

Social and Biological Characteristics of the Language

Akhrorova Ruzikhan Usmonovna, PhD

Fergana State University

ANNOTATION

The purpose of the study covered in this article is a brief analysis of the influence of three - biological, psychological and social characteristics of the language on the speaker's speech.

The article uses comparative and statistical analysis methods. The findings and rules of the study can be used in conversational practice classes, as well as special courses and seminars on lexicology and sociolinguistics. Based on the results of this research, practical recommendations for the selection and collection of teaching materials in the teaching of dialogic speech can be developed. The concluding part of the article is that, unlike biological and psychological factors with universal characteristics, social factors are not only dynamic and dynamic in appearance, but also crucial. This thesis can explain the fact that the speech-gender difference noted by all linguists is inversely related to the stage of development of a society: the higher the level of social development of a society, the more pronounced the gender difference in the language it serves.

KEYWORDS: Speech, behavior, male, female, pronunciation, timbre, biological, psychological, social culture, organism, sexual, dimorphism, phylogenetic.

With the recognition of the evidence of gender differentiation in the speech process, the problem of the relevant influence of the three - biological, psychological and social characteristics of the language on the speech of the speaker directly arose.

The first characteristic primarily defines the difference in pronunciation: the pronunciation of men / women is distinguished by the timbre of the voice, the pace of speech, the character of pauses, the length of vowels. During experiments in the 70s, it was proved that the length and mass of the vocal cords in men are greater than those of women, which is reflected in the lower pitch of men's speech compared to women's speech. Differences in the point of view of men and women, which are related to "nature itself, which made men and women different", also include the strong emotionality of women.

Perhaps the biological and psychological characteristics of language are fixed and universal factors that are interconnected with the differences in the speech of men and women in any group.

Psychological characteristics

Since mental activity is inseparable from the mechanisms of social determination, it is appropriate to consider psychological characteristics as one of the socially interconnected causes of male/female variation in languages.

Psychological peculiarities are clearly manifested in pronunciation, in the intonation formation of thought: in the language of the Nambiquar tribe of the Indeets in the north of Brazil, voiceless vowels are pronounced with additional breathing, women deliberately

remove this peculiarity in speech, sometimes changing this word beyond recognition. Such pronunciation is associated with women's behavior and flirting.

Yu. S. According to Stepanov, the peculiarities of pronunciation in Russian, English, and French languages maintain a significant division in male and female variants. For example, in the French feminine variant, some oui-form words, imperatives, etc. pronounced by women not on exhalation, but on inhalation, and partly also in Russian - old women's "Da-da-da!" si.

N. S. Trubetskoy notes that such a way of pronunciation is not physiologically predetermined, it is conditional, women emphasize their weakness and femininity in front of men in this way: "... this is simply evident from the fact that in some women she deliberately expresses her femininity only in a particularly businesslike speech. It appears when the need to distinguish arises. On careful observation, such conditional differences between male and female pronunciation can be detected in probably any language; A detailed description of the phonological system of a language should always be taken into account.

We note that this comment was made more than half a century ago, but, of course, it is relevant. About intonation tools in female speech E. A. Zemskaya writes: "The gamut of intonation colors used by women is very rich: it is both tonal shading (change), and changes in high pitches, and strong stretching of vowels. In other words, women tend to be artistic in speech, while men's speech is more graphic. The mentioned specific features are characteristic of the speech of a "stressed business" woman.

The specific characteristics of men and women are also manifested at the lexical stage: differentiation in the implementation of the principle of politeness in the language, emotional differences of male and female characters, etc. These issues are discussed in detail in the second chapter.

In conclusion, it can be said that the reasons for the existence of the considered male / female variation are directly related to the communicative competence of the speaker's position.

Methodology and methods of studying the problem

The development of sociolinguistics methods is complicated by the interdisciplinary character of research, which implies the interaction and interdependence of social and linguistic phenomena.

A. D. According to Schweitzer, in order to solve a specific sociolinguistic problem, the researcher needs to rely on two main methods:

- a) methods of collecting sociolinguistic data (various methods of observation, interviewing informants, experiments, etc., all of which can be collectively called field research techniques);
- b) methods of sociolinguistic analysis (processing of primary material).

It is known that each study consists of a specific test of the unquestionable correctness of a certain theoretical assumption. The specific tasks of the research were determined on the basis of the following theoretical problems: the data obtained by other authors on the problem of gender differentiation of speech in different languages were checked on the basis of the French language material.

The main method of field research was questionnaires of native speakers: the questionnaires

consisted of 7 tasks. 15 men and 15 women participated in the experiment: 8 men and 8 women under 25 years of age, 7 men and 7 women over 25 years of age (residents of Paris).

