1993. - С. 90-136; Китайгородская М.А. Чужая речь в коммуникативном аспекте. В кн.: Русский язык в его функционировании: Коммуникативно-прагматический аспект. - М.: Наука, 2003. - С.65-89; Розанова Н.Н. Коммуникативно-жанровые особенности «мужской» и «женской» речи. В кн.: Общественно-политический дискурс. - М.: РГГУ, 2000. - С.167-211.

M. Xakimov, D. Xudoyberganova kabi olimlar ish olib borganlar.⁸ Gender masalalari dastlab R.Qo'ng'urov⁹ va M. Qurbonova¹⁰ tadqiqotlarida ko'tarilgan bo'lib, ular o'zbek tilidagi erkak va ayol nutqining o'ziga xos xususiyatlarini kuzatishgan. Keyinchalik bu yo'nalish rivoj topa boshlagan bo'lsa-da, tizimli va kompleks tadqiqotlar yetarli darajada emas.

Psixolingvistika masalalari o'zbek tilshunosligida S.Mo'minov, M.Zokirov, Z.Akbarova, I.Azimova, A.Nurmonov, I.Hojaliyev, D.Xudoyberganova, M.Qurbonova, S.Qurbonova, Sh.Alpanova, D.Yuldasheva, N.Yarashova, M.Mamajonovlarning¹¹ tadqiqotlarida yoritilgan.

Shu nuqtai nazardan, mavjud tadqiqotlar o'zbek bolalar nutqida gender xoslanishlarning tipologik, pragmatik va psixolingvistik xususiyatlarini qamrab olmagan, shuningdek, o'zbek va ingliz tillarini qiyosiy jihatdan tahlil qilishga bag'ishlanmagan.

Mazkur dissertatsiya ana shu ilmiy bo'shliqni to'ldirishni maqsad qilib, o'zbek va ingliz bolalar nutqidagi genderga oid psixolingvistik, sotsiologik va pragmatik xususiyatlarni qiyosiy tahlil qiladi. Shu orqali u til tizimidagi umumiy va xususiy qonuniyatlarni aniqlash, madaniyatlararo qiyosiy yondashuv asosida yangi nazariy xulosalar chiqarish hamda pedagogik va lingvodidaktik amaliyot uchun zarur ilmiy asos yaratishga xizmat qiladi.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya Andijon davlat chet tillari instituti ilmiy-tadqiqot ishlari rejasining "Til va madaniyat integratsiyasi asosida

⁸ Эргашева Г.И. Турли тизимдаги тилларда гендерга оид терминологиянинг шаклланишида лингвистик ва экстралингвистик омилар: Филол.фан.д-ри...дисс. – Тошкент, 2018. – 222 б.; Bahodirov A. Maktab yoshidagi bolalar nutqining gender xususiyatlari. - Toshkent: O'qituvchi, 2018. - 96 b.; Qo'ldoshev R. Boshlang'ich sinf O'quvchilari nutqida gender farqlarning namoyon bo'lishi. // Ta'lim va tarbiya, №3, 2019. – B. 28-34; Oripova M. Maktabgacha tarbiya yoshidagi bolalar nutqining gender jihatdan farqlanishi. // Pedagogik mahorat, №5, 2019. – B.120-126; Rahmatullayeva M. O'zbek va ingliz tillari misolida bolalar nutqidagi gender farqlarning qiyosiy tahlili. – Samarqand: SamDU nashriyoti. 2020. - 132 b; Turayeva N. O'zbek oilalarida bola nutqining shakllanishiga gender yondashuvlarning ta'siri. // Til va madaniyat, №2, 2020. – B.56-63; Xakimov M. O'zbek tilidagi gender xoslanishlarning lingvistik tahlili. – Toshkent: Fan nashriyoti. 2013. - 156 b; Xakimov M. O'zbek xalq maqollarida gender stereotiplarning ifodalanishi. // Til va adabiyot ta'limi, №5, 2015. – B.34-39; Xudoyberganova D. Matnning antropotsentrik tadqiqi (monografiya). – Toshkent: Fan. 2012. - 204 b; Xudoyberganova D. O'zbek tilidagi gender lakunalar tahlili. // O'zbek tili va adabiyoti, №3, 2018. – B.67-76; Xolmanova Z. O'zbek ayol va erkak nutqining qiyosiy tahlili. – Toshkent: Akademnashr. 2014. - 124 b; Mahmudova G. O'zbek tilidagi gender asimmetriya: lingvistik va pragmatik jihatlar. - Samarqand: SamDU. 2017. - 148 b. Mahmudov N. Tilshunoslikda antropotsentrik paradigma va O'zbek tilshunosligi taraqqiyoti. // Filologiya masalalari, №1, 2019. – B.3-12.

⁹ Qo'ng'urov R. O'zbek tilida gender xususiyatlarning ifodalanishi. – Toshkent: Fan. 2002. - 128 b.

¹⁰ Qurbonova M. O'zbek tilshunosligida gender muammolari. – Samarqand: SamDU nashriyoti. 2003. - 112 b.

¹¹ Мўминов С. Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000. – 254 б; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисоний тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008. – 56 б; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолінгвистик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008. – 52 б; Нурмонов А. Танланган асарлар. 3 жилдли. 1 жилд. – Тошкент: Akademnashr, 2012. – 157 б; Хожалиев И. Психолінгвистиканинг фан сифатида шаклланишига доир // ФарДУ. Илмий хабарлар. 2017. №5. – Б. 71-74; Худойбергано́ва Д. Матннинг антропоцентриқ тадқиқи. – Тошкент: Фан, 2013. – 214 б; Курбоно́ва М. Ўзбек болалар нутқи лексикасининг соціопсихолінгвистик тадқиқи. Монография. – Тошкент, 2014. – 145 б; Курбоно́ва С. Бадиий матнда шахс хусусиятларини ифодалаш: Филол. фан. б. фалс. Док.дисс. автореф. – Фарғона, 2018. – 48 б; Алпанова Ш. Нутқий фаолият жараёнидаги рухий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018. – 135 б; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентриқ тадқиқи: Филол.фан. д-ри (DSc) дисс. – Фарғона, 2022. 214 б; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023. – 223 b; M.Y.Mamajonov. Muloqotning psixolingvistik tadqiqi: Filol. fan. d-ri ... diss. avtoref. – Farg'ona, 2025. – 86 b.

xorijiy tillar ta'limining barqaror rivojlanish modeli: lingvistik, filologik, lingvodidaktik va raqamli yondashuvlar" mavzusi doirasida bajarilgan.

Tadqiqot maqsadi ingliz va o'zbek bolalar nutqidagi genderga oid psixolingvistik xususiyatlarni qiyosiy jihatdan tahlil qilishdan iborat.

Tadqiqot vazifalari:

ingliz va o'zbek bolalar nutqidagi psixolingvistik va genderga oid birliklarni til tizimining barcha darajalari kesimida aniqlash va ilmiy tavsiflash;

ingliz va o'zbek tillaridagi gender markerlari va gender stereotiplarini lingvistik mezonlar asosida qiyosiy tahlil qilish;

1–11 yosh oralig'ida qiz va o'g'il bolalar nutqining bosqichma-bosqich rivojlanish xususiyatlarini psixolingvistik ko'rsatkichlar asosida belgilash;

ingliz va o'zbek bolalar nutqida gender xoslanishlarning tipologik umumiy va farqli jihatlarini aniqlash hamda ularning lingvistik sabablarini asoslash;

bolalar nutqini gender va psixolingvistik tahlil qilish uchun qiyosiy indikatorlar, annotatsiya–teglash modeli va leksik–semantik tasnifni ishlab chiqish;

gender markerlarining tarjimadagi pragmatik ekvivalentlarini belgilash va ularning amaliy qo'llanish imkoniyatlarini (ta'lim, diagnostika, tarjimashunoslik) ilmiy asoslash.

Tadqiqot obyekti sifatida 3-11 yosh ingliz va o'zbek bolalar nutqida genderga oid psixolingvistik xususiyatlarni ifodalovchi video materiallar, kinolar, podkastlar va audio-visual vositalar tanlab olingan.

Tadqiqot predmetini o'zbek va ingliz bolalar nutqidagi fonetik-intonatsion tovushlar, gender markerli lingvistik birliklar va ularning qo'llanish xususiyatlari tashkil etadi.

Tadqiqot usullari: dissertatsiyada tavsifiy, qiyosiy, chog'ishtirma metod, kontekstual tahlil, komponent tahlil, kuzatish, so'rovnoma va intervyu, statistik tahlil tadqiqot usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilar bilan belgilanadi:

ingliz va o'zbek bolalar nutqidagi psixolingvistik hamda genderga oid xususiyatlar ilk bor tizimli va kompleks tarzda fonetik-fonologik, prosodik-intonatsion, leksik-semantik, morfologik-sintaktik, pragmatik hamda sotsiolingvistik-diskursiv darajalar, yosh kesimi, shuningdek oila, ta'lim va onlayn/raqamli muhit kabi kommunikativ vaziyatlar hamda fonetik-prosodik, leksik, morfosintaktik, pragmatik va sotsiolingvistik indikatorlar kesimida qiyosiy yondashuv asosida dalillangan;

ingliz va o'zbek tilidagi gender birliklar (-jon, -xon, hurmat vositalari, qarindoshlik atamalari) va gender stereotiplari (qizlarda rang-kiyim, bezak, o'g'il bolalarda texnika-transport) tizimli ravishda fonetik-intonatsion farqlar (qizlarda aniq artikulyatsiya va xilma-xil intonatsiya, o'g'il bolalarda yuqori intensivlik va buyruq ohangi) ilmiy asoslangan hamda tematik tasnifi ishlab chiqilgan;

ingliz va o'zbek bolalari nutqidagi genderga oid va psixolingvistik xususiyatlar kompleks o'rganish asosida maktabgacha va maktab yoshidagi bolalar nutqidagi 1–3 yosh: qizlarda erkalash, kichraytirish va emotsional leksika erta va faol; o'g'il bolalarda onomatopeya va harakat fe'llari ustun; 3–7 yosh: qizlarda

iltimos/hamkorlik aktlari va so'roq gap qurilmalari; o'g'il bolalarda buyruq-hazil-raqobat aktlari; 7–11 yosh: qizlarda tavsiflovchi sifatlar, rang-kiyim, bog'lovchilar; o'g'il bolalarda texnika-transport-sport leksikasi va raqobat ramzlari; prosodiya (qizlarda xilma-xil, yumshoq; o'g'il bolalarda jarangdor, qisqa) va gender farqlar asoslangan;

ingliz va o'zbek tillari misolida bolalar nutqidagi gender xoslanishlarning qiyosiy tahlili amalga oshirilib, ikki tildagi gender xoslanishlarning tipologik jihatlari, o'xshash tomonlari: otlar fe'llardan erta; onomatopeyalar erta; emotsional leksika erta; abstrakt tushunchalar kechroq; va farqli tomonlari: o'zbek tili (agglutinativ): hurmat/murojaatning morfologik boyligi, erkalash–kichiraytirish qo'shimchalari, keng qarindoshlik tizimi; ingliz tili (analitik): modal/analitik qurimalarni erta o'zlashtirish (I'm, don't, can, wanna, gonna), hurmat va iltimosni ifodalovchi birliklarda yuqori chastotani qo'llash qonuniyatlari aniqlangan;

tadqiqot natijalariga asoslanib, o'zbek tilshunosligida ilk bor bolalar nutqining psixolingvistik va gender aspektida tadqiq etishning ilmiy-amaliy asoslari: a) qiyosiy indikatorlar chek-listi; b) annotatsiya–teglash sxemasi; c) leksik–semantik tasnif va qiyosiy lug'at yadrosi; d) diagnostik mezonlar; f) tarjimashunoslik prinsiplari: gender markerlarining pragmatik ekvivalentlari (-jon/-xon – dear/sweetie; muloyimlik strategiyalarini saqlash); g) amaliy metodologik tavsiyalar ishlab chiqilgan va statistik jihatdan asoslab berilgan.

Tadqiqotning amaliy natijasi quyidagilardan iborat:

ingliz va o'zbek bolalari nutqining gender va psixolingvistik xususiyatlari bo'yicha to'plangan materiallar, qo'yilgan muammolarni tadqiq etish orqali chiqarilgan xulosalar o'zbek tilshunosligi uchun yangi ilmiy-nazariy ma'lumotlar berishi asoslangan;

ingliz va o'zbek bolalar nutq madaniyati, psixolingvistika, sotsiolingvistika, pragmlingvistika va kognitiv tilshunoslik sohalarini bo'yicha tadqiqotlar olib borishda, mavjud o'quv adabiyotlarini mukammallashtirishda, o'quv qo'llanma, majmualar yaratishda hamda lug'atlar tuzishda xizmat qilishi ko'rsatilgan;

tilni undan foydalanuvchi shaxsning nutqidagi fonetik-intonatsion va leksik-semantik xususiyatlar, nutqiy faoliyati, ruhiyati, ijtimoiy holati, yoshi, jinsi hamda vaziyat kabilar bilan bog'liq holda o'rganish zarurligi asoslangan.

Tadqiqot natijalarining ishonchligi. Dissertatsiyada tilshunoslikda o'rganilishi kerak bo'lgan muammoning aniq qo'yilgani, foydalanilgan namunalar va izohlar faktik hamda analitik lisoniy manbalarga asoslangani, ishonchli ilmiy-nazariy manbalardan foydalanilgani, ilmiy xulosalar dalillanganligi, nazariy ma'lumotlar va xulosalarning amaliyotga joriy qilinganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi, keltirilgan tahlillarning amaliyotga joriy etilgani bilan belgilanadi.

Tadqiqot natijalarining nazariy va amaliy ahamiyati. Tadqiqot natijalarining nazariy ahamiyati ingliz va o'zbek tilshunosligida genderologik va psixolingvistik yondashuvni rivojlantirish, gender markerli til birliklarini o'rganish metodologiyasini takomillashtirish, bolalar nutqidagi gender va psixolingvistik xoslanishlarni tadqiq etish uchun nazariy va amaliy asoslarni yaratish bilan belgilanadi. Tadqiqot davomida ishlab chiqilgan nazariy qoidalar va xulosalar ingliz

va o‘zbek tilshunosligida bolalar nutqidagi gender kategoriyasini o‘rganish borasidagi yangi yo‘nalishlarning shakllanishiga xizmat qiladi. Tadqiqot natijalaridan ingliz va o‘zbek tilshunosligida psixolingvistik gender masalalarini o‘rganishga qaratilgan keyingi ilmiy ishlarda nazariy manba sifatida foydalanish mumkin.

Tadqiqot natijalarining amaliy ahamiyati o‘quv jarayonida “Sotsiolingvistika”, “Psixolingvistika”, “Ontogenez lingvistika”, “Pragmatik lingvistika”, “Pedagogik lingvistika”, “Lingvokulturologiya”, “Tilshunoslikka kirish” va “Kognitiv lingvistika” kabi fanlarni o‘qitishga o‘zaro integratsiya qilish imkoniyati bilan belgilanadi. Shu bilan birga tadqiqot mavzusi asosida darslik va o‘quv qo‘llanmalar yaratish, maktabgacha va boshlang‘ich ta‘lim dasturlarini ishlab chiqish, muassasalarda chet tili o‘qitish metodikasini yanada takomillashtirish va bolalar adabiyotini tahlil qilish bilan bog‘liq jarayonlarni ilmiy asoslashda muhim ahamiyatga ega.

Tadqiqot natijalarining joriy qilinishi. Bolalar nutqining psixolingvistik va gender xususiyatlarini tadqiq etish bo‘yicha olingan ilmiy natijalar asosida:

o‘zbek va ingliz bolalarining genderga oid nutqi psixolingvistik nuqtayi nazardan ilk bor tizimli tahlillar haqidagi xulosalarga asoslanib, o‘zbek tilidagi genderga oid lingvistik birliklar hamda stereotiplarni aks ettiruvchi til birliklari sistemali ravishda tadqiq etilib, ularning bolalar nutqidagi namoyon bo‘lish xususiyatlarining tematik tasnifi ishlab chiqish va tahlil qilish, bunday birliklarni avtomatik tarjima tizimlarida adekvat uzatish strategiyalarini ishlab chiqishga doir xulosalardan Davlat ilmiy-texnik dasturlari doirasidagi 2022-2024-yillarda bajarilgan IL-402104209 “Axborot-qidiruv tizimlari (Google, Yandex, Google Translate) uchun avtomatik ishlov berish vositasi – o‘zbek tilining morfoleksikoni va morfologik analizatori dasturiy vositasini yaratish” nomli loyiha doirasida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti 2025-yil 27-avgustdagi №01/4-3788 son ma‘lumotnomasi). Natijada o‘zbek va ingliz tillari misolida bolalar nutqidagi gender xoslanishlarning qiyosiy tahlili amalga oshirilib, ikki tildagi gender xoslanishlarning tipologik jihatlari, o‘xshash va farqli tomonlariga asoslangan holda lekisik-semantik ma‘lumotlar bazasi kengaytirildi. Bu esa o‘zbek tilining morfologik analizatori va tarjima algoritmlarining aniqligini oshirishga olib keldi;

ingliz va o‘zbek tillari misolida olib borilgan bolalar nutqidagi gender xoslanishlarning qiyosiy tahlili asosida ism tanlovidagi gender strategiyalarini o‘rganish, bu materiallar asosida mobil ilovada foydalanuvchi tanloviga mos gender balansli ism tavsiyalari, konnotativ tasniflar, ehtimoliy muloqot kontekstlariga mos takliflarni ishlab chiqish imkoniyatiga doir xulosalardan Davlat ilmiy-texnik dasturlari doirasidagi 2022-2023-yillarda bajarilgan IL-21091506 “O‘zbek ismlarining izohli imlo lug‘ati va mobil ilovasini yaratish” nomli loyiha doirasida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti 2025-yil 27-avgustdagi №01/4-3789 son ma‘lumotnomasi). Natijada, semantik ma‘lumotlar bazasi kengaytirildi, u orqali o‘zbek ismlarining morfo-semantik tuzilishi, tarixiy qatlamlari, fonetik variantlari, va nutqdagi kontekstual

yuklamasi aniqlandi. Bu esa lug‘at tahriri, mobil ilovaning algoritmik strukturasi va foydalanuvchi interfeysida interaktiv tavsiyalar yaratish imkonini berdi;

ingliz va o‘zbek bolalari nutqidagi genderga oid psixolingvistik xususiyatlarni kompleks o‘rganilganligi, maktabgacha va maktab yoshidagi bolalar nutqidagi 1–3 yosh hamda qizlarda erkalash, kichraytirish va emotsional leksika erta va faolligi, o‘g‘il bolalarda onomatopeya va harakat fe’llari ustunligi, 3–7 yosh: qizlarda iltimos/hamkorlik aktlari va so‘roq konstruksiyalari va o‘g‘il bolalarda buyruq–hazil–raqobat aktlari, 7–11 yosh: qizlarda tavsiflovchi sifatliari, rang–kiyim, narrativ bog‘lovchilar; o‘g‘il bolalarda texnika–transport–sport leksikasi va raqobat ramzlari; prosodiya (qizlarda xilma-xil, yumshoq konturlar; o‘g‘il bolalarda jarangdor, qisqa konturlar) gender farqlarni ko‘rsatib berilishi xususidagi xulosalardan 2025-yil iyul va avgust oylarida O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston-24” ijodiy birlashmasi O‘zbekiston teleradiokanali tomonidan tayyorlangan “Ta’lim va taraqqiyot”, “Millat va ma’naviyat”, “Adabiy jarayon”, “Jahon adabiyoti” nomli eshittirishlarini tayyorlashda foydalanilgan (O‘zbekiston Milliy teleradiokompaniyasining 2025-yil 3-sentyabrdagi 05-09-1391-son ma’lumotnomasi). Natijada, eshittirishlarning ilmiy saviyasi ortgan hamda ingliz va o‘zbek bolalari nutqining gender va psixolingvistik xususiyatlari bo‘yicha to‘plangan materiallar, qo‘yilgan muammolarni tadqiq etish orqali chiqarilgan xulosalar o‘zbek tilshunosligi uchun yangi ilmiy-nazariy ma’lumotlar berishi manba sifatida xizmat qilishi ta’minlagan;

ingliz va o‘zbek bolalar nutqidagi psixolingvistik va genderga oid holatlar ilk bor tizimli (darajalar: fonetik-fonologik; prosodik-intonatsion; leksik-semantik; morfologik-sintaktik; pragmatik; sotsiolingvistik-diskursiv; yosh kesimi; vaziyatlar: oila; ta’lim muhiti; onlayn/raqamli muhit); indikatorlar: fonetik–prosodik; leksik; morfosintaksis; pragmatik; sotsiolingvistik) ravishda berilgan qiyosiy tahlili asosidagi xulosalardan innovatsion loyihasi asosida ta’lim tizimi jarayonini mustahkamlash maqsadida yoritilgan uslubiy qo‘llanmalar ishlab chiqishda yangi yondashuvlar sifatida foydalanilgan (O‘zbekiston yozuvchilar uyushmasining 2025-yil 10-sentabrdagi 01-06/996-son ma’lumotnomasi). Natijada, uslubiy qo‘llanmalarining ilmiy saviyasi ortgan hamda ingliz va o‘zbek bolalari nutqining gender va psixolingvistik xususiyatlari bo‘yicha to‘plangan materiallar, qo‘yilgan muammolarni tadqiq etish orqali chiqarilgan xulosalar o‘zbek tilshunosligi uchun yangi ilmiy-nazariy ma’lumotlar berishi manba sifatida xizmat qilishi ta’minlagan;

ingliz va o‘zbek tillari misolida bolalar nutqidagi gender xoslanishlarning qiyosiy tahlili amalga oshirilib, ikki tildagi gender xoslanishlarning tipologik jihatlari, o‘xshash tomonlari: otlar fe’llardan erta; onomatopeyalar erta; emotsional leksika erta; abstrakt tushunchalar kechroq; va farqli tomonlari: o‘zbek tili (agglutinativ): hurmat/murojaatning morfologik boyligi, erkalash-kattalashtirish qo‘shimchalari, keng qarindoshlik tizimi; ingliz tili (analitik): modal/analitik konstruksiyalarni erta o‘zlashtirish, hurmat va iltimosni ifodalovchi birliklarning yuqori chastotasi aniqlangan xulosalaridan O‘zbekiston Respublikasi Oil va xotin-qizlar qo‘mitasi huzuridagi “Oil va gender” ilmiy-tadqiqot institutining 2025-yilga mo‘ljallangan ish rejasining III bo‘lim “Gender tenglikni ta’minlashga oid turli streotiplarning oldini olishga qaratilgan targ‘ibot materiallarini tayyorlash”

to'g'risidagi 25-band ijrosini amalga oshirishda foydalanilgan (O'zbekiston Respublikasi Oil va xotin-qizlar qo'mitasi huzuridagi "Oil va gender" ilmiy-tadqiqot institutining 2025-yil 14-oktabrdagi 01-09/2851-son ma'lumotnomasi). Natijada, ikkala til tipologiyasining bolalar nutqi rivojlanishiga ta'sirini aniq ko'rsatib berilgan hamda til tipologiyasi va kognitiv rivojlanish o'rtasidagi bog'liqligi ochib berilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 4 ta xalqaro va 5 ta respublika ilmiy-amaliy konferensiya va anjumanlarida aprobatsiyadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinishi. Tadqiqot ishi mavzusiga oid jami 23 ta ilmiy ish chop etilgan. Jumladan, 1 ta monografiya, 1 ta Scopus (Q1) maqola, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 12 ta ilmiy maqola (shulardan 2 tasi xorijiy jurnalda) nashr qilingan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, to'rt bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovadan iborat bo'lib, ishning hajmi 227 sahifani tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning kirish qismida qismida tadqiqot mavzusining dolzarbligi va zarurati asoslangan, tadqiqotning maqsad va vazifalari, shuningdek, obyekt va predmeti, ishning O'zbekiston Respublikasi fan va texnologiyalarining ustuvor yo'nalishlariga bog'liqligi ko'rsatilgan hamda tadqiqotning ilmiy yangiligi, amaliy natijalari, natijalarning ishonchliligi, ilmiy va amaliy ahamiyati, tadqiqot natijalarining amaliyotga joriy etilganligi, e'lon qilinganligi, dissertatsiya ishining tuzilishi va hajmi bo'yicha ma'lumotlar kiritilgan.

Dissertatsiyaning **"Tilshunoslikda bolalar nutqida gender va psixolingvistik xususiyatlarning nazariy o'rganilishi"** deb nomlangan birinchi bobida bolalar nutqidagi gender va psixolingvistik xususiyatlarning nazariy asoslari chuqur o'rganiladi. Tadqiqotning poydevori sifatida jahon va o'zbek tilshunosligida bolalar nutqini o'rganish tarixiy taraqqiyoti, uning asosiy bosqichlari va metodologik yondashuvlari tahlil qilinadi. Bolalar nutqini tadqiq etishda psixolingvistik, sotsiolingvistik, kognitiv va lingvokulturologik yondashuvlarning o'zni alohida ajratib ko'rsatiladi. Xususan, V. Shtern, L. Vigotskiy, J. Piaje, N. Xomskiy kabi jahon olimlarining tilni o'zlashtirish nazariyalari hamda o'zbek tilshunosligida A. G'ulomov, M. Asqarova, D. Muhamedova kabi olimlarning ilmiy qarashlari qiyosiy o'rganiladi.

