

MORPHOLOGICAL FEATURES OF A TEACHER'S SPEECH

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Abstract

This article highlights the significance of morphological means used in a teacher's speech, their statistical analysis with evidence within both independent and auxiliary categories of words.

Keywords

teacher, teacher's speech, morphological, nouns, adjectives, numerals, pronouns, verbs, speech, auxiliary words.

PEDAGOG NUTQINING MORFOLOGIK XUSUSIYATLARI

Annotatsiya

Ushbu maqolada o'qituvchi nutqida qo'llaniladigan morfologik vositalarning ahamiyati, ularning statistik tahlillari mustaqil hamda yordamchi so'z turkumlari doirasida dalillar bilan yoritib berilgan.

Kalit so'zlar

pedagog, o'qituvchi, morfologik, ot, sifat, son, olmosh, fe'l, nutq, yordamchi so'zlar.

МОРФОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РЕЧИ ПЕДАГОГА

Аннотация

В данной статье освещается значение морфологических средств, используемых в речи учителя, их статистический анализ с доказательствами в рамках как самостоятельных, так и вспомогательных категорий слов.

Ключевые слова

педагог, учитель, морфологические, существительные, прилагательные, числительные, местоимения, глаголы, речь, вспомогательные слова.

The fact that the morphological system constitutes a linguistic unit in the form of word forms, and that morphology is the study of word forms[1:180], is correctly reflected in linguistic literature. At the morphological level of linguistics, word forms, morphological processes, and their essence are examined. Therefore, when analyzing the morphological features of the speech of individuals belonging to a specific professional field, it is necessary to investigate the functions of the morphological forms employed, as well as their frequency and degree of usage. The linguist B.Mengliyev, who views language as an integral system, has emphasized that, alongside other linguistic units, the linguistic value of morphological forms—namely, the restoration of their general grammatical meaning—possesses a stepwise character[2:116]. This indicates that the general grammatical meanings of morphological forms can manifest in speech through various stages, depending on pedagogical objectives.

Although contemporary linguistics has studied the grammatical forms characteristic of word classes and established their norms of usage, the analysis of morphological means that contribute to the formation of pedagogical speech reveals that these means are employed not only in their inherent grammatical meanings but also in additional meanings that reflect the



specific characteristics of the field. The reason for this lies in the fact that “the process of teaching is an emotionally rich process abounding in feelings and emotions. If the information we provide to students does not evoke any emotion in them, they will not be able to retain it effectively” [3:17].

In teachers' speech, case forms are actively employed to link dependent words to governing words in accordance with syntactic requirements. In certain instances, case affixes may also attach to words in governing positions. However, as noted, “when a case form occasionally appears within the predicate and is independent of the subsequent governing word, it performs not a syntactic but a semantic function, thereby deviating from the general grammatical meaning of the case category”[4:363]. Analysis of lesson processes and teachers' speech reveals that case forms with morphological marking are used, on average, more than 250 times during a 45-minute lesson. In the organizational part of the lesson and during the presentation of new material, case forms primarily fulfill their inherent grammatical functions. In contrast, in communicative segments involving appeals to students, their activation, and motivation, cases are observed attaching to words functioning as predicates. For example, in the following sentence analyzed from lesson materials within the “Online School” project, case forms are employed in their grammatical meanings in four instances: “This sentence is extracted from Abdulla Qahhor's short story “Dahshat”, and precisely in this sentence, the lexeme *kuzak* — a word characteristically employed in the artistic literary style — is attested”[5]. In this sentence, the locative-temporal case appears twice, the genitive case once, and the ablative case once. Since lessons conducted under the “Online School” project are recorded and edited before broadcast, ambiguities in the use of morphological means are virtually absent. Nevertheless, minor stylistic errors related to the application of case affixes are occasionally observed. An illustrative example from the aforementioned lesson is the following sentence: “Thus, the excerpt taken from the article published in the newspaper belonged to the journalistic (publicistic) style”. The twofold repetition of the ablative case form in this sentence negatively affects the coherence and fluency of the expression.

