

LEARNING LANGUAGE IN EARLY CHILDHOOD

Musinova Zuhra Asqarjonovna

University of Tashkent for Applied Sciences

“Department of Languages” English teacher

musinovazuhra5@gmail.com 97-799-0555

Annotation:

The article ,we will look briefly at the language development of young children and this also is devoted to the language learning in early childhood which is important both second language research and second language teaching have been influenced by our understanding of how children acquire their first language. Several theories about first language(LI) learning are presented in this article.

Keywords: acquisition, language, communicate, morpheme, age, learner, vocalisation, process, research, disabled, young

Many experts believe that learning the language before the age of ten years allow children to speak correct and fluent as an indigenous person. Therefore, whatever the earlier children become familiar with foreign language, he has a good chance to speak proficiency. On the other hand language learning, except native language, can provide develop a lifelong ability to more communicate with others. One of the important advantages of mastering a foreign language is access to better job opportunities and the person will find deeper understanding to their own culture and other nations. Including the benefits of knowing a foreign language in today's society, enhancing economic competitiveness in the external surface, improving global communications and maintains and manage political and security interests of a country. Research has shown that, if languages learning in children before puberty, children are found more chances to speak a foreign language with a completely native pronunciation. In addition, familiarity child with the culture of other nations spread his views and attitudes and provides the opportunity for him to communicate with other people. We know now that studying a foreign language offers surprising benefits to children.

Language acquisition is one of the most impressive and fascinating aspects of human development. We listen with pleasure to the sounds made by a three-month-old baby.



We laugh and 'answer' the conversational 'ba-ba-ba' babbling of older babies, and we share in the pride and joy of parents whose one-year-old has uttered the first 'bye-bye'. Indeed, learning a language is an amazing sphere.

One remarkable thing about first language acquisition is the high degree of similarity in the early language of children all over the world. Researchers have described developmental sequences for many aspects of first language acquisition. The earliest vocalizations are simply the involuntary crying that babies do when they are hungry or uncomfortable. Soon, however, we hear the cooing and gurgling sounds of contented babies, lying in their beds looking at fascinating shapes and movement around them. Even though they have little control over the sounds they make in these early weeks of life, infants are able to hear differences between the sounds of human languages. Not only do they distinguish the voice of their mothers from those of other speakers, they also seem to recognize the language that was spoken around their mother before they were born. Furthermore, in cleverly designed experiments, researchers have demonstrated that tiny babies are capable of very fine auditory discrimination. For example, they can hear the difference between sounds as similar as 'pa' and 'ha'.

Babies who regularly hear more than one language in their environment continue to respond to these differences for a longer period (Werker, Weikum, and Yoshida 2006). One important finding is that it is not enough for babies to hear language sounds from electronic devices. According to the learn - or retain - the ability to distinguish between sounds, they need to interact with a human speaker (Conboy and Kuhl 2011). The Internet abounds with remarkable videos of infants reacting to language sounds.

Whether they are becoming monolingual or bilingual children, however, it will be many months before their own vocalizations begin to reflect the characteristics of the language or languages they hear and longer still before they connect language sounds with specific meaning. However, by the end of their first year, most babies understand quite a few frequently repeated words in the language or languages spoken around them.

Brown and his colleagues found that a child who had mastered the grammatical morphemes at the bottom of the list had also mastered those at the top, but the reverse was not true. Thus, there was evidence for a 'developmental sequence' or order of acquisition. However, the children did not acquire the morphemes at the same age



or rate. Eve had mastered nearly all the morphemes before she was two -and-a-half years old, while Sarah and Adam were still working on them when they were three-and-a-half or four.

Brown's longitudinal work was confirmed in a cross-sectional study of 21 children. Jill and Peter de Villiers (1973) found that children who correctly used the morphemes that Adam, Eve, and Sarah had acquired late were also able to use the ones that Adam, Eve, and Sarah had acquired earlier. The children mastered the morphemes at different ages, just as Adam, Eve, and Sarah had done, but the order of their acquisition was very similar. Researchers have studied the frequency with which the morphemes occur in parents' speech, the cognitive complexity of the meanings represented by each morpheme, and the difficulty of perceiving or pronouncing them.

