

THE MANIFESTATION OF LINGUISTIC ABILITIES IN THE ORAL SPEECH OF UZBEK ADOLESCENTS

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Abstract: Linguistic ability forms and develops as a child grows up. In the process of language use, the speaker effectively utilizes all layers of the language. The purpose of communication is not only to convey information but also to demonstrate the speaker's emotional state and language skills. During communication, a person's level of linguistic ability is manifested. The current research study examined the structure of oral speech (introduction, main body, presence of conclusion, argumentation, logical order between ideas, and correct formation of counterarguments) of 7th and 8th grade students from School No. 26 and the Presidential School in Karshi city. The aim was to determine to what extent the speech structure of adolescents studying in two different educational systems is similar. The study analyzed errors related to word usage in adolescent speech, sentence length, the proportion of simple and complex sentences, and the components of the text. Results showed that Presidential School students' linguistic ability, knowledge of language, and language use skills were higher than those of general education school students across all indicators.

Keywords: linguistic ability, linguistic competence, intellectual component, linguistic component, creative component, language levels, oral speech

Introduction. The term linguistic ability was first defined by Ferdinand de Saussure. In the works of N. Chomsky, the innate concept of general grammatical principles in a child and the acquisition of grammatical rules in the process of language acquisition are noted as linguistic abilities. Linguistic ability is an innate characteristic,
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and if natural conditions are not created for its development, it remains in its innate state. Linguistic ability is first manifested in a child as a result of imitating the mother's speech. Subsequently, it develops through exposure to the necessary environment.

Analysis of literature on the topic. Linguistic ability is measured by native speakers' level of knowledge of language levels and its rules, and their degree of practical application. The terms "language competence," "linguistic competence," and "linguistic ability" are used synonymously in some scientific works [1]. According to N. Chomsky, language competence means the ability to understand and form an infinite number of correct language sentences through learned language signs and the rules for combining them. That is, linguistic ability is understood as the capacity to comprehend and produce infinitely correct combinations using limited language resources [2; 118]. A.A. Potebnya distinguishes between the concepts of practical and scientific knowledge of language [2; 107]. It is the practical knowledge of language, the ability to understand and produce speech (text), that is considered a factor indicating the level of linguistic ability.

The foundation of linguistic ability is the "sense of language," that is, language intuition. E.A. Khovanskaya lists the following as its components:

- a) intellectual component (figurative thinking, logical thinking);
- b) linguistic component (ability to master the semantics of language units, understanding of language theory);
- c) speech or creative component (the ability to form sounds and words; the ability to form coherent sentences; the ability to create literary text; the ability to express oral speech intonationally; the ability to express written speech emotionally), [3; 186].

The intellectual component includes figurative (the ability to understand words, images, and musical patterns) and logical thinking (the ability to analyze and synthesize, expand, condense, systematize, and differentiate logical language operations). In this case, the native speaker does not think about a single word or sentence, but considers

general information and subjectively evaluates and processes it based on their linguistic knowledge.

The correct assimilation of the semantics of language units and language rules constitutes the linguistic component. This component is the material basis of linguistic ability. It includes skills such as understanding language theory, comprehending and differentiating the semantics of language units, recognizing the connotations of lexical units, knowing their stylistic functions, understanding the function of parts of speech and the categories that form them, and the correct use of morphemes. The linguistic component consists of semantic and grammatical aspects. The semantic aspect ensures the correct understanding of the speech being produced by listeners, while the grammatical aspect forms the basis for the grammatically correct formation of speech and its accurate comprehension in terms of content.

The speech or creative component is responsible for organizing the process of speech production in accordance with the situation and style. It assigns emotional expressiveness, artistry, style, and suprasegmental elements to a given text (oral or written), giving it a creative flavor.

In the process of language use, the speaker effectively utilizes all layers of the language. The purpose of the communication process is not only to convey information but also to demonstrate the speaker's emotional state and language skills. The components of linguistic ability together perform all the tasks assigned to speech. The level of a person's linguistic ability is manifested in the process of communication.

Research methodology. In the current research, the structure of oral speech of 7th and 8th-grade students from School No.27 and the Presidential School in Karshi city was studied (introduction, main part, presence of a conclusion, argumentation, logical order of ideas, and correct formation of counterarguments). The purpose was to determine to what extent the speech of adolescents studying in two different educational systems is structurally similar. Additionally, attention was paid to how children argue,

organize their thoughts, and present counterarguments to convey their opinions more clearly.

