

SCIENCE PROBLEMS.UZ

ISSN 2181-1342

Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/2 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолiddиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабобевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари” электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамияти

Таҳририят манзили:

100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

07.00.00 – ТАРИХ ФАНЛАРИ

Полвонов Козимбек

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A CRITICAL ANALYSIS OF LANGUAGE USE AND LANGUAGE ACQUISITION

Abstract: This article provides a critical analysis of language use and language acquisition, exploring their intricate relationship and shedding light on key theoretical and empirical debates in the field. Drawing upon research from various disciplines, including linguistics, psychology, and sociology, the article examines the social, cognitive, and cultural aspects of language use and acquisition. It delves into the complexities of language as a multifaceted phenomenon that both shapes and is shaped by individual and social factors. The critical analysis encompasses topics such as pragmatics, discourse analysis, language and thought, and intercultural communication, among others. By critically examining these areas, the article aims to deepen our understanding of how language is used, acquired, and experienced, and to foster insights into language-related issues in diverse contexts.

Keywords: language use, language acquisition, critical analysis, pragmatics, discourse analysis, language and thought, intercultural communication, social factors, cognitive factors, cultural factors.

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КРИТИЧЕСКИЙ АНАЛИЗ ИСПОЛЬЗОВАНИЯ ЯЗЫКА И ЕГО УСВОЕНИЯ

Аннотация: В этой статье представлен критический анализ использования языка и его усвоения, исследуются их сложные взаимосвязи и проливают свет на ключевые теоретические и эмпирические дебаты в этой области. Опираясь на исследования различных дисциплин, включая лингвистику, психологию и социологию, в статье рассматриваются социальные, когнитивные и культурные аспекты использования и усвоения языка. Он углубляется в сложности языка как многогранного явления, которое формируется как индивидуальными, так и социальными факторами. Критический анализ охватывает, среди прочего, такие темы, как прагматика, анализ дискурса, язык и мышление, а также межкультурное общение. Критически исследуя эти области, статья призвана углубить наше понимание того, как язык используется, усваивается и воспринимается, а также способствовать пониманию языковых проблем в различных контекстах.

Ключевые слова: использование языка, овладение языком, критический анализ, прагматика, анализ дискурса, язык и мышление, межкультурная коммуникация, социальные факторы, когнитивные факторы, культурные факторы.

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TILDAN FOYDALANISH VA TILNI O'ZLASHTIRISHNING TANQIDIY TAHLILI

Annotatsiya: Ushbu maqola tildan foydalanish va tilni o'zlashtirishning tanqidiy tahlilini taqdim etadi, ularning murakkab munosabatlarini o'rganadi va bu sohadagi asosiy nazariy va empirik munozaralarga oydinlik

kiritadi. Maqolada tilshunoslik, psixologiya va sotsiologiya kabi turli fanlar bo'yicha olib borilgan tadqiqotlarga asoslanib, tildan foydalanish va o'zlashtirishning ijtimoiy, kognitiv va madaniy jihatlarini ko'rib chiqiladi. U individual va ijtimoiy omillar ta'sirida shakllantiruvchi va shakllantiriladigan ko'p qirrali hodisa sifatida tilning murakkab tomonlarini chuqur o'rganadi. Tanqidiy tahlil pragmatika, nutq tahlili, til va fikrlash, madaniyatlararo muloqot kabi mavzularni o'z ichiga oladi. Ushbu sohalarni tanqidiy ko'rib chiqish orqali maqola tildan qanday foydalanish, o'zlashtirish va tajribaga ega bo'lish haqidagi tushunchamizni chuqurlashtirish va turli kontekstlarda til bilan bog'liq muammolar haqida tushuncha berishga qaratilgan.

Kalit so'zlar: tildan foydalanish, tilni o'zlashtirish, tanqidiy tahlil, pragmatika, nutq tahlili, til va tafakkur, madaniyatlararo muloqot, ijtimoiy omillar, kognitiv omillar, madaniy omillar.

DOI: <https://doi.org/10.47390/SPR1342V4SI2Y2024N32>

Introduction. Language is a fundamental aspect of human communication and plays a crucial role in our everyday lives. It serves as a medium through which we express our thoughts, emotions, and intentions, as well as a tool for establishing social connections and conveying cultural meanings. Language use and language acquisition are two interrelated processes that have been the subject of extensive research and scholarly inquiry.

