

**LANGUAGE ACQUISITION IN PRE-SCHOOL YEARS.**

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**Annotation:** We will look briefly at the language development of pre-school years 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 language learning are presented in this article.

**Keywords:** language, communication, pre-school, age, learner, process, research, young learners. fluent, acquisition

Today, 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. What is language learning vs. acquisition? A person acquires a language if they are submerged in an environment where the language is being used in all aspects of life. However, a person learns a language if that language is only used or taught in a specific and structured environment, such as a classroom. For example, if an English-speaking person tries to learn Spanish by taking Spanish classes in a local community college in their town, they are learning Spanish. If this person, instead, moves to Mexico, where Spanish is the language of daily life, then they are acquiring the Spanish language.

The ability to use language is innate. Children communicate first by using different languages, such as body language, sign language and oral language. Research has shown that children are active listeners starting in the womb. According to Berger “language skills begin to develop as babies communicate with noises and gestures and then practice babbling”. Speaking ability is acquired in childhood.

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 other. The degree of similarities in young children's languages around the world is one amazing aspect of first language learning. Researchers have outlined the developmental processes for numerous first language features. When they are hungry or uncomfortable, newborns do this. But shortly after, we hear the gurgling and cooing of happy infants as they sleep in their beds.

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.

Children start to develop metalinguistic awareness through the preschool years, which is the capacity to treat language as an object separate from the information.

In the pre-school years language acquisition is admirable. It is also note worthy that children have spent thousands of hours interacting with language-participating in conversations, eavesdropping on others' con versations, being read to, watching television, etc. A quick mathematical exercise will show you just how many hours children spend in language-rich environments. If children are awake for ten or twelve hours a day, we may estimate that they are in contact with the language of their environment for 20,000 hours or more by the time they go to school. Although pre-school children acquire complex knowledge and skills for language and language use, the school setting requires new ways of using language and brings new opportunities for language development.

In the school years ,one of the most impressive aspects of language development is the astonishing growth of vocabulary. Most children enter school with the ability to understand and produce several thousand words and both the spoken and written language at school.

Vocabulary grows at a rate of between several hundred and more than a thousand words a year, depending mainly on how much and how widely children read (Nagy, Herman, and Anderson 1985). The kind of vocabulary growth required for school success is likely to come from both reading for assignments and reading for pleasure, whether narrative or non-fiction. Dee Gardner (2004) suggests that reading a variety of text types is an essential part of vocabulary growth. His research has shown how the range of vocabulary in narrative texts is different from that in non-fiction. There are words in non-fiction texts that are unlikely to occur in stories or novels. In addition, non-fiction tends to include more opportunities to see a word in its different forms (for example, 'mummy', 'mummies', 'mummified'). The importance of reading for vocabulary growth is seen when observant parents report a child using a new word but mispronouncing it in a way that reveals it has been encountered only in written form.

All normal children acquire at least one language as they grow up i.e., each child acquires a language that is most spoken in their environment. This is referred to as the first language acquisition. Children acquire their first language without any formal instruction; they acquire it by using their instincts and absorbing it from their environment.

However, if a child or an adult makes a conscious effort to acquire a language, then they are trying to acquire a second language. Second language acquisition is the process of acquiring a second language after a person has already established a first language. In general, students who are acquiring English as a second language can make progress if they have enough opportunity to interact with others.

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