

HOW DOES DIALECT AFFECT THE LANGUAGE?

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Annotation: *More than 7,000 dialects are spoken around the world, but little is written in the literature about how speaking a dialect affects the way children learn to read and write. The article raises the question of whether children who speak the mother tongue have difficulties in reading and spelling because their spoken language does not correspond to the spelling of the written language.*

Key words and phrases: *dialects, language acquisition, language comprehension, reading, writing, accents.*

Аннотация: *В мире говорят на более чем 7000 диалектах, но в литературе мало написано о том, как говорение на диалекте влияет на то, как дети учатся читать и писать. В статье поднимается вопрос о том, имеют ли дети, говорящие на родном языке, трудности в чтении и правописании из-за того, что их разговорная речь не соответствует правописанию письменной речи.*

Ключевые слова и выражение: *диалекты, овладение языком, понимание языка, чтение, письмо, акценты.*

Annotatsiya: *Dunyo bo'ylab 7000 dan ortiq lahjalarda so'zlashadi, ammo adabiyotda dialektda gapirish bolalarning o'qish va yozishni o'rganish usullariga qanday ta'sir qilishi haqida juda kam narsa yozilgan. Maqolada ona tilida so'zlashuvchi bolalarning so'zlashuv tili yozma til imlosiga to'g'ri kelmagani uchun o'qish va imlodagi qiyinaladimi, degan savol tug'iladi.*

Kalit so'z va iboralar: *shevalar, til o'zlashtirish, tilni tushunish, o'qish, yozish, urg'u.*

How children learn to read and write? In general, learning to read and write begins with learning the alphabet and realizing that each letter represents a specific sound. Children then learn to combine this knowledge and understand, for example, that the sound /p/ corresponds to the first letter of the word pizza. Therefore, the development of literacy is strongly influenced by the relationship between the knowledge of letters and the understanding of the phonological aspects of the language.

This is especially true for languages with relatively consistent pronunciation and spelling, that is, transparent orthography. Research has shown that children learning to read in languages such as Greek, German, or Spanish rely heavily on the strategy of matching letters to sounds.

Speaking in a dialect seems to make literacy acquisition more difficult. Several studies have examined how literacy learning occurs in children who speak a dialect of the standard language and have attempted to determine whether dialect-based differences in language structure affect the development of primary reading and spelling skills, main skills. It appears

that reading is more difficult to master if the printed language does not correspond directly to the spoken language.

Thus, dialect-speaking children face a high degree of difficulty in learning to read and write because of the linguistic mismatch between their spoken and standard written language. This discrepancy can occur at the level of phonology, vocabulary, or even sentence structure.

In a study comparing African American English (AAE) to mainstream American English (MAE), researchers found that children who spoke AAE at home and were taught MAE at school had more difficulty decoding words, that is, reading, because some words are pronounced quite differently than they are written in the dialect.

Dialect differences among English speakers are widely recognized - for example, a Boston accent or a southern drawl. There is considerable evidence that listeners make stereotypical judgments about speakers of certain dialects. But what is of greater concern here is that some dialect differences are seen by some not as regional variation, aberrant or delayed language development, poor learning, laziness or carelessness, or even purposeful rudeness, but rather as "incorrect" is seen as English. Especially in this setting, differences between a young child's dialect and standard classroom English can become a risk factor for reading difficulties.

When psycholinguists and other psychologists trying to analyze different dialects, they use convenience samples for their experiments, often based on participants within the local university community. When analyzing the data from these experiments, participants are treated as random variables, because the interest of most studies is not about experimental effects present only in the individuals who participated in the experiment, but rather in effects present in language users everywhere. The differences between individuals due to genetic, developmental, environmental, social, political, or chance factors are modeled jointly by means of a participant random effect [1, 390].

The risk of confusion is especially high when it comes to study guides. For example, if a teacher points out letter-sound correspondences within a word that is pronounced differently in the child's dialect than the teacher's, the lesson may be more confusing than enlightening.