Dissertatsiya tadqiqotida L.V. Yassmanning "Bolalarda til komponentligi shakllanishini tadqiq etishning psixolingvistik metodi"dan foydalanildi.

Psixolingvistika til va tafakkur, nutqiy faoliyat va inson psixikasi o'rtasidagi murakkab aloqalarni o'rganuvchi fan sifatida bolalar nutqini tadqiq etishda alohida ahamiyat kasb etadi. Psixolingvistik yondashuv til o'zlashtirish jarayonini bosqichma-bosqich tahlil qilish, bolaning lingvistik kompetensiyasi qanday paydo bo'lishi va rivojlanishini ilmiy asosda tushuntirish imkonini beradi. Bu yondashuv

bolani tayyor til birliklarini o'zlashtiruvchi emas, balki o'z nutq tizimini faol ravishda yaratuvchi subyekt sifatida talqin qiladi.

Psixolingvistika doirasida bolalar nutqini o'rganish quyidagi asosiy masalalarni qamrab oladi: 1. til o'zlashtirish mexanizmlari; 2. nutqiy idrok jarayoni; 3. nutqni hosil qilish bosqichlari; 4. nutqiy faoliyatda ishtirok etuvchi psixik jarayonlar (xotira, diqqat, tafakkur).

Struktur tilshunoslik til tizimini sinxron holatda tahlil qilsa, psixolingvistika tilning inson ongida qanday shakllanishi, saqlanishi va real muloqotda qo'llanishiga e'tibor qaratadi. Aynan bolalar nutqi ushbu jarayonlarni kuzatish uchun eng qulay empirik material hisoblanadi. Shu bois bolalar nutqi "psixolingvistika uchun ideal tadqiqot maydoni" sifatida e'tirof etiladi.

Bolalar nutqini psixolingvistik jihatdan o'rganishda bir nechta asosiy nazariy yondashuvlar shakllangan bo'lib, ular til o'zlashtirish jarayonida biologik va ijtimoiy omillarning rolini turlicha talqin qiladi. Tadqiqotimizda nativistik, bixevioristik, ijtimoiy-interaktiv va kognitiv nazariyalar metodologik asos sifatida qaraladi.

Nativistik (innatistik) nazariya til o'zlashtirishda tug'ma biologik mexanizmlar mavjudligini asoslaydi. Ushbu yondashuvga ko'ra, bola tilni tayyor qoidalar asosida emas, balki ongida mavjud bo'lgan "universal grammatika" yordamida faol ravishda kashf etadi. Bolalar nutqidagi ijodkorlik va grammatik "xatolar" ushbu jarayonning dalili sifatida talqin qilinadi.¹²

Bixevioristik nazariya til o'zlashtirishni taqlid, takrorlash va rag'batlantirish mexanizmlari orqali tushuntiradi. Bu yondashuv nutqiy ko'nikmalar tashqi muhit ta'siri ostida shakllanishini ta'kidlaydi. Biroq tilning ijodkorlik xususiyati va grammatik murakkabligini to'liq izohlab bera olmasligi sababli ushbu nazariya tanqid qilingan.¹³

Ijtimoiy-interaktiv nazariya til rivojlanishini ijtimoiy muloqot bilan chambarchas bog'laydi. Til dastlab ijtimoiy faoliyatda shakllanib, keyinchalik shaxsning ichki nutqiga aylanadi.¹⁴ Bruner tomonidan ilgari surilgan "Til o'zlashtirishni qo'llab-quvvatlash tizimi" (LASS) kattalarning bola nutqini rivojlantirishdagi faol rolini asoslaydi. Ushbu yondashuv til o'zlashtirishda motivatsiya va muloqot ehtiyojining muhimligini ko'rsatadi hamda gender farqlarni tahlil qilishda metodologik ahamiyatga ega.

Kognitiv nazariya til rivojlanishini bolaning umumiy aqliy rivojlanishi bilan bog'laydi.¹⁵ Til tafakkur mahsuli sifatida qaraladi va kognitiv tushunchalarning shakllanishi nutq rivojlanishining asosiy sharti hisoblanadi. Shu bilan birga, Vigotskiy Piaje ta'riflagan egosentrik nutqni ichki nutqning shakllanish bosqichi sifatida talqin qiladi.

¹² Хомский Н. Аспекты теории синтаксиса / Н. Хомский. – М.: Изд-во Моск. ун-та, 1972. – 259 с.

¹³ Скиннер, Б. Ф. Вербальное поведение // История зарубежной психологии. Тексты. – М., 1986. – С. 60-95

¹⁴ Выготский Л. С. Мышление и речь / Л. С. Выготский. – 5-е изд., испр. – М.: Лабиринт, 1999. – 352 с. // Bruner J. S. Child's Talk: Learning to Use Language. – New York: W. W. Norton & Company, 1983. – 208 p.

¹⁵ Piaget J. The language and thought of the child (3rd ed.). – London: Routledge & Kegan Paul. 1959. – 246 p.

Xulosa qilib aytganda, mazkur nazariyalar bolalar nutqini psixolingvistik jihatdan tushuntirishda bir-birini to'ldiradi. Zamonaviy psixolingvistika til o'zlashtirishni biologik, kognitiv va ijtimoiy omillarning o'zaro ta'siri natijasi sifatida talqin qiladi. Ushbu nazariy asoslar keyingi boblarda bolalar nutqidagi psixolingvistik va gender xususiyatlarini qiyosiy tahlil qilish uchun mustahkam metodologik poydevor bo'lib xizmat qiladi.

Jahon tilshunosi Uilyam Labov takidlashicha bolalar nutqidagi fonetik va grammatik variantlar ularning ijtimoiy muhiti va ijtimoiy identiteti bilan bevosita bog'liq.¹⁶ Bola nutqiy tanlov orqali o'zini jamiyatda muayyan ijtimoiy va gender roliga mansub shaxs sifatida namoyon qiladi. Peter Trudgill esa "The Social Differentiation of English in Norwich" tadqiqotida qiz bolalar ko'proq ijtimoiy jihatdan "prestijli" talaffuz variantlarini, o'g'il bolalar esa normadan chekinuvchi, kuch va dominantlikni ifodalovchi shakllarni afzal ko'rishini ta'kidlaydi.

Mazkur tadqiqotlar bolalar nutqidagi gender xoslanishlar biologik emas, balki ijtimoiy shartlangan hodisa ekanligini ko'rsatadi. Bola nutq orqali o'z jinsiy va ijtimoiy identitetini shakllantiradi va mustahkamlaydi.

Debora Kemirin, Janet Holmis, Robin Lakof, Debora Tennin kabi olimlar bolalar nutqida genderga oid kommunikativ strategiyalar va pragmatik farqlarni o'rgandilar. R. Lakoff *Language and Woman's Place*(1975) asarida qiz bolalar nutqida muloyimlik, baholovchi birliklar va noaniq ifodalar, o'g'il bolalarda esa buyruq va dominantlikka yo'naltirilgan nutq shakllari ustunligini qayd etadi.¹⁷

E. Hof tadqiqotlari bolalar nutqidagi gender tafovutlar atrof-muhit, xususan ota-onaning nutqiy modeli bilan chambarchas bog'liqligini ko'rsatadi. Bu holat bola nutqining psixolingvistik rivojlanishiga bevosita ta'sir ko'rsatadi.¹⁸

Eleanor Mekobi va Karl Jeklin "The Psychology of Sex Differences" asarida bolalar nutqidagi gender farqlarni ijtimoiy motivatsiya va muloqot strategiyalari bilan izohlaydi.¹⁹ J. Haydi esa "Gender Similarities Hypothesis" doirasida gender farqlar asosan ijtimoiy shartlangan va o'zgaruvchan ekanligini ta'kidlaydi.²⁰

Penelopa Ekkert bolalar nutqidagi gender tafovutlarni ijtimoiy identitet va lingvistik variantlik bilan bog'laydi. Lingvistik variantlar gender identitetini indekslash vositasi sifatida xizmat qiladi.²¹

Judit Batlarning "Gender Trouble" asarida gender performativlik nazariyasiga ko'ra, gender biologik jihatdan berilgan va o'zgarimas belgi emas, balki til birliklari, nutqiy faoliyat hamda ijtimoiy xulq-atvor andozalarining muntazam takrorlanishi orqali shakllanadigan ijtimoiy hodisadir fikrini ilgari surgan.²²

¹⁶ Labov W. *Sociolinguistic Patterns*. – Philadelphia: University of Pennsylvania Press. 1972. – 254p.

¹⁷ Cameron D. *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* - Oxford: Oxford University Press. 2007. – 196 p.; Holmes J. *Gendered Talk at Work: Constructing Gender Identity Through Workplace Discourse*. – Oxford: Blackwell. 2006. – 325 p.; Lakoff R. *Language and Woman's Place: Text and Commentaries*. Revised and expanded edition, edited by Mary Bucholtz. - Oxford: Oxford University Press. 2004. – 320 p.

¹⁸ Hoff E. *The Specificity of Environmental Influence: Socioeconomic Status Affects Early Vocabulary Development Via Maternal Speech*. // *Child Development*, 74(5), 2003. – P.1368–1378.

¹⁹ Maccoby E.E., & Jacklin C.N. *The Psychology of Sex Differences*. – Stanford: Stanford University Press. 1974. – 214p.

²⁰ Hyde, J.S. *The Gender Similarities Hypothesis*. // *American Psychologist*, 60(6), 2005. – P. 581–592.

²¹ Eckert P. *Linguistic Variation as Social Practice: The Linguistic Construction of Identity in Belten High*. – Oxford: Blackwell. 2000. – 254p.

²² Butler J. *Gender Trouble: Feminism and the Subversion of Identity*. - New York: Routledge. 1990. – 241p.

Syuzan Gelman va Maykl Holiday tadqiqotlari esa bolalar nutqidagi gender tafovutlarni leksik-kognitiv va funksional-grammatik darajalarda izohlaydi.²³ A. Fernald esa chaqaloqlarga qaratilgan nutqda ham gender farqlar mavjudligini aniqlagan.

Fonetik va intonatsion darajada olib borilgan tadqiqotlar qiz bolalar murakkab fonemalarni o'g'il bolalarga nisbatan erta va aniqroq o'zlashtirishini ko'rsatadi.²⁴ Bu farqlar biologik rivojlanish bilan bir qatorda sotsiokommunikativ motivatsiya bilan ham mustahkamlanadi.

Leksik-semantik va sintaktik darajada ham gender tafovutlar aniqlangan: qiz bolalar emotsional, baholovchi va ijtimoiy leksikani, murakkab grammatik konstruksiyalarni erta egallaydi; o'g'il bolalar esa harakatga yo'naltirilgan so'zlar va sintaktik soddalikni afzal ko'radilar.

Xulosa qilib aytganda, ingliz bolalari nutqidagi gender xoslanishlar biologik omillar bilan bir qatorda sotsiolingvistik, madaniy va psixologik ijtimoiylashuv jarayonlari natijasida shakllanadi. Ushbu nazariy va empirik yondashuvlar ingliz va o'zbek bolalari nutqidagi psixolingvistik va gender tafovutlarni qiyosiy o'rganish uchun mustahkam metodologik asos yaratadi.

Zamonaviy psixolingvistikada bolalar nutqini o'rganishda gender omili muhim tadqiqot obyekti sifatida qaraladi. Gender bolaning nutqiy xatti-harakati, kommunikativ strategiyasi va ijtimoiy identitetining shakllanishiga bevosita ta'sir etuvchi psixolingvistik omillardan biridir. Bolalar nutqidagi gender tafovutlar miyaning neyropsixologik faoliyati, ijtimoiy rollarning ichkilashtirilishi va madaniy qadriyatlarining til orqali uzatilishi bilan bog'liq holda yuzaga keladi.

Psixolingvistik nuqtai nazardan gender farqlari biologik (biogenetik) va sotsiomadaniy omillar bilan izohlanadi. O'zbek jamiyatida an'anaviy gender rollari saqlanib qolganligi sababli, qiz va o'g'il bolalar nutqida ijtimoiy-psixologik tafovutlar erta yoshdan shakllana boshlaydi.

O'zbek tilshunosligida bolalar nutqini o'rganish XX asrning 70-80-yillarida O. Shamatov, H. Ne'matov, U. Tursunov kabi olimlar tadqiqotlarida boshlangan bo'lsa-da, mazkur ishlar asosan fonetik, leksik va grammatik rivojlanishga qaratilgan bo'lib, gender omili yetarlicha yoritilmagan. Genderga oid psixolingvistik tahlillar esa XXI asrda R. Qo'ng'irov, M. Qurbonova, Z. Tojiboyeva, G. Murotova, M. X. Hakimova kabi olimlar ishlari orqali rivojlandi.²⁵

Mazkur tadqiqotlarda o'zbek bolalari nutqida gender farqlari semantik, pragmatik, emotsional va stilistik darajalarda namoyon bo'lishi qayd etiladi. Til bolada nafaqat aloqa vositasi, balki gender identifikatsiyasining verbal ifodasi

²³ Gelman S.A. *The Essential Child: Origins of Essentialism in Everyday Thought*. – Oxford University Press. 2003. – 1547 p.; Halliday M.A.K. *Learning How to Mean: Explorations in the Development of Language*. - London: Edward Arnold. 1975. – 325p.

²⁴ Trudgill P. *On Dialect: Social and Geographical Perspectives*. - Oxford: Blackwell. 1983. – P.58; Cheshire J. *Variation in an English Dialect: A Sociolinguistic Study*. - Cambridge: Cambridge University Press. 1982. – 191p.

²⁵ Shamatov O. *Ona tili ta'limida nutqni rivojlantirish yo'llari*. - Toshkent: O'qituvchi. 1980. – 154b.; Ne'matov H. *Bolalar nutqining leksik xususiyatlari*. - Toshkent: Fan. 1979. – 587 b.; Tursunov U. *Nutqiy faoliyat va bola tili*. - Toshkent: O'qituvchi. 1985. – 157 b.; Qo'ng'irov R. *Nutq madaniyati va gender lingvistika*. - Toshkent: O'zbekiston Milliy Ensiklopediyasi. 2019. – 1347 b.; Qurbonova M. *O'zbek bolalari nutqining psixolingvistik xususiyatlari*. – Toshkent, 2018. – 158b. // Tojiboyeva Z. S. *O'zbek bolalar nutqida gender differensiasiyasi masalalari*. // "Filologiya masalalari" ilmiy jurnal, - №2, 2020. B.145–151.

sifatida shakllanadi. Z. M. Qodirova ta'kidlaganidek, til jamiyatdagi gender stereotiplarni aks ettiruvchi va mustahkamlovchi mexanizm vazifasini bajaradi.²⁶

O'zbek oilalarida qiz va o'g'il bolalarga nisbatan muloqot uslubi turlicha bo'lib, bu holat ularning nutqiy kompetensiyasiga bevosita ta'sir ko'rsatadi. Qiz bolalar nutqida muloyimlik, baholovchi va affektiv birliklar, o'g'il bolalar nutqida esa aniqlik, qisqalik va dominantlikka yo'naltirilgan strukturalar ustunlik qiladi. Bu jarayon psixolingvistik jihatdan gender stereotiplarning bola ongida mustahkamlanishiga olib keladi.

Fonetik darajada olib borilgan tadqiqotlar qiz bolalar murakkab fonemalarni ([r], [sh], [ch] va boshqalar) o'g'il bolalarga nisbatan erta va aniqroq o'zlashtirishini ko'rsatadi. Bu farqlar nerv tizimi va nozik motorikaning rivojlanish sur'ati bilan bir qatorda, qiz bolalarning muloqotga faolroq jalb etilishi bilan ham izohlanadi.²⁷

Leksik-semantik darajada ham gender tafovutlar yaqqol namoyon bo'ladi. Tadqiqotlar qiz bolalar lug'at boyligi, baholovchi va emotsional birliklardan foydalanish ko'rsatkichlari yuqoriroq ekanligini ko'rsatadi. O'g'il bolalar nutqida esa harakat va predmetga yo'naltirilgan leksika ustuvorlik qiladi.²⁸

Morfologik jihatdan qiz bolalar nutqida erkalash va kichraytirish qo'shimchalari (-jon, -oy, -choq va boshqalar) ko'proq uchrashi aniqlangan.²⁹ Bu holat o'zbek madaniyatidagi mehr, nazokat va muloyimlik konseptlari bilan bog'liq bo'lib, qiz bolalarda affektiv-emotsional nutq strategiyalarining rivojlanganligini ko'rsatadi.

Sintaktik va kommunikativ darajada qiz bolalar dialog va polilog nutqda so'roq va undov gaplarni, o'g'il bolalar esa darak gaplarni ko'proq qo'llaydi.³⁰ Bu farq qiz bolalarning muloqotni davom ettirish va emotsional aloqani kuchaytirishga, o'g'il bolalarning esa axborot uzatishga yo'naltirilgan strategiyalarini aks ettiradi.

Sotsiolingvistik tadqiqotlar oila ijtimoiy modeli, tarbiya uslubi va yashash muhiti bolalar nutqidagi gender tafovutlarga kuchli ta'sir ko'rsatishini ko'rsatadi. Shaharlik va yuqori ma'lumotli oilalarda gender farqlar nisbatan yumshagan bo'lsa, an'anaviy muhitda bu tafovutlar aniqroq namoyon bo'ladi.

So'nggi yillarda jamiyatda gender tenglik g'oyalarining kuchayishi, ta'lim tizimidagi islohotlar va ommaviy axborot vositalari ta'siri natijasida bolalar nutqidagi an'anaviy gender xoslanishlar transformatsiyaga uchramoqda. Zamonaviy shahar muhitida qiz va o'g'il bolalar nutqida kuzatiladigan tafovutlar kamayib bormoqda.

Demak o'zbek bolalari nutqidagi gender xoslanishlar biologik, psixolingvistik va lingvokulturologik omillarning murakkab o'zaro ta'siri natijasida shakllanadi va

²⁶ Qodirova Z. M. Gender va til: kommunikativ psixologiya asoslari. – Toshkent: Ilm ziyo. 2021. – B. 103.

²⁷ Qilichev Z. Bola nutqining fonetik shakllanish xususiyatlari. // Til va adabiyot ta'limi. – №2. 2003. – B. 48–54.; Ergasheva O.A. O'zbek bolalarining fonetik rivojida gender tafovutlari. – Toshkent: O'zbekiston pedagogika universiteti nashriyoti. 2020. – B. 87–92.

²⁸ Zokirov F. O'zbek bolalarida lug'at boyligining shakllanish bosqichlari. – Toshkent: Ilm ziyo. 2021. – 871 b.; Normirzayeva A.X. Bolalar nutqida genderga oid differensial rivojlanish. // O'zMU ilmiy axborotnomasi. – №3. 2020. – B. 111–116.

²⁹ Bobojonov A.K. Bola nutqining grammatik kategoriyalarni o'zlashtirishidagi gender farqlari. // Til va adabiyot ta'limi. – №1. 2016. – B. 42–48

³⁰ Xolmirzayeva M.K. O'zbek bolalarining muloqot uslubi va kommunikativ strategiyalari. // Filologiya masalalari. – №2. 2020. – B. 71–75.

fonetik, leksik-semantik, morfologik hamda sintaktik darajalarda namoyon bo‘ladi. Ushbu xususiyatlarni ingliz bolalari nutqi bilan qiyosiy tahlil qilish gender stereotiplarining universal va milliy xususiyatlarini aniqlash uchun muhim ilmiy asos bo‘lib xizmat qiladi.

Dissertatsiyaning “**Bolalar nutqining gender jihatdan fonetik-intonatsion xususiyatlari**” deb nomlangan ilkkinchi bobida, ingliz va o‘zbek tillarida so‘zlashuvchi o‘g‘il va qiz bolalar nutqining fonetik-intonatsion xususiyatlarini qiyosiy tahlil qilishga bag‘ishlanadi. Tadqiqotda L.V. Yassmanning “Bolalarda til komponentligi shakllanishini tadqiq etishning psixolingvistik metodi”dan foydalanib, 3-11 yoshli bolalarga mo‘ljallangan testlar majmui asosida empirik tahlil olib borildi. Psixolingvistik metodlar majmui nutqni tushunish va nutqning grammatik tuzilishini faol egallash hamda nutq ishlab chiqarish jarayonini gender prizmasida tahlil qilishga yo‘naltirilgan.

Bolalar nutqining fonetik va intonatsion shakllanishi psixolingvistik jihatdan bolaning fiziologik yetilishi, kognitiv rivoji va ijtimoiy tajribasi bilan uzviy bog‘liqdir. Ayniqsa, o‘g‘il bolalar nutqida fonetik xususiyatlar nisbatan kech shakllanib, bu jarayonda artikulyatsion soddalashtirish, tovushlarni almashtirish va kuchli emotsional intonatsiya ustunlik qiladi.

Ontogenez doirasida o‘g‘il bolalar nutqining fonetik-intonatsion rivojlanishi quyidagi asosiy bosqichlarda namoyon bo‘ladi:

1. Chaqaloqlik davri (0-1 yosh). Bu bosqichda tovush chiqarish asosan go‘ng‘illash va ag‘ullash shaklida bo‘lib, o‘g‘il bolalarda tovushlar past chastotali, ohangsiz va qisqa bo‘lishi kuzatiladi. Tovush chiqarish mimika va tana harakati bilan birga kechadi.

2. Ilk bolalik 1-3 yoshlar. Nutqning fonetik asoslari shakllanadi. O‘g‘il bolalar nutqida takroriy bo‘g‘inlar (“*pa-pa*”, “*bo-bo*”), noto‘g‘ri pauza qo‘yish va artikulyatsion beqarorlik kuzatiladi. Murakkab tovushlar soddalashtiriladi, nutq ko‘pincha imo-ishora bilan to‘ldiriladi.

3. Maktabgacha yosh 3-7 yoshlar. Bu davrda ayniqsa murakkab fonemalar [r], [sh], [ch], [j] talaffuzida muammolar ko‘p uchraydi. Masalan: “*raketa*” – “*yaketa*”, “*shokolad*” – “*chkolad*”, “*jo‘ja*” - “*zo‘za*”.

O‘g‘il bolalar ko‘p bo‘g‘inli va murakkab so‘zlarni qisqartirishga moyil bo‘ladilar. Masalan: “*televizor*” – “*tevizor*”, “*qulupnay*” – “*qupnay*”.

Bu jarayonda nutqda pauza tovushlari (“*eee*”, “*aa*”) paydo bo‘ladi, nafas olish va tana harakati kuchayadi. O‘g‘il bolalar nutqida intonatsiya kuchli emotsional-pragmatik yuklamaga ega:

So‘roq gaplarda ohang noto‘g‘ri joylashadi: *Sen bording MAKTABga?*

Buyruq va talab intonatsiyasi keskin va baland bo‘ladi: *Menga o‘shani BEEEEER!*

Bu nutq ko‘pincha musht qisish, qo‘l cho‘zish, qosh chimirish kabi harakatlar bilan birga kechadi. Rotatsizm ([r] va [l]) o‘g‘il bolalar orasida keng tarqalgan. Masalan: “*Rahmat*” – “*Laxmat*”, “*radio*” – “*ladio*”.

[sh] va [s] almashinuvi ham tez-tez uchraydi. Masalan: “*shirin*” – “*siyin*”, “*oshxona*” – “*osxona*”. Bu holatlar fonemik idrokning hali to‘liq shakllanmaganligi bilan izohlanadi.

2023-yilda Farg‘ona viloyatida olib borilgan kuzatuvlarda 3-4 yoshli o‘g‘il bolalarning 56 % ida [r] tovushining noto‘g‘ri talaffuzi aniqlangan bo‘lsa, qiz bolalarda bu ko‘rsatkich 28 % ni tashkil etgan.

1-jadval

1–2 yoshli bolalar nutqidagi fonetik-intonatsion farqlar

Yosh	O‘g‘il bolalar nutqi	Qiz bolalar nutqi	Xarakteristika
1-1,5 yosh			
Dastlabki so‘zlar	mashina, koptok, ber	opa, chiroyli, bor	O‘g‘il bolalarda texnika, qizlarda ijtimoiy nutq
Tovush-taqlid	br-r-r, bam, tut-tut	miau, chik-chirik, ay-ay	O‘g‘il bolalarda texnik, qizlarda tabiat tovushlari
Intonatsiya	monoton, keskin ohang	ohangdor, his-hayajonli	Qiz bolalarda keng diapason
1,5-2 yosh			
So‘roq shakl	Bu nima?, Mashina qani?	Mumkinmi?, Iltimos, ber	O‘g‘il bolalarda to‘g‘ridan-to‘g‘ri, qiz bolalarda yumshoq
Buyruq shakl	Koptokni ber!, Och eshik!	Iltimos keling!, Birga o‘ynaymiz!	O‘g‘il bolalarda qat‘iy, qizlarda hamkorlik
Fonetik xatolar	[sh] va [s]: masina, sokolad	aniq talaffuz, kamroq xato	Qiz bolalarda tezroq to‘g‘rilanish

Mazkur xususiyatlar o‘g‘il bolalar nutqining psixolingvistik rivojlanishida tabiiy bosqich bo‘lib, ularni erta aniqlash va tizimli pedagogik-logopedik yondashuv asosida korreksiya qilish bolaning kommunikativ va kognitiv kompetensiyalarini rivojlantirishga xizmat qiladi.

