



## The Study Of Ablative Case Acquisition In The Uzbek Language

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### ABSTRACT

The issue of ablative case acquisition has been an interesting one in psycholinguistics and applied linguistics. In this article, it is sought to test Krashen's Natural Order Hypothesis employing Uzbek children in the first language environment. The present study has been studied with 4 Uzbek children in different age groups from 1.7 to 3.8. The words which are told by children are noted by researcher.

### KEYWORDS

Natural Order Hypothesis, first language acquisition, inflection, word combination, ablative case -da

### INTRODUCTION

The case forms of the nouns and make it subject to the verb. Agreements not only subordinate the noun to the next word, but also determine its function in the sentence. In particular, ablative case -da connects the noun as a participle and the place as a tense. [3.p.136] The semantics of the ablative case -da are characterized by different types of meanings, such as place, time, and object. These meanings vary depending on the nature of the compound words. [4. p.206]

### THE MAIN RESULTS AND FINDINGS

The order in which suffixes are learned is largely determined by semantic complexity. [1.p.54] Children learn certain additions from simple to complex. One of the most important issues in the field of language acquisition is to determine which of the word-groups in the

Uzbek language occurs earlier and which semantic meaning they represent. By defining this, the semantics and grammar of tablative case -da in the teaching of Uzbek as a foreign language will be determined.

Experience. Four respondents were observed to determine the stages of mastering the semantics and grammar of ablative case. Two of the respondents are girls and two are boys, who live in different regions, including Tashkent, Tashkent region, Namangan and Navoi regions. The youngest is 1.7 years old and the oldest is 3.8 years old.

The experimental observational work was performed by the researcher without any stimuli to the respondents, only by recording the words encountered in the speech of the children in the process. The registration

process was carried out by the children's mother and kindergarten teacher.

The quality of the experimental material was based on the words and phrases that the children encountered in their speech for 6 months. The following are the words and phrases found in the respondents' speeches for the month in which the observation began:

Munisa (1.7 years old, Tashkent):

In the 3rd month of the observation, the direction of the route was found in the substitution of me (me). In the 6th month of the observation, it was found only in the same rhyme, and not in the other words in the speech.

Miromon (2.6 years old, Namangan): menda (me), menda bor (I have got), abamda (at my mother), dedamda (at my father)

Muhammadali (3.2 years old, Navoi): uyya (at home), isha (at work), ayamda (at my mother)

Farzona (3.8 years old, Tashkent region): manda dak yok (I have not earring), manda yokmi tas (I have not stone), lavashda (in the cafe), do'xtirda (in the hospital)

Discussion. Observations show that in children's speech, the conjugation of direction initially occurs in the sense of place with personal pronouns. The child learns to speak in a stimulus-response relationship, [2.p.2] that is, when the child is asked to give an item to a child in communication, the expression I have / I have got is often used, and then when the child is shown something unfamiliar or new, the need arises. This word appears in the speech due to the expression. In recipients 1 and 2, the ablative case is at the initial stage of assimilation, while in subsequent recipients, the affix is at the level of active assimilation.

It is possible to observe the beginning of the use of the ablative case -da both of with pronouns and the noun phrases. It is

appropriate to interpret this in terms of its denotation, as it also conveys the meaning of direction when it comes to the pronouns of the show and the nouns: such as, menda (me), menda bor (I have got), uyya (at home), isha (at work) and etc.

The development of a child's speech is directly related to the speech of an adult. Mistakes in the use of words in the speech of adults are also noticeable in the speech of children. For example, at the Farzona's speech there have many examples which lavashda (in the cafe), do'xtirda (in the hospital). In the examples, instead of place names, ablative case -da is added to object nouns in the direction meaning.

The ablative case has many similar meanings. These meanings vary depending on the nature of the compound words. If the frequency of the x affix is high, the x affix is also quickly assimilated by the child if the denotative meaning has adjacent meanings / meanings, only the adjacent meanings are assimilated later. [5.p.350] In particular, in the case of noun + verb conjugations, there are cases when the suffix is omitted.

## **CONCLUSION**

According to the results of observation experiment, the future tense of is initially assimilated into the adjunct meaning of the suffix - the meaning of the pronoun. This means that when teaching Uzbek as a foreign language, the ablative case -da should be taught in the form of pronouns, not in the sense of its denotation, but in the sense of the adjunct meaning. It was later discovered that the assimilation of the suffix denotation begins almost simultaneously with the demonstrative pronouns and in nouns. So, in the later stages, it is better to teach nouns to show that they come to.

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