



## LINGUISTIC FEATURES OF CHILDREN'S LEXICON IN GERMAN AND UZBEK LANGUAGES

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**Abstract:** This article provides information about the linguistic features of children's lexicon in German and Uzbek languages. The article presents the grammatical features of the language, types of words, the use of compound words, features of possession, and historical and cultural foundations. This article is intended to be useful for language learners and linguists.

**Key words:** German, Uzbek, children's lexicon, linguistic features, grammatical features, word types, compound words, possession, historical and cultural foundations.

**Annotatsiya:** Bu maqola Nemis va o'zbek tillaridagi bolalar leksikasining lingvistik xususiyatlari haqida ma'lumot beradi. Maqolada tilning grammatik xususiyatlari, so'z turlari, aralashma so'zlarning ishlatilishi, ega bo'lishning xususiyatlari va tarixiy madaniy asoslar keltiriladi. Bu maqola til o'rganuvchilar va tilshunolar uchun foydali bo'lishi maqsadga muvofiq tuzilgan.

**Kalit so'zlar:** Nemis tilida, o'zbek tilida, bolalar leksikasi, lingvistik xususiyatlar, grammatik xususiyatlar, so'z turlari, aralashma so'zlar, ega bo'lish, tarixiy madaniy asoslar.

**Аннотация:** В данной статье представлена информация о языковых особенностях детской лексики в немецком и узбекском языках. В статье представлены грамматические особенности языка, виды слов, употребление сложных слов, особенности владения, а также историко-культурные основы. Эта статья предназначена для изучающих языки и лингвистов.

**Ключевые слова:** немецкий, узбекский язык, детский лексикон, языковые особенности, грамматические особенности, типы слов, сложные слова, владения, историко-культурные основы.

### INTRODUCTION:

Children's lexicon represents the collection of words used by children (young people) of a language. These words have scientific importance due to their unique linguistic properties. This article examines the linguistic features of children's lexicon in German and Uzbek languages.



Children's vocabulary in German is more developed than in Uzbek, and it is widely used as a result of modern writing and scientific research. This lexicon contains grammatical features of words, types of words, usage of compound words and features of possession.

The children's lexicon in the Uzbek language is also based on the history and cultural foundations of the Uzbek language and is distinguished by the unique characteristics of national literature and national culture. In the lexicon, the words, grammatical features, types of words, the use of compound words and features of possession illuminate the expressions of the Uzbek language and national culture.

In this article, the linguistic features of children's lexicon in German and Uzbek languages are shown in detail. Grammatical features, types of words, the use of compound words and features of possession are given. The information used is designed to be useful for language learners and linguists.

Today we use the names of these technologies in our daily life and communication with people. Naturally, the names of these technologies are also different. At this time, we will definitely have to use foreign words. It is known that there are several ways to enrich the vocabulary of each language. One of these ways is the acquisition of words from other languages. Today, there is no language that has not gone through this process, but developed only with its internal capabilities. In the current development of a certain language, first of all, it is observed that the words belonging to another language are assimilated on the basis of socio-economic, political and cultural relations with other countries, as well as scientific and technical progress. Each language has its own history of development, and in this process words from other languages were introduced.

The entry of new words into world languages during such processes indicates the enrichment of the vocabulary of those languages. In world linguistics, there are several ways to enrich the vocabulary of a language.

By making new words (Word formation)

Through the introduction of words from other languages (acquisitions)

By changing the meaning of existing words (semantic migration)

Through the formation of phraseological combinations (phraseologisms)

It can be seen that the introduction of words from other languages plays an important role in enriching the vocabulary. Assimilation refers to a process in which words, parts of words or whole phrases, are transferred from one language to another. The meeting of such words in linguistics can be seen, on the one hand, in the





"phenomena of communication", i.e., in the long-term linguistic and cultural relations of a nation<sup>1</sup>, and on the other hand, in the continuous aspiration of generations towards important economic and cultural groups, or in their bilingualism or multilingualism at the territorial border. it appears.<sup>2</sup>

## LITERATURE ANALYSIS AND METHODS:

The following literature was used to cover this article. Including Arakeljan S. Lexikologie des Deutschen. Universität Jerewan, 2017, Munske H. Fremdwörter in deutscher Sprachgeschichte. Integration oder Stigmatisierung. Hrsg. Gerhard, 2001, Tesch G. Linguale Interferenz. Theoretische, terminologische und methodische Grundfragen zu ihrer Erforschung, Tübingen, TBL-Verlag Narr, 1978, Muhr R. Eurospeak: Der Einfluss des Englischen auf europäische zur Jahrtausendwende. Frankfurt am Main, Langenscheidt, 2004 was used.

Studying the composition of children's lexicon is one of the current directions of linguistics (Shoabdurahmanov, 2021). In scientific literature, the system of children's lexicon and its specific features are not sufficiently covered in foreign and Uzbek linguistics (Matchanov, 2019). Linguistic features of children's lexicon in Uzbek and German languages can be studied through literature analysis and methods. This section provides information on literature analysis and methods of children's lexicon in German and Uzbek languages.