Bolalar nutqining fonetik-intonatsion rivojlanishi psixolingvistika nuqtai nazaridan biologik yetilish, psixologik rivojlanish va ijtimoiy-madaniy muhit bilan uzviy bog‘liq jarayon hisoblanadi. Tadqiqotlar shuni ko‘rsatadiki, qiz bolalar nutqi fonetik aniqlik, intonatsion boylik va emotsional ifodalilik jihatidan o‘g‘il bolalarnikiga nisbatan erta va barqarorroq shakllanadi.

Ko‘plab empirik tadqiqotlarga ko‘ra, qiz bolalarda dastlabki so‘zlar o‘rtacha 10-11 oylikda, o‘g‘il bolalarda esa 12-13 oylikda paydo bo‘ladi. Ikki yoshga kelib qiz bolalar faol lug‘ati o‘rtacha 250–300 ta so‘zni, o‘g‘il bolalar esa 200-250 ta so‘zni tashkil etadi. 4 yoshda esa bu ko‘rsatkich qizlarda 1500-1800 ta, o‘g‘il bolalarda 1200-1500 ta so‘z atrofida bo‘ladi.

Psixolingvistik jihatdan bu ustunlik qiz bolalarda verbal xotira, fonematik idrok va eshitish differensialligining erta rivojlanishi bilan izohlanadi. Natijada, ular tovushlarni aniq talaffuz qilish, intonatsiyani vaziyatga mos boshqarish va nutqni emotsional jihatdan boy ifodalashga moyil bo‘ladilar.

Fonetik rivojlanishda qiz bolalar tovush tizimini tezroq va kamroq xatolik bilan egallaydilar. Tadqiqotlarga ko‘ra, 4-5 yoshli qiz bolalarda fonetik xatolar 15-20 % ni tashkil etsa, o‘g‘il bolalarda bu ko‘rsatkich 25-30% ga yetadi; portlovchi undoshlarni ([p], [b], [t], [d]) 2-2,5 yoshda; sirg‘aluvchi va shovqinli tovushlarni ([s], [z], [sh], [j]) 3-3,5 yoshda; ([r]) tovushini esa ko‘pincha 4-4,5 yoshda to‘liq o‘zlashtiradilar.

Bu jarayonda artikulyatsion apparatning nozik va muvofiqlashtirilgan harakati muhim rol o'ynaydi. Qiz bolalarda til, lab va jag' mushaklari ustidan nazorat yaxshiroq bo'lgani sababli murakkab fonemalar aniqroq talaffuz qilinadi.

Bo'g'in strukturasi o'zlashtirishda ham qiz bolalar ustunlik qiladi. 3-4 yoshda qiz bolalar ko'p bo'g'inli so'zlarni to'liq talaffuz qilishga moyil bo'lib, bo'g'inlarni tushirib qoldirish yoki takrorlash holatlari ularda 15-20 % kamroq uchraydi. Masalan, kuzatuvlarda: o'g'il bola: "velosiped" – "vesiped", "televizor" – "tevizor"; qiz bola: "velosiped", "televizor" shakllari aniq talaffuz qilingan.

Bu holat qiz bolalarda fonologik xotira va bo'g'in chegaralarini aniqlash qobiliyatining yaxshiroq rivojlanganini ko'rsatadi.

Empirik kuzatuvlarga ko'ra, 5-6 yoshli qiz bolalar dialogik nutqda o'rtacha 7-8 xil intonatsion konstruksiyadan foydalanadi, o'g'il bolalar esa 3-4 xil konstruksiya bilan cheklanadi. Shu sababli qiz bolalar suhbatni o'rtacha 2,5 barobar uzoqroq davom ettiradilar.

5 yoshli qiz bola suhbat davomida quvonch, hayrat, sirli ohang va biroz g'amgin intonatsiyani ketma-ket qo'llab, ovoz balandligi va tempni o'zgartiradi. Bu intonatsion moslashuv nafaqat axborot yetkazish, balki suhbatdosh e'tiborini ushlab turish vazifasini ham bajaradi.

Qiz bolalar nutqida sinonimlardan foydalanish yuqori bo'lib, bu fonetik-intonatsion xilma-xillikni ham kuchaytiradi. Tadqiqotlarga ko'ra, 4-5 yoshli qiz bolalar 10 daqiqalik nutqda o'rtacha 12-15 ta sinonim ishlatadi, o'g'il bolalarda bu ko'rsatkich 5-7 ta bilan cheklanadi. 6-7 yoshda farq 2,2 barobar, 8-9 yoshda esa 2,5 barobarga yetadi. Masalan qiz bola: "ajoyib, chiroyli, go'zal, zavqli"; o'g'il bola: asosan "yaxshi", "zo'r". Bu leksik boylik intonatsion ifodalilikni ham oshirib, nutqni jonli va ta'sirchan qiladi.

Qiz bolalar nutqining fonetik-intonatsion xususiyatlari aniqlik, ohangdorlik va emotsional ifodalilik bilan tavsiflanadi. Ular tovushlarni tezroq va kamroq xato bilan o'zlashtiradi, bo'g'in strukturasi aniq saqlaydi hamda dialogik nutqda intonatsion vositalardan faol foydalanadi.

O'zbek va ingliz tillari fonetik tuzilishidagi farqlar bolalar nutqida tovushlarni o'zlashtirish ketma-ketligi, bo'g'in tuzilishi, urg'u, ritm va intonatsion modellarda yaqqol namoyon bo'ladi. Shu bois mazkur tillarda bolalar nutqining rivojlanishi umumiy biologik qonuniyatlarga bo'ysunsa-da, tilga xos xususiyatlar asosida farqlanadi.

O'zbek tilida 6 ta unli fonema (a, o, i, u, e, o') mavjud bo'lib, unililar uzun-qisqa oppozitsiyasiga ega emas. Ingliz tilida esa 12 ta sof unli va 8 ta diftong mavjud bo'lib, unilarning uzun-qisqa qarama-qarshiligi muhim fonologik belgi hisoblanadi.

Natijada: o'zbek bolalari ingliz tilidagi /i:/ va /ɪ/, /u:/ va /ʊ/ kabi juftliklarni farqlashda qiynaladilar (*sheep* va *ship*);

ingliz bolalari esa o'zbek tilidagi "o'" unlisini talaffuz qilishda qiyinchilikka duch keladilar, chunki bu fonema ingliz tilida mavjud emas.

Shuningdek, ingliz tilidagi diftonglar (*time, boy, now*) o'zbek bolalari uchun murakkab hisoblanadi, chunki o'zbek tilida diftonglash deyarli uchramaydi.

O'zbek va ingliz tillarida undoshlar soni taxminan teng bo'lsa-da (24 ta), ularning fonologik va artikulyatsion xususiyatlari farqlidir.

O‘zbek va ingliz tili bolalar nutqida uchraydigan fonetik patologiyalar

O‘zbek tilida uchraydigan asosiy patologiyalar	Misollar	Ingliz tilida uchraydigan asosiy patologiyalar	Misollar
Rotatsizm (“r” tovushi muammosi)	“ruchka” – “luchka”	Rhotacism (“r” tovushi muammosi)	“rabbit” – “wabbit”
Lambdatsizm (“l” tovushi muammosi)	“lola” – “yoya”	Gliding (“l”, “r” ning almashtirilishi)	“light” – “wight”
Sigmatizm (“s”, “z” muammosi)	“salom” – “thalom”	Frontal lisp (“s”, “z” o‘rniga “th”)	“sun” – “thun”
Gammatsizm (“g”, “g’” muammosi)	“gul” – “dul”	Lisp (interdental muammo, “th”)	“this” – “dis”
Kappatsizm (“k”, “q” muammosi)	“kitob” – “titob”	Cluster reduction (birikmalar soddalasishi)	“stop” – “top”

Qiyosiy misollar shuni ko‘rsatadiki o‘zbek bolalari ingliz tilidagi think, this so‘zlarida [θ], [ð] tovushlarini s/t, z/d bilan almashtiradi (*think* – *sink/tink*); ingliz bolalari o‘zbek tilidagi q, g‘tovushlarini k, g bilan almashtirishga moyil bo‘ladilar (*qalam* – *kalam*).

Psixolingvistik kuzatuvlarga ko‘ra, tovushlarni o‘zlashtirish har ikkala tilda ma’lum ketma-ketlik asosida kechadi, biroq murakkab tovushlar turlicha bosqichda paydo bo‘ladi.

O‘zbek bolalarida avval unlilar va lab undoshlari, so‘ng til oldi va til orqa undoshlari, eng oxirida esa ch/sh/j kabi murakkab tovushlar o‘zlashtiriladi. Ingliz bolalarida esa stop tovushlardan so‘ng frikativlar, likvidlar va interdental tovushlar egallanadi. Masalan, ingliz bolalarida r va th tovushlarini 6-7 yoshgacha to‘liq egallamaslik holatlari keng tarqalgan (rabbit - wabbit).

O‘zbek tilida bo‘g‘in tuzilishi nisbatan sodda (CV, CVC), undoshlar birikmasi so‘z boshida kam uchraydi. Ingliz tilida esa murakkab undosh klasterlari keng tarqalgan (*spring, strength*). Natijada: o‘zbek bolalari inglizcha undosh birikmalarni talaffuz qilishda qo‘shimcha unli qo‘shadi (*spring* – *sipring*); ingliz bolalari esa o‘zbekcha so‘zlarni nisbatan oson talaffuz qiladi, ammo chuqur til orqa tovushlarida qiynaladi.

O‘zbek tilida urg‘u asosan so‘z oxiriga tushadi, ingliz tilida esa urg‘u o‘zgaruvchan bo‘lib, so‘z ma’nosini farqlashi mumkin (*present* – *present*).

Shu sababli, o‘zbek bolalari ingliz tilida barcha bo‘g‘inlarni teng talaffuz qilishga moyil bo‘ladilar, ingliz bolalari esa o‘zbek tilida bo‘g‘inlarni notekis urg‘ulashlari mumkin.

O‘zbek tilida intonatsion konturlar nisbatan sodda bo‘lsa, ingliz tilida intonatsiya gap turini va so‘zlovchining munosabatini belgilovchi asosiy vositadir. Masalan, ingliz tilida “*Really?*” so‘zi turli intonatsiya bilan butunlay boshqa ma’no kasb etadi.

Bu holat o‘zbek bolalari uchun ingliz tilidagi emotsional va pragmatik intonatsiyani o‘zlashtirishni qiyinlashtiradi.

O‘zbek bolalar nutqida tovush qo‘shish, metateza hamda [r] va [l] almashinuvi (rotatsizm) ko‘proq kuzatiladi. Ingliz bolalar nutqida esa undosh klasterlarini soddalashtirish va interdental tovushlarni ([θ], [ð]) almashtirish ustunlik qiladi.

Psixolingvistik jihatdan bu xatolar fonologik tizim shakllanayotganining tabiiy bosqichi bo‘lib, bolaning tilni faol tahlil qilayotganini aks ettiradi.

Qiyosiy tahlil shuni ko‘rsatadiki, o‘zbek va ingliz bolalar nutqidagi fonetik-intonatsion farqlar har bir tilning fonologik tuzilishi, artikulyatsion bazasi va prosodik tizimi bilan belgilanadi. O‘zbek bolalar uchun ingliz tilidagi diftonglar, interdental tovushlar va urg‘u-ritm tizimi murakkab bo‘lsa, ingliz bolalar uchun o‘zbek tilidagi chuqur til orqa tovushlari va doimiy urg‘u tizimi qiyinchilik tug‘diradi. Ushbu farqlarni hisobga olish bolalar nutqini baholash, ikkinchi tilni o‘rgatish hamda logopedik va pedagogik yondashuvlarni ishlab chiqishda muhim ilmiy-amaliy ahamiyatga ega.

Dissetatsiyaning uchinchi bobi “**Ingliz va o‘zbek tillarida bolalar nutqining leksik-semantik strukturasi**” deb nomlanib, unda bolalar nutqi leksik-semantik tizimi, gender, yosh va til xususiyatlari asosida qiyosiy tahlil qilinadi.

Ushbu bob tadqiqotning markaziy empirik bosqichi hisoblanadi. 3-11 yoshli ingliz va o‘zbek bolalari nutqida leksik-semantik birliklarning shakllanish jarayoni, ularning gender kesimidagi farqlari chuqur o‘rganilgan. Bobda bolalar nutqining asosiy tematik qatlamlari: oila, hayvonot va tabiat, texnika, harakat, o‘yin, fan va maktab, mavhum tushunchalar, ko‘chma so‘zlar, emotsional va baholovchi birliklar, sleng va jargon guruhlari alohida namoyon bo‘ladi.

Bolaning leksik-semantik rivoji dastlab sezgi tajribasiga, keyinchalik esa muloqot va ijtimoiy muhit ta’siriga asoslanadi. Bola avval predmet va hodisalarni idrok etadi, so‘ng ularni nomlashga o‘tadi. Nutq rivojlanishi jarayoni bosqichma-bosqich kechib, har bir yosh davrida leksik tarkib va semantik tuzilma murakkablashib boradi.

Mazkur bobda ingliz va o‘zbek til muhitida voyaga yetayotgan o‘g‘il bolalar nutqining leksik-semantik xususiyatlari empirik materiallar asosida qiyosiy-tavsifiy yo‘sinda yoritildi. Tadqiqot uch bosqichli dizayn asosida tashkil etilib, unda 3-7 hamda 7-11 yosh toifalariga mansub jami 120 nafar respondent ishtirok etdi. Eksperimental-diagnostik jarayonda L.V. Yassman tomonidan ishlab chiqilgan, bolalarda tilning komponentlari (leksik, semantik va grammatik jihatlar) shakllanish darajasini aniqlashga qaratilgan psixolingvistik metodika qo‘llandi. Olingan natijalar kvantitativ (lug‘at hajmi, birliklar chastotasi) va sifat (tematik qatlamlar, semantik maydonlar, kommunikativ niyat) tahlili asosida izohlandi.

1-2 yosh: birlamchi leksik zaxiraning shakllanishi. Ushbu yosh davrida o‘g‘il bolalar nutqida birlamchi leksik minimum yuzaga kelib, u asosan kundalik turmush predmetlari, yaqin shaxslar hamda sodda harakatlarni ifodalovchi birliklar bilan xarakterlanadi. Kuzatuvlarga ko‘ra, o‘zbek tilidagi respondentlarda *mashina, koptok, ber, yo‘q, dada* kabi, ingliz tilidagi respondentlarda esa *car, ball, go, up, daddy* kabi leksemalar nisbatan ustun qo‘llangan.

1,5-2 yosh oralig‘ida lug‘at hajmi o‘rtacha 200-300 so‘z atrofida shakllanishi qayd etilib, ikki so‘zli elementar sintaktik konstruksiyalar paydo bo‘la boshlaydi: o‘zbekcha: “*Dada keldi*”, “*Koptok ber*”; inglizcha: “*Daddy come*”, “*Give ball*”. Mazkur bosqichda harakat fe’llari hamda transport vositalariga oid leksika dominant sifatida namoyon bo‘ladi; shuningdek, buyruq shakllarining muloqot yuklamasi yuqori ekanligi (masalan, “*Ber!*”, “*Give!*”) ma’lumotlar bilan tasdiqlandi.

2-3 yosh oralig'ida o'g'il bolalar lug'atida jadallashgan o'sish leksik ekspansiya kuzatildi. O'zbek tilidagi respondentlarda 2,5 yoshda 450–500 ta, 3 yoshga kelib esa 800–1000 ta so'z birliklari qayd etildi; ingliz tilidagi guruhda ham mutanosib ko'rsatkichlar namoyon bo'ldi. Bu davrga xos asosiy psixolingvistik indikatorlar quyidagilar bilan izohlanadi: 1. so'roq konstruksiyalarining faollashuvi (*"Bunima?" / "What's that?"*); 2. sodda gaplardan kengaygan va nisbatan murakkab tuzilmalarga o'tishning boshlanishi; 3. neologizm va ijodiy so'z yasashning yuzaga kelishi (o'zbekcha: *uxlagich*; inglizcha: *opener, fixer* kabi).

Semantik jihatdan texnika, transport hamda dinamika-harakatni bildiruvchi birliklar (masalan, *traktor, mashina, yugurmoq / truck, run*) mazkur yosh bosqichining yetakchi tematik qatlamini tashkil etdi.

3-4 yosh davrida grammatik kategoriyalarni o'zlashtirish jarayoni faol bosqichga o'tadi. O'zbek tilidagi respondentlarda kelishik qo'shimchalarining nutqda barqarorlashuvi, ingliz tilidagi respondentlarda esa predloglar tizimining (masalan, *in, on, to*) muntazam qo'llana boshlashi aniqlanadi. Ko'plik shakllari (*bolalar, cars*) hamda zamon kategoriyalarining faol ishlatilishi nutqning struktur-semantik rivojiga xizmat qiladi.

O'g'il bolalar nutqida kommunikativ maqsadga yo'naltirilgan, qisqa, aniq va imperativ tipdagi gaplarning nisbiy ustunligi saqlanib qoladi: o'zbekcha: *"Ber menga!", "Ketdik!"*; inglizcha: *"Give me!", "Come here!"*.

Qiyosiy tahlil natijalariga ko'ra, ingliz va o'zbek o'g'il bolalar nutqida quyidagi leksik-semantik maydonlar nisbatan dominant hisoblanadi: harakat va faoliyat (o'zbekcha: *yugurmoq, sakramoq*; inglizcha: *run, jump*); texnika va transport (*mashina, robot / car, truck, robot*); sport va raqobat (*gol, yutmoq / goal, win*); tabiat va kuch timsollari (*dinozavr, sher / dinosaur, lion*).

Shuningdek, emotsional leksika asosan "kuch-g'alaba-jasorat" semantik uchligi doirasida shakllanishi, salbiy hissiyotlarning esa kamroq va qisqa verbal shakllarda ifodalanishi kuzatildi.

7-11 yoshda, ya'ni kichik maktab yoshida o'g'il bolalar nutqi leksik-semantik jihatdan yetuk bosqichga ko'tarilib, fan-texnika bilan bog'liq birliklar hamda mavhum tushunchalarni ifodalovchi leksemalar nutqqa kirib keladi (masalan: *adolat, mas'uliyat / justice, responsibility*). Bu davrda terminologik leksika bilan bir qatorda, tengdoshlar muloqotiga xos bo'lgan sleng va jargon unsurlarining faollashuvi ham qayd etiladi (*level, bonus / cool, awesome* va b.).

Empirik kuzatuvlarga tayangan holda, mazkur yosh toifasidagi o'g'il bolalar nutqiga quyidagi tendensiyalar xosligi asoslandi: ma'no jihatidan konkretlik va funktsionallikka urg'u berish; obrazli hamda ko'chma ma'noli birliklarni nisbatan sekinroq o'zlashtirish; fikrni mantiqiy izchillik va dalillilik asosida bayon qilishga intilish.

Umuman olganda, olingan natijalar o'g'il bolalar nutqida yoshga xos leksik o'sish dinamikasi hamda semantik ustuvorliklarning (harakat, texnika, raqobat, kuch timsollari) ikki til muhitida ham o'xshash yo'nalishda namoyon bo'lishini, biroq grammatik vositalar realizatsiyasida (o'zbek tilida *qo'shimchalar*, ingliz tilida *predloglar*) tipologik tafovutlar saqlanishini ko'rsatdi.

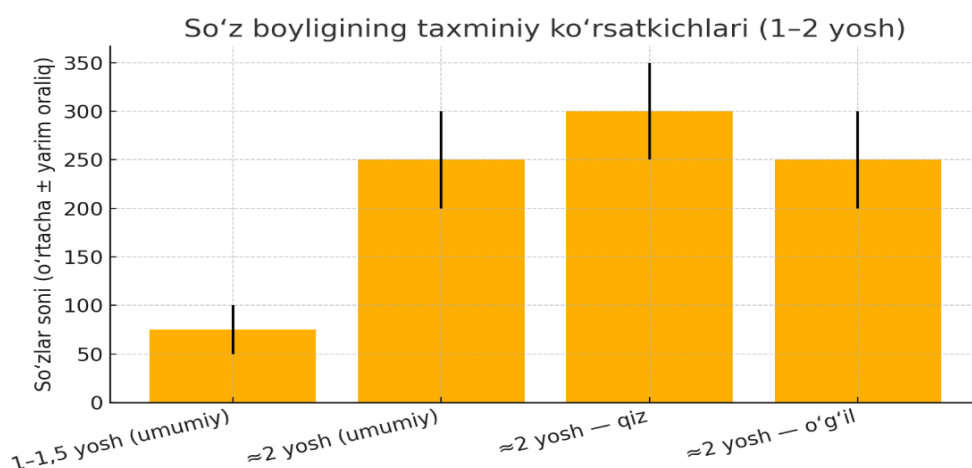
Qiz bolalar nutqining leksik-semantik rivojlanishi gender omili, emotsional sezgirlik va ijtimoiy-madaniy muhit ta'siri ostida shakllanadigan murakkab va ko'p qatlamli jarayondir. Psixolingvistik tadqiqotlar shuni ko'rsatadiki, qiz bolalar

nutqida soʻz boyligi erta kengayadi, emotsional-ekspressiv birliklar faol ishlatiladi hamda tasviriy va baholovchi leksika ustunlik qiladi. Ingliz va oʻzbek tillarida bu jarayon umumiy rivojlanish qonuniyatlariga asoslangan boʻlsa-da, milliy madaniyat, tarbiya va til muhiti taʼsirida oʻziga xos koʻrinishlarga ega boʻladi.

Ilk bolalik davrida (0–1 yosh) qiz bolalar nutqida tovush va intonatsiya, avvalo, emotsional vazifani bajaradi. Oʻzbek qiz bolalarida “*ma-ma*”, “*gu-gu*”, “*aya*” kabi tovushlar jilmayish, qoʻl choʻzish va koʻz bilan aloqa orqali yaqinlikni ifodalaydi. Masalan, 9–10 oylik oʻzbek qizaloq “*aya*” soʻzini aytar ekan, qoʻllarini uzatib, mehr va ehtiyojni bildiradi. Ingliz muhitida esa “*goo-goo*”, “*awww*”, “*mommy*” kabi tovushlar quvnoq va oʻyin intonatsiyasida yangrab, ona-bola oʻrtasidagi hissiy bogʻlanishni mustahkamlaydi. 10–12 oylikda paydo boʻladigan dastlabki soʻzlar semantik jihatdan ijobiy baho va iliqlikni anglatadi: oʻzbek qiz bolalari “*suv*”, “*olma*”, “*chiroyli*” kabi soʻzlarni, ingliz qiz bolalari esa “*milk*”, “*apple*”, “*pretty*”, “*cute*” kabi birliklarni emotsional ohang bilan ishlatadi. Bu bosqichda soʻzlar predmetni nomlashdan koʻra, munosabat va hissiyot ifodasi sifatida ustuvor ahamiyat kasb etadi.

1-2 yosh oraligʻida qiz bolalar lugʻati jadal kengayib, emotsional va ijtimoiy leksika yetakchi oʻrinni egallaydi. Oʻzbek qiz bolalar nutqida “*opa*”, “*onam*”, “*jonim*”, “*quchoqla*”, “*koʻylak chiroyli*” kabi birliklar tez-tez uchraydi. Masalan, “*Onam chiroyli*” iborasi tashqi bahodan koʻra, mehr-muhabbat va ijobiy munosabatni ifodalaydi. Ingliz qiz bolalarida esa “*hug*”, “*love you*”, “*my teddy*”, “*pretty dress*” kabi birikmalar yaqinlik, xavfsizlik va hissiy barqarorlikni bildiradi. Shu bosqichda ikki-uch soʻzli gaplar shakllanadi: oʻzbekcha “*Koʻylagim chiroyli*”, “*Onam keldi*”; inglizcha “*My dress is pink*”, “*Mommy help me*”.

2-3 yosh oraligʻida qiz bolalar nutqida “leksik portlash” hodisasi yuz beradi. Soʻz boyligi keskin oshib, ranglar, kiyim-kechak, oila aʼzolari, shirinliklar va kundalik hayotga oid leksika faol ishlatiladi. Oʻzbek qiz bolalari “*uxlagich*”, “*chizgich*” kabi ijodiy neologizmlar yaratib, soʻz yasash imkoniyatlarini intuitiv tarzda qoʻllaydi. Ingliz qiz bolalarida esa “*sleepy place*”, “*draw-thing*”, “*talker*” kabi birliklar uchraydi. Masalan, “*Bu pushti koʻylak chiroyli*”, “*Buvi menga ertak aytdi*” (oʻzbekcha) yoki “*I want my pink dress*”, “*Grandma read me a story*” (inglizcha) kabi gaplar nutqda tez-tez qoʻllanadi. Bu davrda quvonch, sogʻinch va xohish faol ifodalanadi: “*Men xursandman*”, “*I am so happy*”. 2–3 yoshdagi lugʻat hajmi va tematik tarkib.