The analysis of directly observed lesson activities in specialized schools has revealed that the use of morphological means in teachers' speech exhibits a considerably freer character. As a result, ambiguities in the application of morphological forms occur more frequently in such live lessons compared to pre-recorded (televised) lessons. For instance, in live classroom settings, constructions such as “Bu savol hammaga” (This question is for everyone) and cases where a word in the case form appears in the governing position are recorded as ordinary and normative phenomena. The analysis of lesson processes and teachers' speech indicates that, in pedagogical discourse, possessive forms rank second in frequency of usage after case forms. These forms function in pedagogical speech as “a grammatical category specific to nouns that indicates the belonging of an entity to one of the three persons (speaker, addressee, or third party)”[6:131], while simultaneously performing additional stylistic and pragmatic functions.

It is well known that pedagogical discourse conveys theoretical knowledge to learners; consequently, the characteristic features of the scientific style inevitably manifest in this type of speech. In scientific style, the speaker's avoidance of excessive self-emphasis and the maintenance of a modest stance are considered essential requirements. The possessive category has the capacity to express both person and number simultaneously. The variation in the meanings of possessive forms often depends on the lexical semantics of the word to which the possessive affix attaches. The requirement of a genitive case preceding the possessive form, as well as its specification of a particular person, highlights the distinction “in the direction of the syntactic relation compared to case forms”[4:349]. As noted, the synonymous variants of the possessive category within a text are employed in scientific style primarily to convey modesty.



In pedagogical discourse, in contexts where it would be possible to avoid using the second-person plural or possessive forms altogether, the application of the first-person plural possessive form serves to emphasize the unity and collaboration between the teacher and students during the educational process. For example, attention should be paid to the following sentences uttered by the teacher during the lesson:

“Now, we will read the text provided in Exercise 18 and attempt to determine the stylistic register to which this text belongs. Next, we will familiarize ourselves with the synonyms of the word “ovqat” from the explanatory dictionary of Uzbek language synonyms given in our textbook”[5].

In these sentences, non-possessive forms such as “text” and “textbook” could have been used instead of the first-person plural possessive forms like “our text” and “our textbook”. However, the possessive forms have been preferred in order to emphasize and highlight the collective and collaborative nature of the teaching process. Analysis of lessons reveals that during a 45-minute lesson, teachers use possessive forms on average 200 times, with the first-person plural possessive form occupying a leading position in this process. Plural forms of nouns also belong to the category of morphological devices actively employed in pedagogical discourse. The plural affix *-lar*, regarded as one of the plural forms, expresses quantitative indefiniteness and qualitative divisibility in terms of its general grammatical meaning[7:15]. In speech situations, intermediate grammatical meanings of this form may manifest as plurality, collectivity, association, and similarity. It is worth emphasizing here that “in the realization of the intermediate grammatical meanings of the *-lar* form, lexical factors take precedence over syntactic ones, and the semantics of the lexeme underlying the word form with *-lar* plays a significant role”[2:123] is of considerable importance. Research has shown that in pedagogical discourse, this form is primarily used to express the grammatical meaning of plurality. For example, in the story “The Last Lesson” the following statements expressed by the teacher convey the grammatical meaning of plurality through the *-lar* form, and these statements are predominantly educational in nature:

For example, in the sentence “Ota-onalarimiz o‘qishlarimiz haqida ko‘p ham qayg‘uraverishmaydi” (“Our parents do not worry too much about our studies”)[8:172], the *-lar* form is used not only to express grammatical plurality but also the collective meaning. It is known that the grammatical category of number can express not only plurality but also collectivity. Therefore, “the *-lar* form requires special study in the context of the opposition between plurality and collectivity. Examining this phenomenon in terms of mutual opposition provides an opportunity to reveal the nature of these two linguistic phenomena. Plurality and collectivity are not exclusive to the noun category; rather, these phenomena can manifest across nearly all aspects of the grammatical system and form a distinct system of their own”[9:8]. In pedagogical discourse, the use of the *-lar* form to express collectivity is primarily observed in instances where teachers address students collectively, encompassing them as a unified group. During the research process, it was noted that in the speech of certain teachers, the plural form appears in examples such as “Xayollaringni yig‘ishtirib ol!” (“Gather your thoughts!”) and “Boshlarim og‘rib ketdi” (“My head is aching” [lit. “My heads have started to hurt”]), where it serves not to indicate grammatical plurality but to intensify the emotional expressiveness of the utterance. However, such cases are not considered normative in pedagogical discourse. According to the results of the analyses, secondary school teachers use the *-lar* plural form more than 100 times on average during a 45-minute lesson.