Direct data collection was complicated by the fact that the field research (observation, interviewing, testing) had a ring-like character, so that in some cases the materials collected by the French authors were taken for analysis, but new research tasks were placed on top of it. So, for example, in the study of the speech-gender problem in children's age, recordings of spontaneous (spontaneous) speech of 9-10-year-old children made by the French center KREDIF were used.

"The text is one of the main sources of information for almost all areas of linguistics. In this sense, sociolinguistics, which extracts very different information from the text, is no exception."

In the collection of materials, due to their universality, we have widely used the texts of fiction: novels and poems by French authors (total number of 26). In addition, interview materials from the most famous French magazines "Elle", "Paris Match", "Femme actuelle", "Madame Figaro" were analyzed.

Specific features of male and female speech behavior French language textbooks for foreigners: "Le français accéléré (G. Mauger, M. Bruézière); "Le nouveau sans frontières" (Michèle Verdelhan, Michel Verdelhan, Ph. Dominique, J. Girardet); Based on "Cours de langue et de civilisation française" (G. Mauger), studied in mixed dialogues. A collection of caricatures dedicated to women by French authors "La femme dans la caricature française" (G. Kahn) served as research material.

In the study of gender role stereotypes, "Dictionnaire des locutions françaises" (Rat, 1957), "Nouveau dictionnaire des synonymes" (1977), "Dictionnaire des synonymes, analogies et antonymes" (Boussinot, 1981), "Dictionnaire marabout des synonymes" (Jounes, 1981), "Petit Robert, 1: (1987), "Dictionnaire des expressions et locutions" (Rey, Chantreau, 1989), Ya. I. "French-Russian phraseological dictionary" (1963) edited by Retsker and other dictionaries were used.

Comparative analysis of evidential material, comparative analysis of statistical data was used for material processing. The statistical method stands out from these methods. First, all researchers dealing with the problem of social interaction in language strongly endorse the importance of this method:

"Special attention should be paid to the use of statistics in the social studies of language, because the laws of speech activity and the structure of the speech structure have a probabilistic nature."

"First of all, the influence of social factors on the language cannot be brought to clearly formed, mandatory and even facultative rules, if there are no explicitly expressed algorithms of behavior under these rules. Usually, language reflexes of social factors are manifested in the relative frequency of socially marked forms that compete with each other... In other words, we are not talking about rules that give a uniform yes / no answer, but rather about laws of probability" (Schweitzer, 1976: 54).

Secondly, this method is of particular importance for identifying the differences in the speech behavior of men and women: "... in ordinary speech, these differences, more precisely, have a quantitative character rather than a qualitative character: in the speech of men, there are more

of such and such elements than in the speech of women, and less of such and such elements, and vice versa ". At the same time, the general rule of influence of social factors on speech behavior is expressed.

In conclusion, it can be said that among the available probabilistic-quantitative and symptomatic methods of statistical tests, the symptomatic method was mainly used in the research. This method does not give exact instructions of probabilistic statistics, it only defines certain directions in general, however, the use of such analysis in our case allows to explain the phenomena more clearly. The fact is that in the symptomatic quantitative method the most typical and legal factors of the language are determined, not random, peripheral factors.

V. G. Admoni says: "In such cases, the material for quantitative examination is obtained with a preliminary clear determination of its qualitative characteristics (genre, subject, general language and artistic style, in the plan of the author's individual style), and the obtained results are symptoms of the effect that these factors have on these quantities in their relationship. ". Thus, the use of the symptomatic method is completely justified in conducting surveys, analyzing interviews, etc.

In order to confirm the validity of the results, a negative experiment was also included in this work, which failed to determine the influence of the gender factor on the choice of language options by native speakers: in one of the tasks of the structured questionnaire, the age sign of the informants turned out to be more significant than the gender sign.

Used literature

1. Адмони В.Г. Грамматика назариясининг асослари.- М., Л.: Наука, 1964.- 105 б.
2. Akhrorova R.U. Semantic analysis of phraseological units representing "youth" in French and Uzbek languages. *Theoretical & Applied Science*, – 2021. № 7. – P. 122-126.
3. Akhrorova R.U. Semantic analysis of phraseological units representing age periods in French and Uzbek languages. *Theoretical & Applied Science*, – 2020. № 3. – P. 186-189.
4. Бондаренко Г.В., Крючкова Т.Б. Социоллингвистика ва матн тадқиқотлари / / Ижтимоий тилшуносликнинг назарий муаммолари.- Москва: Наука, 1981.- Б.275-289.
5. Бутова Э.А. Эркак ва аёлни реализация қилишда мулоқотлар-фикр алмашиш просодик тузилишининг хусусиятлари (инглиз тили материаллари асосида тажрибаал фонетик тадқиқотлар): Дисс. ... Филология фанлари номзоди - М., 1993. - 176 б.
6. Головин Б.Н. Тилни ижтимоий фарқлаш масалалари / / Ижтимоий тилшунослик масалалари.- Л.: Фан, 1969.- Б.343-355.
7. Земская Э.А., Китайгородская М.В., Розанова Н.Н. Аёллар ва эркак нимани ва қандай гапиришади // русча нутқ.- 1989, №1.- Б.42-46.
8. В. В. Колесов. Шаҳар тили.- М.: Олий мактаб, 1991.- 190 б.
9. Колесов В.В. Шаҳар тили.- М.: Олий мактаб, 1991.- 190 б.