Research results and analysis. As the linguistic component forms the material basis of linguistic ability, its acquisition serves as the main factor in the development of linguistic ability in adolescent children. The linguistic component is directly related to the degree of mastery of the rules at various language levels.

Correct assimilation of orthoepic rules ensures clarity of speech. The main linguistic function of sounds is also to distinguish word meanings. However, there can be significant phonetic differences in the oral speech of people living in different regions. This is related to regional factors such as dialects and accents. For example, in the speech of students living in Tashkent city, the word yong'oq (walnut) is pronounced as "yong'o," while in the oasis regions, people pronounce it as "yangoq." Such dialectal differences do not fully reflect the specifics of adolescent children's speech.

Correct use of the lexical layer of language is also a key factor in determining the level of linguistic ability. Analysis shows that adolescents' oral speech differs qualitatively from adults' speech: stylistic and word usage errors are more common. As a result of the experiment, no word usage errors were found in the speech of specialized school students, but many such instances were identified in the speech of ordinary schoolchildren.

Without internet, TV, and phone, I can easily spend (time, R.Sh.) summer: I can go to work, or I can rest, I can go out into nature. (Isomiddinov Saidahrar)

In this case, the speaker made a stylistic error by omitting a necessary word in the sentence.

I... the qualities I like about myself are that I can adapt my character to each person and find common ground with them more quickly... faster, meaning I can be with them and get along well. (Musurmonova Sevinch)

In the above sentence, instead of the phrase "til topishmoq" (to find common ground), the speaker uses the verb "tillashmoq," which has a negative connotation.

Then I can help my bro in any situation. What I don't like about myself is that I get angry quickly and sometimes when someone... someone talks, I suddenly start crying. (Fayzullaeva Nozima)

In this example, although the speaker talks about aspects they dislike, they refer to them as virtues. This situation arose from the speaker's lack of understanding that words in a sentence should also be semantically connected.

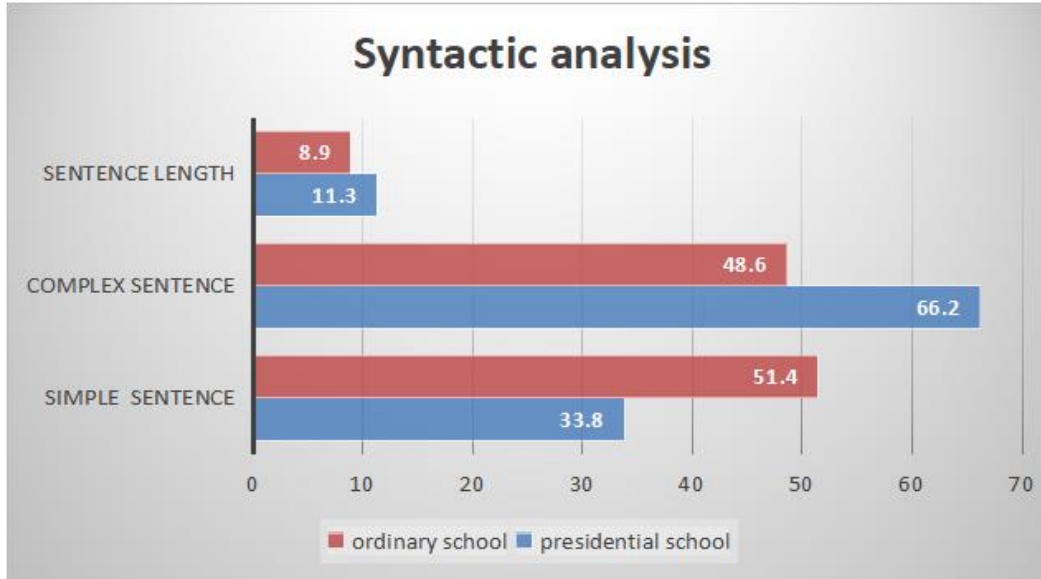
Then I think I can imagine... I can imagine life without internet. Because lately I haven't been using the internet much.

In the example above, the speaker used the phrase "not using more" instead of "using less." This caused awkwardness in the sentence's meaning.

