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## **THE BENEFITS OF LEARNING THE SECOND LANGUAGE IN EARLY CHILDHOOD**

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**Annotation.** *So far, there have been an argument concerning to the benefits of learning language at early age and in adulthood and this article briefly explains how effective learning any foreign language at early age, and comparing the bilinguals with monolinguals, simply provding reasonable explanations and examples counting on the real life situations. Furthermore, this article examines the difference between learning any foreign language at early age and in adulthood and can be used as a guide for teachers who teach foreign languages.*

**Key words:** *immigrants, native-born Americans, imitators, inherently flexible, intonation patterns, gestures, facial expressions.*

One of the important factors today is to learn a language must be age factor. Firstly, most of the results of the research studies show us that there are many advantages to learning a language at an early age. Several studies report that children can acquire the language better than adults do. If we want to take the task of foreign language learning seriously, one of the key principles is the earlier start. The children do better than adults in picking up the English pronunciation as well. As mentioned in of the books which shows one of the studies called “Teaching Young Children a Second Language” it did not matter how long the immigrants stayed in the United States the important that is they came to this country at an early age they sounded like native-born Americans. In addition, that study shows that children can have intuitive knowledge of whether a sentence is well formed grammatically. We can say that adults miss this intuitive knowledge. We can

mention that young learners can easily talk in any foreign language and can be imitators of the native speakers, where language is the mirror of proper culture. Here it can be mentioned about the Critical Period Hypothesis. Lennerberg pointed out that innate behavior can be developed just at the special stage at an early age. This stage is called “The Window of Opportunity” or “the critical period”. He made the comparison between the birds and the children when he said that if certain bird species do not hear other birds singing at an early age, they would not be able to sing in the way ever they hear it in their later ages when there is a similar thing in human history where children can acquire the language easily in their early ages. Young children can acquire native-like fluency as easily as they learn to walk. Where adults have to work through an established first-language system, studying explicit grammar rules and practicing rote drills, the young kids learn naturally, absorbing the sounds, structures, intonation patterns, and rules of a foreign language intuitively, as they did their mother tongue. The young brain is inherently flexible and uniquely hard-wired to acquire language naturally (Ghasemi, Hashemi, 2011, p. 875).

Learning a language at an early age most scientists today support this view and believe that a language can be learned even probably as a mother tongue only if children are exposed to the language during their early years. We can say that these early stages will succeed in language learning, language production, and language comprehension. The young children never come to the classroom empty-handed. They bring with them already well-established skills or characteristics, which will help them to, learn another language. They can easily understand the language by gestures and facial expressions. All these stages help them to understand the meaning of unknown words and phrases. This first knowledge will be very helpful to them in their later life. It remains a fundamental part of the communication. In one of the books called “Teaching English in the Primary Classroom”, the children’s readiness to learn a language is listed in this way:

- They can use a language very creatively;
- They can learn indirectly better than directly;
- They find the lesson funny and enjoyable;

- They have a very nice imagination;
- They are free to talk.

Children who have a chance to learn a foreign language at the same time have a chance to have many cultural patterns such as literature, music, or arts because of exposure to other cultures. It is advised to introduce a second language as if it were a mother tongue, using songs, games, nursery rhymes, and natural conversation with the children. Without the element of fun, learning is almost impossible. Learning is easier if it is made fun or emotional, because, the brain stem, sometimes called the reptile brain, controls many of our body's involuntary functions, e.g. breathing (Adžija Sindik 2014, p. 52). While learning a language is an enriching experience for all ages especially children have the most to gain from the adventure. Children are always discovering new things and trying to learn. They are considered superior language learners. Where According to Dr. Curtiss a Professor of Linguistics, who studies the way children learn languages notes that it does not seem to matter how many languages we throw the children's way, they have a very great power to learn it. They can learn as many spoken languages as you can allowing them to hear systematically and regularly at the same time. Children just have this capacity. They can develop several languages at the same time. It has a positive effect on intellectual growth. We can list the advantages in this way:

- Enriches and enhances a child's mental development;
- This leaves students with more flexibility in thinking;
- Improves a child's understanding of his/her native language.

Giving a child the ability to communicate with people opens the door to other cultures and helps a child understand and appreciate people from other countries. It also increases job opportunities in many careers where knowing another language welcomed “Any normal child, born anywhere in the world, of any racial, geographical, social, or economic heritage, is capable of learning any language to which he or she is exposed” (Fromkin, Rodman and Hyams, 2003, p. 27). The young brain is inherently flexible and uniquely hard-wired to acquire language naturally. Children can receive native-like fluency as easily as they learned to walk, but adults learn through an established first

language system, studying explicit grammar rules. Early childhood is the best time for language acquisition. Researches into the effects of bilingualism on children suggest that exposure to more than one language is an excellent way of flexing those brain muscles and building them up. Here actually the term of bilingualism can be explained. The term can refer to an occurrence regarding an individual speaker who uses two languages, a community of speakers where two languages are used, or between speakers of different languages. When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. Actually lots of researches today show that children can develop more flexibility in their thinking because of processing information through two different languages. Therefore, bilingualism shows us the importance and the usefulness of learning a language at an early age. According to Brown (1994: 56-58), the development of the learner's speech muscles may be a larger contributing factor to the attainment of native-like pronunciation. Since human speech involves hundreds of muscles, children's muscular plasticity gives them advantages over adult learners, as in the cases of most great athletes starting their training at a very young age. Complex sounds such as 'r' and 'l' in English are typically acquired at around the age of five when plasticity is still present. We can say that the children can understand, what is being said before they understand the individual words, they have a very high ability to imagine things. Halliwell (1992, p.12) states that: "Intonation, gestures, facial expressions, actions and circumstances all help to tell what the unknown words and probably phrases mean. By understanding the message in this way, they start to understand the language. In later life, we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication". So according to all the information above there are lots of advantages of learning a language at an early age. As it was mentioned above the young generation can learn language quite easily than adults do.

To conclude, as mentioned previously, language at early age can be beneficial both in social life and in brain development. Therefore, today, learning any second language can be a tool for building the future of people.

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### **PSYCHOLOGICAL AND CULTURAL IMPLICATIONS OF LEARNING LANGUAGES AT EARLY AGE**

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***Annotation.*** This article gives information about the psychological and the cultural role of learning foreign languages and their influence on people who learn languages at early age. Furthermore, this article can work as a practical guide for the teachers that teach foreign language because it gives valuable information and related examples on current topic. The main purpose of this article is to provide psychological and cultural explanations in learning languages and its role in social life.

***Key words:*** cultural identity, psycho-social development, interlocutors, intercultural competencies.