

SECOND LANGUAGE ACQUISITION IN APPLIED LINGUISTICS

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Annotation: *The MSc in Applied Linguistics and Second Language Acquisition Is a popular degree that introduces students to the key issues of applied linguistics with a focus on second language acquisition issues. The topics covered in this course are related to some of the related fields of applied linguistics, such as psycholinguistics, pedagogy, linguistics and sociolinguistics. This course is a fulltime master's program offered over an academic year.*

Key words: *Second language acquisition, SLA, cognitive approach, first language Search into how learners acquire new languages accurately spans several different areas.*

The focus is on demonstrating whether basic language skills are innate (natural), acquired (nurture), or a combination of both. The cognitive approach of SLA research deals with the processes in the brain that underlie language acquisition.

For example, how attention to language affects learning ability and how language acquisition is related to short-term and long-term memory. A sociocultural approach rejects the notion that SLA is a purely psychological phenomenon and tries to explain it in a social context. Important social factors that influence SLA include immersion, L2 community affiliation, and gender. Linguistic approaches try to separate language from other kinds of knowledge and use insights from broader research in linguistics to explain SLAs.

Extensive research has also been done on how individual factors such as age and learning strategies affect her SLA. A frequently debated topic related to age in SLA is the critical period hypothesis. This suggests that the ability to fully learn a language is

lost after a certain age in childhood. Another interesting topic of SLA is the difference between adult and child learners. Learning strategies are usually categorized as learning strategies or communication strategies and are developed to improve their respective skills. Emotional factors are emotional factors that affect a person's ability to learn a new language. Common emotional factors that influence acquisition are anxiety, personality, social attitudes, and motivation. Individuals can also lose their language through a process called second language attrition. This is often caused by language use or lack of exposure over time. Turnover is influenced by a number of factors, including skill level, age, social factors, and motivation at the time of hire. Finally, instructional research deals with the effects of language instruction on acquisition. The time it takes to reach a high level of language depends on the language you are learning.

For native English speakers, some estimates were provided by the Department of State's Department of Foreign Affairs (FSI). The FSI has compiled approximate multilingual learning expectations for its professionals (usually native English speakers who already know other languages). Category I languages include, for example, Italian and Swedish and French. Category II languages include German, Haitian Creole, Indonesian, Malay and Swahili (approximately 36 weeks or 900 hours of instruction). Languages in Category III include Finnish, Polish, Russian, Tagalog, Vietnamese and many others. Adults learning a second language differ from children learning a first language in at least three ways.

Children have still developing brains, whereas adults have mature minds. Although some adult second language learners achieve very high levels of proficiency, pronunciation tends to be non-native. The lack of native pronunciation in adult learners is explained by the critical period hypothesis, increase. When a learner's speech stagnates, it is called petrification. Some of the mistakes second language learners make in their language originate in the first language.

For example, a Spanish speaker learning English would say "It's raining" instead of "It is raining" and omit the subject. This way a first language influences a second language is called negative language transfer. However, French speakers learning English usually don't make the same mistake of omitting the "it" in "It is raining". This is because pronominal and impersonal subjects can be omitted (or not used at all, as in this case) in Spanish, but not in French.

A French speaker who knows how to use the subject of pronoun sentences when speaking English is an example of positive language transfer. Not all errors are created equal. Even if you are learning the same second language in the same native language, you may use different parts of your native language. Similarly, these two individuals can develop near-native proficiency in various forms of grammar.

Another error that can occur is called language convergence. This can occur with children learning a second language. A grammatical structure or general grammatical pattern in one language can influence another language. In one study, elementary school students in Singapore learning both English and Mandarin showed signs of language convergence. In this study, we showed that these students preferred to use grammatical patterns common to Mandarin when speaking English. Language convergence means that children learn the grammar of their new language. It happens because you not only learn, but also develop the grammar of your native language, and the two grammars converge. Even when learning a second language, the way you speak your first language changes subtly. These changes can affect all aspects of language, from pronunciation and syntax to the gestures learners make and the language features they tend to perceive. Second language acquisition

occurs in discrete sequences, but there is no orderly progression from one step of the sequence to the next.

Proceeding from one level to the next can lead to significant differences in

learners cross-language characteristics. Given the current popularity of Second Language Acquisition (SLA) as a research platform for foreign language teaching and learning in educational institutions, the relationship between SLA and other related research fields such as foreign language teaching, foreign language teaching, and language It is appropriate to examine Methodology and Applied Linguistics. This article argues that applied linguistics, as an interdisciplinary field that mediates between the theory and practice of language acquisition and use, is a comprehensive field encompassing SLA and SLA-related research areas.

Applied linguistics encompasses not only the research conducted in his actual SLA, but also the study of stylistics, linguistic socialization, and critical applied linguistics that shed light on foreign language teaching as a sociocultural practice. Brings to level foreign language studies, as a historical convention, and as a social semiotic convention.

References:

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