

The Role of Linguoculturological Factors in Childrens' Communication

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Abstract: Language, socialization of culture and persona, origination of infantile speech and its phases of forming, observation of communication abilities of child in different communicative situations, beginning of communication of child with peers and adults, communicative features of child in game-communication environment have been stated in this article.

The activity of a baby, who just started communicating with the environment, who is going through socialization process, is based on imitation of people around him/her. During communication a child expresses by different actions, gestures and sounds.

The development of child's speech depends on the environment and surrounding. A number of social, psychological, and cultural factors influence child's language performance.

There are active and passive communications of child's vocabulary. The active vocabulary consists of words and phrases used in daily life. The passive vocabulary consists of the concepts and imaginations which are understood by a child, but she/he does not express them by words.

The language competence of a child is defined by his/her behavior in different speech situations, and how well can she/he express his/her thoughts. Naturally, the influence of cultural environment is important.

Key words: socialization, social environment, communication skills, communicative behavior, communicative situation.

Infantile speech is a specific phase of ontogenetic development of speech and it studies development of regularities of under school and primary school children's speech. First systematical research attempts were made in the middle of 19th century. Special attention was paid to the infantile speech in the 20-30th of 20th century in order to study in teaching native language and learning its development in case of pathological condition mainly in children's psychology. Psycholinguistics direction approached from the neatly linguistic view to infantile speech as a speech activity. We can learn it from the researches of scientists such as D.McNeill, D.Slobin, Ch.Ferguson, A.N. Gvozdev, A.A. Leontiev, E.I.Negniviskaya, A.M.Shakhnarovich, L.S.Vigotskiy.

Human turns into the members of certain society, notably socializes, by gaining the ability of speech. Socialization of persona is an obtaining of features, which are necessary for social life of society of certain biological human being. Human's activity in society descends from the satisfying opportunities of own needs on the basis of accepted laws and regulations by certain society. In connection with it, we will analyze child's learning of native language and its significance of this occurrence in socialization of the persona.

Infant, from the moment of borning, gets to some cultural environment. Thus, social (cultural) regulations, firstly, will be obtained via these cultural attributes. He will become a member of the society in the process of development. This process will be developed at least by two communication systems: beginning of communication of children with others and learning surrounding material things. Obtaining of this communication system occurs at the same time and connected with each other. One of the communication means, what transfers these two

communicative systems, is language. Despite that there are different methods of learning social-cultural studies, language is the main among them. The specific status and significance of the language is that, cultural heritage and social skills of forefathers and whole humanity will be saved in it. Child will obtain these skills with the language and makes as an integral part of own personality (Leontiev, 1975). However, it is not true to saying that, child, who learned the attributes of language system will obtain necessary cultural attributes himself/herself. Singularity of obtaining society culture by language is that, he or she will directly and indirectly carry out this by communication. The cultural environment in which the child is developing, firstly characterized by communicative features. Child obtains complex of communication activity, attributes and becomes a member of the society unconsciously.

Communication is one of the methods of mutual relations and it is a neat humanitarian sample of relations (Olshansky, 1970). Infant, as a social creature, occurs in the condition, where needs can be satisfied only by communication, besides in the result of speech communication (Leontiev, 1974). The power of obtaining language and communication activity become apparent in this.

However, as stated A.M. Shakhnarovich, communication activity rarely be characterized as independent. Mainly, it will appear in “crossing” of joint character of its explicit and implicit forms. Professional, material-practical activities play main role in the life of human being. Human handles different implements, means via this activity, at the same time, these implements have also collected information about forefathers cultural skills like it was with languages (Shakhnarovich, 1975).

