LINGUISTIC CHARACTERISTICS OF CHILDREN'S GAMES IN ENGLISH AND UZBEK LANGUAGES

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Annotatsiya: Ushbu maqolada ingliz va o'zbek tillaridagi bolalar o'yinlarining lingvistik xususiyatlari ko'rib chiqiladi. Bolalar o'yinlari til o'rganish jarayonida muhim ahamiyatga ega bo'lib, ularda til strukturasi va madaniy qadriyatlar namoyon bo'ladi. Maqolada ingliz va o'zbek o'yinlarida ishlatiladigan lug'at boyligi, fonetik va ritmik naqshlar, grammatik tuzilmalar va tilni o'zlashtirish jarayoni tahlil qilinadi. Bolalar o'yinlari orqali til va madaniyat qanday uzatilishi, shuningdek, ular yosh avlodning madaniy va ijtimoiy me'yorlarga ko'nikishiga qanday yordam berishi ko'rsatiladi.

Kalit so'zlar: Bolalar o'yinlari, lingvistik xususiyatlar, madaniyat, til o'rganish, fonetik naqshlar, o'zbek tili, ingliz tili, grammatik struktura.

Annotation: This article examines the linguistic characteristics of children's games in English and Uzbek languages. Children's games play a significant role in language acquisition, often reflecting the language structures and cultural values inherent to each society. The article analyzes vocabulary, phonetic and rhythmic patterns, grammar structures, and language learning processes present in English and Uzbek games. It demonstrates how language and culture are transmitted through children's play, as well as how games help young generations familiarize themselves with cultural and social norms.

Key words: Children's games, linguistic characteristics, culture, language acquisition, phonetic patterns, Uzbek language, English language, grammar structure.

Аннотация: В данной статье рассматриваются лингвистические особенности детских игр на английском и узбекском языках. Детские игры играют важную роль в процессе освоения языка, отражая структуру языка и культурные ценности, характерные для каждого общества. В статье анализируются словарный запас, фонетические и ритмические узоры, грамматические структуры и процессы изучения языка, присутствующие в английских и узбекских играх. Показано, как язык и культура передаются через детские игры, а также как игры помогают молодому поколению знакомиться с культурными и социальными нормами.

Ключевые слова: Детские игры, лингвистические особенности, культура, освоение языка, фонетические узоры, узбекский язык, английский язык, грамматическая структура

INTRODUCTION

Children's games are a treasure trove of linguistic insights, often mirroring the language structures and cultural values that shape a child's world. In both English-

speaking and Uzbek-speaking communities, traditional games play a vital role in early language acquisition and socialization, providing a unique setting where children can learn, practice, and experiment with language. This article explores how linguistic elements in children's games reflect and reinforce language skills in English and Uzbek, highlighting similarities and differences that illustrate the cultural significance of play.

1. Vocabulary and Expressions in Children's Games

One of the most immediate ways children interact with language in games is through specialized vocabulary and expressions that may not be used in everyday conversation. In English, games often involve simple, repetitive words that aid in memorization and vocabulary acquisition. For example, phrases in games like "Duck, Duck, Goose" or "Ring Around the Rosie" emphasize rhythm and predictable language patterns, making it easier for children to learn and repeat them.

In Uzbek, games like "O'yin" (meaning "play") integrate terms specific to Uzbek culture and values. Uzbek games often include terms of respect and familial roles, reflecting cultural emphasis on family and respect for elders. Games like "Qaychi, qaychi, oltin qaychi" (Scissors, scissors, golden scissors) use repetitive phrases, and linguistic variations are often added by the players, allowing them to engage with language creatively while maintaining cultural relevance.

2. Phonetics and Rhythmic Patterns

Rhythm and rhyme are powerful linguistic tools in children's games, helping young players develop phonetic awareness. In English, many games incorporate rhyme and alliteration, enhancing children's sensitivity to sounds. Games such as jump-rope chants (e.g., "Cinderella, dressed in yellow…") combine rhythm and rhyme, which not only makes the game engaging but also helps children recognize patterns in sounds and syllables.

In Uzbek children's games, rhythm and repetition also play a central role. Many traditional games involve chants or phrases repeated in a rhythmic manner. For instance, in "Qo'shqo'sh", children chant verses in a rhythmic pattern while clapping hands in sync. This game helps children grasp sound patterns and phonetic elements in the Uzbek language, providing a foundation for phonological awareness.

3. Grammar and Syntax in Play

Games often simplify grammar and syntax, which helps children learn language structures organically. In English games, instructions are usually brief and direct, aligning with the natural, spoken language. For example, in games like "Simon Says," (Children's games in street and playground) the syntax is consistent and follows a predictable structure ("Simon says, do this"). This structure helps children understand imperative forms and sequential commands, which are foundational grammar concepts in English.

In Uzbek, traditional games may involve structured phrases that reflect specific cultural norms in their syntax. Games often use inclusive and collective pronouns, emphasizing group identity and community – key cultural elements in Uzbek society. For instance, phrases in games may use "biz" (we) or "birga" (together), reinforcing

the sense of unity. This structure introduces children to essential elements of Uzbek grammar and cultural context simultaneously.

4. Language Acquisition and Social Interaction

Children's games are a form of social language learning, as they require children to interact, follow rules, and communicate with peers. In English-speaking settings, games that require taking turns and negotiating roles – such as "Hide and Seek" or "Tag" – promote social and linguistic skills, helping children learn new words in a natural, engaging context.

These interactions encourage verbal negotiation and the practice of polite expressions, teaching children the social etiquette embedded in the language.

Similarly, in Uzbek games, children learn social language patterns through cooperative play. Games like "Chumoli va ari" (Ant and Bee) foster interaction where children negotiate, persuade, and cooperate, reflecting Uzbek values of collaboration and respect. The language used in these games is not only linguistically valuable but also instills social norms and communication strategies that are integral to Uzbek culture.

5. Code-Switching and Bilingual Play

In bilingual or multilingual communities, children often code-switch between languages during play. In Uzbekistan, where Russian and Uzbek are spoken in many urban areas, children may switch between Uzbek and Russian phrases in games. This code-switching reflects linguistic flexibility and helps children develop language skills in both languages, reinforcing their cultural identity. In English-speaking countries with diverse populations, children may similarly blend English with their home language, creating a unique linguistic environment in which children learn to navigate multiple languages in informal, playful contexts.

CONCLUSION

Children's games provide a natural environment where language and culture come together, helping young learners acquire essential linguistic skills while connecting with their cultural heritage. By examining the linguistic characteristics of children's games in English and Uzbek, we gain insight into how these languages shape children's understanding of the world around them. The playful yet structured language of games reinforces essential vocabulary, phonetics, grammar, and social language, all while fostering cultural values. Understanding these elements highlights the deep connection between language, culture, and the role of play in preserving and passing on linguistic heritage.

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