1-rasm. Qiz va oʻgʻil bolalarning 1-2 yoshda soʻz boyligi koʻrsatkichlari

3-4 yoshda qiz bolalar nutqi grammatik va semantik jihatdan murakkablashib, tasviriylik va obrazlilik kuchayadi. O'zbek qiz bolalarida "Ko'ylagim moviy va gullari bor", "Opam gullardek chiroyli" kabi kengaytirilgan va baholovchi gaplar, ingliz qiz bolalarida esa "My dress is sparkly and blue", "She's as pretty as a flower" kabi obrazli ifodalarni faol ishlatiladi. Bu bosqichda rang, bezak, tashqi ko'rinish va emotsional bahoga oid leksika yetakchi bo'lib, "Bu bantik juda chiroyli" yoki "My shoes are shiny" kabi misollar qiz bolalar nutqining estetik yo'naltirilganligini ko'rsatadi. Qiz bolalar lug'atining tematik ustunliklari (oila, kiyim-kechak, bezaklar, emotsiyalar, tabiat).

Kichik maktab yoshida (7-11 yosh) qiz bolalar nutqida leksik-semantik yetuklik va abstraksiyalashuv jarayoni yaqqol ko'zga tashlanadi. O'zbek qiz bolalari "do'stlik", "mas'uliyat", "ko'nglim uchib yurdi" kabi mavhum va obrazli birliklarni, ingliz qiz bolalari esa "friendship", "responsibility", "my heart was flying" kabi ifodalarni nutqida qo'llaydi. Shu bilan birga, zamonaviy kommunikativ muhit ta'sirida "like", "post", "emoji", "awesome" singari atamalar kundalik muloqotga kirib keladi. Masalan, "Do'stim rosa ranjidi, uni ovutdim" yoki "She was so excited at the party" kabi gaplar qiz bolalar nutqida emotsional va ijtimoiy munosabatlarning keng ifodalanishini ko'rsatadi.

Har ikki til muhitida ham qiz bolalar nutqida rang, kiyim-kechak, oila, his-tuyg'ular va ijtimoiy munosabatlarga oid leksika ustun bo'lib, ularning nutqi o'g'il bolalarnikiga nisbatan kengroq, obrazli va emotsionalroq shakllanadi.

Bolalar nutqini gender nuqtai nazaridan o'rganish zamonaviy psixolingvistika va sotsiolingvistikada muhim ilmiy yo'nalishlardan biridir. Tadqiqotlar shuni ko'rsatadiki, bolalar nutqida jinsga oid farqlar erta yoshdanoq namoyon bo'lib, ular nafaqat biologik omillar, balki ijtimoiy-madaniy muhit, tarbiya va muloqot strategiyalari bilan chambarchas bog'liqdir. Ingliz va o'zbek tillarida bu farqlar umumiy qonuniyatlarga tayansa-da, har bir tilning grammatik tuzilishi va madaniy konteksti orqali o'ziga xos shakllarda namoyon bo'ladi.

Fonetik darajada ham gender tafovutlar kuzatiladi. J. Cheshir va E. Savndrs tadqiqotlariga ko'ra, ingliz qiz bolalari [r], [θ], [ð] kabi murakkab fonemalarni o'g'il bolalarga nisbatan 7-10 oy oldin to'g'ri talaffuz qila boshlaydi. O'zbek bolalarida ham qizlar [r], [sh], [ch] kabi tovushlarni erta va barqarorroq egallaydi. Bu holat artikulyatsion apparat va fonematik idrok rivojidadagi farqlar bilan izohlanadi. Masalan, o'zbek qiz bolalarida *gulim*, *oyijonim*, ingliz qiz bolalarida *daddy's princess*, *darling* kabi ijtimoiy-emotsional kodlar keng tarqalgan.

Sintaktik jihatdan qiz bolalar murakkab gaplarni erta egallaydi. A. Katler va T. Kempbill tadqiqotlari ingliz qiz bolalarida qo'shma gaplar 5-6 yoshda faol ishlatilishini ko'rsatadi. O'zbek tilida esa *agar...*, *chunki* kabi bog'lovchilar orqali murakkab gap tuzish ko'nikmasi qiz bolalarda o'g'il bolalarga nisbatan 6-8 oy oldin shakllanadi.

Sintaktik tuzilishda ham farq mavjud: o'zbek tilida SOV, ingliz tilida SVO modeli ustun. O'zbek bolalari kesimni gap oxirida joylashtirishni o'rtacha 3 yoshda, ingliz bolalari esa SVO tartibini 2,5 yoshda barqaror qo'llay boshlaydi. Ikki tilli muhitda esa interferensiya holatlari kuzatiladi: *I have kitobni o'qigan*, *Men played bog'chada* kabi aralash tuzilmalar buning dalilidir.

Ijtimoiy-madaniy muhit gender xoslanishlarni yanada mustahkamlaydi. O'zbek oilalarida qiz bolalarga muloyimlik va hurmatga asoslangan nutq, o'g'il

bolalarga esa qat'iyat va qisqa ifoda tavsiya etiladi. Ingliz oilalarida esa bolalarning savol berishi va fikrini erkin ifodalashi rag'batlantiriladi. Bu farq qiz va o'g'il bolalar nutqidagi mavzu tanlovi va ifoda uslubida yaqqol aks etadi.

3-jadval

Ingliz va o'zbek bolalari nutqining rivojlanish bosqichlari

Til jihati	O'zbek tili	Ingliz tili
Fonetik bosqich (6-8 oy)	ma-ma, da-da, ba-ba (universal tovushlar)	ma-ma, da-da, ba-ba (universal tovushlar)
Telegraf bosqichi (1.5-2 yosh)	"Oyi kel" (ega + kesim (tuslanmagan))	"Mummy come" (sub+verb)
Murakkab fonemalarni o'zlashtirish	[r], [q], [x.h] 2.5-3.5 yoshgacha o'zlashtiriladi	[θ], [ð], [r] 3-4 yoshgacha o'zlashtiriladi
Morfologik tuzilma	Agglutinatív, qo'shimchalarga boy (-ni, -da, -lar)	Analitik, yordamchi so'zlar (the, is, have)
Sintaktik so'z tartibi	SOV (ega + to'ldiruvchi + kesim)	SVO (subject + verb + object)
Grammatik vositalarni o'zlashtirish	Qo'shimchalarni erta o'zlashtiradi (-im, -ing)	Artikl, predlog, yordamchi fe'llar kech o'zlashtiriladi
Fonetik xatolar misoli	"qor" o'rniga "qoy", "hamma" o'rniga "amma", "xola" o'rniga "lola"	"this" o'rniga "dis", "three" o'rniga "free"
Murakkab gap tuzilmasi	"Men kitobni o'qiganim uchun kechikdim"	"I didn't go because I was tired"

4-jadval

Ingliz va o'zbek bolalarida ko'p ishlatiladigan so'z va iboralar

Yosh oralig'i	O'zbek bolalarida ko'p ishlatiladigan so'z va iboralar	Ingliz bolalarida ko'p ishlatiladigan so'z va iboralar
1-3 yosh	ona, dada, bola, non, ber, yo'q, bola uxla, ko'z, qo'l, kel, o'yinchoq	mom, dad, baby, milk, no, yes, more, toy, ball, dog, sleep, bye
3-7 yosh	men, sen, aka, opa, kichkina, katta, maktab, dars, ustoz, do'stim, o'yin, yaxshi, hamma	I, you, bro, sister, grandpa, school, teacher, friend, play, good, everyone, happy, like, game
7-11 yosh	maktab, sinfdosh, kitob, vazifa, dars, muxlis, jamoa, do'stlik, xalq, internet, "like", kompyuter, "laptop", yaratmoq, hayajon, baho, "planshet"	school, classmate, homework, subject, teacher, friendship, team, internet, game, like, computer, awesome, score, project, funny

Jadval so'zlardan foydalanish chastotasida yoshga mos taraqqiyotni va har ikki madaniyatga xos asosiy misollarni aks ettiradi.

Xulosa qilib aytganda, ingliz va o'zbek tillarida bolalar nutqidagi genderga oid xususiyatlar ko'p jihatdan o'xshash: qiz bolalar emotsional va ijtimoiy, o'g'il bolalar esa faol va dominant nutq strategiyalariga moyildir. Farqlar fonetik, leksik, morfologik va sintaktik darajalarda, shuningdek madaniy gender stereotiplarida namoyon bo'ladi. Ushbu jihatlarni psixolingvistik yondashuv asosida o'rganish bolalar nutqini sog'lom rivojlantirish, ta'lim va ikki tillilik jarayonlarini samarali tashkil etish uchun muhim ilmiy asos bo'lib xizmat qiladi.

Genderga oid nutqiy me'yorlar jamiyatning madaniy qadriyatlari va ijtimoiy rollari asosida shakllanadi hamda bolalar nutqida jinsga xos semantik va pragmatik farqlar sifatida namoyon bo'ladi. Ushbu me'yorlar bola ijtimoiylashuvi jarayonida, avvalo, oila, tengdoshlar guruhi, ta'lim muassasalari, ommaviy axborot vositalari va raqamli kommunikatsiya muhiti orqali o'zlashtiriladi.

Oila bola uchun birlamchi nutqiy model hisoblanadi. O‘zbek oilalarida qiz bolalarga ko‘proq muloyimlik va mehrni ifodalovchi murojaatlar ishlatiladi: “qizim”, “jonim”, “malikam”, “parim”. Masalan, ona qiziga: “Qizim, sen juda chiroyli va muloyimsan” deya murojaat qiladi. Ingliz oilalarida ham xuddi shunday holat kuzatiladi: “sweetheart”, “darling”, “honey”, “princess” (“You’re my sweet princess”).

O‘g‘il bolalarga esa kuch va jasoratni bildiruvchi birliklar nisbatan ko‘p qo‘llanadi. O‘zbek tilida: “botir”, “jasur o‘g‘lim”, “pahlavon”, ingliz tilida esa “champ”, “hero”, “brave boy” (“You’re a brave boy, champ”). Bu murojaatlar o‘g‘il bolalarda erkaklik, qat’iyat va liderlik tasavvurini shakllantiradi.

5-jadval

Ingliz va o‘zbek oilalarida qiz va o‘g‘il bolalarga ishlatiladigan murojaatlar

Gender	O‘zbek oilalarida ishlatiladigan murojaatlar	Ingliz oilalarida ishlatiladigan murojaatlar
Qiz bola	qizim, jonim, malikam, yaxshi ko‘raman, muhabbatim, parim	sweetheart, darling, honey, princess, lovely
O‘g‘il bola	botir, yigit, jasur o‘g‘lim, qahramon, aslan, pahlavon	champ, buddy, young man, hero, brave boy, tiger





Tengdoshlar o‘rtasida genderga xos nutqiy me‘yorlar norasmiy shaklda mustahkamlanadi. O‘zbek qiz bolalari bir-biriga “go‘zalim”, “opoq qiz”, ingliz qizlari esa “pretty girl”, “cutie” deb murojaat qiladi. O‘g‘il bolalar esa o‘zbek tilida “aka”, “do‘st”, ingliz tilida “bro”, “mate”, “buddy” kabi jamoaviylikni bildiruvchi so‘zlarni faol ishlatadi.

Maktab muhitida jargon va slanglar paydo bo‘ladi. Masalan, o‘zbek o‘g‘il bolalari sport jarayonida “gol urdim”, “gap yo‘q”, ingliz o‘g‘il bolalari esa “score”, “cool”, “GG” kabi birliklardan foydalanadi. Qizlar esa “bestik” yoki ingliz tilida “BFF” qisqartmalarini qo‘llaydi.

6-jadval

Ingliz va o‘zbek bolalar nutqida ishlatiladigan so‘z va iboralarning sotsiolingvistik asosi

Muhit/Guruh	O‘zbek tilida ishlatiladigan so‘z, ibora va atamalar	Ingliz tilida ishlatiladigan so‘z, ibora va atamalar
Diniy va madaniy	Assalomu alaykum, Xudo xohlasa, Inshaalloh, Xudo asrasin	God bless you, Thank God, Merry Christmas
Tengdoshlik (qizlar)	opoq, go‘zal, yaxshi qiz	pretty girl, cutie, sweetie
Tengdoshlik (o‘g‘il)	aka, yigit, do‘st	bro, mate, dude, buddy
Maktab jargonlari	gol urmoq, assist, penalti, bestik, gap yo‘q	score, pass, foul, BFF, cool, lit

Zamonaviy raqamli muhit genderga oid nutqiy me‘yorlarni yangi shaklda namoyon etmoqda. O‘zbek qiz bolalari onlayn yozishmalarda hissiy va bezakli ifodalarni ishlatadi: “Sog‘indim  ”, ingliz qizlari esa “Miss you ”, “That’s so cute ”. O‘g‘il bolalar esa texnik va o‘yin jargonlariga moyil: “rush qilamiz”, “carry qildim”, ingliz tilida “noob”, “pro”, “GG”, “AFK”.

Bu holat qizlar nutqining emotsional-ekspressiv, o‘g‘il bolalar nutqining esa texnik va raqobatga yo‘naltirilganligini yana bir bor ko‘rsatadi.

Xulosa qilib aytganda, ingliz va o‘zbek tillarida genderga oid nutqiy me‘yorlar bir xil ijtimoiy bosqichlarda shakllansa-da, ularning ifodalanish vositalari farqlidir.

O‘zbek tilida gender ko‘proq an’anaviy leksik va grammatik markerlar orqali ifodalansa, ingliz tilida leksik tanlov va gender neytral birliklar ustunlik qiladi. Har ikki muhitda ham qiz bolalar nutqida iliqlik va emotsionallik, o‘g‘il bolalar nutqida esa kuch, faoliyat va jamoaviylik semantikasi yetakchi bo‘lib qolmoqda.

Pragmatika nutqiy muloqotda til birliklarining qanday maqsadda, qanday vaziyatda va qanday ta’sir bilan qo‘llanilishini o‘rganadi. Bolalar nutqida pragmatik jihat ayniqsa muhim bo‘lib, bola tilni nafaqat grammatik va semantik tizim sifatida, balki ijtimoiy munosabat vositasi sifatida ham o‘zlashtiradi. Shu sababli, genderga oid nutqiy farqlar bolalar muloqotida eng avvalo nutqiy aktlar, muloyimlik va muloqot strategiyalar darajasida namoyon bo‘ladi.

Jahon tilshunosligida bolalar nutqining pragmatik jihatlari E. Beloglazova, O. Strogonova, G. Dobrova, V. Korolev kabi olimlar tomonidan tadqiq etilgan bo‘lsa-da, bu ishlar ko‘proq deydik birliklar va grammatik vositalar bilan cheklangan. O‘zbek tilshunosligida esa pragmatik tadqiqotlar nisbatan kam bo‘lib, bolalar nutqining genderga oid pragmatik xususiyatlari hali yetarli darajada qiyosiy o‘rganilmagan. Shu jihatdan mazkur tadqiqot ingliz va o‘zbek bolalari nutqini gender-pragmatik aspektda tahlil qilishi bilan ilmiy ahamiyat kasb etadi.

Nutqiy aktlar (iltimos, buyruq, taqiqlash, taklif, minnatdorchilik) bolalarda bosqichma-bosqich shakllanadi va ularning tanlanishida gender omili muhim rol o‘ynaydi.

1-3 yoshda nutqiy aktlar juda sodda bo‘ladi. O‘zbek qiz bola yumshoq intonatsiya bilan: *“ber-ber”*, *“ona, iltimos”* deydi; ingliz qiz bola: *“mama, please”*. O‘zbek o‘g‘il bola ko‘proq buyruqona shakllardan foydalanadi: *“ol!”*, *“ber!”*; ingliz o‘g‘il bola: *“mine!”*, *“give!”*. Bu bosqichda qizlar nutqida emotsional yaqinlik, o‘g‘illarda esa talabchanlik ustun bo‘ladi.

3-7 yoshda nutqiy strategiyalar murakkablashadi. Qiz bolalar iltimos va kelishuv strategiyalarini tanlaydi: (o‘zb) *“O‘rtoq, iltimos, qo‘g‘irchog‘ingni berib tursang”*; (ing): *“Can I play with your doll, please?”* O‘g‘il bolalar esa to‘g‘ridan-to‘g‘ri va raqobatga yo‘naltirilgan aktlardan foydalanadi: *“Koptog‘ingni ber!”*, *“Pass me the ball!”*

7-11 yoshda nutqiy aktlar ijtimoiy vaziyatga moslashadi. Qiz bolalar hurmat va politeness markerlarini faol qo‘llaydi: *Ustoz, savolimga javob berib qo‘ysangiz bo‘ladimi? “Could you please explain it again, Miss?”* O‘g‘il bolalar liderlik va jamoaviylikni ifodalovchi aktlarga moyil bo‘ladi: *Men birinchi o‘ynayman!*, *“Let’s win this game, guys!”*

Pragmatik farqlar eng yaqqol oila, maktab va raqamli muhitda ko‘zga tashlanadi.

Oila muhitida qizlar muloyim va ijtimoiy uyg‘unlikni saqlovchi strategiyalarni tanlaydi: *Onajon, iltimos, yordam bering, Mommy, can you help me, please?* O‘g‘il bolalar esa bevosita va buyruqona aktlardan foydalanadi: *Dada, koptog‘imni olib chiqing!*, *“Dad, give me the ball!”*

Maktab muhitida qizlar hamkorlik va odobni, o‘g‘illar esa bahs va ustunlikni ko‘rsatishga moyil: *Keling, birga qilamiz - “I’ll go first”*.

Internet va onlayn muloqotda gender pragmatikasi yangi shakl oladi: (qiz) *“Sog‘indim ♥ 😊”*, *“Miss you ♥ 🌸”*; (o‘g‘il) *Bro, rush qildik-a?!*, *“GG, well played!”*

Ingliz va o‘zbek bolalar nutqining pragmatik rivojlanishi

Omil	O‘zbek bolalari nutqi	Ingliz bolalari nutqi
Oila odobi	Hurmat bilan: <i>“Onajon, choy quyib berasizmi?”</i> ; qo‘pol oilada esa buyruqona: <i>“Qani tezroq qil!”</i>	Hurmat bilan: <i>“Please, could you help me?”</i> ; qo‘pol muhitda esa: <i>“Shut up!”</i> , <i>“Idiot!”</i>
Diniy mansublik	Islomiy birliklar: <i>“Assalomu alaykum”</i> , <i>“Ilohim rozi bo‘lsin”</i>	Nasroniy birliklar (ko‘proq): <i>“God bless you”</i> , <i>“Thank God”</i>
Shahar muhiti	Globalizatsiya ta’siri: <i>“OMG, juda zo‘r edi 😊”</i> , <i>“Bro, bugun futbolni yutdik, GG!”</i>	Global slang: <i>“LOL, that’s funny”</i> , <i>“OMG, really?”</i>
Qishloq muhiti	An’anaviy nutq: <i>“Onajon, bugun mehmonlarga osh qilamizmi?”</i> , <i>“Ota, keling dalaga boramiz”</i>	Oddiy nutq: <i>“Please pass me the salt, mom”</i> , <i>“Dad, can we go fishing together?”</i>

Pragmatik tahlil shuni ko‘rsatadiki, o‘zbek va ingliz bolalari nutqida gender farqlari universal bo‘lsa-da, ularning ifodalanish shakli madaniy va ijtimoiy muhitga bog‘liq. Qiz bolalar nutqida iltimos, politeness va ijtimoiy uyg‘unlik strategiyalari ustun bo‘lsa, o‘g‘il bolalar nutqida buyruq, raqobat va liderlikka yo‘naltirilgan aktlar ko‘proq uchraydi. Ingliz muhitida gender neytral va mustaqil pragmatik shakllar erta paydo bo‘ladi, o‘zbek muhitida esa an’anaviy hurmat va ijtimoiy rolga asoslangan strategiyalar uzoqroq saqlanadi.

Tadqiqot natijalari bolalar nutqidagi gender farqlar faqat biologik omillar bilan emas, balki ijtimoiy-madaniy muhit, ota-onaning nutqiy odobi, ta’lim tizimi va global kommunikatsiya ta’siri ostida shakllanishini ko‘rsatdi.

Qiz bolalar nutqida emotsional-ekspressiv birliklar, muloyimlik va hamkorlik strategiyalari erta va faol namoyon bo‘lsa, o‘g‘il bolalar nutqida texnika, sport, raqobat va liderlikka oid birliklar ustunlik qildi. Fonetik-intonatsion jihatdan qizlarda yumshoq va barqaror ohang, o‘g‘illarda esa kuchli va dinamik intonatsiya ko‘proq uchrashi aniqlandi. Pragmatik tahlil esa qiz bolalar muloqotida politeness va ijtimoiy uyg‘unlik, o‘g‘il bolalarda esa buyruq, hazil va ustunlik strategiyalari yetakchi ekanini ko‘rsatdi.

Shuningdek, shahar muhitida o‘sgan bolalarda global slang va qisqartmalar tezroq o‘zlashtirilgani, qishloq muhitida esa an’anaviy va diniy-pragmatik birliklar saqlanib qolgani ilmiy asosda qayd etildi. Olingan natijalar bolalar nutqini psixolingvistik, gender va madaniyatlararo nuqtai nazardan o‘rganish zarurligini tasdiqlaydi hamda ta’lim, logopediya va lingvodidaktika sohalari uchun muhim metodologik xulosalar chiqarishga imkon beradi.

UMUMIY XULOSA

1. Tadqiqotda ilk bor ingliz va o‘zbek bolalari nutqi gender omili bilan bog‘liq ravishda fonetik-fonologik, prosodik-intonatsion, leksik-semantik, morfologik-sintaktik, pragmatik hamda sotsiolingvistik-diskursiv darajalarda tizimli va qiyosiy tahlil qilindi. Bola nutqining shakllanishida ijtimoiy muhit (oila, ta’lim va raqamli makon)ning bevosita ta’siri so‘z boyligi, murojaat va hurmat shakllari, intonatsion xususiyatlar hamda genderni oid stereotipik birliklarning rivojida hal qiluvchi omil sifatida nazariy jihatdan asoslab berildi.

2. Ingliz va o‘zbek tillaridagi gender markerlari, stereotipik birliklar, affikslar, murojaat va hurmat shakllari, vokativ hamda emotsional baholovchi leksikaning lingvokulturologik xususiyatlari milliy madaniyat va ijtimoiy qadriyatlar bilan uzviy bog‘liqligi, ularning pragmatik xususiyatlari esa kommunikativ jarayonda ijtimoiy rol, muloqot maqsadi, hurmat ifodasi va emotsional bahoni aniqlashda muhim vazifa bajarishi nazariy jihatdan asoslab berildi.

3. Genderga oid leksik-semantik birliklarning fonetik-intonatsion tafovutlari ingliz va o‘zbek tillarida qiz va o‘g‘il bolalar nutqida artikulyatsiya aniqligi, ohang balandligi, intonatsion kontur xilma-xilligi va jarangdorlik darajasi orqali ko‘rsatib berildi. Ingliz va o‘zbek tillarida intonatsion kontur xilma-xilligi 7 turdagi gaplarda, ritm esa 6 xil xolatda taqqoslandi. Har ikkala til qiyosiy natijalariga ko‘ra ingliz qizlarida yumshoq va xilma-xil prosodiya kuchli (7-11 yosh) o‘zbek qizlarida esa passiv, o‘g‘il bolalarda esa qisqa, buyruq ohangi ustunligi har ikkala tilda kuzatildi.

4. Ingliz tilida modal va analitik konstruksiyalardan (*can, gonna, wanna, please, sorry* va b.) bolalar tomonidan erta va faol foydalanilishi, nutqda pragmatiklik va ijtimoiy moslashuvchanlik komponentlarining yuqoriligi bilan ajralib turdi. O‘zbek tilida esa bolalar nutqidagi hurmat va muloyimlik ifodalovchi shakllar, erkalash, kichraytirish qo‘shimchalari va keng qarindoshlik tizimi bolaning gender rolini milliy kommunikativ modelda shakllantiruvchi asosiy lingvistik vosita sifatida namoyon bo‘ldi.

5. Ingliz va o‘zbek tillarida gender stereotiplarini aks ettiruvchi birliklar 10ta tematik (qarindoshlik, kiyim, bezak, sport, texnika, emotsional leksika, diniy formulalar va b.) hamda grammatik jihatdan muqobil tasnif asosida tizimlashtirildi. Bu jarayon jamiyatdagi an’anaviy genderning til orqali aks etishini yoritib berildi.

6. Har ikkala tilda diniy va madaniy omillarning boladagi nutqiy tanlovi va kommunikativ uslubi shakllanishida hal qiluvchi ahamiyatga egaligi ilmiy asosda isbotlandi. Ayniqsa, leksik va pragmatik birliklarni qo‘llashda milliy mentalitetning ta’siri kuchli ekanligi ko‘rsatildi. Ingliz qizlari nutqidagi so‘z erkinligi 7-11 yosh oralig‘ida o‘zbek qizlarinikiga nisbatan yuqori ekanligi aniqlandi. Ikkala millat o‘g‘il boalar nutqida farq deyarli kuzatilmadi.