Entering the material-practical activity of child (using of things, staffs), functional approach to his/her surroundings are concerned to the second of aforementioned communication systems. We can consider these two systems as a one dialectic unit: they are different in certain

way, but they cannot exist without each other in social practice. For instance, the significance of national foods like naan bread, pilaf and national things like duppi (skull-cap), beshik (cradle), tumor (amulet) for the child, who has been educating in Uzbek family is very certain, and Chinese infant will appreciate meals like rice, soya milk and red lamps, goldfish and images of dragons, chopsticks and other things, which are describe their national attributes. It is interesting that, different nationalities which are living in certain territory will respect and appreciate the national valuables of the lace, where they live. For example, sumalak (national dish of Uzbek cuisine, which prepared in early spring) and norin (national Uzbek dish) are accepted very warmly by Russians and Kazakhs, who live in Uzbekistan. Uyghur Chinese soldier or other nationality, wears red during national holidays, because this color is the sign of luck and happiness according to Chinese people. Child, while becoming a full member of the society, will obtain specific national valuables in the speech.

Social and cultural regulations, firstly, were carried out in human activities and mutual communication. Human's obtaining of practical and communication activities in childhood is the main and important factor of his/her socialization (Piaget, 1932). Now, let's look at some mechanisms of socialization process.

Child's interest to the essence of things can be called as practical activity and obtaining of linguistic environment can be called as denoted activity. As stated. L.S. Vigotskiy (1999, p.61), complex of these two activities will mark the exact singularity of human in the behavior of the child. Child will study material, neat external features of things in early phase of his/her development. Later, while the process of playing, in child's new views come up towards things: communication of linguistic signs will replace the real things. In this case, dialectical unit of practical and communicative (denoted) activity will be formed by a Child, while the understanding of the essence of things, broadens the possibility of

making conversation, and it helps natural development of the speech activity of a child.

The specification of the means of linguistic signs in the linguistic behavior is that, they give an opportunity to management of environment and social actions. The child, who has obtained speech activity and its means, endures new relations environment in different situations. Making certain decisions in such a situation only via communication confirms his entrance to the process of socialization.

In which age child starts to speak? From one side, the answer is simple – child pronounces first words from one and half year, approximately, he/she starts to speak from two years age. Starting speaking is like “explosion”.

As a result of socialization process, child, who was silent until this time, starts to speak in such manner, so you can hardly stop. As opinions of some scientists, this kind of appearance of obtaining the language skills leads to the invention of child as soon as he/she reaches to one and half year age: everything, which surrounds him/her has own name and adults know them. As for us, never ending “What is it?” questions of child confirm these opinions. But, the opinion about child’s great inventions of regularities is somehow exaggerated, because, his/her intellectual potential is limited in this age. Child, who started making sentences from first words and giving opinions does not understand denoted task of words in this age. But Child’s vocabulary will intensively increase day by day (Gvozdev, 1961).

In spite of this, it is difficult to say if when come out first words of a child. Because, this process is different in every child and average indexes are totally different from some life experiences. Some children know 110-115 words in their 11-12th months, but verbal speech activity does not fully develop in some mental healthy developing children, even they are in two and a half years old.

Such kind of specific individual differences put obstacles in the way of certain assigning of approximate regularities of speech developing. Psychologists tried to identify the quantity of the words, which children should know in different ages, but results of this activities are different. The reason is that, there is a big difference between one year-old and two year-old children. As a solution of this, they calculated minimum and maximum quantity of must know words in every age of children. The results of observation is impressive enough – minimal vocabulary of a child is 4-5 and maximal vocabulary is 232. We should particularly mention that, there are no any unique talented or mental disabled children among observed children. As it detected, children's period and rate of obtaining language depends on their individual talents and speech development.

There are two directions in development of language: slow (understands speech, but does not speak) and active (understands speech and speaks). Usually, active speech replaces slow speech. 10-12 month children understand names of many things and acts. As parents mentioned, in this period children understand fairy tales and stories, as well as meanings of word combinations which used in games, which say along with others, but most children almost speak nothing. Actually, the results of our observations confirm that, children understand more words than they pronounce. This period – the period of developing of slow language – may last longer in some children. Active speech of two year-old child can consist of mostly non-verbal expressions; this expressions can be observed with mumbled speech forms. If child is developing in health social and communicative environment, his/her language also develops in usual manner.

Transformation of slow speech activity to active speech occurs fast and unexpected (Luria, Yudovich, 1956). It can be commented with large number of inactive vocabulary of child. Children, who start speaking late, can leave behind the children, who speak early by their

speaking. It is improper to worry about the not speaking child, if the quantity of his/her daily using words is 23 and understands all sentences, which have been spoken to him/her. The child, anyway, starts to speak, but it directly depends on surrounded and supplied linguistic condition as well.

