PAPER

THE WAYS OF IDENTIFYING KNOWLEDGE OF LANGUAGE CHANGE AND LANGUAGE ACQUISITION

Sobirova Gulhayo Faxriddin qizi[1,*]

[1]Kimyo Internetional UniversityLinguistics /English language/ First year Master Student

*Gulhayo1@gmail.com

Abstract

This illustrates the main approaches to identifying knowledge regarding language change and language acquisition. This study investigates both historical linguistics and research on language learning. By looking at the key methods and theories in both areas, I bring forth new understandings of how scholars investigate how language change happens over time and how humans develop linguistic competence. It also notes the intersectionality of these areas and how knowledge in one may come to the aid of the other.

Key words: Historical linguistics, cognitive linguistics, second language learning, developmental psycholinguistics, first language acquisition.

INTRODUCTION

Language is not a fixed thing — it changes over time and is transmitted from generation to generation through acquisition. Social variables and dialect change play a significant role in understanding the power of language through a social model to account for the way that language takes shape and changes over time, including the nature of variance in linguistic performance (i.e., phonetics, phonology, morphemes), dialect, and language acquisition. These are criteria for the nature of human language and its evolution that any linguist must have knowledge of in both domains. This study explores the diverse approaches to delineating knowledge in these two domains, providing a comparative lens while highlighting their interplay.

LITERATURE REVIEW

Understanding Language Change By definition, language change refers to any changes in the phonetics, lexicon, and grammar, as well as the usage patterns of a language over time. These changes can be subtle or extreme, and local or across language families.

A phonological change — The Great Vowel Shift in English is an example that refers to the change of the long vowels in English between the 15th and 18th centuries.

Morphological change: The loss of case endings in nouns in English inflectional endings.

Lexical change: Adapting words from other languages or creating new ones (like "internet," "selfie").

Syntactic change: Word order or sentence structure changes (for example, in moving from Old English word orders to Modern English SVO (subject-verb-object)).

METHODOLOGY

To determine how and why language changes, scholars employ several techniques: Historical linguistics uses documents written in the past to trace the evolution of language. Linguists can reconstruct older states of a language and make determinations about change by comparing texts from various eras.This method compares two or more cognate languages, identifying shared traits so linguists can reconstruct proto-languages and track genealogical ties. When we lack written records, we can reconstruct internally by isolating changes and examining anomalies in a single language. Irregular verb forms, for example, can provide clues about more ancient rules of regularity.

Modern linguists are depending more and more on language corpora — huge, structured databases of authentic texts — to help them track trends in usage and change. By comparing historical and contemporary corpora, researchers can identify when certain words or grammatical constructions became popular (or fell out of use).

Such language change is often correlated with social factors. By studying language use at the level of social groups, researchers can see the pathways by which change spreads through a community.

DISCUSSIONS

Language acquisition is the way we humans develop language. First language acquisition is natural and occurs early in life without formal instruction, whereas second language acquisition usually involves a conscious effort and practice. Kids learn their first language through engaging with their world and those who care for them. The first is that this process is largely unconscious and that much of the process is common to anyone learning any language.

Second Language Acquisition (SLA) SLA differs depending on the learner's age, exposure, motivation, cognitive abilities, and so on. In contrast to first language acquisition, SLA may include formal education and metalinguistic awareness.

RESULTS

Linguists and psychologists have devised a number of ways of investigating language acquisition: These researchers study the same person (usually a child) over a long period of time. These studies shed light on the longitudinal development of language and the order in which different structures are acquired. Instead of following one specific individual, the researchers studied language production by multiple individuals over the course of their development. This approach is less time-consuming and better for spotting broad trends. Researchers can deduce knowledge gained and knowledge still developing by analyzing errors of language learners.

When a child uses "goed" instead of "went," this reflects overgeneralization of the rules for forming the past tense for regular verbs. These include checking their knowledge of grammar structures, vocabulary, and pronunciation by asking specific questions or giving issues to solve. Recent techniques such as fMRI and EEG allow for the study of language processing in the brain. This approach is particularly useful for understanding how various parts of the brain contribute to learning and processing language. An important realization in modern linguistics is that language change and acquisition are intimately connected. Kids are crucial in the transference of language through time, and their language-learning habits can catalyze a shift.

Kids don't always perfectly reflect adults' speech. They might regularize irregular forms or simplify complex constructions. Eventually, such innovations can be considered part of standard language. Some researchers suggest that learning a language imperfectly — particularly in multilingual societies like the ones in which Hebrew and Arabic developed — can set off systematic changes in grammar or pronunciation. Creoles frequently emerge from scenarios in which speakers of diverse native tongues must communicate with each other, and their children develop a new, stable language system. This phenomenon illustrates how directly acquisition can prompt change in a language.

CONCLUSION

Knowledge of language change and language acquisition is manifest in the use of an array of interdisciplinary approaches, spanning from historical document analysis to the tools of cognitive science. These findings are important for understanding the nature of human communication and cognition, and the ways in which language evolves and is learned. Also, understanding the relationship between the two processes sheds light on how and why languages change over time and generations. Such continued investigation from MTG and LPT can only serve to deepen our understanding of language use, variation, and universality across both domains.

References

1. Fromkin, V., Rodman, R., Hyams, N. (2018). *An Introduction to Language*. Cengage Learning.

2. Lightbown, P. M., Spada, N. (2013). *How Languages are Learned*. Oxford University Press.

3. Trask, R. L. (2015). *Historical Linguistics*. Routledge.

4. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.

5. Labov, W. (1994). *Principles of Linguistic Change*. Wiley-Blackwell.

6. Pinker, S. (1994). *The Language Instinct*. William Morrow and Company.