7. Ingliz va o‘zbek tillarida fonetik-prosodik xususiyatlarning shakllanishi genderga xos temp, urg‘u va intonatsiya orqali farqlanib, bolaning nutqiy rivojlanishida turlicha strategiyalarni yuzaga keltirishi aniqlandi. Nutq tempi jihatidan ingliz tilida qiz bolalar sekinroq va barqaror nutq tempi bilan ajralib turadi. Ularning nutqida bog‘inlar aniq talaffuz qilinib, urg‘usiz bo‘g‘inlarning kamayishi ozroq kuzatiladi. Ingliz o‘g‘il bolalarida esa nutq tempi tezroq, talaffuzda notekislik va bo‘g‘in reduksiyasi ko‘proq uchraydi. Artikulyatsion xatolar ingliz o‘g‘il bolalarida qizlarga nisbatan taxminan 18-22%ga ko‘proq uchraydi. O‘zbek tilida esa nutqning bo‘g‘inli ritmga asoslanganligi sababli qizlar nutqida me’yoriy va ritmik temp erta shakllanadi. O‘zbek o‘g‘il bolalarida esa tezlashgan nutq va urg‘u buzilish holatlari ko‘proq uchraydi. Maktabgacha yoshdagi ingliz bolalar (3-5 yosh) va o‘zbek bolalar (3-7 yosh) nutqini tahlil qilish natijalariga ko‘ra, nutq barqarorligi qizlarda 75-80%ni, o‘g‘il bolalarda esa 60-65%ni tashkil etdi.

8. Har ikkala tilning qiyosiy tahlili asosida maktab va tengdoshlar muhitida zamonaviy jargon, slang, qisqartmalar va kodlangan iboralardan foydalanish gender xususiyatlarini yanada ko‘proq aks ettiruvchi omil bo‘lib, ingliz tilida so‘zalshuvchi

bolalar orasida sleng va qisqartmalardan foydalanish asosan raqamli muloqot, ijtimoiy tarmoqlar va onlayn o'yinlar orqali shakllanadi. O'g'il bolalar ko'proq qisqartirilgan, kodlangan va funksional birliklardan faol foydalanadi. Qizlarning nutqidagi slanglar esa ko'proq emotsional-ekspressiv xarakterga ega. O'zbek tilida ham xuddi shunday jarayon kuzatiladi, lekin bu milliy-madaniy va ijtimoiy omillar bilan uyg'unlashgan xolda kechadi. O'g'il bolalar jargon va slengdan foydalanishda funksional va guruh ichidagi mavqeni belgilovchilarini tanlasa, qizlar ijtimoiy yaqinlik va emotsional bog'lanishni mustahkamlash vositasi sifatida ishlatadi.

9. Qisqartmalar va kodlangan iboralarning faol qo'llanishi 7-11 yosh bolalar nutqida raqamli muloqotning ta'siri yaqqol namoyon bo'ldi. Ingliz o'g'il bolalar nutqiga xos bo'lgan *brb, asap, btw, tbh* kabi qisqartmalar o'zbek bolalar nutqida ham kuzatildi, o'zbek qiz bolalarining nutqida esa *OK, yes, kk, gaplashamiz, C U* kabi qisqartma shakllar yozma va o'g'zaki nutqida keng qo'llaniladi. Olingan natijalar shuni ko'rsatadiki, o'g'il bolalar bunday qisqartmalardan ko'proq tezkor va maqsadga yo'naltirilgan muloqot uchun foydalansa, qiz bolalar suhbatning emotsional ohangini yumshatish uchun ishlatadi. Bu esa globalizatsiya va raqamli kommunikatsiyaning bolalar nutqiga ta'sirini ko'rsatdi. Internet, ijtimoiy tarmoqlar va mobil texnologiyalar orqali kirib kelayotgan global lingvistik modellar bolalar nutqida yangi leksik qatlamni shakllantiradi.

10. Onomatopeya, emotsional leksika, abstrakt tushunchalar va harakat fe'llarining bosqichma-bosqich o'zlashtirilishi har ikki tilda yosh dinamikasiga bog'liq holda aniqlandi. Ingliz va o'zbek tillarida nutqiy rivojlanishning dastlabki bosqichida (2-5 yosh) onomatopiyalar ustunlik qiladi, keyingi bosqichda (5-7 yosh) emotsionallikni ifodalovchi leksik birliklar faol rivojlanadi. Abstrakt tushunchalar maktabgacha (inglizlarda 5 yoshgacha, o'zbeklarda 7 yoshgacha) va boshlang'ich ta'lim davrida (inglizlarda 5-11 yosh, o'zbeklarda 7-11 yosh) bosqichma-bosqich shakllanadi. Harakat fe'llari barcha yosh bosqichlarida bolalar nutqining asosiy qismi bo'lib qoldi. Shu orqali bola nutqida gender farqlari ham vaqt, ham bosqichiy taraqqiyot nuqtai nazaridan izchil yoritildi.

11. Ingliz tilida modal va analitik vositalar asosida rasmiy va norasmiy muloqotdagi gender farqlanishlari bola nutqida sotsiolingvistik va pragmatik tafovutlarni kuchaytiruvchi omil sifatida namoyon bo'ldi. O'zbek tilida esa genderga oid morfologik shakllarning boyligi va faol qo'llanishi turkiy tillar tipologiyasining psixolingvistik va sotsiolingvistik jihatdan o'ziga xosligini ochib berildi.

12. Tadqiqot jarayonida ilk bor qiyosiy indikatorlar chek-listi, annotatsiya-teglash sxemasi, leksik-semantik tasnif, diagnostik mezonlar va tarjimashunoslik prinsiplari ishlab chiqildi. Bu metodologik yondashuvlar bolalar nutqini tizimli va bosqichma-bosqich tahlil qilishga yordam beruvchi innovatsion vositalar sifatida taklif qilindi. Sotsiolingvistik omillardan oilada ota-ona, bobo-buvilarning nutqi bolalar nutqi rivojlanishida eng kuchli ta'sirga ega ekanligi ilmiy isbotlandi, shu sababli Respublika Oila markazi va hududiy markazlar faoliyati uchun ota-onalarga mo'ljallangan bolalar nutqini rivojlantirishda til, gender va yosh omillarini hisobga olgan holda samarali muloqot muhitini yaratishga qaratilgan amaliy-metodologik tavsiyalar majmui ishlab chiqildi. Bu metodologik yangiliklar amaliyotda qo'llash uchun mustahkam asos yaratdi.

SCIENTIFIC COUNCIL DSc.03/2025.27.12.Fil.32.02
AWARDING SCIENTIFIC DEGREES AT
ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES

ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES

KOZOKBOEVA DILFUZAKHON ILKHOMJON KIZI

STUDY OF GENDER AND PSYCHOLINGUISTIC FEATURES
OF CHILDREN'S SPEECH (EXAMPLES OF ENGLISH
AND UZBEK LANGUAGES)

10.00.06 – Comparative Literary Studies, Contrastive Linguistics
and Translation Studies

ABSTRACT
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INTRODUCTION (annotation of Doctor of Science (DSc) Dissertation)

The topicality and necessity of the dissertation theme. In recent years, research in world linguistics has focused on studying language in its interaction with the human factor using it, in connection with its speech activity, social and psycho-emotional state. As a result, a number of linguistic directions have emerged, united under the name of the anthropocentric paradigm, and have their own research methodology and analysis methods. The creation of research on communication behavior, the construction of explanatory dictionaries in the field of psycholinguistics are of great practical importance for the development of the fields of anthropocentric linguistics and lexicography.

Various research centers around the world are studying various aspects of children's speech. For example, the Stanford project is investigating differences in the emotional lexicon of girls and boys, the Max Planck Institute is analyzing gender differences in the acquisition of grammatical structures. The University of Tokyo is studying gender-specific speech patterns, the Yale University laboratory is studying the relationship between gestures and speech. The University of Barcelona is analyzing cultural differences in children's gestures, and the Oxford center is examining brain activation during the use of verbal and nonverbal means. These studies examine the relationship between language and gender, the differences inherent in female and male speech, as well as gender stereotypes expressed through linguistic units. This direction, formed within the framework of the anthropocentric paradigm, is aimed at studying the language system in close connection with the human factor. Gender differences are closely related to the status of language in society, social roles, communication situations, and speech strategies. The language norms formed for children in each culture what topics to talk about, what tone and intonation to use, which speech acts to prioritize are strengthened in the process of socialization. By studying the gender characteristics of children's speech, the linguocognitive characteristics and educational values of national cultures are determined.

In our country, the issue of studying gender characteristics in children's speech is relevant from the point of view of interpreting language in relation to the socio-cultural environment, identifying communicative norms being formed in the national education system, and developing modern linguocognitive approaches. Identifying gender-specific speech differences serves to assess children's communication competence, develop effective communicative strategies in the educational process, and reveal the mechanisms of reflection of social roles in society through language. Therefore, this direction is of theoretical and practical importance for the republican linguistics, psycholinguistics, and educational methodology. In particular, the following goals have been set: "Ensuring the popularization of foreign languages among the population, creating the necessary conditions for their perfect mastery, and implementing internationally recognized programs and textbooks in the process of teaching foreign languages at all stages of education."¹

¹ O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-sonli "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori.

Decrees of the President of the Republic of Uzbekistan No. PD-5850 dated October 21, 2019 “On measures to radically increase the prestige and status of the Uzbek language as the state language”, No. PD-6084 dated October 20, 2020 “On measures to further develop the Uzbek language and improve language policy in our country”, No. PD-6108 dated November 6, 2020 “On measures to develop the spheres of education and science in the new period of development of Uzbekistan”, No. PD-60 dated January 28, 2022 “On the development strategy of the new Uzbekistan for 2022-2026”; This study will to a certain extent serve the implementation of the priority tasks set out in the Resolutions No. PR-2789 dated February 17, 2017 “On measures to further improve the activities of the Academy of Sciences, the organization, management and financing of scientific and research work”, No. PR-4479 dated October 4, 2019 “On the broad celebration of the thirtieth anniversary of the adoption of the Law of the Republic of Uzbekistan “On the State Language”, the Address of the President of the Republic of Uzbekistan to the Oliy Majlis dated December 20, 2022, and other regulatory legal acts related to this activity.

The relevance of the dissertation on the priorities of the development of science and technology of the Republic of Uzbekistan. This dissertation has been completed in accordance with the priority direction I. “Formation of a system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of an information society and a democratic state and the ways of their implementation”.

The review of foreign scientific research on the topic of the dissertation. In world linguistics, scientific research focused on the theory of communication, the influence of personal traits on the communication process, and the psycholinguistic characteristics of texts is being conducted at leading research centers and higher education institutions. These include Cornell University, Indiana University, the Massachusetts Institute of Technology, and the University of Pennsylvania (USA); the University of Toronto (Canada); the University of Essex, the University of Reading, and the University of York (United Kingdom); Lund University (Sweden); Moscow State University, St. Petersburg State University, and Vladimir State University (Russia); Luhansk Taras Shevchenko National University (Ukraine); Delhi University (India); Semarang State University (Indonesia); as well as National University of Uzbekistan, the Institute of Uzbek Language, Literature, and Folklore of the Academy of Sciences of Uzbekistan, Fergana State University, Andijan State University, and Samarkand State University (Uzbekistan).

The following scientific results were obtained from research on the psycholinguistic features of communication in world linguistics: the first conference on psycholinguistics was held, and after this conference a committee on linguistics and psychology was formed (Cornell University, USA); a large seminar on psycholinguistics was held, and a book entitled “Psycholinguistics: a survey of theory and research problems” was published based on the results of the seminar (Indiana University, USA); multilingualism in deaf children; bilingualism; understanding in the native language and the acquired language; speech mechanisms in bilingual children and adults; individual characteristics in bilingualism were revealed (University of Reading, Great Britain); psycholinguistic foundations of

mastering Chinese Mandarin as a second language; the role of emotional words in the lexicon of English abstract words; speech development in early childhood; the issue of bilingualism in forensic examination was analyzed (University of York, Great Britain); forms and functions of concrete speech; neuromodeling of concrete and abstract words; social norms and language mechanisms; cognitive control in linguistic and non-linguistic contexts in monolinguals and bilinguals; issues of bilingualism were identified (University of Pennsylvania, USA², description of processes of transformation of semantic information; analysis of the processes of formation and functioning of linguistic consciousness; creation of a theory of speech activity (Moscow State University, Russia), creation of an experimental phonetic laboratory, study of speech and perception processes, research on children's speech and speech pathologies (St. Petersburg State University, Russia), issues of communicative linguistics were highlighted (Vladimir State University, Russia), issues of communication theory were studied (Luhansk Taras Shevchenko National University, Ukraine), study of the influence of personality traits on the communication process (University of Delhi, India), study of the related features of language and personality (Semarang State University, Indonesia), psycholinguistic study of the content perception of newspaper texts was carried out; the lexically-semantic features that are manifested in the speech of Uzbek children under the influence of socio-psychological factors are interpreted (National University of Uzbekistan); the issue of the expression of a person's mental state in texts in the Uzbek language is highlighted; (Institute of Uzbek Language, Literature and Folklore of the Academy of Sciences of the Republic of Uzbekistan), the functions of language (speech) and the psycholinguistic aspect of communication, communication and attitude: means of expressing attitude, the communicant's "I" and attitude to it, the expression of the relationship between the addressee – addressee – communicative object in communication, speech and the physiological state of a person, the effect of speech on the physiology of the addressee, the type of speech and its effect on the physiology of the addressee are highlighted; the essence of bilingualism, the linguopsychological aspects of becoming bilingual, that is, bilingual as a result of perfect mastery of another language are studied; extralinguistic and psycholinguistic means and factors of the expression of address are analyzed; the text distinguishes linguistic and extralinguistic means that express personality traits; The psycholinguistic characteristics of children's texts were studied (Fergana State University), the reflection of mental states in the process of speech activity through various level units of the Uzbek language was highlighted (Andijan State University), and a linguocognitive and linguopsychological study of the language of children's literature was carried out (Samarkand State University).

In contemporary world linguistics, research is being conducted on behavioral neurolinguistics, clinical psycholinguistics, cognitive psycholinguistics, cognitive neurolinguistics, and developmental psycholinguistics, speech mechanisms,

² Dissertatsiya mavzusi bo'yicha xorijiy ilmiy-tadqiqotlar sharhi <https://research.reading.ac.uk/psylinglab/research-projects/phd-theses>. 31.05.2025; https://etda.libraries.psu.edu/?search_field=all_fields&q=psycholinguistics. 31.05.2025; <https://link.springer.com/journal/10936>. 31.05.2025; <https://www.sciencedirect.com/topics/computer-science/psycholinguistic-research>. 31.05.2025; <https://www.proquest.com/resultsol/8AE550A71A2F45C8PQ/1>. 31.05.2025 va boshqa manbalar asosida amalga oshirildi.

language representation in human cognition, and the acquisition of first and second languages; experimental psycholinguistics, language development in early childhood, secondlanguage acquisition, speech production and comprehension, and issues related to language loss and interference.

The problem development status. Among Uzbek and foreign linguists who have studied the psycholinguistic aspects of children's speech, scientists such as J. Piaget, L. S. Vygotsky, D. Slobin, K. Nelsin, and M. Tomasello hold a special place.³ They substantiated the issues of cognitive development stages of children's speech, construction-centered language acquisition, and the influence of context. From a sociolinguistic perspective, children's speech has been studied in relation to social class, culture, and communication norms in the works of E. Ochs, S. Erwin-Tripp, and B. Bernstein.⁴ Within the framework of pragmatics, speech acts, communication strategies, and conversational skills in children's speech have been analyzed by scholars such as O. Blum, P. Batis, and D. Crystal.⁵

In foreign linguistics, scholars such as J. Coates, P. Eckert, S. McConnell-Ginet, R. Lakoff, and D. Cameron have conducted in-depth research in the field of gender linguistics.⁶ They have studied in depth issues such as gender and language relations, the specific features of female and male speech, gender stereotypes and their expression in language. R. Lakoff has shown the specific features of female speech, D. Cameron has conducted a linguistic analysis of gender stereotypes in English, and J. Coates and P. Eckert have highlighted gender differences in terms of speech style and social roles. However, the main part of this research has been focused on adult speech, and the issue of gender differences in the psycholinguistic development of children's speech has not been sufficiently studied.

In Russian linguistics, A. V. Kirilina has developed the theoretical foundations of gender linguistics, while O. L. Kamenskaya and E. I. Goroshko have highlighted the lexical and pragmatic features of gender markers in speech. N. N. Rozanova has deeply analyzed gender stereotypes in connection with the social environment and

³ Piaget J. *The language and thought of the child* (3rd ed.). - London: Routledge & Kegan Paul. 1959. - 246 p; Vygotsky L. S. *Thought and language* (A. Kozulin, Ed. & Trans.). - Cambridge, MA: MIT Press. 1986. - 287 p; Nelson K. *Language in cognitive development: Emergence of the mediated mind*. - Cambridge: Cambridge University Press. 1996. - 332 p; Slobin D. *The crosslinguistic study of language acquisition* // (Vol. 1-2). Hillsdale NJ: Lawrence Erlbaum. 1985; Tomasello M. *Constructing a language: A usage-based theory of language acquisition*. - Cambridge, MA: Harvard University Press. 2003. - 388 p.

⁴ Ervin-Tripp S. *Play in language development*. In B. Scollon & P. Scollon (Eds.), *Intercultural communication*. - Oxford: Blackwell. 1991. - P. 61-82; Bernstein B. *Class, codes and control. Volume 1: Theoretical studies towards a sociology of language*. - London: Routledge & Kegan Paul. 1971. - 256 p; Ochs E. *Culture and language development: Language acquisition and language socialization in a Samoan village*. - Cambridge: Cambridge University Press. 1988. - 288 p.

⁵ Bates E. *Language and context: The acquisition of pragmatics*. - New York: Academic Press. 1976. - 270 p; Bloom O. *Developing theories of intention*. - Cambridge: Cambridge University Press. 1993. - 198 p; Crystal D. *The Cambridge encyclopedia of language*. - Cambridge: Cambridge University Press. 1987. - 472 p.

⁶ Cameron D. *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* - Oxford: Oxford University Press. 2007. - 196 p; Coates J. *Gender and Discourse Analysis*. In Gee, J.P. & Handford, M. (eds.) *The Routledge Handbook of Discourse Analysis*. - London: Routledge, 2013. - P. 90-103; Eckert P. *The Problem with Binaries: Coding for Gender and Sexuality*. // *Language and Linguistics Compass*, 8(11), 2014. - P.529-535; McConnell-Ginet S. *Gender, Sexuality, and Meaning: Linguistic Practice and Politics*. - Oxford: Oxford University Press. 2011. - 312 p; Lakoff R. *Language and Woman's Place: Text and Commentaries. Revised and expanded edition*, edited by Mary Bucholtz. - Oxford: Oxford University Press. 2004. - 320 p.

national culture. However, these studies have been conducted mainly on the basis of adult speech.⁷

Scholars such as G. Ergasheva, A. Bahodirov, R. Kuldoshev, M. Oripova, M. Rahmatullayeva, N. Turayeva, M. Khakimov, and D. Khudoyberganova have worked on gender stereotypes in the speech of Uzbek children.⁸ Gender issues were first raised in the studies of R. Kungurov⁹ and M. Kurbanova,¹⁰ who observed the specific features of male and female speech in the Uzbek language. Although this direction began to develop later, systematic and comprehensive research is still lacking. Although this direction began to develop later, systematic and comprehensive research is not enough.

Psycholinguistic issues in Uzbek linguistics are covered in the studies of S. Muminov, M. Zokirov, Z. Akbarova, I. Azimova, A. Nurmonov, I. Khojaliyev, D. Khudoyberganova, M. Qurbonova, S. Qurbonova, Sh. Alpanova, D. Yuldasheva, N. Yarashova, M. Mamajonov.¹¹

⁷ Кирилина А.В. Гендер: лингвистические аспекты. – М.: Институт социологии РАН. 2004. – 189 с; Каменская О.Л. Гендергетика – наука будущего. В сб.: Гендер как интрига познания. – М.: Рудомино, 2002. – С. 13-19; Халеева И.И. Гендер как интрига познания. В кн.: Гендерный фактор в языке и коммуникации. – Иваново: Ивановский государственный университет, 2002. – С. 5-9; Горошко Е.И. Языковое сознание: гендерная парадигма. – Харьков: ИД «ИНЖЭК». 2003. – 180 с; Земская Е.А., Китайгородская М.А., Розанова Н.Н. Особенности мужской и женской речи. В кн.: Русский язык в его функционировании. – М.: Наука, 1993. – С. 90-136; Китайгородская М.А. Чужая речь в коммуникативном аспекте. В кн.: Русский язык в его функционировании: Коммуникативно-прагматический аспект. – М.: Наука, 2003. – С.65-89; Розанова Н.Н. Коммуникативно-жанровые особенности «мужской» и «женской» речи. В кн.: Общественно-политический дискурс. – М.: РГГУ, 2000. – С.167-211.

⁸ Эргашева Г.И. Турли тизимдаги тилларда гендерга оид терминологиянинг шаклланишида лингвистик ва экстралингвистик омиллар: Филол.фан.д-ри...дисс. – Тошкент, 2018. – 222 б.; Bahodirov A. Maktab yoshidagi bolalar nutqining gender xususiyatlari. - Toshkent: O'qituvchi, 2018. - 96 b.; Qo'ldoshev R. Boshlang'ich sinf O'quvchilari nutqida gender farqlarning namoyon bo'lishi. // Ta'lim va tarbiya, №3, 2019. – В. 28-34; Oripova M. Maktabgacha tarbiya yoshidagi bolalar nutqining gender jihatdan farqlanishi. // Pedagogik mahorat, №5, 2019. – В.120-126; Rahmatullayeva M. O'zbek va ingliz tillari misolida bolalar nutqidagi gender farqlarning qiyosiy tahlili. – Samarqand: SamDU nashriyoti. 2020. - 132 b; Turayeva N. O'zbek oilalarida bola nutqining shakllanishiga gender yondashuvlarining ta'siri. // Til va madaniyat, №2, 2020. – В.56-63; Xakimov M. O'zbek tilidagi gender xoslanishlarning lingvistik tahlili. – Toshkent: Fan nashriyoti. 2013. - 156 b; Xakimov M. O'zbek xalq maqollarida gender stereotiplarning ifodalanishi. // Til va adabiyot ta'limi, №5, 2015. – В.34-39; Xudoyberganova D. Matnning antropotsentrik tadqiqi (monografiya). – Toshkent: Fan. 2012. - 204 b; Xudoyberganova D. O'zbek tilidagi gender lakunalar tahlili. // O'zbek tili va adabiyoti, №3, 2018. – В.67-76; Xolmanova Z. O'zbek ayol va erkak nutqining qiyosiy tahlili. – Toshkent: Akademiya nashr. 2014. - 124 b; Mahmudova G. O'zbek tilidagi gender asimmetriya: lingvistik va pragmatik jihatlar. - Samarqand: SamDU. 2017. - 148 b. Mahmudov N. Tilshunoslikda antropotsentrik paradigma va O'zbek tilshunosligi taraqqiyoti. // Filologiya masalalari, №1, 2019. – В.3-12.

⁹ Qo'ng'urov R. O'zbek tilida gender xususiyatlarning ifodalanishi. – Toshkent: Fan. 2002. - 128 b.

¹⁰ Qurbonova M. O'zbek tilshunosligida gender muammolari. – Samarqand: SamDU nashriyoti. 2003. - 112 b.

¹¹ Мўминов С. Ўзбек мулоқот хулқининг ижтимоий-лисоний хусусиятлари: Филол. фан. д-ри ... дисс. – Тошкент, 2000. – 254 б; Акбарова З. Ўзбек тилида мурожаат шакллари ва унинг лисоний тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008. – 56 б; Азимова И.А. Ўзбек тилидаги газета матнлари мазмуний перцепциясининг психолингвистик тадқиқи: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2008. – 52 б; Нурмонов А. Танланган асарлар. 3 жилдли. 1 жилд. – Тошкент: Akademiya nashr, 2012. – 157 б; Ҳожалиев И. Психолингвистиканинг фан сифатида шаклланишига доир // ФарДУ. Илмий хабарлар. 2017. №5. – Б. 71-74; Худойберганова Д. Матннинг антропоцентрик тадқиқи. – Тошкент: Фан, 2013. – 214 б; Курбонова М. Ўзбек болалар нутқи лексикасининг социопсихолингвистик тадқиқи. Монография. – Тошкент, 2014. – 145 б; Курбонова С. Бадий матнда шахс хусусиятларини ифодалаш: Филол. фан. б. фалс. Док.дисс. автореф. – Фарғона, 2018. – 48 б; Алпанова Ш. Нутқий фаолият жараёнидаги руҳий ҳолатларнинг ўзбек тилининг турли сатҳ бирликлари воситасида акс этиши: Филол. фан. б. фалс. док. ... дисс. – Фарғона, 2018. – 135 б; Юлдашева Д. Ўзбек болаларига хос оғзаки ва ёзма матнларнинг антропоцентрик тадқиқи: Филол.фан. д-ри (DSc) дисс. – Фарғона, 2022. 214 б; Yarashova N. Bolalar adabiyoti tilining lingvokognitiv, lingvopsixologik tadqiqi: Filol. fan. d-ri (DSc) ... diss. – Samarqand, 2023. – 223 b; M.Y.Mamajonov. Muloqotning psixolingvistik tadqiqi: Filol. fan. d-ri ... diss. avtoref. – Farg'ona, 2025. – 86 b.

