

COGNITIVE AND SOCIOCULTURAL FACTORS IN LANGUAGE ACQUISITION: AN INTERACTIONAL PERSPECTIVE

Umaraliyeva Munajat Mashrabovna

Senior teacher of the English language and literature
faculty of Fergana State University
E-mail: umunajat1@gmail.com

Bozorboyeva Omina Aliyevna

3rd year student of Fergana State University
E-mail: ominakhanbozorboeva@gmail.com

ABSTRACT

This article focuses on the influence of cognitive and sociocultural factors in the process of learning a second or foreign language. Moreover, the interaction between the cognitive and sociocultural factors is mentioned and explained with relevant examples.

Keywords: cognitive factors, sociocultural factors, language acquisition, interaction, sociocultural context, executive functions.

INTRODUCTION

Language acquisition is a complex process that involves various cognitive and sociocultural factors. While cognitive factors focus on the neurological mechanisms responsible for language processing and acquisition, sociocultural factors emphasize the social and cultural contexts in which language is learned. The interaction between cognitive and sociocultural factors remains evident. Early cognitive abilities in infants, like attention and memory, enable them to engage with linguistic input, while social interactions with caregivers lay the foundation for language learning through imitation and joint attention. As language acquisition progresses, more sophisticated cognitive processes enable complex linguistic analysis and production, while the sociocultural context continues to be pivotal in language development.

MATERIALS AND METHODS

There were a number of researches and studies related to the impacts of cognitive factors in the process of learning a language. According to them cognitive processes play a crucial role in language acquisition. The ability to perceive, understand, and produce language relies on various cognitive functions. For instance, working memory allows individuals to hold and manipulate linguistic information. Executive functions,

including inhibition and attention, are implicated in language processing and acquisition (Blair & Razza, 2007).

Additionally, cognitive processes involved in reasoning and problem-solving also influence language learning. One prominent cognitive theory in language acquisition is the information processing approach, which posits that language development is influenced by the gradual accumulation of linguistic input and the child's cognitive abilities. According to this theory, children actively engage in information processing, learning language by attending to salient features, categorizing sounds, and generating hypotheses about language rules.

Another research has shown that bilingual language acquisition is influenced by sociocultural factors such as language exposure within the community and the value placed on different languages (García & Wei, 2014). Language is acquired through social interactions with caregivers, peers, and the broader community. The sociocultural theory, proposed by Vygotsky, suggests that language development occurs within a social context. According to this theory, language is both a means of communication and a tool for cognitive development. Social interactions provide opportunities for children to engage in meaningful conversations and receive linguistic input from more knowledgeable others.

Learning a new language is influenced by cultural norms and practices, which shape how language is learned and used. Cultural factors, including cultural values, beliefs, and practices, can shape the content and context of language acquisition. For example, variations in cultural practices related to turn-taking or politeness can impact how language is learned and used (Ochs, 1996). Moreover, some cultures emphasize formal language structures, while others prioritize pragmatic language skills.

The interaction between cognitive and sociocultural factors

The interaction between cognitive and sociocultural factors in language acquisition is evident throughout the developmental process. In the early stages, infants' cognitive abilities, such as attention and memory, enable them to attend to and retain linguistic input. At the same time, social interactions with caregivers provide a foundation for language learning, as infants imitate and engage in joint attention with their caregivers.

As language acquisition progresses, children's cognitive processes become more sophisticated, allowing for more complex linguistic analysis and production. The sociocultural context continues to play a critical role, as children's language development relies on interactions with peers and exposure to different linguistic registers. The sociocultural context also contributes to the acquisition of sociolinguistic features, such as politeness strategies and code-switching behavior.

RESULTS AND DISCUSSION

Understanding the complex interaction between cognitive and sociocultural factors in language acquisition has significant implications for language teaching and intervention. Educational programs can benefit from this understanding by implementing strategies that promote effective language learning. Providing students with a rich linguistic input, including exposure to authentic and meaningful language, enhances their cognitive processes and facilitates language acquisition. Encouraging social interactions, such as peer collaborations and discussions, allows students to practice and apply their language skills in a sociocultural context. Furthermore, fostering a supportive sociocultural environment that embraces diversity and values multiple languages can positively impact language learning outcomes.

Additionally, recognizing the interplay between cognitive and sociocultural factors in language acquisition helps educators appreciate that individuals may have different learning styles and preferences. Some students may excel in more cognitive-based learning activities, such as analyzing grammar rules and language structures, while others may thrive in sociocultural settings that emphasize communication and interaction. By acknowledging these differences, educators can personalize their teaching approaches to cater to the diverse needs and preferences of their students. This promotes inclusivity and enables learners to develop language skills effectively.

CONCLUSION

In conclusion, language acquisition is a dynamic interplay between cognitive and sociocultural factors. Cognitive processes enable individuals to perceive, comprehend, and produce language, while sociocultural factors provide the necessary context for language learning. Recognizing the interaction between these factors can inform educational practices and enhance language acquisition in diverse populations. Further research is needed to explore the specific mechanisms and implications of this interaction in different cultural and linguistic contexts.

REFERENCES:

1. Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647-663.
2. Bozorboyeva O. (2023) CHET TILINI MADANIYATIGA BOG‘LANGAN HOLDA O‘RGANISHNING AYRIM SAMARALI USULLARI VA AFZALLIKLARI. “Ilm-fan muammolari yosh tadqiqotchilar talqinida”. Tom 1 No.7, 2023, 121-124.
3. García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

4. Ochs, E. (1996). Linguistic resources for socializing humanity. In J. Gumperz, & S. C. Levinson (Eds.), *Rethinking Linguistic Relativity* (pp. 407-437). Cambridge University Press.
5. UM Mashrabovna, BO Alievna (2023). COGNITIVE FACTORS IN LANGUAGE ACQUISITION. INTERNATIONAL JOURNAL OF FORMAL EDUCATION 2(7), 47-51.
6. Umaraliyeva M. & Bozorboyeva O. (2023) THE MANIFESTATION OF LINGUISTIC CULTURAL PHENOMENA OF THE ENGLISH PEOPLE IN THE LANGUAGE. JOURNAL OF INNOVATIONS IN SOCIAL SCIENCES. Volume: 03 Issue: 03, 112-114.
7. Umaraliyeva Munajat Mashrabovna, & Bozorboyeva Omina Aliyevna. (2023). MODERN TECHNIQUES AND EFFICIENT STRATEGIES IN EFL LEARNING AND TEACHING. Role of Exact and Natural Sciences During the Renaissance III, 14–18. Retrieved from <https://www.conferenceseries.info/index.php/natural/article/view/1131>
8. MM Умаралиеваба, ОА Базарбаева (2023). САМОСТЯТЕЛЪНОЕ ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА, В СВЯЗИ С КУЛЬТУРОЙ. GOLDEN BRAIN ISSN: 2181-4120 VOLUME 1 | ISSUE 13. 373-380