LANGUAGE IDENTITY AND ITS FACTORS

Matluba Turdieva,
Uzbekistan State University of World Languages

ABSTRACT

Communication is among the first terms that spring to mind when discussing language. Conversely, language is an essential component of identity and for all forms of communication with the outside world. Identity is a projection of who you are onto the world and how other people see you. Furthermore, because identity development involves people making conscious decisions that alter who they are, it calls for a certain amount of awareness. Family, peer relationships, and physical location are three elements that shape language and identity over the course of a person's life. In order to demonstrate how identity is not static but rather changes over time because of this relationship, this article will describe it and provide some examples of identity in language use.

Keywords: language identity, phenomena, components, sociolinguistics, gender linguistics, ethnicity.

INTRODUCTION

The most crucial factor in a child's language development is their family. The words of encouragement that parents give their children at home have an impact on these talents. Psychologist Catherine Snow (1972) asserted that children acquire language primarily through the speech they hear in their environment (p. 549). Children learn their mother tongue, also known as their first language, as they get older, allowing them to speak with their parents.

Given the amount of time kids spend interacting with their parents, it should come as no surprise that parents teach speech skills to help kids build their own style of communication, which helps kids develop their language abilities. Nonetheless, developmental psycholinguists contend that children only hear a haphazard selection of adult speech, complete with all of the errors, complexity, stutters, and garbles that adults frequently make when speaking to other adults (Snow, 1972).

If it is looked differently, children exposed to a wide variety of speech patterns at home. Because of this process, youngsters become highly perceptive and compelled to mimic their parents' actions, particularly when it comes to speaking. Because young speakers strongly attached to their parents throughout this period of life, when their mother language forms their own identity, it has a profound effect on a person's personality and psychological development.

A child's mother language shapes his or her culture, identity, and beliefs. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) (Farhat, 2018) make the statement "our values, beliefs, and identity are embedded within language". This illustrates the importance of culture in shaping one's definition of self. Values and beliefs shape an individual's behavior, perspective, and way of thinking. Rovira (2008) asserts, "Language is intrinsic to the expression of culture" (p. 66), implying that language serves as a vehicle for

the transmission of culture and values. Even though a person's mother tongue and culture are strongly linked, children who do not speak their parents' language may find it difficult to connect with their heritage. Here is an example to help you understand this concept better. The Linh Cao family, who are of Vietnamese and Chinese descent, is a prime example of how a three-generation family can lead to identity changes, according to Thomas and Cao (1999). The Cao family moved to the US in 1979 because of political and economic unrest in Vietnam. The father spoke Mandarin, Vietnamese, Hainanese, and a little bit of English. The grandparents spoke Hainanese and Vietnamese. The mother was somewhat fluent in English, Hainanese, and Vietnamese.

Given these presumptions, it is interesting to think about how this might affect kids. In fact, the age differences among the children led to notable differences in their language experiences. Although Linh was born in Vietnam, she no longer speaks Hainanese, her native tongue. When Linh first started school, she studied Mandarin, but she was compelled to learn how to read and write Vietnamese following the Communist takeover of Vietnam in 1975. In fact, the Vietnamese government mandated that Vietnamese be taught in all Chinese-run institutions in an effort to completely erase any Chinese influence. Her younger sister, who is a year older, speaks English better than Vietnamese but has recently made progress in Mandarin and Hainanese. In contrast, their two younger siblings arrived in the United States at the ages of two and three, and while they are now fluent in English, their vocabulary in Vietnamese is severely limited, and they primarily communicate in "yes/no" terms, especially when they are with their parents.

Conversely, the older siblings find it easier to communicate with their mother in Vietnamese, albeit occasionally they run into difficulties when they do not know how to say anything. Their mother attempts to assist them when this happens since she understands what they are attempting to say. The results of this study indicate that if a child abandons their mother tongue and instead learns a common language used outside of the home, it can be challenging to maintain communication inside the immigrant family. As children get older and begin to identify their values and feel a sense of coherence in their identities, it is critical to observe the dynamics of this transformation.

Adolescent Identity Development

As their language skills advance, adolescents become more aware of how other people see them since peer group approval becomes increasingly important. People's language use is often influenced by this knowledge, especially when it comes to altering their speech patterns in order to achieve a certain social status among their peers (Durkin & Conti-Ramsden, 2007). In the real world, adolescents are often the ones that create and modify language, with some of these creations eventually finding their way into the language's general structure. This is particularly true at the lexical level, as youth frequently use language creatively and enjoy inventing new phrases from other languages and even jargon, which is a specific type of language used by a certain group or occupation.

