

LANGUAGE ACQUISITION

Khamrakulova Ravshanoy Abdulakhatovna,
ESL teacher of applied and natural sciences,
Correspondence course Fergana State University.

ravshanoyhamrakulova@gmail.com

Abstract: *The article aims to clarify the different theories of second language acquisition and how to overcome difficulties in learning language*

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Language is a social phenomenon which helps people to exchange information with each other. The acquisition and study of language has been the subject of many different debates among scholars. From the early nineteenth century to the present, scholars have contributed to the development of language teaching methods by applying many hypotheses to the public. To teach language to primary school students, we turn to the theory of nativism by linguist Noam Chomsky. In his view, language is an innate talent. Children are born with language acquisition device. This will help them to master the language without difficulty. Learning to communicate is done through the skilled users who surround it, that is, the great representatives of that culture. Children learn to understand and speak from an early age. They do not only imitate what they hear, but also develop their own language. There is old saying "Out of the babes oft times comes gems". (D.Malone M. S., 2012) It means child's mouth can fall unexpected words and phrases, despite their age and inexperience, are targeting. For example, we can say the following. Mr. Doyle and Mrs. Doyle are arguing in a low voice in the kitchen. At that moment, their 7-year-old daughter said to them, "Friends, I think you should ask someone for advice." After an unexpected pause, Mrs. Doyle realized, "out of the mouth babes oft times comes gems." The girl said, "Oh, don't eat so much sugar. Sugar is bad for your teeth." The mother said, "out of the mouth babes oft times..." The scientist called this condition "Ability to master". A healthy growing child learns a language by combining objects and the words that express them. That is why foreign language teachers use visual aids and pictures during the lesson. Children of primary school age have unique magnetic skills for language acquisition. Thinking of this, language teachers should provide them with the opportunity to engage in as much vital communication as possible and instruct them to complete assignments on the topic. It is not recommended to teach grammar and phonetic rules to pupils of grades 1-4. It would be better to teach them to use the phrase "My name is .." in their native language without explaining the meaning of the phrase "My name is ..". In grades 5,6,7 we can elaborate on the function of the words used in this phrase in the sentence and the words related to the reading. I think it would be right to apply the theory of "behaviorism" to the above classes. First, let us consider this theory. According to this theory, human and animal assimilation is similar. Scientists have conducted a series of experiments

involving animals. For example, Skinner encouraged the musician in the cage to perform the expected action, so the bird sank into the cage. If the learner is inspired, mastery becomes a reflex. The basis of behaviorism is that the study of a foreign language occurs through constant repetition and consolidation. Through this, students fall into a rigid mold and master the language. In addition, if there is a similarity between the foreign language being studied and the mother tongue, the education will be successful. Otherwise, the reader will suffer and make mistakes. If a student makes a mistake during a lesson, they emphasize that it should be corrected immediately. I think this idea is wrong because a child who responds due to a sudden protest may lose his mind and self-confidence. I think it would be appropriate to summarize the mistakes. Each student understands their mistake and tries to correct it. In the methodology, the audio-linguistic method is based on behaviorism. Classes are usually conducted by chatting and listening, and sometimes by playing a chain game. The disadvantage of this method is that it is mostly teacher-centered. Students spend a lot of time listening. That's why students can get bored. The audio-lingual style consists of repeating and memorizing a word spoken by the speaker. On the one hand, this will increase the richness of the vocabulary, on the other hand, it will not allow students to think independently. However, in the following lesson, students will both repeat and think independently. The name of the game is "What?" "What?" The teacher shows a picture or something and says "A what?" he says. After that, the children say a series of additional words to the previous word. For example, A pen .. a red pen a beautiful red pen So repetition, which is the basis of behaviorism, does not give bad results because of the right approach. For grades 8-11, I would suggest using Stephen Krashen's "Management Theory. There are two ways to learn a language, including learning and mastering. Assimilation is an unconscious event. We read a book, watch a movie, and learn a language without realizing it. I would like to comment on the idea that a student should not be forced to learn a foreign language. The environment influences it and the reader makes the language itself. In order to learn, we seek and act. First, the "Learning and Assimilation" theory summarizes five hypotheses. The second is the "Natural Location" hypothesis, in which we assimilate the passages in the expected order. Learners learn some grammatical units faster than others. The procedure is not the same for everyone, but the difference is not so great. (Krashen, 2013) They mostly forget to add the suffix "-s" to the third person singular verb in the present indefinite tense, or they can add it to other persons as well.

e.g.: I play football every day. (I plays football every day . The suffix -s is not added to the verb in this sentence because it comes only with the pronoun he, she, it) He plays football every day.

The third is the "Management Hypothesis", which assumes that we put into practice the information we have acquired, or more precisely, we speak. We learn rules and different words, and as a result we consciously choose them and enter into communication. Sometimes we say an unnecessary word during a speech and quickly start correcting it.

The fourth hypothesis is called "Comprehension", in which we need to understand, at least in part, the information we read and hear in order to master the language. More specifically, it makes sense for us to provide information that is easier for students to accept.

The last hypothesis is called "emotional permeability", according to which it is difficult to master if the student is not in the mood during the lesson or does not believe in his knowledge. This means that teachers need to encourage the child by asking easier questions before imparting knowledge. After that, the student feels confident and active throughout the lesson and understands. The conclusion from the above is that the information should be understandable, interesting and relevant to the

abilities of the students. Assimilation-learning theory, like the theory of behaviorism, shows that mistakes made by students need to be corrected. But the difference from behaviorism is that it prefers not to correct mistakes as much as possible. Because it has a high emotional impact on the student, resulting in a decrease in the student's self-confidence. In practice, however, language acquisition is successful if it is reinforced with a variety of visual aids, confusing speech, and small role-plays.

Of course, in addition to the above second language acquisition theories, there are other theories. But what intrigued me the most were behaviorism, nativism, and assimilation-learning theories. It is as if they complement each other, that is, the harmony of nature, consciousness, emotion, and behavior in the study of language. Their sole purpose is to facilitate the acquisition of a second language.

In short, the nativist Noam Chomsky stated that children are born with a means of language acquisition and that they understand the language code of the people around them and adapt to that language. Behaviorists, on the other hand, have argued that the more repetitions, the more effective. In addition, one of the main ideas of behaviorism is that if there are similarities between a second language and a mother tongue, the learning will be successful or the learner will make mistakes. As for Stephen Krashen's theory, it is based on emotional impact. It is advisable not to encourage the reader to respond and to correct as few mistakes as possible. It is well known that every teacher has his own method of teaching. Someone just speaks for himself and someone gives the student more of an independent task. We have seen above that teaching methods have emerged on the basis of these theories, and one of them is the audio-linear method. The effectiveness of this method and many other new methods definitely depends on the teachers. I think it depends not only on foreign language teachers, but also on native language teachers. If students master the grammatical, morphological, and syntactic rules of the mother tongue well, it will be the foundation for learning a second language.

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