We will try to answer the question, which how parents can help their children to obtain language. Long lasted researches prove that, child remembers and pronounces, also repeats different sounds in result of directly imitation to the speech of adults, as you can see, he/she starts speaking as adults. We teach child to speak with addressing like “Oyi degin” (Say, “mom”), “Ada, deb ayt” (Say, “dad”), “Bu non, non degin-chi” (It is bread, say “bread”) and call on pronouncing them these words. 10-12 month child tries to repeat that words in order to make us happy. Imitation is one of the main factors of child’s obtaining of language, because children start to speak in that language, which he/she was addressed by others. But the child does not try to repeat that word, which pronounced after hearing it from adults. Understanding of speech, addressed to child, repeating and imitating do not mean creation of child’s own word in his/her conscious or development of his/her speech.

We especially mention the creation of first words of children during their communication with adults. But adults’ communication with children does not mean copying of their speech directly by children. Word is firstly a sign, replacing mean of some stuff. Thus, every word should describe some object or sign. If there is no such kind of object, first words could not come out even though mother expresses her kindness with great pleasure. While playing some toy with child, this toy and all actions, which can be done with this toy, have some meaning, thus, have their own name. Another case – if child pronounces different words during playing toys and he will be alone at this time, his/her independent words may come late, the reason is that, there may not need to name this object or actions. Need and requirement to speak, usually,

depends on the conditions: first, need to communicate with adults; second, need name some objects. But both of them do not lead to say first words in particular case. Child feels need to name some objects only in objective communication with adults or meaningful, official conversation, that is why, in the result of this own words of child will be created. Here, you should not just speak to child; you should play with him/her and speak about this game. It can be used different cubes, balls, pyramids, cars, pictures and other many toys there.

Clear verbal task will be put in such kind of objective cooperation: he/she should say the names of some objects in order to be understandable to others. It leads to re-structure of verbal behavior of the child. In turn, by naming of some object-action, child expresses social-historical nature of this term and sees influence of this process to surrounding people. The main point of the verbal task is understanding of some name, word as a single correct mean, which is used to influence others. There is no need to name some objects in the initial period. Adults can create such a need and help to develop their speeches. We especially wanted to mention that, Chinese child, mostly, is single child in the family and his/her all-round development will be under great attention of adults. In this result, independent external speech of the most children will be developed relatively late. Direct treatment of every action of the child by surrounding adults slows down the need to external speech.

There are three main phases of obtaining language by the child (Mehovich, 1984), every of these phases has own meaning center for the child:

In the first phase, this center is an object. Child, while aspires to this object, expresses own wills by different mimes and intonation-expression actions. We observe that, these expressions lead to anger and even to cry if they cannot get that object, which they aspired to. Attention center of most children moves to adults gradually.

Parents, who are active communicators, will serve as a center in second phase. Child uses different verbal and non-verbal means while addressing to them. It can be observed by different expressions, active mumbled speech (like “bey-bey-bey” (give me, give me, give me)) and other impacting means, which imply to get objects. The aim of these actions is to point the attention of adults towards the thing, which they want. If adults “require”, wait verbal expressing of child’s will, child tries to pronounce this word zealously.

In the third phase, the attention center will be this word. Child pays attention to the mouth, motion of lips of the man, with whom he/she speaks, and it is a try to pronounce first sounds consciously. In this case, child not only hears the word, but also sees it. That is why, the man, who is speaking to young children, should pay attention to clear and correct pronunciation of every word. It is observed that, vocabulary of children will gradually increase especially in this period.

We should mention that, child should feel certain situation first. Child starts to understand need of pronunciation of certain words while addressing towards adults and only in that case their needs can be satisfied. Thus, as we mentioned before, understanding and obtaining of a word is a meaning of open verbal communication and it implemented directly along with adults. If such an environment will not be developed, child does not feel need to speak. He/she will be used to that, others can understand him/her and do what he/she wants, and uses attention methods such as tones, intonations, which can replace certain word or communication means.