Such situations in oral speech are factors indicating the speaker's level of language knowledge and usage. Linguistic ability develops as a result of constant language use and improvement.

Sentence structure is an important factor in determining linguistic ability. As a result of the current research, the speech of students from ordinary and specialized schools was analyzed in terms of sentence length and the proportion of simple and complex sentences. According to the analysis results, the average sentence length in ordinary schoolchildren's speech is 8.9 words, while in specialized school students it is 11.3 words. Additionally, the proportion of simple sentences in ordinary schoolchildren's oral speech is 51.4 percent, while for specialized school students this indicator is 33.8 percent. These results indicate that it is possible to develop a person's linguistic ability. This requires the necessary environment and time.

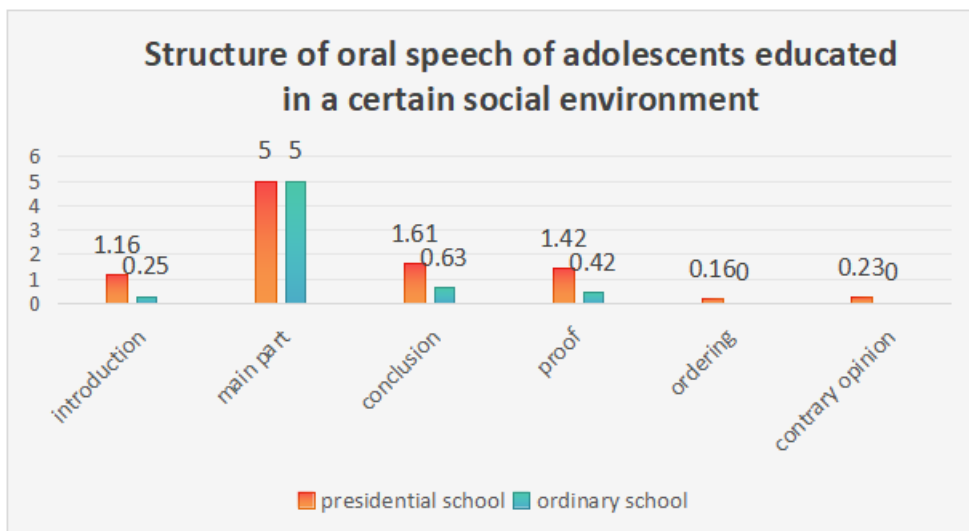
Diagram



The structure of speech, like other components of speech, changes from simple to complex. While children's speech mainly consists of the main part, adult speech often also consists of introductory and concluding parts. In addition, in the speech of older speakers, there are many cases of argumentation, ordering, and expressing opposing views. Adolescent speech can be structurally similar to both children's and adult speech.

The diagram below shows the comparative structure of the speech of 2 schoolchildren with different educational systems.

Diagram



According to the diagram, the main part constitutes a significant part of the speech of students in both schools. That is, all 5 texts contain the main part. However, every five oral texts of presidential school students consist of 1.16 introductory parts and 1.61 concluding parts. These indicators for ordinary schoolchildren are 0.25 and 0.63, respectively. In terms of the internal structure of texts, presidential school students also show a greater result. In particular, in the speech of presidential school students, 1.42 out of every 5 statements were evidenced, while in ordinary school students, 0.42 out of every 5 statements were evidenced. In the speech of students of both schools, the instances of ordering thoughts and presenting counterarguments showed very low indicators. For example, in students of specialized schools, the ordering of thoughts averaged 0.16, while the case of providing a counterargument was 0.23. In the speech of ordinary schoolchildren, there were no instances of organizing thoughts and presenting counterarguments at all.

It can be concluded that the speech of students of specialized schools is better structured (has introductory and concluding parts) than the speech of ordinary schoolchildren, and they also showed better results in the indicators of argumentation, its organization, and the presentation of counterarguments. The fact that the oral speech of students of specialized schools shows better results than the speech of ordinary schoolchildren in all the above-mentioned indicators is an influence of the social environment (educational system). It should be noted that, considering that students of the presidential school spend their main school at the educational institution, the school environment has a greater influence on their speech. Although the speech of students in regular schools and specialized schools does not have a large structural difference, it is necessary to take into account the existing differences. Therefore, as the main factor influencing a person's speech, one can point to their adaptation to the social environment, that is, socialization.

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