10. Крисин Л.П. Тил бирликлари семантикасидаги ижтимоий компонент // Ижтимоий омилларнинг тилнинг ишлаши ва ривожланишига таъсири. - Москва: Наука, 1988.- 124-143-бетлар.
11. Крючкова Т.Б. Тилни сўзловчи жинси бўйича фарқлаш масаласида // Шарқ тилшунослиги.- Москва: Наука, 1976.- 152-158 бетлар.
12. Леви-Страусс К. Структурный антропология.- М.: Наука, 1985.- 535 б.
13. Степанов Ю.С. Тилшунослик асослари.- Москва: Таълим, 1966.- 270 б.
14. Трубецкой Н.С. Фонология асослари.- Москва: Чет эл адабиёти, 1960.- 372 б.
15. Швейцер А.Д. Замоновий социолингвистика. Назария, муаммолар, услублар), Москва: Наука, 1976, 174 б.
16. Askarova, S. I. (2019). Bilingualism And Polylingualism: Aspect Of Linguistics Combining Different Sociocultural Communities. *International Journal Of Student Research*, (3), 76-79.
17. Ismailovna, A. S. (2021). Phonetic Interference Of Vowel Phonemes In Uzbek-Russian And Uzbek-German Bilingualism. *Academicia: An International Multidisciplinary Research Journal*, 11(4), 831-836.
18. Askarova, S. (2020). German Borrowings At The Level Of Vocabulary In The Conditions Of Uzbek-German And Uzbek-Russian Bilingualism (In Conditions Covid-19). *European Journal Of Molecular And Clinical Medicine*, 2943-2953.
19. Askarova, S. 2. Überblick Zur Tätigkeit Von Josef Haslinger. In Conference Paper “Modern Approaches And Methods Of Teacher Training” For German Language Teachers (P. 3).
20. Аскаророва, Ш. И. Роль Первого Языка В Усвоении Детями–Билингвами Системы Множественного Числа Имен Существительных Немецкого Языка.
21. Аскаророва, Ш. И. (2017). Использование Интерактивных Методов Преподавания На Занятиях Иностранного Языка. *Актуальные Научные Исследования В Современном Мире*, (5-2), 29-32.
22. Аскаророва, Ш. И. (2022). К Вопросу Грамматической Интерференции При Узбекско-Русском И Узбекско-Немецком Билингвизме. *Архив Научных Исследований*, 2(1).
23. Asqarova, S. I. (2020). Terminology Of The Direction Of Language Contacts In Modern Linguistics. *Scientific Bulletin Of Namangan State University*, 2(11), 234-239.
24. Mamadodilovna, M. N. (2021, November). Strategies For The Development Of Oral Speech In German. In *Archive Of Conferences* (Vol. 22, No. 1, Pp. 93-95).
25. Mamadodilovna, M. N. (2022). Einsatz Der Kommunikationsstrategien Für Die Förderung Des Sprechens Im Daf-Unterricht. *Berlin Studies Transnational Journal Of Science And Humanities*, 2(1.5 Pedagogical Sciences).
26. Мерганова, Н., & Кодиров, Ш. (2017). Использование Песен На Уроках Иностранного Языка. *Актуальные Научные Исследования В Современном Мире*, (5-2), 61-64.