Aforementioned word obtaining phases completely will be expressed as a regularity only in the process of speaking of first words. Later, child learns certain words by the meaning of the object or only by its articulate expression. Verbal task should be put and promoted by adults while child pronounces his first words. In this case child moves

attention center towards the word, which must be pronounced and can fulfill the active verbal task.

While observing specific expressions of children's speech in different communicative situations, differentiation of phonetic events and lexical units of their speech by gender draws our attention. Certainly, in communication with 3-4 years old children do not differentiate communicants by their gender, thus, boys as well as girls will communicate even with both gender. This condition can be changed only in some games, because there are certain games, which are played by boys and girls do not play those games and vice versa; the same could be observed with games of only girls (Iwamura, 1981). We will observe this detailed situation.

Because that girls' games are relatively narrow, and topical and role playing games, which played by less amount of participants, aggressive situations are less in such kind of games and they are eager to develop friendship feeling among participants. These games can be seen as an imitation of social lives of adults by their features. Boy's games directed to show individual abilities in relatively bigger groups and eager to forming of competitive features. Boys strive for being independent early: they separate own "personalities" from their peers, kindergarten teachers, as well as from their mothers and try to be free. Such kind of differentiation expresses in their speech as well. Boys' speeches are rich with informative elements and girls' speeches are distinguished by emotional expressions, sensitive units, which describe their feelings.

In scientists' opinion, these kind of tendencies have been observed in the behavior of 3 year-old kindergarten children (Zaporojes, 1974). This early notion of gender peculiarities in children's speech raises the term of displaying of genetic factor in phenomena. As for our observation, while verbal communication of children (if distance between communicants is less than one meter), boys communicate mostly with boys, girls may communicate with both gender evenly. We

should mention that, Uzbek children are very initiative in different games and situations, connected with communications. But Chinese children rarely participate in games, which played in cooperation even in their 5-6 years old. They mostly prefer actions, implemented independently, single or with adult members of their families.

Children rely on age, gender and other behavioral models in choosing communicants. For instance, girls choose their communicants by their appearance, behavioral features, boys pay attention to be active in group and showing distinct results. Psychological scientists identify that, children of both gender may play topical, role-laying games together. Gender consolidation of primary schoolchildren differentiates much even in the school period: 91% boys are communicant with boys, and only 9% of them verbally communicate with opposite sex. If we state all games and exercises, which played by children as a 100% for convenience, we observe that, 75% of these games played among the same gender.

Situational conversations at the time of playing games among the same gender last relatively longer and have certain meaning for the situation. Mutual misunderstanding situations are rare in such kind of situations. Boys use communication elements specifically to man, for instance, they use names of characters of different movies (“Jumong”, “Pokйmon”), their words (“Sava”, “voy-voy-voy-voy-ee”), wave their imagined guns (“Qo’lingniko’tar, otaman!” (“raise your hands, otherwise I will shot!”)) and involuntarily imitate to their voice (“paq-paq”), sometimes they may swear and use bad words. As it is seen, during the playing situations, words, which are not common in their daily life, and connected with mythical worlds’ heroes are actively used in boys’ speeches. On the contrary, girls use different social words, which are common used in daily life, because girls’ games consisted of social role-played games, such as: “mehmon-mehmon” (guest-guest), “dohtir-dohtir” (doctor-doctor), “bozor-bozor” (bazaar-bazaar) and so on. It can

be identified from the examples, which were collected in experience: small girls, while playing the roles of their mothers, try to speak like their mothers, to express actions of their mothers. This, by turns, gives opportunity to girls be more communicative than boys.

Different kinetic signs (gestures or motions, which express communicative meaning) distinguished in both gender with their multiform and specifications. For instance, girls' movements are relatively calm and gentle because of their playing attributes; sometimes it's observed their coarse actions as well. At the same time, it has not been observed calm and gentle motions, which are peculiar to girls, in boys regardless of attributes of their games, their kinetic expressions are based on quickness and exactness.

Children's speech becomes apparent in specific way in genders in the game environment. Differences between Uzbek and/or Chinese girls' and boys' speeches and non-verbal expressions come out not only from their gender, but also from the game environment and genders' feature attributes of those games.