In this regard, existing studies have not covered the typological, pragmatic and psycholinguistic features of gender characteristics in Uzbek children's speech, and have not been devoted to a comparative analysis of Uzbek and English languages.

This dissertation aims to fill this scientific gap by conducting a comparative analysis of the psycholinguistic, sociolinguistic and pragmatic features of gender in Uzbek and English children's speech. Through this, it serves to identify general and specific patterns in the language system, draw new theoretical conclusions based on a cross-cultural comparative approach, and create the necessary scientific basis for pedagogical and linguodidactic practice.

The relevance of the dissertation research with plans of scientific research works of the higher educational or scientific research institution where the dissertation has been completed. The dissertation has been carried out within the direction of the research plan of the Andijan State Institute of Foreign Languages on the topic "A sustainable development model of foreign language education based on the integration of language and culture: linguistic, philological, linguodidactic and digital approaches".

The aim of the research work is to conduct a comparative analysis of gender-related psycholinguistic features in the speech of Uzbek and English children.

The tasks of the research work are:

to identify and scientifically describe psycholinguistic and gender-related units in English and Uzbek children's speech at all levels of the language system;

to conduct a comparative analysis of gender markers and gender stereotypes in English and Uzbek based on linguistic criteria;

to determine the features of the gradual development of the speech of girls and boys between the ages of 3–11 based on psycholinguistic indicators;

to identify typological common and different aspects of gender characteristics in English and Uzbek children's speech and to substantiate their linguistic reasons;

to develop comparative indicators, an annotation-tagging model, and a lexical-semantic classification for the gender and psycholinguistic analysis of children's speech;

to determine the pragmatic equivalents of gender markers in translation and to scientifically substantiate their practical application (education, diagnostics, translation studies).

The object of the research work is selected video materials, films, podcasts, and audio-visual media that reflect gender-related psycholinguistic features in the speech of English and Uzbek children aged 3-11.

The subject of the research work is phonetic-intonational sounds in Uzbek and English children's speech, linguistic units with gender markers, and their usage characteristics.

The methods of the research work. Descriptive, comparative, inverse method, contextual analysis, component analysis, observation, questionnaire and interview, statistical analysis research methods.

The scientific novelty of the research work is determined by:

for the first time, psycholinguistic and gender-related situations in English and Uzbek children's speech were systematically compared (levels: phonetic-phonological; prosodic-intonational; lexical-semantic; morphological-syntactic;

pragmatic; sociolinguistic-discursive; age segment; situations: family; educational environment; online/digital environment); indicators: phonetic-prosodic; lexical; morphosyntactic; pragmatic; sociolinguistic);

units with gender markers in the English and Uzbek languages (-jon, -xon, means of respect, kinship terms) and gender stereotypes (color-clothing-decoration in girls, equipment-transport in boys) were systematically described. Also, phonetic-intonational differences (clear articulation and diverse intonation in girls, high intensity and command intonation in boys) and thematic classifications were developed.

gender and psycholinguistic features in the speech of English and Uzbek children were comprehensively studied, in the speech of preschool and school-age children aged 1-3 years: affectionate-minorative and emotional vocabulary in girls is early and active; in boys, onomatopoeia and verbs of motion prevail; 3-7 years old: request/cooperative acts and interrogative constructions in girls; command-humor- competitive acts in boys; 7-11 years old: descriptive adjectives, color-clothing, narrative conjunctions in girls; technical-transport-sports vocabulary and symbols of competition in boys; prosody (diverse, soft contours in girls; voiced, short contours in boys) clearly showed gender differences;

a comparative analysis of gender characteristics in children's speech was carried out using the example of English and Uzbek languages, typological aspects of gender characteristics in the two languages, similarities: nouns earlier than verbs; onomatopoeia earlier; emotional lexicon earlier; abstract concepts later; and differences: Uzbek language (agglutinative): morphological richness of respect/address, affectionate-agglutinative suffixes, broad kinship system; English language (analytical): early assimilation of modal/analytical constructions (*I'm, don't, can, wanna, gonna*), high frequency of units expressing respect and request;

based on the research results, for the first time in Uzbek linguistics, the scientific and practical foundations of the study of children's speech in psycholinguistic and gender aspects were developed: a) checklist of comparative indicators; b) annotation-tagging scheme; c) lexical-semantic classification and the core of the comparative dictionary; d) diagnostic criteria; e) translation principles: pragmatic equivalents of gender markers (e.g., -jon/-xon - dear/sweetie; maintaining politeness strategies); g) practical applications.

The practical results of the research are as follows:

the materials collected on the gender and psycholinguistic features of the speech of English and Uzbek children, the conclusions drawn from the study of the problems posed, provide new scientific and theoretical information for Uzbek linguistics;

it has been shown that it serves in conducting research in the fields of English and Uzbek children's speech culture, psycholinguistics, sociolinguistics, pragmalinguistics and cognitive linguistics, improving existing educational literature, creating textbooks, collections and compiling dictionaries;

the necessity of studying the language in connection with the phonetic-intonational and lexical-semantic features of the speech of the person using it, speech activity, psyche, social status, age, gender, and situation is substantiated.

The reliability of the research work results. The reliability of the research results is determined by the fact that the problem that needs to be studied in linguistics is clearly stated in the dissertation, the samples and comments used are based on factual and analytical linguistic sources, reliable scientific and theoretical sources are used, scientific conclusions are proved, theoretical data and conclusions are put into practice, the results obtained are confirmed by competent organizations, and the presented analyses are put into practice.

The scientific and practical significance of the research results. The scientific significance of the research results is determined by the development of a gender and psycholinguistic approach in English and Uzbek linguistics, the improvement of the methodology for studying gender-marked language units, and the creation of a theoretical and practical basis for studying gender and psycholinguistic features in children's speech. The theoretical provisions and conclusions developed during the research serve the formation of new directions in the study of the gender category in children's speech in English and Uzbek linguistics. The research results can be used as a theoretical source in subsequent scientific works aimed at studying psycholinguistic gender issues in English and Uzbek linguistics.

The practical significance of the research results is determined by the possibility of using the obtained results in the educational process, including in teaching such subjects as "Introduction to Linguistics", "Sociolinguistics", "Psycholinguistics", "Linguoculturology", "Linguistics of Ontogenesis", "Pragmatic Linguistics", "Cognitive Linguistics" and "Pedagogical Linguistics". Also, based on the research results, it is important to create teaching aids and textbooks, analyze children's literature, improve the methodology of language teaching in educational institutions, and develop preschool and primary education programs.

The implementation of the research results. Based on the scientific results obtained in the study of psycholinguistic and gender characteristics of children's speech:

Based on the conclusions of the first systematic analysis of gender speech of Uzbek and English children from a psycholinguistic point of view, gender linguistic units and language units reflecting stereotypes in the Uzbek language were systematically studied, and the conclusions on the development and analysis of a thematic classification of their manifestation features in children's speech, the development of adequate transmission strategies of such units in automatic translation systems were used within the framework of the project IL-402104209 "Creation of a software tool for the morpholexicon and morphological analyzer of the Uzbek language - an automatic processing tool for information retrieval systems (Google, Yandex, Google Translate)" carried out in 2022-2024 within the framework of state scientific and technical programs (Reference No. 01/4-3788 dated August 27, 2025 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi). As a result, a comparative analysis of gender characteristics in children's speech was carried out using the example of Uzbek and English languages, and the lexico-semantic database was expanded based on the typological aspects, similarities and differences of gender characteristics in the two

languages. This led to an increase in the accuracy of the morphological analyzer of the Uzbek language and translation algorithms;

Based on the comparative analysis of gender characteristics in children's speech, conducted on the example of English and Uzbek languages, the study of gender strategies in the choice of names, on the basis of these materials, recommendations for gender-balanced names, connotative classifications, suggestions corresponding to the user's choice in the mobile application, conclusions on the possibility of developing suggestions corresponding to possible communication contexts were used within the framework of the project IL-21091506 "Creation of an explanatory spelling dictionary and mobile application of Uzbek names" carried out in 2022-2023 within the framework of the State scientific and technical programs (Reference No. 01/4-3789 dated August 27, 2025 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi). As a result, the semantic database was expanded, through which the morpho-semantic structure of Uzbek names, historical layers, phonetic variants, and contextual load in speech were determined. This made it possible to create interactive recommendations in the dictionary editing, algorithmic structure of the mobile application, and user interface;

it was used based on the results of a comprehensive study of gender-specific psycholinguistic features in the speech of English and Uzbek children, early and active affectionate-minorative and emotional vocabulary in the speech of preschool and school-aged children aged 1-3 years and girls, the predominance of onomatopoeia and action verbs in boys, 3-7 years: request/cooperative acts and interrogative constructions in girls and command-humor-competitive acts in boys, 7-11 years: descriptive adjectives, color-clothing, narrative conjunctions in girls; technical-transport-sports vocabulary and symbols of competition in boys; prosody (diverse, soft contours in girls; resonant, short contours in boys) based on the conclusions that gender differences are shown in July and August 2025 in the programs "World Literature", "Education and Development", "Nation and Spirituality", "Literary Process" prepared by the Uzbekistan TV and Radio Channel of the Creative Association "Uzbekistan-24" of the National Television and Radio Company of Uzbekistan (Reference No. 05-09-1391 of the National Television and Radio Company of Uzbekistan dated September 3, 2025). As a result, the scientific level of the broadcasts has increased, and the materials collected on the gender and psycholinguistic features of the speech of English and Uzbek children, the conclusions drawn from the study of the problems posed, serve as a source of new scientific and theoretical information for Uzbek linguistics;

conclusions based on the comparative analysis of psycholinguistic and gender-related situations in English and Uzbek children's speech, presented for the first time systematically (levels: phonetic-phonological; prosodic-intonational; lexical-semantic; morphological-syntactic; pragmatic; sociolinguistic-discursive; age segment; situations: family; educational environment; online/digital environment); indicators: phonetic-prosodic; lexical; morphosyntax; pragmatic; sociolinguistic) were used as new approaches in the development of methodological manuals to strengthen the process of the education system based on an innovative project (Reference No. 01-06/996 of the Writers' Union of Uzbekistan dated September 10,

2025). As a result, the scientific level of methodological manuals has increased, and the materials collected on the gender and psycholinguistic features of the speech of English and Uzbek children, the conclusions drawn from the study of the problems posed, serve as a source of new scientific and theoretical information for Uzbek linguistics;

on the example of the English and Uzbek languages, a comparative analysis of gender characteristics in children's speech was carried out, typological aspects of gender characteristics in the two languages, similarities: nouns earlier than verbs; onomatopoeia earlier; emotional vocabulary earlier; abstract concepts later; and differences: the Uzbek language (agglutinative): morphological richness of respect/address, affectionate-agglutinative suffixes, broad kinship system; the English language (analytical): early mastery of modal/analytical constructions, high frequency of units expressing respect and request were used in the implementation of paragraph 25 of Section III of the work plan of the "Family and Gender" Research Institute under the Family and Women's Committee of the Republic of Uzbekistan for 2025 "Preparation of propaganda materials aimed at preventing various stereotypes related to ensuring gender equality" (Reference No. 01-09/2851 dated October 14, 2025 of the Research Institute "Family and Gender" under the Women's Committee of the Republic of Uzbekistan). As a result, the influence of both language typologies on the development of children's speech was clearly shown, and the relationship between language typology and cognitive development was revealed.

Approbation of the research results. The research results have been presented at 4 international and 5 national scientific-practical conferences.

The publication of the research results. Total on the research topic 23 scientific works have been published on the dissertation topic, including a monograph, 1 Scopus indexed article (Q1), 12 scientific articles has been published in journals recommended by the Supreme Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan for the main scientific results of doctoral dissertation and 2 of these articles have been published in international journals.

The structure and volume of the dissertation. The dissertation consists of an introduction, four chapters, a conclusion, a list of references and appendixes. The volume of the work is 227 pages.

THE MAIN CONTENT OF THE DISSERTATION

The introductory part of the dissertation establishes the relevance and necessity of the research topic, the goals and objectives of the research, as well as the object and purpose, the relevance of the work to the priority areas of science and technology of the Republic of Uzbekistan, and also indicates the scientific novelty of the research, practical results, reliability of the results, scientific and practical significance, and the implementation of the research results. Information on the publication, structure, and size of the dissertation is included.

The first chapter of the dissertation, entitled "**Theoretical study of gender and psycholinguistic features in children's speech in linguistics**" provides an in-depth

study of the theoretical foundations of gender and psycholinguistic features in children's speech. As the foundation of the research, the historical development of the study of children's speech in world and Uzbek linguistics, its main stages and methodological approaches are analyzed. The role of psycholinguistic, sociolinguistic, cognitive and linguoculturological approaches in the study of children's speech is highlighted. In particular, the theories of language acquisition of world scientists such as V. Schtern, L. Vygotsky, J. Piaget, N. Chomsky, and the scientific views of scientists such as A. Gulyomov, M. Askarova, D. Muhamedova in Uzbek linguistics are comparatively studied.

The dissertation research used L.V. Yassman's "Psycholinguistic method for studying the formation of language components in children".

Psycholinguistics, as a science that studies the complex relationships between language and thinking, speech activity and the human psyche, is of particular importance in the study of children's speech. The psycholinguistic approach allows for a step-by-step analysis of the process of language acquisition, a scientific explanation of how a child's linguistic competence arises and develops. This approach interprets the child not as an assimilator of ready-made language units, but as a subject actively creating his own speech system.

Within the framework of psycholinguistics, the study of children's speech covers the following main issues: 1. mechanisms of language acquisition; 2. the process of speech perception; 3. stages of speech formation; 4. mental processes involved in speech activity (memory, attention, thinking).

While structural linguistics analyzes the language system in a synchronous state, psycholinguistics focuses on how language is formed, preserved and used in real communication in the human mind. It is precisely children's speech that is the most convenient empirical material for observing these processes. Therefore, children's speech is recognized as an "ideal research area for psycholinguistics".

Several main theoretical approaches have been developed in the psycholinguistic study of children's speech, which interpret the role of biological and social factors in the process of language acquisition in different ways. In our study, nativist, behaviorist, socio-interactive and cognitive theories are considered as methodological foundations.

The nativist (innatistic) theory substantiates the existence of innate biological mechanisms in language acquisition. According to this approach, the child actively discovers language not on the basis of ready-made rules, but with the help of a "universal grammar" that exists in his mind. Creativity and grammatical "errors" in children's speech are interpreted as evidence of this process.¹²

The behaviorist theory explains language acquisition through mechanisms of imitation, repetition and stimulation. This approach emphasizes the formation of speech skills under the influence of the external environment. However, this theory has been criticized for not being able to fully explain the creative nature and grammatical complexity of language.¹³

The social-interaction theory closely links language development to social interaction. Language is initially formed in social activities and later becomes the

¹² Хомский Н. Аспекты теории синтаксиса / Н. Хомский. – М.: Изд-во Моск. ун-та, 1972. – 259 с.

¹³ Скиннер, Б. Ф. Вербальное поведение // История зарубежной психологии. Тексты. – М., 1986. – С. 60-95

inner speech of the individual.¹⁴ Bruner's Language Acquisition Support System (LASS) argues for an active role for adults in the development of children's speech. This approach highlights the importance of motivation and communication in language acquisition and is methodologically important in the analysis of gender differences.

Cognitive theory links language development to the child's overall mental development.¹⁵ Language is considered a product of thought, and the formation of cognitive concepts is a fundamental condition for the development of speech. At the same time, Vygotsky interprets the egocentric speech described by Piaget as a stage of the formation of inner speech.

In conclusion, these theories complement each other in explaining children's speech from a psycholinguistic perspective. Modern psycholinguistics interprets language acquisition as the result of the interaction of biological, cognitive, and social factors. These theoretical foundations serve as a solid methodological foundation for the comparative analysis of psycholinguistic and gender features of children's speech in the following chapters.

According to the world linguist William Labov, phonetic and grammatical variants in children's speech are directly related to their social environment and social identity.¹⁶ Through speech choices, a child presents himself as a person belonging to a certain social and gender role in society. Peter Trudgill, in his study "The Social Differentiation of English in Norwich", emphasizes that girls prefer more socially "prestigious" pronunciation options, while boys prefer forms that deviate from the norm, expressing power and dominance.

These studies show that gender characteristics in children's speech are not biological, but a socially conditioned phenomenon. The child forms and strengthens his sexual and social identity through speech. Scholars such as Deborah Cameron, Janet Holmes, Robin Lakoff, Deborah Tennen have studied gender-related communicative strategies and pragmatic differences in children's speech. R. Lakoff in his work *Language and Woman's Place* (1975) notes the predominance of politeness, evaluative units and ambiguous expressions in girls' speech, and speech forms that are directed towards command and dominance in boys.¹⁷

Deborah Tennen girls prefer affective, empathy-oriented strategies in communication, while boys prefer informational and hierarchical speech. These differences are formed in connection with social stereotypes and communicative needs. E. Hoff's research shows that gender differences in children's speech are closely related to the environment, in particular the speech model of the parents. This directly affects the psycholinguistic development of the child's speech.¹⁸

¹⁴ Выготский Л. С. Мышление и речь / Л. С. Выготский. – 5-е изд., испр. – М.: Лабиринт, 1999. – 352 с. // Bruner J. S. *Child's Talk: Learning to Use Language*. – New York: W. W. Norton & Company, 1983. – 208 p.

¹⁵ Piaget J. *The language and thought of the child* (3rd ed.). – London: Routledge & Kegan Paul, 1959. – 246 p.

¹⁶ Labov W. *Sociolinguistic Patterns*. – Philadelphia: University of Pennsylvania Press, 1972. – 254p.

¹⁷ Cameron D. *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* - Oxford: Oxford University Press, 2007. – 196 p.; Holmes J. *Gendered Talk at Work: Constructing Gender Identity Through Workplace Discourse*. – Oxford: Blackwell, 2006. – 325 p.; Lakoff R. *Language and Woman's Place: Text and Commentaries*. Revised and expanded edition, edited by Mary Bucholtz. - Oxford: Oxford University Press, 2004. – 320 p.

¹⁸ Hoff E. *The Specificity of Environmental Influence: Socioeconomic Status Affects Early Vocabulary Development Via Maternal Speech*.//*Child Development*, 74(5), 2003. – P.1368–1378.

In “The Psychology of Sex Differences”, Eleanor Maccoby and Carol Jacklin explain gender differences in children's speech in terms of social motivation and communication strategies.¹⁹ J. Hyde within the framework of the “Gender Similarities Hypothesis” emphasizes that gender differences are largely socially conditioned and changeable.²⁰

Penelope Eckert links gender differences in children’s speech to social identity and linguistic variation. Linguistic variation serves as a means of indexing gender identity.²¹ In her work “Gender Trouble”, Judith Butler advanced the idea that, according to the theory of gender performativity, gender is not a biologically given and unchanging characteristic, but a social phenomenon that is formed through the regular repetition of linguistic units, speech activities, and patterns of social behavior.²²

Research by Susan Gelman and Michael Halliday explains gender differences in children’s speech at the lexical-cognitive and functional-grammatical levels.²³ A. Fernald also found gender differences in speech directed at infants. Studies conducted at the phonetic and intonational levels show that girls acquire complex phonemes earlier and more accurately than boys.²⁴ These differences are reinforced by sociocommunicative motivation as well as biological development.

Gender differences have also been identified at the lexical-semantic and syntactic levels: girls acquire emotional, evaluative and social vocabulary, complex grammatical constructions earlier; boys prefer action-oriented words and syntactic simplicity.

In conclusion, gender characteristics in the speech of English children are formed as a result of sociolinguistic, cultural and psychological socialization processes, along with biological factors. These theoretical and empirical approaches create a solid methodological basis for a comparative study of psycholinguistic and gender differences in the speech of English and Uzbek children.

In modern psycholinguistics, the gender factor is considered an important object of research in the study of children’s speech. Gender is one of the psycholinguistic factors that directly affects the formation of a child’s speech behavior, communicative strategy and social identity. Gender differences in children’s speech arise due to the neuropsychological functioning of the brain, the internalization of social roles, and the transmission of cultural values through language.

From a psycholinguistic point of view, gender differences are explained by biological (biogenetic) and sociocultural factors. Since traditional gender roles are

¹⁹ Maccoby E.E., & Jacklin C.N. *The Psychology of Sex Differences*. – Stanford: Stanford University Press. 1974. – 214p.

²⁰ Hyde J.S. *The Gender Similarities Hypothesis*. // *American Psychologist*, 60(6), 2005. – P. 581–592.

²¹ Eckert P. *Linguistic Variation as Social Practice: The Linguistic Construction of Identity in Belten High*. – Oxford: Blackwell. 2000. – 254p.

²² Butler J. *Gender Trouble: Feminism and the Subversion of Identity*. – New York: Routledge. 1990. – 241p.

²³ Gelman S.A. *The Essential Child: Origins of Essentialism in Everyday Thought*. – Oxford University Press. 2003. – 1547 p.; Halliday M.A.K. *Learning How to Mean: Explorations in the Development of Language*. – London: Edward Arnold. 1975. – 325p.

²⁴ Trudgill P. *On Dialect: Social and Geographical Perspectives*. – Oxford: Blackwell. 1983. – P.58; Cheshire J. *Variation in an English Dialect: A Sociolinguistic Study*. – Cambridge: Cambridge University Press. 1982. – 191p.

preserved in Uzbek society, socio-psychological differences in the speech of girls and boys begin to form from an early age.

Although the study of children's speech in Uzbek linguistics began in the 70s and 80s of the 20th century with the research of scientists such as O. Shamatov, H. Nematov, U. Tursunov, these works were mainly focused on phonetic, lexical and grammatical development, and the gender factor was not sufficiently covered. Psycholinguistic analyses of gender developed in the 21st century through the work of scientists such as R. Kungirov, M. Kurbanova, Z. Tojiboyeva, G. Murotova, M. Kh. Khakimova.²⁵

These studies note that gender differences in the speech of Uzbek children are manifested at the semantic, pragmatic, emotional and stylistic levels. Language is formed in a child not only as a means of communication, but also as a verbal expression of gender identity. As Z. M. Kadirova noted, language acts as a mechanism that reflects and reinforces gender stereotypes in society.²⁶

In Uzbek families, the style of communication towards girls and boys is different, which directly affects their speech competence. In the speech of girls, gentleness, evaluative and affective units prevail, while in the speech of boys, structures oriented towards accuracy, brevity and dominance prevail. This process leads to the strengthening of gender stereotypes in the child's mind from a psycholinguistic point of view. Studies conducted at the phonetic level show that girls master complex phonemes ([r], [sh], [ch], etc.) earlier and more accurately than boys. These differences are explained not only by the rate of development of the nervous system and fine motor skills, but also by the more active involvement of girls in communication.²⁷

Gender differences are also evident at the lexical-semantic level. Studies show that girls have a higher vocabulary, use of evaluative and emotional units, while boys' speech is dominated by action- and object-oriented vocabulary.²⁸

Morphologically, it has been found that affectionate and diminutive suffixes (-*jon*, -*oy*, -*choq*, etc.) are more common in the speech of girls.²⁹ This situation is associated with the concepts of affection, tenderness, and gentleness in Uzbek culture, and indicates the development of affective-emotional speech strategies in girls. At the syntactic and communicative level, girls use more interrogative and exclamatory sentences in dialogic and polylogous speech, while boys use more

²⁵ Shamatov O. Ona tili ta'limida nutqni rivojlantirish yo'llari. - Toshkent: O'qituvchi. 1980. - 154b.; Ne'matov H. Bolalar nutqining leksik xususiyatlari. - Toshkent: Fan. 1979. - 587 b.; Tursunov U. Nutqiy faoliyat va bola tili. - Toshkent: O'qituvchi. 1985. - 157 b.; Qo'ng'irov R. Nutq madaniyati va gender lingvistikasi. - Toshkent: O'zbekiston Milliy Ensiklopediyasi. 2019. - 1347 b.; Qurbonova M. O'zbek bolalari nutqining psixolingvistik xususiyatlari. - Toshkent, 2018. - 158b. // Tojiboyeva Z. S. O'zbek bolalar nutqida gender differentsiatsiyasi masalalari. // "Filologiya masalalari" ilmiy jurnal, - №2, 2020. B.145-151.

²⁶ Qodirova Z. M. Gender va til: kommunikativ psixologiya asoslari. - Toshkent: Ilm ziyo. 2021. - B. 103.