Furthermore, teachers who are insensitive to dialect differences may have negative perceptions of children and expectations of their success, and they may modify their teaching downward based on these perceptions.

Although these conditions undoubtedly occur, much work remains to be done to measure the extent to which they occur and the extent to which they may contribute to low academic achievement. There are challenges. As with children with limited English, dialect differences are often associated with poverty, cultural differences, substandard schooling, and other conditions that pose a greater risk for learning difficulties.

"Even measuring events and their relationship to success is confounded by the risk factor itself" [7]. Therefore, the knowledge base is not clear. Some dialects over the world have been studied and researched more thoroughly than others.

Some of the black-white differences in reading achievement can be traced to differences language background. Many African-American children speak a different dialect the main dialect emphasized in school. We looked at how to use the alternative affects the decoding of

dialects, an important component of early reading, and reading sign development. Behavioral data indicate the use of alternative pronunciations of words exposes developing students to reading aloud in different dialects, with greater effects children who use more African American English (AAE). The effect was studied with a computational model, studying the factors that affect reading purchase. The results suggest that the difference achieved may be due in part to differences. On task complexity: children with different home and school dialects are at greater risk reading difficulties, because tasks such as learning to decode are more difficult for them.

Differences in language background can be important a contributing factor to learning acquisition and school success. Little information is available on surveys such as ECLS children's linguistics in addition to which languages spoken at home. Thus, ECLS provides important information related to differences between languages (e.g. speaking at home, etc. school), but does not allow us to examine the influence of linguistic differences within a language. However, a large body of research shows that "characteristics of the language to which children are exposed have enormous impact on what they learn" [5, 6].

Although all people learn colloquial speech in absence pathology and features of human language are very different. Languages exhibit statistical patterns related to the frequency and coincidence of sounds, words, and phrases. Children learn about these patterns by looking at a large sample of words in the womb. These hidden statistics are constantly updated and developed by the language throughout its life in use. Importantly, "children's speech exhibition wide variation in quantity and quality: the number of words, their variety and complexity, the frequency and duration of communication exchange" [6, 34].

Thus, dialect-speaking children face a high degree of difficulty in learning to read and write because of the linguistic mismatch between their spoken and standard written language. This discrepancy can occur at the level of phonology, vocabulary, or even sentence structure.

In terms of language structure, you cannot separate a language from a dialect. The term "language" is often used to refer to the speech practices of a politically or culturally defined area, usually a country. It is also generally associated with a generally accepted writing system, although there are many languages that do not have a writing system. Furthermore, in a language field that is standardized and therefore seen as the linguistic norm against other dialects, there is a strong tendency for "language" to be associated with that dialect. But such a dominant dialect is not structurally superior to other dialects; its dominance is based on political, economic, cultural, etc. factors. So, deciding what is a language and what is a dialect is not really a linguistic issue. If the people who speak the language claim that something is a language, we have to be content with the idea that it is.

All languages undergo changes over time. If a group of people speaking a particular language becomes isolated, their language also differs from the main language group. Over time, the differences become so large that they destroy the language of the group is a dialect. Time and isolation are two the main factors and aspects of dialect formation in subject. When speakers of a common language are separated from each other, their language versions develop in different ways. Separation can be due to geography, politics, sociology (culture, dominance, religion, etc.), politics, etc.

Some factors can hinder the development of dialects. TV and movies may help spread the standard version of the language, but the research I've seen doesn't support that. A greater factor that hinders the development of dialects is the migration of speakers, which effectively reduces the geographical barriers that promote language differentiation into dialects.

Over time, evolution causes the original language to change. Although mutually intelligible, these variations are called dialects. If they evolve differently, the dialects can become mutually unintelligible, and at that point they become separate languages. Note that the dividing line between dialect and new language is blurred - there are many shades of "mutual intelligibility".

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