27. Mamadodilovna, M. N. (2021, November). Strategies For The Development Of Oral Speech In German. In Archive Of Conferences (Vol. 22, No. 1, Pp. 93-95).
28. Mamadodilovna, M. N. (2022). Einsatz Der Kommunikationsstrategien Für Die Förderung Des Sprechens Im Daf-Unterricht. Berlin Studies Transnational Journal Of Science And Humanities, 2(1.5 Pedagogical Sciences).
29. Mukhtorovna, Y. S. (2021). Regularly Used Phrasal Verbs German Language. *Academicia: An International Multidisciplinary Research Journal*, 11(3), 673-680.
30. Inter, F. L. I. (2017). An International Multidisciplinary Research Journal. *An International Multidisciplinary Research Journal*, 41(43).
31. Yusufjonova, S. (2020). Comparative Analysis Of Phrases In Uzbek And German. *Theoretical & Applied Science*, (2), 590-592.
32. Yusufjonova, S. (2021). Certain Linguistic Peculiarities Of Phraseological Units. *Scientific Bulletin Of Namangan State University*, 2(2), 289-293.
33. Mukhtorovna, Y. S. (2022). Historical Development Of Translation Of Phraseologicalunits. *International Journal Of Culture And Modernity*, 14, 20-29.
34. Tshaevich, D. I. (2022). Scientific-Theoretical Bases And Principles Of Speech Etiquette Units In World Linguistics ("Etiquette De La Parole"). *International Journal Of Culture And Modernity*, 14, 39-42.
35. Raxmonalievna, A. G. (2022). Lexical Units Related To The Education System In A Comparative Study Of Different Languages. *Spanish Journal Of Society And Sustainability*, 6, 1-6.
36. Абкаримова, М. Б. (2021). Шахссиз Гапларнинг Функцияси Ва Уларнинг Ўзбек Тилидаги Таржимаси. *Scientific Progress*, 2(2), 1509-1513.
37. Гозалксон, А. (2020). Yozish Konimkasini Shakllantirish Usullari. *Наука И Образование*, 1(2), 400-404.
38. Жураева, М. Т. К., & Астонова, Г. Р. (2019). Использование Социальных Форм Для Повышения Эффективности Занятий (В Нефилологическом Направлении). *Вестник Науки И Образования*, (20-3 (74)), 20-22.
39. Астонова, Г. Р. (2020). Стихи И Песни Как Мотивационный Фактор В Изучении Немецкого Языка. *Проблемы Современной Науки И Образования*, (6-1 (151)), 88-90.
40. Астонова, Г. Р., & Жураева, М. Т. К. (2019). Развитие Письменной Компетенции Студентов На Уроках Немецкого Языка. *Проблемы Современной Науки И Образования*, (12-1 (145)), 99-101.
41. Астонова, Г. Р. (2021). Германиядаги Таълим Босқичлари Хақида Айрим Мулоҳазалар. *Eurasian Journal Of Academic Research*, 1(9), 273-277.
42. Астонова, Г. Р. (2021). Германия Бошланғич Ва Ўрта Таълимнинг Ўзига Хос Жиҳатлари. *Eurasian Journal Of Academic Research*, 1(9), 95-98.

43. Астонова, Г. Р. (2021). Бошланғич Синфларда Олмон Тилини Ўқитишни Самарали Усуллари. *Scientific Progress*, 1(6), 1304-1309.
44. Rakhmonalievna, A. G. Z. (2019). Use Of Group Work At The Lessons Of The German Language. *Проблемы Современной Науки И Образования*, (12-2 (145)), 158-160.
45. Gozalxon, A. (2020). Yozish Konimkasini Shakllantirish Usullari. *Science And Education*, 1(2), 400-404.
46. Rakhmonalievna, A. G. (2022). Vocabulary Learning Strategies In German As Foreign Language Lessons. *American Journal Of Social And Humanitarian Research*, 3(1), 339-341.
47. Rakhmonalievna, A. G. (2021). The Role Of Creativity In Foreign Language Lessons. *International Journal Of Discoveries And Innovations In Applied Sciences*, 1(6), 103-105.
48. Rakhmonalievna, A. G. (2021). Importance Of Writing Skills In Early Foreign Language Lessons. *Web Of Scientist: International Scientific Research Journal*, 2(05), 607-610.
49. Raxmonalievna, A. G. (2022). Lexical Units Related To The Education System In A Comparative Study Of Different Languages. *Spanish Journal Of Society And Sustainability*, 6, 1-6.
50. Rakhmonalievna, A. G. (2021). System Of Vocational And Higher Education In Germany. *System*, 7(12).
51. Akhrorova, R. U. (2021). The Linguistic Image Of The World And The Gender Aspect Of The Concept Of " Age" In French And Uzbek. *Theoretical & Applied Science Учредители: Теоретическая И Прикладная Наука*, (9), 585-589.
52. Ahrorova, R. U. (2021). Semantic Analysis Of Phraseological Units Representing "Youth" In French And Uzbek Languages. *Theoretical & Applied Science*, (7), 122-126.
53. Ahrorova, R. U. (2020). Semantic Analysis Of Phraseological Units Representing Age Periods In French And Uzbek Languages. *Theoretical & Applied Science*, (3), 186-189.
54. Akhrorova, R. (2022, April). Lexical-Semantic Expression Of Early Youth/Jeunesse In French. In *Международные Научные Конференции С Высшими Учебными Заведениями (Vol. 2, No. 18.03, Pp. 617-620)*.