²⁷ Qilichev Z. Bola nutqining fonetik shakllanish xususiyatlari. // Til va adabiyot ta'limi. - №2. 2003. - B. 48-54.; Ergasheva O.A. O'zbek bolalarining fonetik rivojida gender tafovutlari. - Toshkent: O'zbekiston pedagogika universiteti nashriyoti. 2020. - B. 87-92.

²⁸ Zokirov F. O'zbek bolalarida lug'at boyligining shakllanish bosqichlari. - Toshkent: Ilm ziyo. 2021. - 871 b.; Normirzayeva A.X. Bolalar nutqida genderga oid differensial rivojlanish. // O'zMU ilmiy axborotnomasi. - №3. 2020. - B. 111-116.

²⁹ Bobojonov A.K. Bola nutqining grammatik kategoriyalarni o'zlashtirishidagi gender farqlari. // Til va adabiyot ta'limi. - №1. 2016. - B. 42-48

declarative sentences.³⁰ This difference reflects the strategies of girls aimed at maintaining communication and strengthening emotional ties, while boys are more focused on transmitting information.

Sociolinguistic studies show that the social model of the family, upbringing style, and living environment have a strong influence on gender differences in children's speech. While gender differences are relatively softened in urban and highly educated families, these differences are more pronounced in traditional environments.

In recent years, as a result of the strengthening of ideas of gender equality in society, reforms in the education system, and the influence of the media, traditional gender characteristics in children's speech are undergoing transformation. In a modern urban environment, the differences observed in the speech of girls and boys are decreasing. Thus, gender characteristics in the speech of Uzbek children are formed as a result of the complex interaction of biological, psycholinguistic, and linguocultural factors and are manifested at the phonetic, lexical-semantic, morphological, and syntactic levels. A comparative analysis of these features with the speech of English children serves as an important scientific basis for identifying the universal and national characteristics of gender stereotypes.

The second chapter of the dissertation, entitled **“Gender-related phonetic and intonation features of children's speech”** is devoted to a comparative analysis of the phonetic and intonation features of the speech of boys and girls speaking English and Uzbek. The study conducted an empirical analysis based on a set of tests designed for children aged 3-11 using L.V. Yassman's "Psycholinguistic method for studying the formation of language components in children". The set of psycholinguistic methods is aimed at analyzing the process of understanding speech and actively mastering the grammatical structure of speech, as well as speech production from a gender perspective. The phonetic and intonation formation of children's speech is psycholinguistically closely related to the child's physiological maturity, cognitive development and social experience. In particular, phonetic features are formed relatively late in the speech of boys, and articulatory simplification, sound substitution and strong emotional intonation prevail in this process.

The phonetic-intonational development of boys' speech within the framework of ontogenesis is manifested in the following main stages:

1. Infancy (0-1 year). At this stage, sound production is mainly in the form of humming and whining, and in boys, sounds are observed to be low-frequency, toneless and short. Sound production is accompanied by facial expressions and body movements.

2. Early childhood 1-3 years. The phonetic foundations of speech are formed. Repeated syllables (“pa-pa”, “bo-bo”), incorrect pauses and articulatory instability are observed in boys' speech. Complex sounds are simplified, speech is often supplemented with gestures.

³⁰ Xolmirzayeva M.K. O'zbek bolalarining muloqot uslubi va kommunikativ strategiyalari. // Filologiya masalalari. – №2. 2020. – B. 71–75.

3. Preschool age 3-7 years. During this period, problems with the pronunciation of especially complex phonemes [r], [sh], [ch], [j] are common. For example: “raketa” – “yaketa”, “shokolad” – “chkolad”, “joja” – “zo‘za”.

Boys tend to shorten multi-syllable and complex words. For example: “televizor” - “tevizor”, “qulupnay” - “kupnay”.

In this process, pause sounds (“eee”, “aa”) appear in speech, breathing and body movements increase.

Intonation in boys’ speech has a strong emotional-pragmatic load. In interrogative sentences, the tone is incorrectly placed: *Sen bording-MAKTABga?*

The intonation of commands and demands is sharp and high: *Menga o‘shani BEEEEER!*

This speech is often accompanied by movements such as clenching a fist, extending a hand, and frowning. Rhotacism ([r] and [l]) is common among boys. For example: “Rahmat” - “Laxmat”, “radio” - “ladio”.

[sh] - [s] substitutions are also common. For example: “shirin” - “siyin”, “oshkhona” → “oskhona”.

These cases are explained by the fact that phonemic perception is not yet fully formed. In 2023, observations conducted in the Fergana region revealed incorrect pronunciation of the sound [r] in 56% of 3-4-year-old boys, while this figure was 28% in girls.

Table 1

Phonetic-intonational differences in the speech of 1–2-year-old children

Age	Speech of boys	Speech of girls	Characteristics
1–1,5 age			
Initial words	mashina, koptok, ber	opa, chiroyli, bor	Boys’ are more technical, girls’ are more social.
Sound – imitation	br-r-r, bam, tut-tut	miau, chik-chirik, ay-ay	Boys prefer technical sounds, girls prefer nature sounds
Intonation	monotonous, harsh tone	melodious, emotional	A wide range of girls’
1,5–2 age			
Interrogative form	Bu nima?, Mashina qani?	Mumkinmi?, Iltimos, ber	Direct in boys’, gentle in girls’
Imperative form	Koptokni ber!, Och eshik!	Iltimos keling!, Birga o‘ynaymiz!	Boys’ are assertive, girls’ are cooperative.
Phonological mistakes	[sh]→[s]: masina, sokolad	clear pronunciation, fewer mistakes	Faster recovery in girls’
1,8–2 age			
Complex speech	Non yeyman, Ko‘tar meni	Yaxshi ko‘raman, Sen chiroyli	Action in boys’, emotion in girls’
Intensive	high, sometimes screaming	average, melodious	Controlled intensity in girls’
Pauses	short, frequent	logical, moderate	Structural pause in girls’

These features are a natural stage in the psycholinguistic development of boys’ speech, and their early identification and correction based on a systematic pedagogical and speech therapy approach serve to develop the child’s communicative and cognitive competencies.

From a psycholinguistic point of view, the phonetic-intonational development of children's speech is a process inextricably linked to biological maturation, psychological development, and the socio-cultural environment. Studies show that girls' speech is formed earlier and more stably than boys' in terms of phonetic accuracy, intonational richness, and emotional expressiveness.

According to numerous empirical studies, the first words in girls appear on average at 10-11 months, and in boys at 12-13 months. By the age of two, the active vocabulary of girls is on average 250-300 words, and in boys – 200-250 words. At 4 years old, this figure is around 1,500-1,800 words for girls and 1,200-1,500 words for boys.

Psycholinguistically, this advantage is explained by the early development of verbal memory, phonemic perception, and auditory differentiation in girls. As a result, they tend to pronounce sounds accurately, control intonation in accordance with the situation, and express speech emotionally.

In phonetic development, girls master the sound system faster and with fewer errors. According to studies, phonetic errors in 4-5-year-old girls are 15-20%, while in boys this figure reaches 25–30%; explosive consonants ([p], [b], [t], [d]) are mastered at 2-2.5 years old; gliding and affricate sounds ([s], [z], [sh], [j]) are mastered at 3-3.5 years old; and the sound ([r]) is often fully mastered at 4-4.5 years old.

In this process, subtle and coordinated movements of the articulatory apparatus play an important role. Girls pronounce complex phonemes more clearly because they have better control over the muscles of the tongue, lips, and jaw.

Girls also have an advantage in mastering syllable structure. At 3–4 years old, girls tend to pronounce multi-syllable words in full, and they are 15–20% less likely to omit or repeat syllables. For example, in observations: boys: “*velosiped*” – “*vesiped*”, “*televizor*” – “*tevizor*”; girls: “*velosiped*”, “*televizor*” clearly pronounced shapes.

This indicates that girls have better developed phonological memory and the ability to identify syllable boundaries.

According to empirical observations, 5-6-year-old girls use an average of 7-8 different intonation constructions in dialogic speech, while boys are limited to 3-4 different constructions. Therefore, girls continue the conversation on average 2.5 times longer.

A 5-year-old girl changes the pitch and tempo of her voice during a conversation, using a sequence of joyful, surprised, mysterious and slightly sad intonations. This intonation adaptation serves not only to convey information, but also to keep the interlocutor's attention.

The use of synonyms in girls' speech is high, which also increases phonetic-intonational diversity. According to research, 4-5-year-old girls use an average of 12-15 synonyms in a 10-minute speech, while in boys this figure is limited to 5-7. At 6-7 years old, the difference is 2.2 times, and at 8-9 years old it reaches 2.5 times. For example, girls: “*ajoyib, chiroyli, go'zal, zavqli*”; boys: “*yaxshi*”, “*zo'r*”. This lexical richness also increases intonational expressiveness, making speech lively and expressive.

The phonetic-intonational characteristics of girls' speech are characterized by clarity, melodiousness, and emotional expressiveness. They master sounds faster and with fewer errors, clearly maintain the syllabic structure, and actively use intonational means in dialogical speech.

The phonetic and intonational development of children's speech is determined by the phonological system, articulatory base, and psycholinguistic mechanisms of each language. The differences in the phonetic structure of the Uzbek and English languages are clearly manifested in the sequence of sound acquisition, syllabic structure, stress, rhythm, and intonational patterns in children's speech. Therefore, although the development of children's speech in these languages is subject to general biological laws, it differs on the basis of language-specific features.

There are 6 vowel phonemes in the Uzbek language (a, o, i, u, e, o'), and vowels do not have a long-short opposition. In English, there are 12 pure vowels and 8 diphthongs, and the long-short opposition of vowels is an important phonological feature.

As a result: Uzbek children have difficulty distinguishing pairs such as /i:/-/ɪ/, /u:/-/ʊ/ in English (*sheep-ship*);

English children have difficulty pronouncing the vowel "o" in Uzbek, because this phoneme does not exist in English.

Also, diphthongs in English (*time, boy, now*) are difficult for Uzbek children, because diphthongization is almost non-existent in Uzbek.

Although the number of consonants in Uzbek and English is approximately the same (24), their phonological and articulatory properties are different.

Table 2

Phonetic pathologies in Uzbek and English children's speech

The main pathologies found in the Uzbek language	Examples	The main pathologies found in the English language	Examples
Rhotacism (problem with the "r" sound)	ruchka – luchka	Rhotacism ("r" tovushi muammosi)	rabbit – wabbit
Lambdasm (problem with the "l" sound)	lola – yoya	Gliding ("l", "r" ning almashtirilishi)	light – wight
Sigmatism (problem with "s", "z")	salom – thalom	Frontal lisp ("s", "th" instead of "z")	sun – thun
Gammacism (the "g", "g" problem)	gul – dul	Lisp (interdental problem, "th")	this – dis
Capacism (the "k", "q" problem)	kitob – titob	Cluster reduction (compound simplification)	stop – top

Comparative examples show that Uzbek children replace the sounds [θ], [ð] in the English words *think, this* with s/t, z/d (*think - sink/tink*); English children tend to replace the sounds q, g in the Uzbek language with k, g (*qalam - kalam*).

According to psycholinguistic observations, the acquisition of sounds occurs in a certain sequence in both languages, but complex sounds appear at different stages.

Uzbek children first acquire vowels and labial consonants, then front and back consonants, and finally complex sounds such as ch/sh/j. In English children, after stop sounds, fricatives, liquids and interdental sounds are acquired. For example, cases of incomplete acquisition of [r] and [θ] sounds by 6–7 years of age are widespread in English children (*rabbit - wabbit*).

In Uzbek, the syllable structure is relatively simple (CV, CVC), and consonant clusters are rare at the beginning of words. In English, complex consonant clusters are widespread (*spring, strength*). As a result: Uzbek children add an additional vowel when pronouncing English consonant clusters (*spring - sipring*); English children pronounce Uzbek words relatively easily, but have difficulty with deep back sounds.

In Uzbek, the stress falls mainly on the end of the word, while in English the stress is variable and can differentiate the meaning of the word (*present - present*).

Therefore, Uzbek children tend to pronounce all syllables equally in English, while English children may stress syllables unevenly in Uzbek.

While intonation contours are relatively simple in Uzbek, intonation in English is the main tool for determining the type of speech and the speaker's attitude. For example, in English, the word "Really?" takes on a completely different meaning with different intonations.

This makes it difficult for Uzbek children to master emotional and pragmatic intonation in English. Uzbek children's speech is characterized by more frequent addition of sounds, metathesis, and [r]-[l] alternation (rhotacism). In English children's speech, simplification of consonant clusters and alternation of interdental sounds ([θ], [ð]) prevail.

Psycholinguistically, these errors are a natural stage in the formation of the phonological system and reflect the child's active analysis of the language.

Comparative analysis shows that the phonetic-intonational differences in the speech of Uzbek and English children are determined by the phonological structure, articulatory base and prosodic system of each language. For Uzbek children, diphthongs, interdental sounds and the stress-rhythm system in English are complex, while for English children, deep lingual back sounds and the constant stress system in Uzbek are difficult. Taking into account these differences is of significant scientific and practical importance in assessing children's speech, teaching a second language, and developing speech therapy and pedagogical approaches.

The third chapter of the dissertation is entitled "**Lexical-semantic structure of children's speech in English and Uzbek**" in which the lexical-semantic system of children's speech, gender, age and language features are analyzed in a comparative manner.

This chapter is the central empirical stage of the research. The process of formation of lexical-semantic units in the speech of English and Uzbek children aged 3-11 years, their gender differences are studied in depth. The chapter separately reveals the main thematic layers of children's speech: family, animals and nature, technology, movement, play, science and school, abstract concepts, mobile words, emotional and evaluative units, slang and jargon groups.

The lexical-semantic development of a child is initially based on sensory experience, and then on the influence of communication and the social environment. The child first perceives objects and phenomena, and then moves on to naming them. The process of speech development occurs in stages, with the lexical content and semantic structure becoming more complex at each age.

This chapter examines the lexical-semantic features of the speech of boys growing up in the English and Uzbek language environments in a comparative-descriptive manner based on empirical materials. The study was organized on the

basis of a three-stage design, in which a total of 120 respondents belonging to the age categories 3-7 and 7-11 participated. In the experimental-diagnostic process, a psycholinguistic methodology developed by L.V. Yassman was used, aimed at determining the level of formation of language components (lexical, semantic and grammatical aspects) in children. The results obtained were interpreted based on quantitative (vocabulary size, frequency of units) and qualitative (thematic layers, semantic fields, communicative intent) analysis.

1-2 years: formation of primary lexical reserve. At this age, a primary lexical minimum appears in the speech of boys, which is characterized mainly by units denoting everyday objects, close people and simple actions. According to observations, lexemes such as *mashina*, *koptok*, *ber*, *yo'q*, *dada* were used more frequently by respondents in the Uzbek language, and lexemes such as *car*, *ball*, *go*, *up*, *daddy* were used more frequently by respondents in the English language.

Between 1.5-2 years, the vocabulary size is recorded to be around 200-300 words on average, and two-word elementary syntactic constructions begin to appear: Uzbek: “*Dada keldi*”, “*Koptok ber*”; English: “*Daddy come*”, “*Give ball*”. At this stage, verbs of action and vocabulary related to means of transport appear as dominant; It has also been confirmed by empirical data that imperative forms have a high communicative load (for example, “*Ber!*”, “*Give!*”).

Between the ages of 2 and 3, boys' vocabulary experienced rapid growth – lexical expansion. Respondents in the Uzbek language had 450–500 words at 2.5 years of age, and 800–1000 words by the age of 3; similar indicators were also observed in the English-speaking group. The main psycholinguistic indicators characteristic of this period are explained by the following: 1. activation of interrogative constructions (“*Bu nima?*” / “*What's that?*”); 2. the beginning of the transition from simple sentences to expanded and relatively complex structures; 3. the emergence of neologisms and creative word formation (such as Uzbek: *uxlagich*; English: *opener*, *fixer*).

Semantically, units denoting technology, transport, and dynamics-motion (for example, *traktor*, *mashina*, *yugurmoq* / *truck*, *run*) formed the leading thematic layer of this age stage.

At the age of 3-4, the process of mastering grammatical categories enters an active stage. In Uzbek respondents, the stabilization of declensional suffixes in speech is determined, and in English respondents, the regular use of the prepositional system (for example, *in*, *on*, *to*) begins. The active use of plural forms (*bolalar*, *cars*) and tense categories serves the structural-semantic development of speech.

In boys' speech, the relative dominance of short, clear and imperative sentences with a communicative purpose remains: Uzbek: “*Ber menga!*”, “*Ketdik!*”; English: “*Give me!*”, “*Come here!*”.

According to the results of the comparative analysis, the following lexical-semantic areas are relatively dominant in the speech of English and Uzbek boys: movement and activity (Uzbek *yugurmoq*, *sakramoq* / English *run*, *jump*); technology and transport (*mashina*, *robot* / *car*, *truck*, *robot*); sports and competition (*gol*, *yutmoq* / *goal*, *win*); symbols of nature and power (*dinozavr*, *sher* / *dinosaur*, *lion*).

It was also observed that the emotional lexicon is formed mainly within the semantic triad of “strength-victory-courage” (“kuch–g’alaba–jasorat”), and negative emotions are expressed in fewer and shorter verbal forms.

At the age of 7-11, that is, at the junior school age, the speech of boys reaches a lexical-semantic maturity, and units related to science and technology and lexemes expressing abstract concepts enter the speech (for example, *adolat*, *mas’uliyat* / *justice*, *responsibility*). Along with the terminological lexicon, during this period, the activation of slang and jargon elements characteristic of peer communication is also noted (*level*, *bonus* / *cool*, *awesome*, etc.).

Based on empirical observations, the following tendencies were found in the speech of boys of this age group: emphasis on concreteness and functionality in terms of meaning; relatively slower assimilation of figurative and mobile units; striving to express an idea based on logical consistency and evidence.

In general, the results obtained showed that the dynamics of age-specific lexical growth and semantic priorities (symbols of action, technique, competition, power) in boys’ speech are manifested in a similar direction in both language environments, but typological differences in the implementation of grammatical means (adjectives in Uzbek, prepositions in English) remain. The lexical-semantic development of girls’ speech is a complex and multi-layered process that is formed under the influence of gender factors, emotional sensitivity and socio-cultural environment. Psycholinguistic studies show that in girls’ speech, vocabulary expands early, emotional-expressive units are actively used, and descriptive and evaluative lexis prevail. Although this process in English and Uzbek is based on common developmental patterns, it takes on its own manifestations under the influence of national culture, upbringing and language environment.

In early childhood (0-1 year old), sound and intonation in girls’ speech primarily perform an emotional function. In Uzbek girls, sounds such as “*ma-ma*”, “*gu-gu*”, “*aya*” express closeness through smiling, reaching out, and eye contact. For example, a 9-10-month-old Uzbek girl, when saying the word “*aya*”, extends her hands, expressing affection and need. In an English environment, sounds such as “*goo-goo*”, “*awww*”, “*mommy*” sound in a cheerful and playful intonation, strengthening the emotional bond between mother and child. The first words that appear at 10-12 months of age semantically convey positive evaluation and warmth: Uzbek girls use words such as “*suv*”, “*olma*”, “*chiroyli*”, and English girls use units such as “*milk*”, “*apple*”, “*pretty*”, “*cute*” with an emotional tone. At this stage, words take on a greater importance as expressions of attitude and emotion than as names for objects.

Between the ages of 1 and 2, the vocabulary of girls expands rapidly, and emotional and social lexicon takes a leading place. In the speech of Uzbek girls, such units as “*opa*”, “*onam*”, “*jonim*”, “*quchoqla*”, “*ko’ylak chiroyli*” are often found. For example, the phrase “*Onam chiroyli*” expresses affection and positive attitude rather than external evaluation. In English girls, such combinations as “*hug*”, “*love you*”, “*my teddy*”, “*pretty dress*” indicate closeness, security and emotional stability. At this stage, two- or three-word sentences are formed: in Uzbek “*Ko’ylagim chiroyli*”, “*Onam keldi*”; in English: “*My dress is pink*”, “*Mommy help me*”.

Between the ages of 2 and 3, a “lexical explosion” (“leksik portlash”) occurs in the speech of girls. Vocabulary increases sharply, and vocabulary related to colors, clothes, family members, sweets, and everyday life is actively used. Uzbek girls intuitively use word-forming opportunities by creating creative neologisms such as “*uxlagich*”, “*chizgich*”. English girls, on the other hand, use units such as “*sleepy place*”, “*draw-thing*”, “*talker*”. For example, phrases such as “*Bu pushti ko’ylak chiroyli*”, “*Buvi menga ertak aytdi*” (uzb) or “*I want my pink dress*”, “*Grandma read me a story*” (eng) are often used in speech. During this period, joy, longing, and desire are actively expressed: “*Men xursandman*”, “*I am so happy*”. Vocabulary volume and thematic content at the age of 2–3.

At 3-4 years old, girls’ speech becomes grammatically and semantically complex, and imagery and figurativeness increase. Uzbek girls actively use extended and evaluative statements such as “*Ko’ylagim moviy va gullari bor*”, “*Opam gullardek chiroyli*”, while English girls actively use figurative expressions such as “*My dress is sparkly and blue*”, “*She’s as pretty as a flower*”. At this stage, the lexicon related to color, decoration, appearance and emotional evaluation is leading, and examples such as “*Bu bantik juda chiroyli*” or “*My shoes are shiny*” indicate the aesthetic orientation of girls’ speech. Thematic advantages of girls’ vocabulary (family, clothes, decorations, emotions, nature).

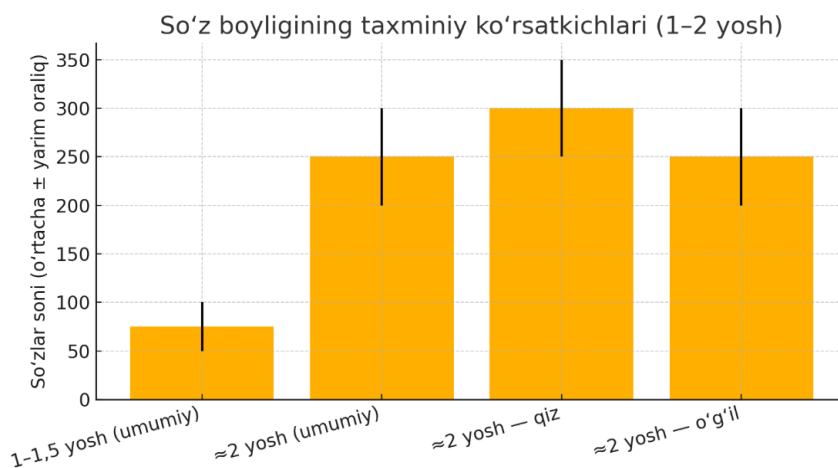


Figure 1. Vocabulary indicators of girls and boys at 1-2 years old

At the younger school age (7-11 years), the process of lexical-semantic maturity and abstraction is clearly visible in the speech of girls. Uzbek girls use abstract and figurative units such as “*doʻstlik*”, “*masʼuliyat*”, “*koʻnglim uchib yurdi*” in their speech, while English girls use expressions such as “*friendship*”, “*responsibility*”, “*my heart was flying*”. At the same time, under the influence of the modern communicative environment, terms such as “*like*”, “*post*”, “*emoji*”, “*awesome*” enter everyday communication. For example, statements such as “*Doʻstim rosa ranjidi, uni ovutdim*” or “*She was so excited at the party*” indicate a wide expression of emotional and social relations in the speech of girls.

In both language environments, girls’ speech is dominated by vocabulary related to color, clothing, family, emotions, and social relationships, and their speech is broader, more figurative, and more emotional than that of boys.

The study of children’s speech from a gender perspective is one of the important scientific directions in modern psycholinguistics and sociolinguistics.

Research shows that gender differences in children’s speech appear from an early age and are closely related not only to biological factors, but also to the socio-cultural environment, upbringing and communication strategies. Although these differences in English and Uzbek are based on general laws, they are manifested in specific forms through the grammatical structure and cultural context of each language.

According to psycholinguistic studies, verbal competence, vocabulary and emotional expression are formed earlier in girls than in boys. For example, English children use verbs such as *run, kick, build* and Uzbek children use verbs such as *urdi, sakradi, quvdi* more often. In girls’ speech, evaluative and affectionate units prevail: *lovely, beautiful, sweetheart* in English and *jonim, shirinim, qizaloqcham* in Uzbek.

Gender differences are also observed at the phonetic level. According to the research of J. Cheshire and E. Saunders, English girls begin to pronounce complex phonemes such as [r], [θ], [ð] correctly 7-10 months earlier than boys. In Uzbek children, girls also master sounds such as [r], [sh], [ch] earlier and more stably. This is explained by differences in the development of the articulatory apparatus and phonemic perception. For example, socio-emotional codes such as *gulim, oyijonim* are widespread in Uzbek girls and *daddy’s princess, darling* are widespread in English girls. In terms of syntactical terms, girls master complex sentences earlier.

Research by A. Cutler and T. Campbell shows that compound sentences are actively used in English girls at the age of 5–6. In Uzbek, the ability to construct complex sentences using conjunctions such as *agar..., chunki* is formed in girls 6-8 months earlier than in boys.

