



**“MAKTABGACHA VA BOSHLANG‘ICH TA‘LIMDA
O‘QUVCHILARGA INGLIZ TILINI O‘RGATISHDA XALQARO
TAJRIBALAR VA YONDASHUVLAR”
mavzusidagi xalqaro ilmiy-amaliy konferensiya**

**Международная научно-практическая конференция на тему:
“МЕЖДУНАРОДНЫЙ ОПЫТ И ПОДХОДЫ К ОБУЧЕНИЮ
АНГЛИЙСКОМУ ЯЗЫКУ УЧАЩИХСЯ В ДОШКОЛЬНОМ И НАЧАЛЬНОМ
ОБРАЗОВАНИИ”**

**International scientific and practical conference on the topic:
“INTERNATIONAL EXPERIENCE AND APPROACHES TO TEACHING
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THE IMPORTANCE OF ONOMATOPOEIC WORDS IN CHILDREN'S SPEECH DEVELOPMENT

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Annotation: This thesis deals with the role of onomatopoeic words in early years of word-learning as a child and investigates the certain features of onomatopoeic words which make them crucial in developing children's speech.

Key words: onomatopoeia, IDS (infant directed speech), imitation, speech development, language development, word learning.

The theory about word learning at early years of life has been debatable issue among linguists for many ages. The concept about influence of onomatopoeic words on word-learning process is one of the most widespread ways of acquiring the world at early speech ability. How children learn words continues to be an unanswered question in the study of human development. A large body of work has provided insight into a number of key strategies that can support word learning, including children's sensitivity to temporal co-occurrence between labels and objects powerful cues in caregivers' communication such as their use of pointing to direct attention and convey meaning First and foremost, the majority of existing accounts assume that temporal overlap between referents and words is required for learning, but this is far from the norm. Language very often refers to objects and actions that are not physically present, and indeed, *displacement* has long been considered a fundamental feature of human language one that occurs even in language directed to children (Moreover, while statistical regularities in language input can provide reliable cues to word boundaries, they cannot tell the child anything about what the word refers to, an issue known as the "symbol grounding problem". Crucially, most existing proposals assume that the relationship between words and referents is purely arbitrary. However, this is not always the case. Onomatopoeia are non-arbitrary words whose form directly evokes the sound of real-world referents (e.g. *smack*, *drip*), and are well-represented across the world's languages. For example, though onomatopoeia and sound-imitation featured centrally in historic theories of language origin, these theories have been heavily criticised, on the grounds that onomatopoeia differ across languages despite referring to the same real-world sounds (e.g., *cock-a-doodle-doo* in English)and onomatopoeic forms being limited in the number of possible concepts they can express. Yet recent research suggests that onomatopoeia are not as marginal as previously thought. Onomatopoeia are among the most common words young children produce, occur frequently in the vocabulary stock

of the children. When they first notice the sound they try to produce the same sounds as they hear. They learn the outer world through imitating different sounds. Previous research on IDS has highlighted its importance in engaging infants' attention, promoting language comprehension, and fostering social bonds between caregivers and infants. However, few studies have specifically investigated the use of onomatopoeia in IDS and its unique contributions to infant language learning. The literature review provides an overview of existing research on onomatopoeic words, exploring their linguistic properties, developmental significance, and cultural variations. Additionally, it discusses theoretical frameworks, such as social interactionist theory and the auditory-vocal matching hypothesis, that provide insights into the role of onomatopoeia in IDS. Onomatopoeic words are preliminary findings suggest that onomatopoeic words play a unique role in IDS, eliciting heightened attention and engagement from infants compared to non-onomatopoeic speech. Caregivers often use onomatopoeia to label objects, describe actions, and evoke sensory experiences, facilitating infants' understanding of the surrounding world. Moreover, onomatopoeic words may serve as tools for language learning, helping infants map sounds to meanings and acquire vocabulary more efficiently.

The process of acquiring new words and speech skills is not about only hearing the sound but also characterizing the image of a sound in their mind. In this case the connective factor between the sound of a word and its meaning is of high importance to learn and imagine a new word. But this simpler learning technique is not related to all of the words in the language. When the new word is onomatopoeic, when the name of the word refers to the sound it makes, it is much easier for children to remember and to pronounce as they understand what the sound means. There is a good chance that these animal and environmental sounds will be some of the first intentional speech sounds you hear from your child, after cooing and babbling. A number of such words can be grouped into animal sounds, natural sounds and technical sounds. The most common types which can be observed in the speech of infants and toddlers. The first group is animal sounds and children often tend to say the sound of the animals rather than the name: aa, bark, buzz, cheep, chirp, cock-a-doodle-doo, cuckoo, howl, meow, neigh, oink, tweet, quack. Next group is the natural sounds that are produced in the nature without human interaction: Achoo, blurt, cough, giggle, ha-ha, clap, sniff, snore, sob, whisper, yawn. The last group which helped parents to expand the vocabulary of their child is the sounds that are made by things: Bam, bang, bubble, click, crash, flick, puff, ring, jingle, whoop, zip, sputter, twinkle. Instead of naming the objects children call the things with their sound production. This is the case which are mostly related to the technical objects such as vehicles. Before learning the word "car" children say "beep-beep" they imitate the sound of the car before naming it. Examples include: Beep beep! Vroom! Choo choo! Ding! Weeee-oooo weee-ooo! Zoom! Ring ring! Kids often gravitate toward animals and vehicles, which means toddlers are motivated to learn and imitate the sounds they make.

In conclusion, onomatopoeic words play a significant role in infant-directed speech, serving as potent stimuli for engaging infants' attention, enhancing language learning, and fostering socio-emotional connections between caregivers and infants. By understanding the specific functions and effects of onomatopoeia in IDS, we can better support early language development and promote positive caregiver-infant interactions. Future research should continue to investigate the role of onomatopoeic words in IDS across different linguistic and cultural contexts, as well as explore their potential applications in early intervention programs for at-risk populations.

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SOCIAL FEATURES OF BORROWED WORDS IN ENGLISH LANGUAGE

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Annotation: This thesis explores the social features of borrowed words in the English language, examining how these words reflect cultural exchange, linguistic evolution, and social dynamics. By analyzing the origins, usage patterns, and socio-cultural implications of borrowed words, this study aims to deepen our understanding of language as a dynamic and multifunctional social phenomenon. Through a combination of historical research, linguistic analysis, and sociological perspectives, this thesis deals with the intricate relationship between language, society, and identity.