The study of language use encompasses various aspects, including pragmatics, discourse analysis, sociolinguistics, and psycholinguistics. Pragmatics investigates how language is used in context, exploring the ways in which speakers convey meaning beyond the literal interpretation of words. Discourse analysis examines the organization and structure of spoken and written texts, exploring how language constructs meaning and shapes social interactions. Sociolinguistics investigates the relationship between language and society, studying how language use varies across different social groups, regions, and contexts. Psycholinguistics explores the cognitive processes involved in language production, comprehension, and language-related abilities.

Language acquisition, on the other hand, focuses on how individuals acquire language, whether it is their first language or additional languages. Researchers have investigated the cognitive, social, and environmental factors that contribute to language development in children and adults. First language acquisition studies the process by which children acquire their native language, exploring the stages of language development, the role of input and interaction, and the interplay between nature and nurture. Second language acquisition examines how individuals learn additional languages after their first language, considering factors such as age of acquisition, language aptitude, and the role of input and interaction.

In recent years, there has been a growing interest in critical approaches to language use and language acquisition. Critical analysis examines the social, cultural, and political dimensions of language, aiming to uncover power dynamics, ideologies, and inequalities embedded in linguistic practices. It explores how language is used to construct and maintain social hierarchies, shape identities, and reinforce or challenge dominant discourses. Critical perspectives also shed light on the role of language in intercultural communication, addressing issues of cultural diversity, representation, and social justice[1, 27].

This article provides a critical analysis of language use and language acquisition, aiming to deepen our understanding of these complex processes and their implications. Drawing upon a range of theoretical frameworks and empirical studies, it examines the intricate relationship between language, cognition, culture, and social interaction. Through a critical lens, the article explores key debates, challenges prevailing assumptions, and offers new insights into language-related phenomena.

The subsequent sections of this article will delve into specific areas of inquiry, including pragmatics, discourse analysis, language and thought, intercultural communication, and the social, cognitive, and cultural factors influencing language use and acquisition. By critically examining these topics, we aim to contribute to the ongoing discussion and provide a comprehensive analysis of language use and language acquisition. Overall, this critical analysis seeks to highlight the nuanced nature of language and its profound impact on our individual and collective experiences. By critically examining language use and acquisition, we can gain valuable insights into the complexities of communication, cultural diversity, and social dynamics, fostering a deeper understanding of language-related phenomena in contemporary society[2, 529].

Literature analysis and methods. Previous research has extensively studied the processes of first and second language acquisition. Theories such as Behaviorism, Innatism, Cognitive approaches and Sociocultural theories provide frameworks for understanding how languages are learned (Gass & Selinker, 2008; Mitchell & Myles, 2004). The literature analysis in this article provides a comprehensive overview of relevant research and theoretical frameworks in the field of language use and language acquisition. It draws upon a wide range of scholarly works, including seminal studies, empirical research, and theoretical perspectives, to establish a foundation for the critical analysis presented in the article.

The literature analysis begins by examining key theories and models of language use, such as speech act theory, relevance theory, and politeness theory. It explores how these theoretical frameworks contribute to our understanding of how language is used to convey meaning, perform actions, and maintain social relationships. The analysis also incorporates studies on pragmatic phenomena, such as implicature, speech acts, and politeness strategies, to highlight the complexities of language use in various contexts.

In the realm of language acquisition, the literature analysis encompasses studies on first language acquisition, second language acquisition, and bilingualism/multilingualism. It reviews influential theories, including behaviorism, innateness theory, and sociocultural theory, and examines how these theories have shaped our understanding of language development in children and adults. The analysis also incorporates research on factors influencing language acquisition, such as age of acquisition, input and interaction, and individual differences.

Furthermore, the literature analysis explores critical perspectives in language use and acquisition, examining works that highlight the sociopolitical dimensions of language and challenge dominant discourses. It incorporates studies on critical discourse analysis, sociolinguistics, and intercultural communication to shed light on issues of power, identity, representation, and social justice in linguistic practices.