There is also a difference in syntactic structure: in Uzbek, the SOV model is dominant, in English, the SVO model. Uzbek children begin to consistently use the participle at the end of a sentence at an average age of 3, while English children start using the SVO order at 2.5 years old. In a bilingual environment, cases of interference are observed: mixed structures such as *I have kitobni o’qigan, Men played bog’chada* are evidence of this.

Table 3

Stages of speech development in English and Uzbek children

Language aspect	Uzbek	English
Phonetic stage (6-8 months)	ma-ma, da-da, ba-ba (universal sounds)	ma-ma, da-da, ba-ba (universal sounds)
Telegraph stage (1.5-2 years)	“ <i>Oyi kel</i> ” (S + V (not matching))	“ <i>Mummy come</i> ” (sub+verb)
Learning complex phonemes	[r], [q], [x.h] are learnt till 2.5-3.5-year old	[θ], [ð], [r] are learnt till 3-4-year old
Morfological structure	Agglutinative, rich in affixes (-ni, -da, -lar)	Analitical, auxiliary words (the, is, have)
Syntactic word order	SOV (Subject – Object – Verb)	SVO (Subject – Verb – Object)
Learning grammatical structure	Learns affixes early age (-im, -ing)	Articles, prepositions and auxiliary verbs are learned late.
Examples of phonological mistakes	“qor” instead of “qoy”, “hamma” instead of “amma”, “xola” instead of “lola”	“this” instead of “dis”, “three” instead of “free”
Complex sentence structure	“Men kitobni o’qiganim uchun kechikdim”	“I didn’t go because I was tired”

Table 4

Common words and phrases used by English and Uzbek children

Age	Words and phrases commonly used by Uzbek children	Words and phrases commonly used by English children
1–3 age	ona, dada, bola, non, ber, yo'q, bola uxla, ko'z, qo'l, kel, o'yinchoq	mom, dad, baby, milk, no, yes, more, toy, ball, dog, sleep, bye
3–7 age	men, sen, aka, opa, kichkina, katta, maktab, dars, ustoz, do'stim, o'yin, yaxshi, hamma	I, you, bro, sister, grandpa, school, teacher, friend, play, good, everyone, happy, like, game
7–11 age	maktab, sinfdosh, kitob, vazifa, dars, muxlis, jamoa, do'stlik, xalq, internet, "like", kompyuter, "laptop", yaratmoq, hayajon, baho, "planshet"	school, classmate, homework, subject, teacher, friendship, team, internet, game, like, computer, awesome, score, project, funny

The table shows age-appropriate progression in word frequency and key examples typical of both cultures.

In conclusion, gender-specific features of children's speech in English and Uzbek are similar in many ways: girls tend to be more emotional and social, while boys are more active and dominant speech strategies. The differences are manifested at the phonetic, lexical, morphological and syntactic levels, as well as in cultural gender stereotypes. The study of these aspects based on a psycholinguistic approach serves as an important scientific basis for the healthy development of children's speech, effective organization of educational and bilingual processes.

Gender-related speech norms are formed on the basis of the cultural values and social roles of society and are manifested in children's speech as gender-specific semantic and pragmatic differences. These norms are mastered in the process of child socialization, primarily through the family, peer group, educational institutions, mass media and digital communication environment.

The family is the primary speech model for the child. In Uzbek families, addresses that express more tenderness and affection are used for girls: "qizim", "jonim", "malikam", "parim". For example, a mother addresses her daughter: "Qizim, sen juda chiroyli va muloyimsan" The same situation is observed in English families: "sweetheart", "darling", "honey", "princess" ("You're my sweet princess").

For boys, the terms denoting strength and courage are used relatively often. In Uzbek: "botir", "jasur o'g'lim", "pahlavon" and in English: "champ", "hero", "brave boy" ("You're a brave boy, champ"). These references form the image of masculinity, determination and leadership in boys.

Table 5

Addresses used for girls and boys in English and Uzbek families

Gender	Addresses used for girls and boys in Uzbek families	Addresses used for girls and boys in English families
Girls	qizim, jonim, malikam, yaxshi ko'raman, muhabbatim, parim	sweetheart, darling, honey, princess, lovely
Boys	botir, yigit, jasur o'g'lim, qahramon, aslan, pahlavon	champ, buddy, young man, hero, brave boy, tiger

Gender-specific speech norms are informally reinforced among peers. Uzbek girls address each other as “*go’zalim*”, “*opoq qiz*”, while English girls address each other as “*pretty girl*”, “*cutie*”. Boys actively use words that indicate a sense of community, such as “*aka*”, “*do’st*” in Uzbek, and “*bro*”, “*mate*”, “*buddy*” in English.

Jargon and slang appear in the school environment. For example, Uzbek boys use units such as “*gol urdim*”, “*gap yo’q*” during sports, while English boys use units such as “*score*”, “*cool*”, “*GG*”. Girls use the abbreviations “*bestik*” or “*BFF*” in English.

Table 6

The sociolinguistic basis of words and phrases used in English and Uzbek children’s speech

Environment/Group	Words, phrases and terms used in the Uzbek language	Words, phrases and terms used in the English language
Religious and cultural	Assalomu alaykum, Xudo xohlasa, Inshaalloh, Xudo asrasin	God bless you, Thank God, Merry Christmas
Girls	opoq, go’zal, yaxshi qiz	pretty girl, cutie, sweetie
Boys	aka, yigit, do’st	bro, mate, dude, buddy
School slangs	gol urmoq, assist, penalti, bestik, gap yo’q	score, pass, foul, BFF, cool, lit

The modern digital environment is revealing gendered speech norms in a new way. Uzbek girls use emotional and decorative expressions in online correspondence: “*I miss you* ♡🌸”, while English girls use “*Miss you* ♡”, “*That’s so cute* 😍”. Boys, on the other hand, are prone to technical and gaming jargon: “*rush qilamiz*”, “*carry qildim*”, in English “*noob*”, “*pro*”, “*GG*”, “*AFK*”.

This situation once again shows that girls’ speech is emotionally expressive, while boys’ speech is technical and competitive.

In conclusion, although gender-related speech norms in English and Uzbek are formed at the same social stages, their means of expression are different. While in Uzbek gender is expressed more through traditional lexical and grammatical markers, in English lexical choice and gender-neutral units prevail. In both environments, warmth and emotionality are dominant in girls’ speech, and power, activity and collectivity are dominant in boys’ speech.

Pragmatics studies the purpose, situation and effect of using language units in speech communication. The pragmatic aspect is especially important in children’s speech, as the child acquires language not only as a grammatical and semantic system, but also as a means of social interaction. Therefore, gender-related speech differences in children’s communication are manifested primarily at the level of speech acts, politeness and communicative strategies.

Speech acts (request, order, prohibition, offer, thank) are formed in children gradually, and the gender factor plays an important role in their selection. At 1-3 years of age, speech acts are very simple. An Uzbek girl says with a soft intonation: “*ber-ber*”, “*ona, iltimos*”; an English girl: “*mama, please*”. An Uzbek boy uses more imperative forms: “*ol!*”, “*ber!*”; an English boy: “*mine!*”, “*give!*”. At this stage, emotional intimacy prevails in girls’ speech, while in boys, demandingness prevails. At 3-7 years of age, speech strategies become more complex. Girls choose strategies of request and agreement: (uzb) “*O’rtoqjon, iltimos, qo’g’irchog’ingni*

berib tur”; (eng): “*Can I play with your doll, please?*” Boys use direct and competitive acts: “*Koptogingni ber!*”, “*Pass me the ball!*” At 7-11 years of age, speech acts are adapted to the social situation. Girls actively use markers of respect and politeness: *Ustoz, savolinga javob berib qo'ysangiz bo'ladimi? "Could you please explain it again, Miss?"* Boys tend to use acts that express leadership and teamwork: *Men birinchi o'ynayman!*, “*Let's win this game, guys!*”

Pragmatic differences are most evident in the family, school, and digital environments. In the family environment, girls choose strategies that maintain politeness and social harmony: *Onajon, iltimos, yordam bering, Mommy, can you help me, please?* Boys use direct and commanding acts: *Dada, koptogimni olib chiqing!*, “*Dad, give me the ball!*”

In the school environment, girls tend to show cooperation and politeness, while boys tend to show argument and dominance: *Keling, birga qilamiz, "I'll go first"*.

Gender pragmatics takes on a new form in the Internet and online communication: (girl) “*Sog'indim* ♡🥰”, “*Miss you* ♡👉”; (boy) *Bro, rush qildika?!*, “*GG, well played!*”

Pragmatic analysis shows that although gender differences in the speech of Uzbek and English children are universal, their form of expression depends on the cultural and social environment. While girls' speech is dominated by strategies of request, politeness and social harmony, boys' speech is more often dominated by acts of command, competition and leadership. In the English environment, gender-neutral and independent pragmatic forms appear earlier, while in the Uzbek environment, strategies based on traditional respect and social role are preserved longer.

The results of the study showed that gender differences in children's speech are formed not only by biological factors, but also under the influence of the socio-cultural environment, parental speech etiquette, the education system and global communication. In the speech of girls, emotional-expressive units, strategies of gentleness and cooperation were manifested early and actively, while in the speech of boys, units related to technique, sports, competition and leadership prevailed. In terms of phonetic-intonation, it was found that girls have a soft and stable tone, and boys have a strong and dynamic intonation.

Pragmatic analysis showed that politeness and social harmony are more common in girls' communication, and in boys, command, humor and dominance strategies are leading. It was also scientifically noted that children who grew up in an urban environment mastered global slang and abbreviations faster, while traditional and religious-pragmatic units were preserved in a rural environment. The results obtained confirm the need to study children's speech from a psycholinguistic, gender and intercultural perspective and allow us to draw important methodological conclusions for the fields of education, speech therapy and linguistic didactics.

GENERAL CONCLUSIONS

1. The study, for the first time, systematically and comparatively analyzed the gender-related speech of English and Uzbek children at the phonetic-phonological, prosodic-intonational, lexical-semantic, morphological-syntactic, pragmatic, and sociolinguistic-discursive levels. The direct influence of the social environment

(family, education, and digital space) on the formation of a child's speech was theoretically substantiated as a decisive factor in the development of vocabulary, forms of address and respect, intonational features, and gender-related stereotypes.

2. It was theoretically substantiated that the linguocultural characteristics of gender markers, stereotypical units, affixes, forms of address and respect, vocative and emotional-evaluative lexis in English and Uzbek are inextricably linked with national culture and social values, and their pragmatic characteristics play an important role in determining the social role, purpose of communication, expression of respect, and emotional assessment in the communicative process.

3. Phonetic-intonational differences of gender-related lexical-semantic units were demonstrated in the speech of girls and boys in English and Uzbek through articulation accuracy, pitch, intonation contour diversity and sonority level. In English and Uzbek, intonation contour diversity was compared in 7 types of sentences, and rhythm in 6 different cases. According to the comparative results of both languages, English girls have a strong soft and varied prosody (7-11 years old), while Uzbek girls have a passive, short, imperative tone in both languages.

4. In English, children were distinguished by their early and active use of modal and analytical constructions (can, gonna, wanna, please, sorry, etc.), high pragmatic and social adaptability components in speech. In Uzbek, forms of respect and politeness in children's speech, affectionate-diminutive suffixes, and a broad kinship system appeared as the main linguistic means shaping the child's gender role in the national communicative model.

5. Units reflecting gender stereotypes in English and Uzbek were systematized on the basis of 10 thematic (kinship, clothing and decoration, sports, technology, emotional lexicon, religious formulas, etc.) and grammatically alternative classifications. This process sheds light on the reflection of traditional gender in society through language.

6. In both languages, it was scientifically proven that religious and cultural factors play a decisive role in the formation of a child's speech choice and communicative style. It was shown that the influence of national mentality is especially strong in the use of lexical and pragmatic units. It was found that the freedom of speech in the speech of English girls was higher than that of Uzbek girls between the ages of 7-11. There was almost no difference in the speech of boys of both nationalities.

7. It was found that the formation of phonetic-prosodic features in English and Uzbek differs through gender-specific tempo, stress and intonation, which leads to different strategies in the child's speech development. In terms of speech tempo, girls in English are distinguished by a slower and more stable speech tempo. In their speech, syllables are pronounced clearly, and the reduction of unstressed syllables is less observed. In English boys, the speech tempo is faster, and uneven pronunciation and syllable reduction are more common. In Uzbek, since speech is based on syllabic rhythm, a normative and rhythmic tempo is formed early in girls' speech. In Uzbek boys, accelerated speech and stress disorders are more common. According to the results of the analysis of the speech of preschool English children (3-5 years old) and Uzbek children (3-7 years old).

8. Based on a comparative analysis of both languages, the use of modern jargon, slang, abbreviations and coded expressions in school and peer environments is a factor that further reflects gender characteristics, and the use of slang and abbreviations among English-speaking children is formed mainly through digital communication, social networks and online games. Boys actively use more abbreviated, coded and functional units. Slang in girls' speech is more emotionally-expressive in nature. A similar process is observed in the Uzbek language, but it occurs in combination with national-cultural and social factors. While boys choose functional and in-group status markers in the use of jargon and slang, girls use them as a means of strengthening social closeness and emotional bonds.

9. The active use of abbreviations and coded phrases The impact of digital communication was clearly visible in the speech of children aged 7-11. The results show that while boys use such abbreviations more for quick and goal-oriented communication, girls use them to soften the emotional tone of the conversation. This shows the impact of globalization and digital communication on children's speech. Global linguistic models introduced through the Internet, social networks and mobile technologies form a new lexical layer in children's speech.

10. The gradual acquisition of onomatopoeia, emotional lexicon, abstract concepts, and action verbs was determined in both languages depending on age dynamics. In English and Uzbek, at the initial stage of speech development (2-5 years), onomatopoeia predominates, and at the next stage (5-7 years), lexical units expressing emotionality actively develop. Abstract concepts are gradually formed during preschool (up to 5 years in English, up to 7 years in Uzbek) and primary education (5-11 years in English, 7-11 years in Uzbek). Action verbs remained the main part of children's speech at all age stages. Thus, gender differences in children's speech were consistently highlighted both in terms of time and stage-by-stage development.

11. In English, gender differences in formal and informal communication based on modal and analytical tools were revealed as a factor enhancing sociolinguistic and pragmatic differences in children's speech. In Uzbek, the richness and active use of gender-specific morphological forms revealed the psycholinguistic and sociolinguistic specificity of the typology of Turkic languages.

12. During the research, a checklist of comparative indicators, an annotation-tagging scheme, a lexical-semantic classification, diagnostic criteria, and principles of translation studies were developed for the first time. These methodological approaches were proposed as innovative tools that help in the systematic and step-by-step analysis of children's speech. It has been scientifically proven that the speech of parents and grandparents in the family has the strongest influence on the development of children's speech, among sociolinguistic factors, therefore, a set of practical and methodological recommendations was developed for the activities of the Republican Family Center and regional centers aimed at creating an effective communication environment for parents in the development of children's speech, taking into account language, gender, and age factors. These methodological innovations have created a solid foundation for their practical application.

**НАУЧНЫЙ СОВЕТ ПО ПРИСВОЕНИЮ УЧЕНЫХ
СТЕПЕНЕЙ DSc.03/2025.27.12.Fil.32.02 АНДИЖАНСКОГО
ГОСУДАРСТВЕННОГО ИНСТИТУТА ИНОСТРАННЫХ ЯЗЫКОВ**

**АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ
ИНОСТРАННЫХ ЯЗЫКОВ**

КОЗОКБОВА ДИЛФУЗАХОН ИЛХОМЖОН КИЗИ

**ИССЛЕДОВАНИЕ ГЕНДЕРНЫХ И ПСИХОЛИНГВИСТИЧЕСКИХ
ОСОБЕННОСТЕЙ РЕЧИ У ДЕТЕЙ (НА ПРИМЕРЕ
АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ)**

**10.00.06 – Сравнительное литературоведение, сопоставительное языкознание
и переводоведение**

**АВТОРЕФЕРАТ
диссертации доктора ФИЛОЛОГИЧЕСКИХ НАУК (DSc)**

Андижан – 2026

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Защита диссертации состоится на заседании Научного совета по присуждению учёных степеней DSc.03/29.12.2022.Fil.156.01 при Андижанском государственном институте иностранных языков «_____» _____ 2026 года в _____ часов. (Адрес: 170100, город Андижан, проспект Бабура, дом 5. Тел.: 0(374) 223-42-76; факс: 0(374) 223-42-76; e-mail: info@asifl.uz).

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ВВЕДЕНИЕ (аннотация диссертации доктора наук (DSc))

Целью исследования является сравнительный анализ гендерных психолингвистических особенностей речи узбекских и английских детей.

Объектом исследования являются видеоматериалы, фильмы, подкасты и аудиовизуальные средства, отражающие психолингвистические особенности гендера в речи 3-11-летних английских и узбекских детей.

Предметом исследования являются фонетико-интонационные звуки в речи узбекских и английских детей, лингвистические единицы с гендерными маркерами и особенности их применения.

Методы исследования: в диссертации использовались описательный, сопоставительный, инференциальный методы, контекстуальный анализ, компонентный анализ, наблюдение, анкетирование и интервью, статистический анализ.

Научная новизна исследования определяется следующим:

впервые системно (уровни: фонетико-фонологический; просодико-интонационный; лексико-семантический; морфолого-синтаксический; прагматический; социолингвистико-дискурсивный; возрастная группа; ситуации: семья; образовательная среда; онлайн/цифровая среда) проанализированы психолингвистические и гендерные аспекты речи английских и узбекских детей; показатели: фонетико-просодические; лексические; морфосинтаксические; прагматические; социолингвистические;

систематически описаны гендерно-маркирующие единицы (*-жон, -хан, средства уважения, термины родства*) и гендерные стереотипы (цвет-одежда-украшение для девочек, техника-транспорт для мальчиков) в английском и узбекском языках. Также разработаны фонетико-интонационные различия (чёткая артикуляция и разнообразная интонация для девочек, высокая интенсивность и командный тон для мальчиков) и тематические классификации;

комплексно изучены гендерные и психолингвистические особенности речи английских и узбекских детей; отчетливо показаны гендерные различия в речи детей дошкольного и школьного возраста 1–3 года: у девочек ранняя и активная ласкательно-уменьшительная и эмоциональная лексика; у мальчиков преобладают оноματοпея и глаголы действия; 3–7 лет: у девочек акты просьбы/сотрудничества и вопросительные конструкции; у мальчиков акты приказа–юмора–соревнования; 7–11 лет: у девочек описательные качества, цвет–одежда, повествовательные связки; у мальчиков техническая–транспортная–спортивная лексика и символы соревнования; просодия (*разнообразные, мягкие контуры у девочек; звонкие, короткие контуры у мальчиков*);

проведен сравнительный анализ гендерных проявлений в детской речи на примере английского и узбекского языков, выявлены типологические аспекты гендерных проявлений в двух языках, сходства: существительные появляются раньше глаголов; оноματοпеи появляются раньше; эмоциональная лексика появляется раньше; абстрактные понятия появляются позже; а также различия:

узбекский (агглютинативный): морфологическое богатство обращения/уважения, ласкательно-увеличительные суффиксы, разветвленная система родства; английский (аналитический): раннее усвоение модальных/аналитических конструкций (*I'm, don't, can, wanna, gonna*), высокая частотность единиц, выражающих уважение и просьбу;

по результатам исследования впервые в узбекской лингвистике разработаны научные и практические основы изучения детской речи с психолингвистических и гендерных позиций: а) контрольный перечень сопоставительных показателей; б) аннотационно-разметочная схема; в) лексико-семантическая классификация и ядро сопоставительной лексики; г) диагностические критерии; е) принципы переводоведения: прагматические эквиваленты гендерных маркеров (например, *-jon/-xon - dear/sweetie; сохранение стратегий вежливости*); ж) были разработаны практические методологические рекомендации.

Внедрение результатов исследования. На основе полученных научных результатов по изучению психолингвистических и гендерных особенностей речи детей:

на основе выводов первого системного анализа гендерно-обусловленной речи узбекских и английских детей с психолингвистической точки зрения проведено системное изучение гендерно-обусловленных языковых единиц и языковых единиц, отражающих стереотипы в узбекском языке, разработана и проанализирована тематическая классификация их проявления в речи детей, а выводы по разработке адекватных стратегий передачи таких единиц в системах автоматического перевода использованы в рамках проекта ИЛ-402104209 «Создание автоматического инструмента обработки для информационно-поисковых систем (Google, Яндекс, Google Translate) – программного средства морфолексикона и морфологического анализатора узбекского языка», реализованного в 2022-2024 годах в рамках Государственных научно-технических программ (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои от 27 августа 2025 г. №01/4-3788). В результате, проведен сравнительный анализ гендерных особенностей речи детей на примере узбекского и английского языков, а также расширена лексико-семантическая база данных, основанная на типологических аспектах, сходстве и различиях гендерных особенностей двух языков.. Это привело к повышению точности морфологического анализатора и алгоритмов перевода узбекского языка;

выводы по исследованию гендерных стратегий в выборе имени на основе сравнительного анализа гендерных атрибуций в речи детей, проведенному на примере английского и узбекского языков, и возможности разработки на основе этих материалов гендерно сбалансированных рекомендаций по именам, коннотативных классификаций и предложений, подходящих для возможных контекстов коммуникации в мобильном приложении, были использованы в рамках проекта ИЛ-21091506 «Создание толкового орфографического словаря и мобильного приложения узбекских имен», реализованного в 2022–2023 годах в рамках Государственных научно-

технических программ (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои от 27 августа 2025 г. №01/4-3789). В результате была расширена семантическая база данных, с помощью которой определены морфосемантическая структура узбекских имен, исторические пласты, фонетические варианты и контекстная нагрузка в речи. Это позволило осуществить редактирование словаря, алгоритмическую структуру мобильного приложения и создать интерактивные рекомендации в пользовательском интерфейсе;

комплексное изучение гендерных психолингвистических особенностей речи английских и узбекских детей, раннего и активного развития ласкательно-уменьшительной и эмоциональной лексики в речи детей дошкольного и школьного возраста 1–3 года у девочек, преобладания ономастопеи и глаголов действия у мальчиков, 3–7 лет: актов просьбы/сотрудничества и вопросительных конструкций у девочек и актов приказа-юмора-соревнования у мальчиков, 7–11 лет: описательных качеств, цвета-одежды, повествовательных связок у девочек; технической-транспортной-спортивной лексики и символики соревнования у мальчиков; заключения по индикации гендерных различий в просодии (разнородные, мягкие контуры у девочек; звонкие, короткие контуры у мальчиков) были использованы при подготовке передач «Образование и развитие», «Нация и духовность», «Литературный процесс», «Мировая литература», подготовленных Национальной телерадиокомпанией Узбекистана «Узбекистан-24» в июле и августе 2025 года (Справка Национальной телерадиокомпании Узбекистана от 3 сентября 2025 г. № 05-09-1391). В результате, повысился научный уровень передач, а собранные материалы по гендерным и психолингвистическим особенностям речи детей английского и узбекского языков, а также выводы, сделанные в результате изучения поставленных проблем, послужили источником новой научно-теоретической информации для узбекского языкознания;

впервые системно проанализированы психолингвистические и гендерные аспекты речи английских и узбекских детей (уровни: фонетико-фонологический; просодико-интонационный; лексико-семантический; морфолого-синтаксический; прагматический; социолингвистическо-дискурсивный; возрастная группа; ситуации: семья; образовательная среда; онлайн/цифровая среда); показатели: фонетико-просодический; лексический; морфосинтаксический; прагматический; социолингвистический) и использованы в качестве новых подходов при разработке методических пособий на основе инновационного проекта по укреплению процесса системы образования (Справка Союза писателей Узбекистана от 10 сентября 2025 г. № 01-06/996). В результате, повысился научный уровень методических пособий, а собранные материалы по гендерным и психолингвистическим особенностям речи английских и узбекских детей, а также выводы, сделанные в результате изучения поставленных проблем, послужили источником новой научно-теоретической информации для узбекского языкознания;

выводы, полученные при сопоставительном анализе гендерных особенностей в речи детей на примере английского и узбекского языков, выявлении типологических аспектов гендерных особенностей в двух языках, таких как, сходства: появление существительных раньше глаголов; появление ономастопеи раньше; появление эмоциональной лексики раньше; появление абстрактных понятий позже; а также различия: узбекский язык (агглютинативный): морфологическое богатство обращения/уважения, ласкательно-увеличительные суффиксы, разветвленная система родства; английский (аналитический): раннее освоение модально-аналитических конструкций, высокая частотность единиц, выражающих уважение и просьбу, были использованы при реализации пункта 25 раздела III плана работы Научно-исследовательского института «Семья и гендер» при Комитете по делам женщин и девочек Республики Узбекистан на 2025 год «Подготовка пропагандистских материалов, направленных на предотвращение различных стереотипов, связанных с обеспечением гендерного равенства» (Справка НИИ «Семья и гендер» при Комитете по делам женщин и детей Республики Узбекистан от 14 октября 2025 г. №01-09/2851). В результате наглядно продемонстрировано влияние обеих типологий языка на развитие речи детей и раскрыта связь типологии языка с когнитивным развитием.

E'LON QILINGAN ISHLAR RO'YXATI
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