Person-number forms, which “denote the person performing the action-state expressed by the verb, form the verb and other independent words as predicates, and connect them to the subject”[10:175], are actively employed in teachers’ discourse. These forms are regarded as



conjugational affixes and perform various stylistic functions. Since a single affix simultaneously expresses both person and number meanings, the affix and its corresponding grammatical category are termed person-number. In classroom discourse, teachers use synonymous variants of person-number forms to establish positive interaction with students, avoid excessive emphasis on their own person, and thereby foster a modest attitude. At the same time, these forms may also be employed in certain cases for other stylistic purposes, as well as in fulfilling their primary functions. For example, in the first sentence below, the second-person plural form is used in its primary meaning in accordance with the plurality of the addressees, whereas in the second sentence, the first-person plural form is employed to emphasize the unity between the teacher and the students, since the action expressed by the verb functioning as the predicate in this sentence requires the active participation of the students: “Now, direct your attention to the second task in our textbook. We will try to determine which stylistic register the given sentences belong to, and we will also analyze the stylistically marked words in these sentences”[5].

It is worth emphasizing here that the use of the plural person-number form instead of the singular second-person form expresses respect and esteem toward the addressee. This phenomenon is considered one of the important factors in teachers’ discourse as an exemplar of cultured speech. Although this respectful form is consistently observed in students’ address to the teacher, in the speech of certain teachers, there are instances where the synonymous variant of person-number forms (i.e., the plural form) is not employed when addressing an individual student. In our view, a teacher’s respectful attitude toward the learner is indicative of their professional competence and high level of cultural refinement. According to the results of the analysis, person-number forms are used approximately one hundred times on average in the discourse of a secondary school teacher during a single lesson (45 minutes).

One of the distinctive features of pedagogical discourse is that it also incorporates informal communicative elements that do not directly fall within official requirements. In other words, the teacher is not limited to topics related to the lesson content or the subject matter but must also establish communication to assess students’ psychological state and mood and to help them overcome despondency. It is precisely in such situations that there arises a need for diminutive-affectionate forms that express the speaker’s positive attitude—namely, affixes conveying subjective evaluation. “In our language, there are several affixes such as *-cha*, *-choq*, *-gina*, *-loq*, *-jon*, *-xon* and *-toy* which are collectively referred to as subjective evaluation forms. These affixes attach to nouns and adjectives, expressing the speaker’s (or writer’s) subjective attitude toward the entity or concept denoted by these words, thereby creating a positive or negative stylistic connotation”[9:49-50]. In scholarly literature, these affixes are primarily regarded as characteristic of oral speech, journalistic, and artistic styles, with their use in scientific and official business styles being emphasized as inappropriate. However, as noted above, in the informal component of pedagogical discourse, these affixes are employed relatively actively.

In pedagogical discourse, the frequency of use of word classes in the predicate function is observed in the following sequence: noun, verb, adjective, pronoun, adverb, and numeral. The predominance of words belonging to the noun category over other classes is explained by the overall quantitative abundance of nouns in the Uzbek lexicon, as well as the fact that the majority of scientific terminology pertains to the noun category. At the same time, the morphological devices employed in teachers’ discourse may manifest not only in their primary general grammatical meanings but also in intermediate grammatical meanings. The realization of these intermediate meanings of morphological devices often occurs in dependence on the teacher’s speech intonation, emotional state, and communicative purpose.



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