ACQUISITION ORDER OF GRAMMAR MORPHEMES (ON THE EXAMPLE OF RUSSIAN RESIDENTS WHO LIVING IN UZBEKISTAN)

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ABSTRACT

The process of mastering morphemes is one of the most interesting topics in applied linguistics and psycholinguistics. The article states that in order to test the hypothesis of natural order for the Uzbek language, an experiment was conducted with 50 Russian language learners studying Uzbek as a second language. The experiment was conducted in Uzbekistan, in an environment where Uzbek is the mother tongue, and the results were summarized. Participants were asked fill in the blanks with the required attachments. The results determined the order of accuracy of grammatical additions in the Uzbek language.

Keywords: Language acquisition, second language acquisition, Natural Order Hypothesis, morpheme order, experiment.

INTRODUCTION

Grammar is one of the most interesting topics in both first and second language acquisition. Researchers in second language teaching assess language competence through respondents learning a second language. The main task of acquisition a second language is to draw an appropriate "picture" of the development of second language grammar and to check how the structure of a second language is mastered.

Participants of the experiment: 50 1st-4th year students of Russian nationality studying Russian philology at the Uzbek State World Languages University.

Material of experiment: In the experiment, respondents were given a 36-sentence task in which the required morpheme was placed in the blanks. According to the assignment, the respondent is required to use each supplement 3 times. One appendix was included in one sentence, and respondents were asked to identify the same appendix. They were given 36-40 minutes to complete the task. There a sentence task:
    Fill in the blanks with the required attachments.
1.   Men maktabdan uy_____ keldim.
2.   Uy_____ kitoblar bor.
3.   Siz bu kitob_____ o'qidingizmi?
4.   U_____ onasi– shifokor.
5.   Men kecha Amerika____ O'zbekistonga keldim.
6.   Mening xona_____ keng va yorug'.
7.   Kecha u menga daftarni ber_____.
8.   Singlim va ukam uyda, ukam televizor ko'ryapti, singlim idishlarni yuv_____.
9.   Nodir har kuni maktabga bor_____.
10.   Men talaba_____.
11.   A: Kitob kimniki?

      B: Farida____.

12.   Bola____ mashinani ko'rdilar.
13.   Kitoblarga tegmang, ular men_____.
14.   Menda qizil va ko'k qalam____ bor.
15.   Sen ishchimi____?
16.   Men universitetda o'qi_____.
17.   Salima hozir dars qilyapti, men ovqat pishir_____.
18.   Kecha kino ko'rma_____.
19.   Uning kompyuter___ ishlamayapti.
20.   Men maktab____ soat 5da uyga qaytaman.
21.   Biz____ uyimiz katta.
22.   Men onam___ yaxshi ko'raman.
23.   Bog'____ sizning opangiz va ukangiz ishlayaptilar.
24.   Men_____ olma bering.
25.   Uyga vazifa____ bajardingizmi?
26.   Bugun bozor____ borasanmi?
27.   Nigora____ 5 ta olma bor.
28.   Men___ akam fabrikada ishlaydi.
29.   Komil____ mashina haqida so'radim.
30.   Sizning dada_____ ishlaydimi?
31.   Nega kecha kelma_____?
32.   Karima kasal, uning tomog'i og'riyapti, hozir u dori ich_____.
33.   U har kuni dars qil_____.
34.   Biz shifokor_____.
35.   Gullarning hammasi sizga, ular siz_____.
36.   Menga gul____ yoqadi.

Experiment method: The task was given to the respondents and they were asked to read the sentence, understand its content and put the necessary addition to the omitted part in the sentence.
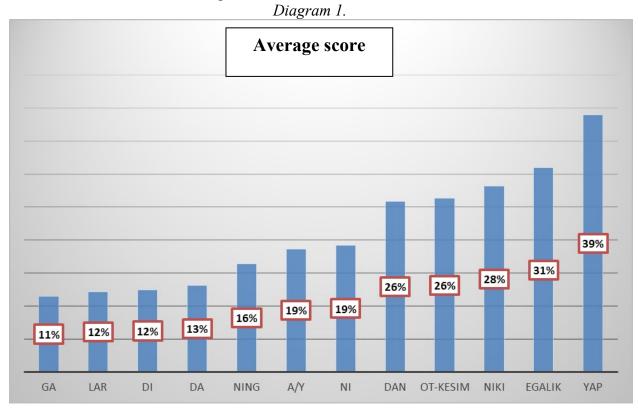
The experimental results were initially analyzed statistically. The results were calculated using the Spearman.rho correlation. According to him, he was ranked according to whether he used the morpheme and whether he used the morpheme correctly / incorrectly. 0 points if the required morpheme is not used; 0.5 points if a morpheme exists but is used incorrectly (elsewhere); a morpheme exists and, if used correctly, is set to 1 point. The scores were added and divided by the total number of morphemes in the translation and multiplied by 100.

The following table shows the order from the morpheme with the least errors in the experiment to the morpheme with the most errors.

Table 1.

Grammatical morphemes	Total (in percent)	Average score
-ga	218%	11%
-lar	230%	12%
-di	236%	12%
-da	248%	13%
-ning	312%	16%
-a/y	355%	19%
-ni	365%	19%

-dan	491%	26%
-man	500%	26%
-niki	535%	28%
Egalik	588%	31%
-yap	741%	39%

From the table above, it can be seen that the respondents made fewer mistakes in the plural and past tense forms, while the most errors were in the possessive and present tense forms. The overall result is shown in the diagram below.

