

Second Language Acquisition

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Abstract: The article states about the process of mastering a second language, i.e. about the process of formation and development of bilingualism. The idea is emphasized that the knowledge of a new language is carried out through the native language and therefore the conceptual picture of the studied language "grows" from the conceptual picture of the native language. The material of this article reflects the professional orientation in teaching a second language. Also, the authors of the article suggest that the bilingual development of the subject occurs when he begins to consciously compare the studied language with his native language in order to build his statements based on the nature of another language, and not by analogy with his native language. Also, the result of learning a second language is the formation in the mind of the student of a bilingual structure that accommodates two language systems, one of which is later and therefore it is "embedded" in the already formed earlier system of the native language. The author of the article tried to consider in detail the process of formation and development of bilingualism, noting its several components of the formation process. In the conditions of the modern world, when there is a policy of globalization, the study of languages becomes an urgent need. Some most of high schools in Uzbekistan have switched to bilingual and trilingual education, when the specialty is taught in a non-native language. This article does not claim to be universal, but will help teachers understand the process of bilingualism formation and help develop their own language teaching methodology.

Keywords: cognition, language, process, concept, links, bilingualism, components, communication, formation.

INTRODUCTION

Known that the process of mastering a second language is nothing but the process of formation and development of bilingualism. A student, starting to learn a second language, already has a mechanism for mastering his native language, which provides him with communication, cognition, preservation and transfer of experience. The second language proficiency mechanism builds on this master mechanism. When a second language is learned, there are changes in the linguistic picture of the world, which was formed in the context of one language. It seems that the result of learning a second language is the formation in the mind of the student of a bilingual structure that accommodates two language systems, one of which is later and therefore it is "embedded" in the already formed earlier system of the native language. It should be noted that, by changing the linguistic picture of the world of the individual, the new language also affects the general (semantic) picture of the world in the cognitive sphere. The assimilation of a new language system leads to a change in the "perspective" on the world around, its concepts, attitudes and values.

Since "cognition of a new language is carried out through the native language, the conceptual picture of the language being studied "grows" from the conceptual picture of the native language. As a result, all this forms a single conceptual structure, a hybrid picture of the world, in which the meanings of the native language serve to explain the meanings of the second language."

Despite this, the process of mastering a second language is not limited to the formation of a certain image of this language in the student. The concept of "language proficiency" implies the ability to

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speak in this language. And this raises the question of the mechanism that ensures the generation of foreign language speech.

In the very process of generating speech in the native language, three links are distinguished: the idea - intra -speech recoding - implementation. In the second link, the initial stage is the semantic syntax (internal program of the utterance), and the final stage is the syntactic scheme expanded linearly from left to right, the frame, the slots of which are filled with linguistic meanings. The transition from conception to internal recoding seems to be immediate. However, the idea, according to most researchers, is an extralinguistic formation; it contains the meaning of what the subject wants to say. "The result of the design of external speech will depend both on the subject and on the rules of the language in which communication takes place. Therefore, before being subjected to intra -speech recoding, the idea must be "dressed" in linguistic meanings and enriched with the rules of speech activity, according to which it will be transformed into a linear speech chain". These meanings and rules are contained in the image of the language in the mind of the subject. Therefore, we can say that the actual mechanism of language proficiency includes three links, or blocks.

The first link (block) is the image of the language, containing the semantic model of the language as a generalized idea of the language system and the rules for constructing statements.

The second link (block) of the mechanism is the link of internal recoding responsible for the process of transformation of the idea from the internal program to the syntactic scheme of the utterance.

The third link (block) of the mechanism is the implementation link, in which the syntactic scheme is filled with the words of a living language and voiced.