Methods. The methods employed in this article consist of a systematic review and analysis of the existing literature in the field of language use and language acquisition. The research process involved identifying relevant scholarly sources, including academic journals, books, and conference proceedings, through comprehensive searches of databases and library resources.

The selected literature was critically analyzed and synthesized to identify key themes, theoretical perspectives, and empirical findings related to language use and acquisition. The

analysis involved examining the strengths and limitations of previous studies, identifying gaps in the literature, and identifying areas of consensus and disagreement among researchers.

The critical analysis presented in this article is based on a rigorous evaluation of the available literature, ensuring a comprehensive and informed discussion of language use and acquisition. By drawing on a wide range of sources and perspectives, this article aims to provide a nuanced and holistic understanding of the complexities of language and its role in human communication and cognition[3, 72].

Discussion. The discussion section of this article aims to critically analyze the findings and implications of the literature analysis and provide insightful reflections on the complex nature of language use and language acquisition. It delves into key themes and issues that emerged from the analysis, highlighting areas of agreement, disagreement, and potential avenues for future research.

Language Use. The discussion begins by examining the critical analysis of language use, focusing on pragmatic aspects such as speech acts, implicature, and politeness strategies. It critically reflects on how these pragmatic phenomena contribute to effective communication, social interaction, and the negotiation of meaning. The discussion also explores the cultural and contextual factors influencing language use, addressing the challenges of cross-cultural communication and the ways in which language reflects and shapes social norms and power dynamics.

Furthermore, the discussion critically reflects on the role of language in constructing and maintaining social identities, as well as perpetuating or challenging social inequalities. It explores how language is used to reinforce dominant discourses and ideologies, and how critical approaches can help uncover hidden power structures and promote social justice in linguistic practices.

Language Acquisition. In the context of language acquisition, the discussion critically reflects on the theories and empirical research reviewed in the literature analysis. It examines the strengths and limitations of various theoretical frameworks, such as behaviorism, innateness theory, and sociocultural theory, in explaining the complexities of language development.

The discussion also explores the interplay between cognitive, social, and environmental factors in language acquisition. It critically reflects on the role of input and interaction in language learning, considering the impact of different learning contexts and the importance of meaningful and authentic language use. Additionally, the discussion addresses the challenges and opportunities associated with second language acquisition and bilingualism, investigating factors such as age of acquisition, language aptitude, and language transfer.

Integration of Perspectives. The discussion section integrates the perspectives from language use and language acquisition, emphasizing their interrelatedness and mutual influence. It critically examines how language use affects language acquisition processes and vice versa, highlighting the dynamic nature of language development in real-world contexts.

Moreover, the discussion explores the implications of the critical analysis for language education, intercultural communication, and social policy. It critically reflects on the need for inclusive and culturally responsive language instruction, considering the diverse linguistic backgrounds and learning needs of individuals. The discussion also addresses the potential for

language education to foster intercultural competence, promote understanding across cultures, and challenge linguistic prejudices and stereotypes.

Future Directions. The discussion concludes by identifying potential areas for future research and inquiry. It critically reflects on the limitations and gaps in current knowledge, suggesting avenues for further investigation. The discussion may propose the exploration of emerging topics, such as the impact of technology on language use and acquisition, the role of multilingualism in cognitive processing, or the intersectionality of language and identity. Furthermore, the discussion encourages interdisciplinary collaborations and the integration of diverse perspectives in future research endeavors. It emphasizes the importance of adopting critical approaches to language research, recognizing the social, cultural, and political dimensions of language use and acquisition[4, 303].

RESULTS

Language Use. The analysis of language use revealed several crucial findings. First, the examination of pragmatic aspects, such as speech acts, implicature, and politeness strategies, highlighted the importance of context and social dynamics in shaping meaning and effective communication. It was found that language users employ various pragmatic strategies to convey intentions, maintain social relationships, and negotiate meaning beyond the literal interpretation of words.

Additionally, the critical analysis emphasized the role of culture in language use. Cultural norms and values influence linguistic choices, politeness conventions, and communication styles. Language use was found to both shape and be shaped by social and cultural factors, reflecting and reinforcing social hierarchies and power dynamics.

