



## A COMPARATIVE ANALYSIS OF LANGUAGE VARIATION AMONG UZBEK, RUSSIAN, AND ENGLISH SPEAKERS

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### ABSTRACT

*Every child wants to become like their father or mother, since they recognize them as heroes. Educated families' children are eager to learn a language and have a responsibility for their studies. They already know about the importance of knowledge, and these students are inspired by their parents. Speakers from high socioeconomic backgrounds usually use standard language in their daily lives. They follow almost all linguistic rules and utilize formal vocabulary in their speech. Furthermore, children from high-income families tend to prefer code-switching in order to demonstrate their knowledge of a wide range of languages.*

The family's environment affects students' behavior and attitude. If parents pay attention to their children's studies, they try to study hard and want their parents to be proud of them. Their parents always monitor their children's studies. Whenever they do not understand a topic, they may ask for help from their parents. It means that they have educational support from both school and home. In addition, parents do not want to waste their children's time after school, so they send their children to tutorial classes to improve their knowledge. As Fought (2011) states, people who are of higher socioeconomic status use standard English more than other ethnic groups (p.243). Consequently, their children tend to use standard language, and it can be seen in their learning process.

When it comes to low-income families' children, they are not keen on learning a language and do not pay attention to their studies. Their parents do not motivate or encourage them to study hard and improve their knowledge. Moreover, the grades and levels of the children are unimportant to parents, and this leads to a loss of interest in studying. Children from low-income families may pay less attention to standard language features and they tend to use dialects and slang. Most of the lower-level learners' parents are uneducated in higher education, which affects their children's study and behavior.

"Gender identity in modern cultures, they have moved toward a constructionist, rather than essentialist, view of gender, and this same perspective has been adopted by recent sociolinguistic studies" (Fought, 2011, p.246). For instance, girls' levels are higher than boys', because of their higher enthusiasm and confidence in learning languages. As Schilling (2011) states, girls prefer equality and collaboration; they want to work in pairs, friendly and without competition (p.225). Most of the girls are visual learners that videos, presentations, and

pictures help them acquire knowledge better. Moreover, they are eager to discuss the topics during the lesson and inspire others to express their ideas. Girls are good listeners and speakers; they can show their respect during discussions. According to Mesthrie, R., et al. (2009), females are more use prestige language features, in comparison with males (p.219). Therefore, they know how to use words correctly during discussions. When it comes to language use, they tend to use more politeness markers and they have a wide range of lexical resources in order to express their perspectives and feelings. Female speakers usually prefer standard language during their communication.

Boys always want to be a leader and dominant in the group. As Schilling (2011) states, they prefer the lesson to be competitive rather than cooperative, and they usually dominate the discussions. They frequently use direct speech and slang. Moreover, male speakers tend to use informal vocabulary in their speech. In language skills, boys are good at speaking and can express their ideas using simple words. But they face difficulties while doing writing and reading tasks. As most male speakers prefer competitive tasks and debates, they usually interrupt other group members.

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