

THE ROLE OF MOTHER TONGUE SPEECH IN MOTHER TONGUE EDUCATION

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Abstract: This article comprehensively discusses the pedagogical and psycholinguistic importance of effectively using natural, everyday mother tongue speech in mother tongue lessons for primary school students. It emphasizes that mother tongue speech is the primary source for developing children's linguistic intuition, speech activity, lexical richness, and mastery of grammatical structures. The article demonstrates through examples that the artificial "textbook language" often remains incomprehensible and "alien" to children, which leads to a decrease in the effectiveness of language teaching.

Keywords: mother tongue; education; mother tongue speech; cognitive development; infant; family institution; pedagogue; experience;

Introduction. Mother tongue education is the process of acquiring knowledge through one's native language at the earliest stages of education, in which mother tongue speech (that is, natural, everyday spoken language) occupies a central place. The use of mother tongue speech significantly improves the quality of education, as it corresponds to the psychological and cognitive development of the child.

At the current stage of human history, the extent to which the family institution fully and effectively fulfills its responsibilities has become one of the key conditions for the socio-economic development and security of the state and society. For this reason, and also because attitudes toward the family as a value are changing in the modern world—sometimes even becoming devalued—and because dangerous phenomena such as the crisis of this socialization institution are observed in the lives of entire nations, the relevance of scientific research in the field of family issues is increasing [6:145].

Today, large-scale programmatic measures have been implemented to ensure a healthy environment in parent-child relationships and to develop parents' communication skills based on emotional acceptance of the child and psychological support. Problems in parent-adolescent relationships have been the subject of numerous studies by psychologists. A number of studies conducted in both near and distant foreign countries have examined disruptions in parent-child relationships as a factor contributing to the development of adolescent aggression. In particular, N. S. Kurmanova presented evidence confirming that psychological correction of parent-child relationships can reduce the level of socio-pedagogical neglect during adolescence, while at the same time demonstrating that the dominance of authoritarian and hypersocialization-oriented parental approaches seriously hinders successful corrective work [6:145].

The family plays the most important and primary role in the process of language acquisition, as it represents the child's first and most influential social environment. As the smallest unit of social relations, the family serves as a constant mediator between society and the child, transmitting social norms, values, cultural patterns, and communicative practices through everyday interaction. From early childhood, a child's speech development is shaped by the quality,

richness, and emotional tone of family communication, which directly affects vocabulary growth, grammatical competence, and pragmatic language use.

The stability of a family's socio-economic status also exerts a significant influence on the child's speech development, as it determines access to educational resources, the intensity of verbal interaction, and the overall communicative environment within the household. At the same time, this socio-economic condition is reflected in the child's speech, manifesting itself in lexical diversity, expressive abilities, and communicative confidence. Therefore, studying the language acquisition process under the influence of family-related socio-economic and social factors constitutes an important and relevant area of research for Uzbek linguistics. This issue requires large-scale applied and monographic studies aimed at identifying patterns, challenges, and effective strategies for supporting children's speech development within diverse family contexts.

Researchers Dina Kapengut and Kimberly Noble examine children's cognitive and speech development within the context of complex socio-economic environments, emphasizing the role of home-based education and parental involvement in shaping early language outcomes. Their research demonstrates that children raised in families with higher income levels tend to display more advanced cognitive development, stronger language abilities, and, in the long term, greater economic success. These differences are attributed not only to material resources but also to the quality and quantity of verbal interaction, educational stimulation, and parental engagement within the home environment [2:71].

Within this framework, Kapengut and Noble draw attention to the well-known experiments conducted by Kansas University researchers Betty Hart and Todd Risley, which provide empirical evidence of socio-economic disparities in early language development. The results of these experiments reveal that by the age of three, children from low-income families possess vocabularies that are approximately half the size of those of their peers from high-income families. In practical terms, children raised in economically disadvantaged households not only use significantly fewer words in daily communication but also demonstrate a limited ability to comprehend the vocabulary employed by children from more affluent families. These findings underscore the critical impact of early linguistic environments on speech development and highlight the long-term consequences of socio-economic inequality for language acquisition.

