



**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

**EFFECTIVE WAYS OF ORGANIZING
LEARNER CENTERED CLASSES
IN ENGLISH LANGUAGE CLASSROOM**

Xalqaro miqyosdagi ilmiy-amaliy anjuman

MATERIALLARI TO’PLAMI

23 APREL , 2024

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Maqolalarni to'plovchi va nashrga tayyorlovchi Ingliz adabiyotshunosligi va tarjimashunoslik kafedrasini o'qituvchilari L.X.Xaydarova va N.S. Zokirova

Ushbu to'plamda jamlangan maqolalar qiyosiy tilshunoslik, tarjimashunoslik va madaniyatlararo muloqot masalalari, qiyosiy adabiyotshunoslik va adabiy oqimlar rivoji masalalari, xorijiy tillarni o'qitishning zamonaviy yondashuvlari va istiqbollari, O'zbekistonda tarjima maktabi yaratish va uni rivojlantirishda innovatsion g'oya va texnologiyalarni qo'llash masalalari doirasida mutaxassislarning tajriba va fikr almashinuvini ta'minlashga xizmat qiladi.

Xulosa. Har ikkala tilda ham vaqtga nisbat olinadigan bo'lsa, mantiqiy jihatdan o'tmish, kelajak hamda hozir (ayni payt) farqlanadi. Hozirgi zamon 5-sinf darsliklarida fe'lining zamon kategoriyasi uchta qilib ko'rsatib o'tilgan: hozirgi, o'tgan, kelasi zamon; Ingliz tilida tilning shakllanish tarixi va "slavyan tillar" oilasiga mansubligi tufayli aspekt kategoriyasi vujudga kelgan. Bu holat ingliz tilida ob'ektiv vaqtning har bir zamon klassifikatsiyasida tutgan o'rnining chuqur ifodalanishiga olib kelgan. Fe'l zamonlarining o'zbek va ingliz tillardagi qiyosiy tahlili kelgusida til korpuslarini shakllatirishda birlamchi omil bo'lib xizmat qiladi.

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UNDERSTANDING LANGUAGE ACQUISITION: THE JOURNEY OF LEARNING A NEW LANGUAGE

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Annotation: Language acquisition is a complex process that involves the gradual development of linguistic skills in individuals. This article provides an overview of language acquisition, exploring key theories, stages, factors influencing the process, and implications for education and society.

Key words and expressions: language acquisition, linguistic development, language learning, language acquisition theories, stages of language acquisition, critical period hypothesis

Introduction: Language acquisition refers to the process through which individuals acquire the ability to understand and use language. From infancy to adulthood, humans undergo a remarkable journey of learning one or more languages, which shapes their communication abilities and cognitive development.

Theories of Language Acquisition: Several theories have been proposed to explain how language acquisition occurs. The behaviorist perspective, supported by B.F. Skinner, emphasizes the role of environmental stimuli and reinforcement in shaping language learning. In contrast, Noam Chomsky's nativist theory posits that humans are biologically predisposed to acquire language and that innate linguistic structures underlie language development. Additionally, interactionist theories highlight the interplay between innate mechanisms, social interaction, and cognitive processes in language acquisition.

Stages of Language Acquisition: Language acquisition typically progresses through distinct stages. In the prelinguistic stage, infants engage in preverbal communication through gestures, babbling, and vocalizations. As they enter the linguistic stage, children begin to produce their first words and sentences, gradually expanding their vocabulary and syntactic complexity. The critical period hypothesis suggests that there is a sensitive period during childhood when language acquisition is most optimal, although individuals can continue to learn languages throughout their lives.

Factors Influencing Language Acquisition: Several factors influence language acquisition, including biological, cognitive, social, and environmental factors. Biological factors such as genetic predispositions and neuroplasticity play a role in

language development. Cognitive abilities such as memory, attention, and processing speed also influence language learning. Social interaction and exposure to language-rich environments provide crucial input for language acquisition, while cultural factors shape language use and identity.

Implications for Education and Society: Understanding language acquisition has significant implications for education and society. In educational settings, knowledge of language development informs teaching practices and curriculum design, facilitating effective language instruction for learners of all ages and backgrounds. Additionally, promoting multilingualism and language diversity fosters cultural appreciation and inclusivity within society, contributing to social cohesion and global communication.

Conclusion: Language acquisition is a multifaceted process that involves the interaction of biological, cognitive, social, and environmental factors. By examining key theories, stages, and influencing factors, we gain insights into how individuals learn languages and the implications for education and society. Ultimately, understanding language acquisition enhances our appreciation of the intricate nature of human communication and fosters effective language learning practices for individuals around the world.

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Honorifics have been mentioned as one of the linguistic forms that contribute to pragmatic modality in the organization of speaking. The use of honorifics makes the speech polite because of the linguistic role it plays.

It seems that only some of the aspects of honorifics have ever been discussed in academic works. For example, the brilliant work “Ideologies of honorific language” by Judith Irvine, for all its insight, still seems to fail to explain the essence of honorific use. She seems to claim, “grammatical honorifics accompany linguistic ideologies that specify that flattened affect, conventionality, and avoidance of engagement with the concrete or the sensory as appropriate ways to express respect for *others*.” Her interpretation of the use of honorifics does not explain how they work as “dignity or elegance” markers for the speakers of languages that employ them.

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