Children, while experiencing of communication process regularly (Karpova, Kolobova. 1978), will whisper something during the game, while eating, going to the toilet, watching illustrated books and cartoons, they show their excitement from the exercises. But it is not the same all the time. If there is no any person, who understands and encourages the child around, he/she becomes calm. Or, if there is a strange person (for example, guest), child does not feel free himself/herself, feels shy from speaking.

To what children pay attention firstly in the communication with peers or with adults? Child wants to have a person, who understands him/her, likes, and always cares about him/her. Child wants to be with open hearted and smiling person, to play with him/her. It can be identified from his/her motions, which can confirm this. Consequently, young children feel more comfortable when they are

with elder people (sister, brother), sometimes with much elder people (grandfather, grandmother) than being among peers.

Child starts to communicate with his/her peers mainly from age of three. The process of communication depends on children's individual features, characteristics and environment. Because, child exaggerate the sign, which is interesting for him/her and gives own opinion on this. For instance, 3 and half years old boy -Javlon is speaking to the same age neighbor boy - Sunnat:

Javlon: - koptonibey! (meaning: "Give me the ball")

Sunnat: - yo, beymiman. Bu maniki.Ozinayiginibeymisan-ku.(meaning: "No, I do not. It is mine. So, you also do not give your bear, do you?")

Javlon: - beykoptoni, oynagimkevotti. Opa, etin, beysin.(addressing to his mother) (meaning: "Give me the ball, I want to play. Mom, tell him to give me").

Sunnat: - san ayunibeysen, menambeyaydim. (meaning: "If you give me the bear, I could give mine")

While speaking with peer young children, there is a need of being some elder person next to them.

Child cannot communicate fast with everyone and does not answer to the questions of everyone. This forms selecting condition of children's communication process. People, who care about child will be around him/her: mother will feed, when he/she awakes, changes clothes if needed, plays with him/her, lulls to sleep, pampers and so on. As identified during observations, child will communicate fast and easily with that person, who will spend with him/her much time while playing games. Mostly, sister or brother, sometimes some elder children will play with children. That is why child becomes friend with elder people faster than his/her peers.

It can be observed specific process in different topics and communication means among kindergarten children, while they communicate with each other.

As have been shown by observations, child does not feel need to communicate with his/her peers in the first year. He/she communicates only with relatives and this communication can be commented by waiting to respond to his/her emotional actions, interests to environment.

Two year-old child looks to his/her peers with great interest, but they cannot directly communicate with them. Child in this age means toys, things from his/her peers, it has been observed that, even he/she can be jealous of his/her mother.

Child needs communication with peers in the third year and his/her opinion will be in subjective nature. Because actions, thoughts, motions call on his communication with peers.

Development process of communicative need and implementing this can give practical results in two months, if it directed to adult people, but if it directed to peers, it may be effective in two years.

Child will completely communicate with peers after three years old. Communication process will topically enriches and entirely satisfies child's sensitive needs in this period.

Children communicate with each other during different situations of communication, especially in role-playing games and need to be partners. Surely, adult people (teachers in kindergarten, parents at home, some elder children, sisters, brothers in the street) are needed in organizing and properly directing these kinds of games.

Child assumes himself/herself as a small part of a big society during communication with adults. Besides, independency forms in the result of interactions with his/her peers, child feel himself/herself as an

active participant. That is why socialization process develops rapidly in child after three years old. He/she imagines about the future place in the society by playing different games, listening to and watching fairy tales via TV, in other words, his/her abstract thinking starts to develop. For instance, 3 year-old girl Dilsora says “I will become dressmaker, when I will grow up” and constantly sews different dresses during playing games. 3 year and 9 months old boy Dilshod, whose father is a driver, tells that, he will be a driver in future and he will have lot of cars. And 3 year and 4 months boy Temurbek answers to the question “Whom will you be in future?” in such way: «I will make a hole, when I will grow up (he means, his height will be tall), then, I will be «gol-golchi» (football player), «dik-dikchi» (tennis player), «boxer», «Jekijon» (he means, karateka), «supeymen» («superman», he means, great boy), «chess player». If you ask «So, will be all of them? How?», he answers «First, I will be «gol-golchi», after «dik-dikchi», after...» and so on.