As expected, these findings can be directly linked to the level of parental attention and the availability of financial and educational resources accessible to the child. Observations indicate that families with stronger economic conditions are able to devote more time to purposeful interaction with their children, create linguistically rich communication environments, and, in some cases, employ individuals specifically responsible for child development. Such conditions foster frequent verbal engagement, exposure to a wider range of vocabulary, and opportunities for meaningful dialogue, all of which contribute significantly to vocabulary expansion and overall speech development.

In addition, the speech practices characteristic of socially advantaged groups—such as the use of specialized vocabulary and more complex grammatical structures—exert a notable influence on children's language acquisition. Within these families, foreign language learning is often actively encouraged from an early age, further enhancing cognitive flexibility and linguistic awareness. Consequently, socio-economic stratification may lead to stratification in language competence, where disparities in material and cultural capital are reflected in differences in speech development. Under the conditions of Uzbekistan, there is a clear need for systematic research

examining how these socio-economic factors shape children's speech development, in order to design effective educational and social interventions.

According to N. A. Yefremova, notable differences are observed in women's self-assessment when comparing their identities as mothers and as individuals, whereas in men these two dimensions tend to be less distinctly differentiated. The study suggests that women generally perceive the maternal role as a more central and meaningful sphere of self-realization, attributing greater emotional, social, and personal significance to motherhood than men typically attribute to fatherhood. This difference reflects broader socio-cultural expectations and traditional gender roles, which often assign primary responsibility for child development and emotional care to mothers.

Furthermore, I. A. Yefremova identified substantial differences in conceptions of the "ideal parent" depending on the educational background of mothers. Mothers with higher education tend to emphasize partnership, emotional sensitivity, and the recognition of the child as an active subject of interaction, whereas mothers without higher education are more likely to associate ideal parenthood with control, discipline, and directive forms of influence [N. I. Sharipova, p. 145]. These findings highlight the role of educational attainment in shaping parental beliefs and practices, suggesting that parents' educational experiences significantly affect their approaches to child upbringing and, consequently, children's cognitive and speech development.

In examining the topic of the article, general philosophical methods such as analysis and synthesis, observation, descriptive and direct grouping methods, as well as survey methods were employed.

It was found that in the perceptions of "ideal parenthood" among mothers with higher education, greater emphasis is placed on viewing the child as a subject of interaction, whereas mothers without higher education tend to define the ideal parent as one who exercises strong control, viewing the child primarily as an object of educational influence [N. I. Sharipova].

Adults' interactions with children enable the child to begin perceiving themselves as an individual. Emotions are innate, but like all innate potentials, they require development. Emotional development is closely linked to intellectual development; therefore, it is appropriate to speak of emotional and cognitive upbringing, as well as the child's emotional and cognitive development level. Delays in cognitive development may be accompanied by delays in emotional development, such that a three-year-old child may experience only primitive emotions—pleasure and dissatisfaction—and express them approximately.

Refined emotionality develops inseparably from refined intellect, as emotional and cognitive growth represent interconnected dimensions of a child's overall development. The decisive condition for nurturing a child's emotionality is the richness, authenticity, and diversity of the mother's emotional expressions. Emotional experiences are not acquired through verbal explanation alone; rather, they are formed through lived interaction. Regardless of how frequently an infant is told about love, if the child has not experienced love through direct emotional contact with the mother, this concept remains abstract and inaccessible to them.

If qualities such as compassion, care, and empathy are not characteristic of the mother's behavior, the child's emotional responsiveness gradually diminishes, leading to emotional rigidity. Whatever emotional input the mother provides becomes an integral part of the child's inner world. While cognitive development may occur independently through learning and instruction, the absence of emotional nourishment results in an imbalanced developmental outcome. In such

cases, the child's consciousness may become emotionally detached, one-sided, and ultimately deficient, lacking the emotional depth necessary for healthy social interaction and holistic personal development.

An equally important aspect of emotional education is the culture of emotional expression. A well-raised child restrains negative emotions without suppressing them or becoming hysterical. When dissatisfied, the child may become angry but does not provoke anger. Anger may appear in the eyes; the child may cry and express how hurt they are, but this does not turn into aggression or motor agitation. Joy is expressed through smiles, excited speech, hugging, and kissing the mother. If dissatisfied, the child may frown or remain silent, rather than screaming or gesticulating excessively. These behaviors are learned and required.

