

CHILD LANGUAGE ACQUISITION: SIMILARITIES AND DIFFERENCES ACROSS LANGUAGES

Khalibekova Omongul Kenjabayevna

Associate Professor, Department of Languages,

Navoi State University, Navoi, The Republic of Uzbekistan.

email: khalibekova 8484@mail.ru.

Abstract

Child language acquisition is a fascinating area of study that examines how children learn their native languages. While there are universal stages every child goes through, the specifics can vary significantly across different languages. This article explores the similarities and differences in child language acquisition across various linguistic backgrounds.

Keywords: Communication challenges, miscommunication, perception, culture, psychology, technology, communication barriers, effective communication.

Introduction

Children's language development is heavily influenced by their environment. Interaction with caregivers and exposure to spoken language are crucial for acquiring vocabulary and mastering syntax. This holds true across different languages, emphasizing the importance of social interaction in language learning[1]. Language is a fundamental aspect of human interaction, serving as the primary medium through which we convey thoughts, emotions, and cultural nuances.

Methodology

Most children, regardless of the language they are learning, go through similar stages of language acquisition:

Pre-linguistic Stage: This stage occurs from birth to around 12 months. Infants engage in cooing and babbling, producing sounds that are not yet words but are crucial for later language development.

One-word Stage: Between 12 and 18 months, children begin to use single words to express complete ideas. For instance, saying "milk" to mean "I want milk."

Two-word Stage: From 18 to 24 months, children start combining two words. This stage often reveals the basic grammatical structures of their language.

Telegraphic Speech: By the age of two, children begin to form short sentences that convey meaning using essential words, omitting less critical elements (e.g., "Want cookie" instead of "I want a cookie").

Results

One of the most common linguistic problems is the language barrier, where individuals speak different languages or dialects. This can occur in multicultural environments, such as workplaces or international communities, leading to miscommunication and frustration. For example, a person who speaks only Spanish may struggle to understand instructions given in English, potentially resulting in errors or accidents.

Ambiguity arises when a word or phrase has multiple meanings, leading to confusion. For instance, the sentence "I saw her duck" can imply either that the speaker witnessed a woman lowering her head or that the speaker saw a duck belonging to her. Such ambiguities can complicate communication, especially in written texts where tone and context might be lacking.

Language is deeply intertwined with culture. Phrases or expressions that are common in one culture may be unfamiliar or nonsensical in another. For example, idiomatic expressions like "kick the bucket" (meaning to die) can confuse non-native speakers who take the phrase literally. Understanding these cultural nuances is crucial for effective communication and requires both parties to have a degree of cultural awareness.

The use of slang and specialized jargon can create barriers, particularly in professional settings or among different age groups. A younger generation might use terms that are unfamiliar to older individuals, leading to misunderstandings. Similarly, industry-specific jargon can alienate those outside the field, hindering collaboration and knowledge sharing.

Differences in pronunciation and accents can also lead to communication issues. A speaker with a strong accent may be difficult to understand for someone

unaccustomed to it, resulting in frustration on both sides. Additionally, mispronunciation of words can change their meanings, further complicating interactions.

The implications of linguistic problems can be significant. In personal relationships, misunderstandings can lead to conflicts or feelings of isolation. In professional contexts, linguistic challenges can affect productivity, teamwork, and overall organizational effectiveness. Moreover, in educational settings, students who struggle with language may find it difficult to engage fully with the curriculum, impacting their academic performance.

Analysis

The phonetic inventory of a language affects early speech development. For instance, children learning languages like Mandarin, which has tonal distinctions, must learn to differentiate between tones from a very young age. In contrast, children learning languages without such distinctions, like English, do not have to navigate this complexity.[2]

The way languages form words can vary significantly. For example, many languages, such as Finnish and Turkish, use agglutination, where multiple morphemes are combined to create words. Children learning these languages may produce longer and more complex words earlier than those learning languages with simpler morphological structures, like English.[3]

Syntactic structures also differ across languages. In English, the typical sentence structure is Subject-Verb-Object (SVO), while in languages like Uzbek, it is Subject-Object-Verb (SOV). This difference can influence how children conceptualize and construct sentences.[4] For instance, Uzbek children might initially produce sentences that reflect the SOV structure earlier than English-speaking children who adhere to SVO.

Conclusion

Child language acquisition reveals a complex interplay of universal processes and language-specific factors. While children across the globe follow similar developmental stages, the nuances of phonetics, syntax, and vocabulary shape their learning experiences. Understanding these similarities and differences not only enriches our knowledge of language development but also underscores the diversity of human linguistic capability.

References

1. Logan Pearsall Smith. Words and idioms: studies in the English language. Printed In Great Britain by Robert Maclehose and Co. Ltd. » The University Press, Glasgow., 1925.
2. Sapir E. Language, Culture and Personality (edited by David G. Mandelbaum). - University of California Press, 1963.- p. 642.
3. M.Everaert. Idioms: structural and Psychological Perspectives ,1995. - p 329.
4. V.Evans, M.Green. Cognitive linguistics. 2006.- p 439.