Child's interest to the future profession springs up very early. If it will be noticed and paid attention to at this time, his/her finding place in human society will be easier.

Children will mostly talk about the following topics and changing opinions during communication:

1. About private needs.
2. About interests.

Child will be interested in toys of his/her peers, will observe what his peers can do and compares them with own abilities. Complex of imaginations like «He/she has, but I have not», «I know, she/he does not», «I can, he/she cannot» will arise inside the child and they compel needs for communication. Child feels excitement from the process of activity in cooperation with his/her peer.

As it known, children are very curious. Different events around leads to forming of various questions in children. Asking habits of children, mostly, start after developing of their speech, so after starting

speaking. This occurs from 3 and a half to 5 years old in the children, whose speech are developing in normal way. Children of all ages gives questions like «Why is the sun bright?», «How many stars are there?», «Why does the clock tick?», «When does darkness will go?», «Why am I not becoming adult?», «Why is the snow white?» and they are eager to find answers.

While obtaining elements of language, child sees the objects or events first, he/she will accept the term of this object or event only after understanding of their essence. Until this time, they create new term for own vocabulary and use.

There should be mentioned that, until 3-4 years old, child does not understand figurative sense of words in our language. If it will be said «bor, toshingniter» (in Uzbek, “go, collect your stones”, mening: “mind your own business”), actually, child will go and looks for some stones. For instance, if mother of 3 year and 4 month old girl Nilufar remarks to her because she urinated at night «so, geese were swimmied in your bed all night, right?”, the girl touched her bed and asked «Mom, where are geese?». Besides, child does not understand figurative phrases like «golden fall», «bride of seasons », «golden hands», «as a hen, which burned its legs », «burned head»and accept them in direct meaning. Some amusing thoughts like «Where is the gold of a fall?», «Does hen burn its legs?»will come to his/her head. That’s why child does not use such phrases and figurative speech until he/she reaches 5-6 years old age. They use only words in direct speech

Child obtains and learns many aspects of adults speech during the process of socialization. As it had been identified from observations, 3 year-old child does not fully understand meanings of words “yesterday”, “today” and “tomorrow” and uses the word “tomorrow” instead of using “yesterday” or “today”. For example, 3 year and 6 months old boy Temurbeksaid «I went to the kindergarten tomorrow» instead of « I went to the kindergarten yesterday». He will use words “yesterday” and

“tomorrow” in his speech, but does not understand full meaning. Because, if you even say “tomorrow will be «tomorrow», you went to the kindergarten yesterday”, he obstinately insists and does not stop saying «No, I went tomorrow!».

While developing child’s speech, we can see his/her using of words without understanding again. As we know, there are own place of ordinal numbers, cardinal numbers, generally numbers and numerals in our adults’ speech. By learning of these words, child expresses them in non appropriate place. For instance, he/she shows two apples and says “one apple”, or by showing four candies, says “six of them”. If it is said “No, they are four, not six” to the child, anyway he says “six” again. If you kindly ask to count them, he will “prove” that, the number of candies is six by counting via forefinger like “one, two, three, six”

We identified most used words in the speech of three years old child in the result of our observations – he/she, firstly uses verbs (give me, raise up, I will sleep, do not eat) and nouns (apple, bread, mother, father, car). Child uses adjectives in his/her speech as well in order describing clear motions and nouns (hot bread, icy water, taste food). After aforementioned, they use numbers and pronouns: my own book, from that place, this thing, two apples, one pencil. Adverbs are relatively rare in speech of 3-4 years old child. It is interesting that, after analyzing of observation results, we found: Chinese children also mostly use verbs, nouns and adjectives, but they face difficulties in using numbers and adverbs.

Besides, some of auxiliaries and modals (and, with, yes, no, I do not know) actively used by child, some of them they start to use from the age of 6-7.

Nobody teaches child to speak. Regardless of the nationality which he/she belongs to, Uzbek or Chinese, child will develop own verbal activity depending on his growing social environment and his own

internal needs and will display national features, valuables, specifications of this society in his/her speech.

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