By the age of three, a child has already developed the foundations of thinking; however, this emerging cognitive capacity requires deliberate cultivation and pedagogical support. Early childhood represents a critical period in which intellectual, emotional, and linguistic potentials are rapidly formed. Missing or neglecting educational influence during the third year of life can result in significant and often irreversible developmental losses. A child is born with immense potential, and within the first three years, a substantial portion of this potential is either realized or left underdeveloped, depending on the quality of care, communication, and emotional engagement provided by adults.

While the biological process of pregnancy and childbirth—the nine months of maternal labor—is accessible to all healthy individuals, the intellectual, emotional, and moral elevation of a child's upbringing requires far more than biological readiness. This process demands conscious, sustained, and emotionally invested parental involvement. Such upbringing can be regarded as a form of parental heroism shared by both mother and father, achievable only through genuine love, responsibility, and dedication. It is within this emotionally rich and supportive environment that a child's thinking, personality, and moral orientation are fully nurtured and guided toward holistic development.

One of the most significant problems observed among modern children is the deprivation of maternal affection, which often leads to a diminished sense of trust and emotional insecurity. To identify differences between children raised in an environment characterized by maternal warmth and those deprived of such affection, a survey-based study was conducted. The findings revealed that children who experience close physical and emotional contact with their mothers demonstrate more favorable developmental outcomes, highlighting the critical role of early maternal bonding in child development.

The results further indicate that children raised in their mother's embrace benefit from a natural balance between maternal body warmth and the child's body temperature, a factor that plays an essential role in physical growth and physiological regulation. Such children tend to be stronger, more resilient, and more physically active. Moreover, the sense of security derived from the mother's heartbeat contributes to the regulation of the child's breathing patterns and enhances oxygen utilization. This physiological stability supports more rapid cognitive development when compared to children deprived of maternal affection, underscoring the close interconnection between emotional security, physical well-being, and cognitive growth in early childhood [5:803–805].

Eastern philosophy has long emphasized that the foundations of a child's spiritual and intellectual development are laid within the family. Thinkers of the East regarded the mother not

only as a caregiver but also as the primary educator who shapes the child's moral qualities, worldview, and speech culture. In this context, mother tongue speech functions as the first and most influential medium through which the child perceives the world.

Speech development begins from infancy. From the very first days of life, a child responds to the mother's voice, intonation, and emotional expression. These early speech experiences form the basis for later linguistic competence. The richness of a child's speech directly depends on the richness of the mother's speech, including vocabulary, grammatical correctness, and emotional expressiveness.

Researchers emphasize that the stages of speech development are closely interconnected with cognitive and emotional development. At the early stages, children primarily acquire speech through imitation. Later, speech becomes a means of expressing independent thought. If, at these stages, the child is exposed to artificial, bookish, or unnatural language, speech development may slow down or become distorted.

Mother tongue speech plays a decisive role in the formation of children's speech intuition. Through everyday communication, children unconsciously master grammatical structures, lexical meanings, and stylistic nuances of their native language. This natural process cannot be replaced by artificially constructed textbook texts, which often lack emotional color and communicative authenticity.

In educational practice, it is frequently observed that children struggle to understand texts that are detached from real-life speech. Such texts appear alien to them and fail to evoke emotional involvement. As a result, students memorize rules mechanically without developing genuine speech competence. In contrast, learning activities based on living mother tongue speech promote active participation, comprehension, and expressive speech.

In conclusion, mother tongue speech constitutes the fundamental basis of mother tongue education, particularly at the primary school level. The effectiveness of language teaching largely depends on the extent to which natural, everyday speech is integrated into the educational process. Mother tongue speech ensures the development of linguistic intuition, emotional responsiveness, and communicative competence in children.

The study demonstrates that artificial textbook language cannot fully replace living speech, as it often lacks emotional depth and communicative authenticity. Therefore, educators should prioritize the use of natural mother tongue speech in teaching practices, drawing upon children's everyday linguistic experience.

Strengthening the role of the family—especially the mother—in children's speech development is of paramount importance. A rich emotional and linguistic environment within the family fosters holistic development, combining cognitive, emotional, and moral growth. Consequently, mother tongue education should be viewed not only as a school-based process but also as a collaborative effort between educational institutions and the family.

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