Some theorists have argued that second language learners, like children learning their first language, can learn a great of vocabulary with little intentional effort. Stephen Krashen (1989) has asserted that basic source of vocabulary growth is reading for pleasure. There is no doubt that reading. Second language learning is an important potential source of vocabulary development for second language learners as it is for first language learners. However, there are some problems with the notion that vocabulary growth through reading requires little effort. As mentioned above, it is difficult to infer the meaning of a new word from reading unless one already knows 95 per cent or more of the other words, and learners usually need to have many meaningful encounters with a word before they recognize it in new contexts or produce it in their own speaking and writing

Today, enlightened school systems know better. Foreign languages are introduced in elementary school. Little kids do learn more easily than high school students. But current research says to really do it right, start even earlier. Start when the child is learning a first language. Babies have an astonishing ability to absorb. And in today's complex world, a foreign language is not a luxury – it's a necessity. We know now that studying a foreign language offers surprising benefits to children Bloch, C., & Edwards, V. (1999). Research has demonstrated improved ability to communicate, better cognitive development, richer cultural awareness and, ultimately, better job opportunities for those who know a foreign language. What's more, today's children will all be required to have command of two languages by the time they reach college. Research suggests that from birth through age 10 is the



best time to introduce new languages to a young child. The child will learn the language faster, retain it better and most often speak it with near-native pronunciation. Recent research indicates a young child up through age 5 can learn and process up to five languages! 1.2. Start language learning Children begin learning languages at birth (infants pay attention to their parents' voices, as opposed to random noises or even other languages), and haven't really mastered its subtleties before the age of ten years. Indeed, we never really stop learning our language. (David Singleton.) This isn't exactly the sort of behavior (like foals walking an hour after birth) that we call 'instinct' in animals.

Basic stages of Language- Learning stage One – Learning Sounds .When babies are born, they can make and hear all the sounds in all the languages in the world. That's about 150 sounds in about 6500 languages! However, no language uses all 150 sounds. The sounds a language uses are called phonemes and English has about 44. Some languages use more and some use fewer. In this stage, babies learn which phonemes belong to the language they are learning and which don't. The ability to recognize and produce those sounds is called "phonemic awareness," which is important for children learning to read.

Stage Two – Learning Words .At this stage children essentially learn how the sounds in a language go together to make meaning. For example, they learn that the sounds m, ah, m, and e refer to that "being" that cuddles and feeds them – mommy. That's a significant step because everything we say is really just a stream of sounds. To make sense of those sounds, a child must be able to recognize where one word ends and another one begins. These are called "word boundaries." It's not exactly words, though, that children are learning. What children are actually learning are morphemes, which may or may not be words. That's really not as confusing as it sounds. A morpheme is just a sound or sounds that have a meaning, like the word mommy. The word mommy, however, has two morphemes: mommy and +s. Children at this stage can recognize that the +s means "more than one" and will know that when that sound is added to other words, it means the same thing – "more than one."

Stage Three – Learning sentences

During this stage, children learn how to create sentences. That means they can put words in the correct order. For example, they learn that in English we say "I want a cookie" and "I want a chocolate cookie," not "Want I a cookie" or "I want cookie



chocolate." Children also learn the difference between grammatical correctness and meaning. Noam Chomsky created an example of this difference in the sentence "Colorless green ideas sleep furiously." Children will know that although the sentence is grammatically correct, it doesn't make sense. They know that green is a color and can't, therefore, be colorless. (Harrison, B., & Papa, R. (2005)

English language should be more than one course and it can be used as a scientific language and other training courses. For example, science courses, history, social or biology should be taught in English. In this way, power and speed of learning the language significantly increases. Primary school and children is the best course to learn the language. Because learning the language with native language in the first decade of life provides for disabled students to independently and directs language without translation, interpretation and changes its meaning from Persian to learn English in your mind. This means that the person will be able to speak like native language without including Persian to English in your mind. Early childhood is the best time for language acquisition. Ease of learning a foreign language diminishes with age. Between birth and adolescence the brain is hard-wired to acquire language naturally. As child approaches puberty, the nature of language learning and storage changes, becoming less flexible. Many experts believe that learning the language before the age of ten years allow children to speak correct and fluent as an indigenous person. Therefore, whatever the earlier children become familiar with foreign language, he have better chance to speak proficiency. On the other hand language learning, except native language, can provide develop a lifelong ability to more communicate with others.

Literature:

1. Bloch, C., & Edwards, V. (1999). Young children's literacy in multilingual classrooms: Comparing developments in South Africa and the UK.
2. Children's metalinguistic knowledge of syntactical constituents: Effects of age and schooling. *Developmental Psychology*, 30, 663-678.
3. Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
4. Lightbown, P. M., R. Halter, J. L. White, and M. Horst. 2002. 'Comprehension - based learning: The limits of "do it yourself" .' *Canadian Modern Language Review*