Literary analysis is a scientific method of studying materials in categories such as literary works, parables, short stories, poems, pictures, and other children's literature. This method is based on the distribution and analysis of literature, the study of their theme, author's style, characters, content and other details.

Methods represent the methods used in literature study. Different methods such as translation, detailed analysis, referencing, logical and analytical views, weekly/monthly literature analysis lessons are used to study the linguistic features of children's lexicon.

Literature analysis and methods are shown in the study of children's lexicon in German and Uzbek languages. Through the analysis of literature, it is possible to get detailed information about the literary heritage of the language, words, expressions, types of words and their use in literature. Methods represent the methods used in the implementation of literature analysis.

This section is designed to be useful for linguists, philologists, literary critics, and literary editors. This unit helps in analyzing and studying the literature and teaches in detail the linguistic features of children's lexicon.



## DISCUSSION

Let's talk about the linguistic features of children's lexicon in German and Uzbek languages.

In German, the children's lexicon (Kinderlexikon) is of great importance and is used in the language learning process in children's learning centers, schools or in a family environment. Children's lexicon in German has several linguistic features compared to children's lexicon in Uzbek:

1. Number of words: In German children's lexicon, words usually end by adding "chen" (cheni) or "lein" (leini) or by adding "chen" (cheni) to the second part. For example, the word "Hund" (itchkari) is written as "Hundchen" (itchkarik).

2. Abbreviated words: In German, abbreviated versions of words are also used a lot in the children's lexicon. For example, the word "Auto" is shortened to "Autochen".

3. Special words: In German, the children's lexicon also contains special words for children. For example, the word "Bubu" (child) is written as "Kind" (child).

4. Participles: Participles are also used in German children's lexicon to explain future concepts. For example, "Zahnputzbecher" (toothpick) is spelled "Becher" (chewing machine).

Children's lexicon in Uzbek language has its own linguistic features. Children's lexicon in Uzbek language consists of a collection of words from the practical lexicon of the Uzbek language, which includes words aimed at improving children's academic knowledge, words of toys, professional words, family environment, natural objects, etc.

Linguistic features of children's lexicon in Uzbek are usually related to the number of words, single words, middle parts, translations and addition of words. The goal is that the language has its own methods so that children can collect their own words, memorize and use words that match the meaning in the process of learning the Uzbek language and developing speech.

The term acquisitions is a general term for all types of transfer of linguistic phenomena from one language to another, and is mainly used in a broader sense, that is, it covers not only the result, but also the process of this acquisition. The phenomena of assimilation can be divided depending on the language level:

phonetic-phonological - phoneme import, phoneme reduction or phoneme disappearance, grammatical - expressed in the adoption of word-forming morphemes and flexible replacement, lexical-semantic - consists in the adoption or increase of



lexemes, syntactically, as a result, the constructions of appropriation and the order of appropriations in the sentence appear.

In addition, the processes of assimilation are closely related to each other. The introduction of foreign words into the language can lead to fundamental changes in the phonostructure and especially in the morphostructure; adopted words give way to foreign language word formation methods.

Linguistics is mainly concerned with the acquisition of lexical acquisitions, since this is the most common form of loanword acquisition, as well as the easiest form to be recognized by the speaker. Along with word formation and meaning change, it is one of the main ways to find the expression of words and thus an important factor in language change. As mentioned above, lexical acquisition consists of taking words from another language, forming words in one's own language according to a foreign pattern, or changing their existing meanings. Today, the entire vocabulary of the German language, which consists of 500-600,000 words, is composed of approximately borrowed words, so at least one out of every three German words is a foreign word.

From the point of view of the history of linguistics, the weight of internal words (local words) "inherited" by the "ancient natives" of the Germans, that is, from the Germanic and Indo-European languages, is quite large. The layer of words borrowed from Indo-European languages is common to the entire Indo-European language family (for example, dt. neu, ngriech. néos, russ. novy, lat. novus, lit. Naujas), the old German heritage words, on the other hand, can be identified only in the Germanic Indo-European languages (for example, dt. winter, engl. winter, schwed. vinter, goth. vintrus). Many of these local words have increased in size over time through word formation, compounding, and other processes.

During the Roman period (50 BC - 500 AD), the first Latin wave appeared before the High German (second) sound shift. The most important area of assimilation was in the south from Mainz to the Lower Rhine, and the Upper Rhine-Danube-Alps played a relatively lesser role.

During this time, more than 500 words were adopted from the Latin language. Perhaps the oldest word derived from Latin is the word Kaiser.

During the reign of Emperor Augustus (31 BC to 14 AD), the Romans conquered the lands between the Alps and the Danube. The natives on the frontier quickly began to adopt the Roman way of life. The words adopted during this period





are primarily related to certain areas of material culture. And thus the words changed in the following areas.