Diagram 1.

As a result, the majority of the respondents who participated in the experiment correctly used the direction agreement, i.e., the meaning of direction in expressing the content related to the place was to be in place or better understood than the meanings of displacement. In terms of accuracy, time-to-time agreements with 11% dative, 13% ablative , and 26% exit with 8th ranked.

Respondents of Russian descent living in Uzbekistan also have errors in the meaning of place and time. In particular, instead of the dative case, the locative case was used:

Men maktabga soat 5ga uyga qaytaman.

Instead of an exit agreement, a ablative case is used. For example:

Men kecha Amerikada keldim;

Men maktabda soat 5 da uyga qaytaman.

Instead of a dative case, an ablative case is used:

Men uyda ketdim.

Where an ablative case is required, a dative case is used:

Bog'ga sizning opangiz va ukangiz ishlayaptilar kabi.

Errors in the plural affix *-lar* is mainly due to its omission. *Menda koʻk va qizil qalam___ bor* in the statement, the respondents did not mark any additions in the space left open.

In the third place in the order of accuracy is the past tense - 12%, in the 6th place - the present tense - 19% and in the 12th place - the present tense - 39%.

The most common error is in the present tense. Although there are tenses referring to the present tense, the present tense is perceived as the past tense or the present tense:

Singlim va ukam uyda, ukam televizor koʻryapti, singlim idishlarni yuvdi; Men hozir ovqat pishiraman.

In respondents, this situation varies individually. Where some respondents required the use of the present tense, they used only the past tense instead, while others responded only to the present tense.
The present-future tense form is also perceived as the present tense:
 Nodir har kuni maktabga boryapti;
 U har kuni dars qilyapti.
It was also found that there were instances of duplicate error using two time forms. For example, the phrase I am cooking now required the use of the present tense, but the respondent used both the present and the past tense. This means that in the respondent's mind, the base is not in the form of pishirmoq (cook), but in the form of *pishiramoq,* and the respondent may have taken the verb in the past tense. Incorrect memorization of the word base in memory can lead to duplicate errors[1]. In English, too, past tense irregular verbs are perceived as regular verbs, and the past tense is denoted by the *-ed* affix.

The 5th place in the order is occupied by the future tense. Errors related to the accusative case were found to be mainly due to the peculiar form of the noun *-niki* and the use of other accusative suffixes instead of the accusative case. For example:
 Kitoblarga tegmang, ular mening;
 A: Kitob kimniki?
 B: Faridaning.
 instead of the *-niki* affix, the suffix *-ning* is used. The opposite is also had. For example, the sentence of *bizniki uyimiz katta* the affix *-niki* is used instead of genetive case.
 There are cases when other cases are used where a contract is required:
 Bizda uyimiz katta / Bizga uyimiz katta;
 Menga akam fabrikada ishlaydi kabi.

In the speeches of Russian respondents in the territory of Uzbekistan, it is often the case that the accusative case is used instead of the genetive case. This is due to the fact that in this language environment in speech, the consonant and the accusative are pronounced the same. For example,
 Bizni uyimiz katta;
 Uni onasi – shifokor kabi.
Respondents who are learning a language in a natural language environment can "recognize" one form for their input and output. The form is used to use both the meaning of the object separated from the action and the object.

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[1] Clark E. First Language Acquisition. Second edition. Cambridge University Press. The Edinburgh Building, Cambridge CB2 8RU, UK.

All Russian respondents are students. In the reading process, the forms of income and the future tense are introduced in the lessons, but according to the test results, most respondents recognize the form of -ni and use it in this form. Although the lesson learned the form of the accusative case, it was not mastered by certain respondents.

This means that language learning cannot be considered a language acquisition process. It is clear that the process of language acquisition is more complex than the process of language learning[2].

The forms that pecular nouns to verb, mostly inconsistent in person and number, and often the places where these forms are required are left open, and in some places they are replaced by cases:

> *Sen ishchimisiz?*
> *Men talabada*.

The peculiar form of the noun *-niki* is in the 10th place of the order, and it is used in the required places with the genetive or the dative case:

> *Kitoblarga tegmang, ular mening / menga;*
> *Gullarning hammasi sizga, ular sizning / sizga* kabi.

The meaning of affiliation is also found in the peculiar form of the noun and in the genetive case. Experiments have shown that errors in the use of a bridle are less common than in nouns. This may be related to the frequency of the genetive case in the natural language environment, where the shape of the genetive case was perceived to be the same as the accusative case, but the frequency influenced the assimilation of the genetive case before the *-niki* form.

The possessive category ranks 11th in the order of accuracy, with an error rate of 31%. Proprietary attachments have been downloaded or are not mutually exclusive:

> *Mening xonasi keng va yorug';*
> *Sizning dadasi ishlaydimi?*
> *Uning kompyutering ishlamayapti.*

The established procedure should be considered as a level of accuracy, not a mastery procedure, as the experience was determined only one experiment. Such experiments will be continued with these respondents, and the results of the experiments will serve as a basis for determining the order of mastering.

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