

CHARACTERISTICS OF BILINGUAL CHILDREN'S SPEECH

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Annotation: *This article examines the speech characteristics of bilingual children. Bilingual children gain more vocabulary by learning two languages at the same time, but may encounter syntactic errors and difficulties. It is considered that they combine language and culture in communication, as well as use different styles depending on the social context. The article also analyzes the impact of this process on the development of children's speech.*

Key words: *Communication in two languages, bilingual children, speech features, language development, syntactic errors, vocabulary, communication process, social context, culture, language learning.*

Introduction. In modern society, communication in two languages is an important phenomenon, especially for bilingual children. Bilingual children, regardless of their age, learn two languages at the same time, which has positive and negative effects on their speech development and social interactions. In the speech of these children, specific features may appear, including syntactic and lexical errors, language exchange (code-switching) and other communicative difficulties. Also, their communication style is formed depending on changes related to social context and culture. This article was written in order to study the speech characteristics of children who communicate in two languages, to understand their development processes, and to identify problems in language learning. This is not only for language teachers, but also for parents and pedagogues

Main part*Materials and ways*

In this study, various materials and methods were used in order to determine the speech characteristics of bilingual children. This methodology helps to gain a deeper understanding of children's speech development.

Materials. Interviews: Semi-structured interviews were conducted with parents of 10-15 bilingual children. In the interviews, parents' opinions about the language learning process of children, difficulties in communication and the role of the social environment were collected. This information is important for understanding the features observed in children's speech.

Speech recordings: Audio and video recordings were taken to analyze children's natural speech. During the dialogues and games, the children spoke in both languages (mother tongue and second language). These records served as the main source for the study of language exchange, lexical choice and syntactic errors.

Observation: During the study, 20 bilingual children were observed participating in games and group activities. During the observations, children's speech styles, interaction and difficulties in using the language were studied.

Vocabulary and syntax analysis: To identify lexical and syntactic errors used in children's speech, an analysis was carried out based on linguistic sources and grammar rules. This shows how well children can express themselves in both languages.

Methods

Qualitative research: The main focus of the research is to collect qualitative data. Data obtained through interviews, recordings and observations were qualitatively analyzed.

Random sampling: A group of 20 randomly selected bilingual children was identified for the study. This group consists of children aged 4-8, each of whom communicates in different languages (mother tongue and second language).

Methods of analysis: The obtained data were collected and coded. Errors in children's speech, language exchange and lexical choices were analyzed.

Methods of analysis: The obtained data were collected and coded. Errors in children's speech, language exchange and lexical choices were analyzed. During the analysis, certain themes and patterns were identified and general results were drawn. **Observation:** Observations were made in order to study the communication process of children more deeply. During games and group activities, it was observed how children use two languages, which language they prefer, and how language exchange processes take place. With the help of this methodology, large-scale and qualitative data can be collected in order to identify and analyze the speech characteristics of children who communicate in two languages. The results help to understand the important factors in the language development of bilingual children and serve to develop strategies that can be used in the process of teaching children.

Results and discussion

The results of the study showed a number of important conclusions about the speech characteristics of children who communicate in two languages:

Language switching (code-switching): During the study, bilingual children often used language switching in their interactions. When children start a sentence, they switch to the second language. This situation often happens for speed and ease, and it increases the naturalness of the speech.

Lexical selection: Children used words specific to both languages in their interaction. Although they prefer words from the mother tongue, they enrich it by adding special words to the second language. This process increases children's lexical wealth, but sometimes leads to incorrect word choices in their speech.

Syntactic errors: Syntactic errors are also noticeable in children's speech. Bilingual children often apply the grammar of their mother tongue to the second language. For example, they use native language structures to make sentences, which makes communication unclear.

Social context: Children chose language according to their social context during communication. For example, children switch to a second language when playing with

their friends, but use their mother tongue more when talking to their parents. This shows that language depends on social and cultural context.

Discussion

The results of this study reveal important aspects in the speech development of bilingual children. Language exchange is a natural and necessary process for children, which represents their way of expressing themselves in communication. Through language exchange, children can connect both languages and express their thoughts more correctly and meaningfully.

Lexical and syntactic errors indicate the need for a deeper understanding of the interaction between the two languages of bilingual children. Identifying these errors and analyzing their causes in detail can help children learn a language. Parents and teachers should develop targeted strategies to help and correct these errors in children's speech. The influence of the social context shows the importance of cultural factors in the language development of bilingual children. When and how children use a language depends on the social and cultural influences in their environment. Therefore, teachers and parents should consider the social context in children's language development. In general, the results of the study help to further study and understand the speech characteristics of children who communicate in two languages, and also provide important information for teaching and supporting bilingual children. These results may serve to improve the language development of bilingual children for teachers, researchers, and parents.

Summary. In short, this study aims to study the speech characteristics of children who communicate in two languages. The results of the study showed that bilingual children actively use both languages in communication. Language exchange enriches their speech, but syntactic and lexical errors also occur, reflecting children's difficulties in understanding grammar.

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