Moreover, the analysis revealed the impact of language use on identity construction and representation. Language serves as a tool for expressing and negotiating individual and group identities, as well as perpetuating or challenging social inequalities. The critical analysis highlighted the need to critically examine language practices to promote inclusive and equitable communication.

Language Acquisition. The examination of language acquisition yielded significant findings as well. The analysis of first language acquisition indicated that language development is a complex process influenced by both innate predispositions and environmental factors. The critical analysis underscored the role of input and interaction in language learning, emphasizing the importance of meaningful and engaging language experiences in promoting language development in children.

In the realm of second language acquisition, the analysis revealed that age of acquisition, language aptitude, and exposure to authentic language use significantly influence the acquisition process. The critical analysis highlighted the challenges faced by adult language learners and the need for pedagogical approaches that consider individual differences and provide opportunities for meaningful language use.

Furthermore, the analysis explored the benefits and challenges of bilingualism and multilingualism. It was found that bilingual individuals possess cognitive advantages, such as enhanced executive functioning and metalinguistic awareness. However, the critical analysis also acknowledged the complexities of language maintenance, language dominance, and the potential impact of language transfer.

Integration of Perspectives. The critical analysis integrated the perspectives of language use and language acquisition, revealing their interdependence. It was found that language use influences language acquisition processes by providing meaningful input, scaffolding learning experiences, and shaping language development. Conversely, language acquisition impacts language use by expanding linguistic repertoires, enabling individuals to engage in more complex communicative acts and express diverse identities. The analysis highlighted the importance of considering the dynamic interaction between language use and acquisition, recognizing that language is both a product and a process influenced by social, cognitive, and cultural factors. Overall, the results of the critical analysis shed light on the complex relationship between language use and language acquisition. The findings underscore the significance of context, social dynamics, and cultural factors in language use, as well as the role of innate predispositions, environmental factors, and individual differences in language acquisition. The integration of perspectives revealed the intricate interplay between language use and acquisition, emphasizing the need for comprehensive approaches to studying and understanding language-related phenomena.

Language Use. The analysis of language use highlighted the importance of pragmatic aspects, such as speech acts, implicature, and politeness strategies, in conveying meaning and maintaining social relationships. The critical examination of language use underscored the contextual and cultural factors that shape communication patterns and influence social dynamics. It also emphasized the role of language in constructing and negotiating identities, as well as perpetuating or challenging social inequalities. The findings underscore the need for critical awareness and inclusive practices in language use to foster effective and equitable communication.

Language Acquisition. The analysis of language acquisition revealed the complex interplay between innate predispositions and environmental factors in language development. The critical examination of first language acquisition emphasized the role of input and interaction in promoting language learning in children. In the realm of second language acquisition, the analysis highlighted the challenges faced by adult learners and the importance of meaningful language experiences. The exploration of bilingualism and multilingualism demonstrated the benefits and challenges associated with language maintenance and language transfer. The findings underscore the need for tailored approaches that consider individual differences and provide opportunities for authentic language use in language acquisition contexts.

Integration of Perspectives. The integration of perspectives between language use and language acquisition revealed their interdependence. Language use influences language acquisition processes by providing meaningful input and shaping linguistic development. Language acquisition, in turn, expands language use by enabling individuals to engage in more complex communicative acts and express diverse identities. The critical analysis underscored the dynamic nature of language and the importance of considering the sociocultural, cognitive, and contextual factors that shape language use and acquisition.

Future Directions. This critical analysis has provided a foundation for further exploration and inquiry in the field of language use and language acquisition. The findings highlight the need for future research that integrates diverse perspectives and examines emerging topics, such as the impact of technology on language practices and the intersectionality of language

and identity. Additionally, the critical analysis calls for continued efforts in developing inclusive language education approaches that address the diverse linguistic backgrounds and learning needs of individuals[5, 275].

Conclusion. This critical analysis contributes to our understanding of language use and language acquisition by examining key themes, theories, and empirical research in the field. The findings underscore the interdependence of language use and acquisition and emphasize the importance of context, culture, and individual differences in shaping language-related phenomena. By critically examining and reflecting upon these aspects, we can promote effective communication, foster inclusive language practices, and advance our knowledge of language as a fundamental aspect of human interaction and cognition.

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№ S/2 (4) – 2024

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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