Teenagers frequently utilize slang, another form of casual language, in social situations. For example, young speakers may use the terms amazing, ill, or wicked to denote "really good." Slang is a manifestation of how young people react to their surroundings and express

themselves in society, where it is more practical to communicate informally than in formal terms. Compared to adults, young people communicate differently. Over time, some linguistic alterations, like modifications to speech or grammar, endure, while others diminish. When these alterations continue, we notice a change in language. Fuller (2007) asserts that having a unique language fosters self-confidence in teenagers and enables them to communicate with other teenagers (p. 106). These young people acquire a specific speech pattern that effectively communicates who they are and how they react to social influences. This is an example of how language choice creates a strong bond between group unity and social identity. It should come as no surprise that teenagers find it simpler to fit in and forge unique identities while they are trying to figure out where they fit into the adult world because of their language-based drive to be accepted by their peers.

Geographical Location's Effect on Identity

Numerous studies have found that dialect emergence and language diversity are significantly influenced by geography. For instance, greater likelihood of linguistic variation among speakers of the same group who reside in different regions of the nation exist. All languages have dialectical varieties, claim Abdulfattah and Mansour (2017). Language is constantly changing, therefore even while these dialects may have different phonological, morphological, spelling, vocabulary, and syntax from the standard language, it might not be obvious to an outsider what is thought to be the true language. Language variety is influenced by geographic environment, claim Abdulfattah and Mansour (p. 221). For instance, geographic location has a significant role in the variety of dialects spoken in England. For example, English speakers in the North East pronounce bus as /bus/, as opposed to Received Pronunciation, which is the accent usually connected to wealth and education. As per the findings of Abdulfattah and Mansour (2017), "it is also claimed that location has been essential in the emergence of a new variety of English that became known as General American English, which is different from the UK varieties" (para. 221). The language they spoke when they left England for America was brought with them. However, spoken language changed in many ways because of encounter.

There are several varieties of American and British English spoken today. "Two nations split by a single language," as George Bernard Shaw and Oscar Wilde put it. The idea that geographical barriers eventually give way to language obstacles is reinforced by this observation. Even among speakers of the same language who reside in different regions of the same country, these barriers may persist. They could find it difficult to understand one another, which can cause disagreement, annoyance, offense, and miscommunication—all of which are barriers to effective communication. A person may experience miscommunication and misinterpretations with coworkers if they choose to move to a city where a different dialect is spoken for work, which could strain their interpersonal ties. Furthermore, the use of slang and regional colloquialisms can increase miscommunication and communication gaps when dialectical and accent differences develop. Because linguistic barriers can make it difficult to communicate thoughts, feelings, and emotions, linguistic difficulties have the potential drastically change a person's identity. Good interpersonal communication is therefore something that should never be taken for granted.

In addition to being our main form of communication, language is fundamental to who we are as people and is required for all interactions with the outside world. When taking into account the amount of time parents spend with their children in defining their communication style and developing their character, family is without a doubt the most significant factor in children's language development, which aids in the establishment of their identities. As kids become teenagers, their identities change as they become more aware of how their peers see them, which affects how they use language to express how they are perceived in society.

Furthermore, geographic location influences dialect differentiation, which can result in linguistic barriers and hinder communication among speakers of the same language. These three components allow us to draw the conclusion that identity is dynamic and always changing, just as a person's language does in a given social setting.

People can express various elements of their identities through speech in a variety of ways. Different aspects of a person's life define who they are. Language can help people identify themselves and communicate details about themselves, like their location, gender, or age. We will examine the relationship between language and identity, its relevance to sociolinguistic research, and a few instances of language use as a means of identification.

REFERENCES

1. B.A. Larin Филологическое наследие: Сб. статей - СПб.: Изд-во С.-Петерб. ун-та, 2003. С. 656-659.
2. Buslaev. F.I. Преподавание отечественного языка: Учеб. пособие для студентов пед. ин-тов по спец. "Рус. яз. и лит." М.: Просвещение, 1992.
3. Маслова В.А. Лингокультурологическое исследование: Учеб. для студ. ун-тов. — М.: Академия, 2010. — 208 с.
4. Смит Л.П. Фразеология английского языка. — М., 1998. 7 Пастушенко Л.П. Английские фразеологические единицы в составе фразеологического поля: Дис. … канд. филол. наук. — Киев, 1982.
5. I.V. Arnold "The English Word", "Vyssaja skola", M. 1989
6. Киселевич Д.И. Русско-английский технический словарь. — М.: Рус. яз., 2001.
7. Киселевич Д.И. Современный русско-английский фразеологический словарь. — М.: Астрель, АСТ, 2002.
8. Тер Минасова С.Г. Язык и межкультурная коммуникация. — М.: Изд-во Москов. ун-та, 2008.
9. Кунин А.В. Англо-русский фразеологический словарь. — 4-е изд. / А.В.Кунин. — М.: Рус. яз., 1984. — 944 с
10. Кунин А.В. Курс современной английской фразеологии: Учебник для студ. фак. иностр. яз. — М.: Феникс, 1996. —381
11. Копыленко М.М., Попова З.Д. Очерки по общей фразеологии. — Воронеж: Изд-во Воронеж. ун-та, 1989. — 190 с.