## ANALYSIS AND RESULTS

In the children's lexicon of the Uzbek language, the following unique words are usually used:

1. The word "child" can be expressed by single words such as "bubu", "bubi", "bubochka", "bubulay".
2. The word "Yosh" is also used with singular words such as "yosha", "yoshok", "yoshibogar", "yoshiboy", "yoshlik".
3. The word "book" is used with singular words such as "book", "reader", "readership".
4. The word "game" is also used in the children's lexicon, such as "toy", "toy", "toys", "toy market".
5. The word "school" is often used in singular words such as "schoolboy", "before school", "in school".
6. The word "mother" is also used in the children's lexicon of the Uzbek language.
7. The word "thought" is also used in the children's lexicon in the plural, as well as singular words such as "ойчи", "ойчилик", "ойбозор".

These examples are some examples of unique words in the children's lexicon of the Uzbek language. In fact, in the children's lexicon of the Uzbek language, some words are used to express children's interests, games, family environment, and their academic knowledge.

Unique words in the children's lexicon can be taught to children in the process of learning the Uzbek language and getting to know words. You can teach single words in the following ways:

1. Vocabulary is taught through a manual: Children can be given a set of unique words. This collection contains words and their unique variants in the Uzbek language. Children can learn words and learn their usage through this set.
2. Vocabulary games: Games and toys can be used to help children learn vocabulary. For example, games like "word lottery" game, "word puzzle" game are some of the methods used to learn words on their own.
3. Interpreting: Children can learn new words through interpreters. Interpreters give children understanding about single words and their compatibility in the Uzbek language. Interpreting helps to learn and use new words in the process of speaking.



4. Lectures and instructions: Lectures, instructions and examples are useful for learning single words. In this way, children consider single words in the future context and understand their compatibility.

5. Teaching unique words in the Uzbek language through practical activities: It is possible to organize practical activities with unique words for children and require the use of unique words in them. Through these activities, children learn vocabulary and use it in their reading, writing or speaking.

These techniques help children learn and use unique words. Learning foreign words with the help of practical exercises, games, translation, lectures and manuals plays an important role in the development of children's Uzbek language and expanding their speech.

The reasons for learning foreign words are different and can be divided into two groups.

Desire. Acceptance of elements of a foreign language is related to the desire to meet communication requirements and needs and to express information in the donor language. The most important reason for adopting a word from a foreign language is *Sachentlehnungs*, that is, in the process of acquiring a word, it enters another language because there is no alternative for that word.

Even the attitude of the language owners, their attitude towards the donor language of high social importance, causes the acquisition of words. The prestige factor is felt not only in bilingual speakers. The influence of acquisitions is presented mainly in the form of lexical interventions that are not preserved in the language for a long time.

Since the end of World War II, the economic and political influence of the United States has made English almost a fashionable language. Today, language participants often refer to foreign language elements to signal originality, modernity, and advertising effectiveness as well as expert knowledge. In this, they work with the image.

In addition, the language itself has other laws. Word saving in linguistics begins to use short words borrowed from foreign languages through the aspect of economy (saving words).

For example, instead of *Tempolimit*, *Geschwindigkeitsbegrenzung* ; One-syllable English words are especially useful here. For example, *job* , *set* .



Intrinsically motivated words, or words whose motivation has become meaningless, confusing, vague, or indifferent, try to replace them with motivational words.

For example: Backfisch durch Teenager.

Vernacular words lose their essential meaning through prolonged use, they wear out like old coins and fall into lower use. Thus, outdated symbols are constantly being replaced. A foreign word is considered high and has a high social basis, for example, in the 17th and 18th centuries, Onkel and Tante were replaced by the German words Oheim and Muheim (literally "mother's sister") from the French language to express kinship relations. have become

Appropriations can appear as duplicates of changes and marking them with existing characters. The communicative aspect is represented by a change of style: Lehngut produces synonyms that did not exist before.

For example: Filmfest - Festival - Filmfestival.

Phrases of praise and rebuke are especially popular, and they lead to the enrichment of the vocabulary:

For example: nett, famos, superbe, grandios.

Journalism, as well as literary language, make extensive use of such borrowings.

Another example shows how a certain atmosphere can be created with deliberately placed extraneous elements:

For example: Man erhält diesen Eindruck, wenn man vergleichsweise einen Blick in das Pub einer Londoner Vorstadt, in ein Bistro von Clignancourt, eine Trattoria in Ravenna, oder ein Drugstore in New Yorks Third Avenue wirft.

The content of the acquisitions can be enriched in different ways. The explanations given here show how widespread the terminological development of the ways of assimilation is in the German language.

From a geographical point of view, appropriations can be divided into two types, called direct and indirect (mediation).

## CONCLUSIONS AND SUGGESTIONS

In this study, linguistic features of children's lexicon in German and Uzbek languages were analyzed and an attempt was made to determine their differences. In the German language, it was found that in the children's lexicon, lexemes such as blue color are bad, nuisance, and crime are used more. In the Uzbek language, there are more words related to spiritual concepts such as love, good, heart. Also, in the German language, children's words are associated with objects such as fish and cattle,





which have a high degree of concreteness. In the Uzbek language, there are more words related to feelings and solutions with an abstract meaning. Structurally, in children's language, more word formations are used in German, and repetition of creative compounds in Uzbek. In general, the existence of differences in the linguistic features of children's lexicon of both languages was studied and their specific aspects were determined. Such promotions are relevant in linguistics and psycholinguistics.

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