Foreign language statements can be the result of processes that are different in nature. At the beginning of language learning, speaking is reduced to reproducing memorized patterns (syntaxes). Then the translation from the native language is added. In order to express his own thoughts, the student translates statements that are actualized in his mind in his native language, that is, the statement is formalized through the mechanism of the native language, but is delayed at the implementation stage in order to be translated into a second language. Sometimes the similarity between languages allows the subject to trace foreign statements from their native language. Sometimes tracing is impossible, so the translation turns into recoding, that is, the transfer of the content of the statement in the target language in accordance with the rules of this language.

Therefore, not only the image of the second language "grows" from the image of the native language, but also the generation of foreign speech is based on the mechanism of speech generation in the native language. The recoding action, being curtailed and automated, forms a switching mechanism, that is, it can subsequently become the basis for the direct generation of statements in the language being studied.

Mastering a second language goes through two stages: translational (the stage of conscious construction according to B.V. Belyaev) and non-translational (direct-intuitive proficiency according to B.V. Belyaev).

During the first stage, the student masters the action of consciously constructing a foreign language statement. "Conscious construction is recoding of the content of thought into the language being studied, which is actualized in the mind of the student in his native language. As a result, the internalization of transcoding strategies, the Russian-language content of the utterance and the action of translation, is curtailed, gradually moving to the level of internal programming. The internalization of recoding strategies provides the control component of the speech action. At first, the student can "calculate" his mistake by means of discursive analysis, then this mechanism, internalized, develops into a "sense of language", that is, an intuitive feeling of the correctness or incorrectness of the statement".

The result of full knowledge of a second language is achieved when it becomes directly intuitive, that is, when a person begins to use a foreign language without translation, to formulate his thoughts with the help of foreign language means already at the stage of internal speech.



There are several components of the process of becoming bilingualism when mastering a second language:

- formation of a systemic understanding of the language being studied in conjunction with the system of the native language;
- formation of ideas about the patterns of recoding content from the native language to the studied one;
- formation of criteria for the correctness of a foreign language statement at the level of awareness;
- “Linking” in the cognitive consciousness of the non-coinciding elements of two pictures of the world.

All four processes take place simultaneously and are interconnected. As a result, on the basis of the image of the native language, the image of the language being studied is first formed, and as a result, the formation of speech in the second language. The formation of foreign-language inner speech is the result of the interaction of all processes.

Summarizing all this, we can say that the development of bilingualism in the process of mastering a second language consists in the formation in the subject of an additional holistic mechanism for mastering the language being studied in the unity of three blocks. The image of the language being studied is built on the basis of the native language through the comprehension of the essential features of the language being studied and the construction of a "third system" of meanings that have access to both languages. Blocks of internal recoding and implementations are built, as it were, from two sides. On the one hand, on the basis of the formation of articulatory skills and the accumulation of communicatively learned speech stereotypes, on the other hand, on the basis of the conscious construction of an utterance, that is, recoding its content from the native language to the one being studied. Recoding mechanisms are gradually transformed into elements of foreign-language internal speech and form a block of internal recoding.

Researchers distinguish two stages in the development of a second language. At the first stage, foreign language material is “taken on faith” and memorized without realizing that another language is a different reality. This stage is zero in the development of bilingualism. At this stage, against the background of the mechanism of mastering the native language, an implementation block for the second language begins to form. This block exists in the consciousness of the subject in isolation; therefore, the information that enters this block remains there, without interfering with the content of consciousness. This does not allow the subject to comprehend foreign language material. If the learning of the second language takes place in the same way as in the initial course, the implementation block overflows, in parallel it is subjected to pressure from the native language. This leads to “washing out” of foreign language syntaxes from the memory. Over time, the subject begins to feel the need to express thoughts in the language being studied, and memorized syntaxes are not enough for this. As a result, another implementation block for the second language begins to form, in which thoughts are translated from the native into the target language. An additional block is attached to the corresponding block of the native language. That is, when generating an utterance in a second language, the thought is first fully formed in the native language in accordance with the norms of the native culture, and then translated. As a result, a foreign language statement acquires the character of a tracing paper from the native language.

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