

LANGUAGE ACQUISITION IN CHILDREN

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Abstract

The article deals with the process of language acquisition beginning at the earliest age of children to the elementary school age and describes the gradually evolution of children gaining of language. There are several recommendations for parents about stimulating and encouraging language development of children.

Keywords: - Language acquisition, under-extension, over-extension, vocalizations, inflection.

Introduction:-

When the process of language acquisition by children starts, it follows the expected steps. However, the crucial role plays kids age in their achievement of gaining the language. Moreover, at any stage of youngers' development there is a moderately reaching of certain abilities. Within a year the correct using of language appeared, starting from the absence of word and gradually emerging of verbal inflection.

During the first year of a child's life, parents pay attention on its physical development; during the second year, they are concerned with the baby's language development very carefully. It is amazing how easily children learn language. Three or four -year- old children, who cannot zip their jackets, are able to speak in full sentences without any special language studying.

Many experiments have given the evidence of interesting fact that newborns can recognize speech from non-speech, and when they are two months old, they distinguish several sounds. Infants at the age of four to ten months can understand some words. At the very beginning of their life the mainly sounds infants produce are signals of discomfort by crying, coughing and swallowing.

At the next period of infants' age (from 2 -4 months) they start making the sounds which express their comfort during the interaction with adults, the infants produce vowel-like sounds. They begin laughing at about four months age. Getting older, infants start to make extended sounds like bababa that is as syllable-like sequence. However, no any animal can produce such 'bababa' sounds. Later, at about 10 months, the recognizable words emerge for showing particular emotional states of infants. These words are used in context, involving naming, for example, when the child hear the doorbell, he says 'papa', or when he looks out of the window he may say 'car'. [1,35]

Dr Roberta Golinkoff believes that babies benefit from their talk. Experiments show that after birth babies respond more to infant-directed talk than they do to adult-directed talk. When using baby talk, people exaggerate their facial expressions, which helps the baby to begin to understand what is being communicated. She also notes that the exaggerated nature and repetition of baby talk helps infants to learn the difference between sounds. Since babies have a great deal of information to process, baby talk helps. Although there is concern that baby talk may persist too long, Dr Golinkoff says that it stops being used as the child gets older, that is, when the child is better able to communicate with the parents. [6,146]

Professor Jusczyk has made a particular study of babies' ability to recognize sounds, and says they recognize the sound of their own names as early as four and a half months. Babies know the meaning of Mummy and Daddy by about six months, which is earlier than was previously believed. By about nine months, babies begin recognizing frequent patterns in language. A baby will listen longer to the sounds that occur frequently, so it is good to frequently call the infant by its name. [5, 27]. Jusczyk found the babies listened longer to the words that had appeared in the stories, which indicated that the babies had extracted individual words from the story.

Children tend to make the word too narrow or too broad, when they name all the similar words by only one, the word 'water' can be used for tea, juice, milk. This process is called under-extension and over-extension, but it changes over the time.

During the second year two - ten new words are acquired each week, furthermore, word-combinations begin to appear. At the age of 3 there are at least ten words a day enrich child's vocabulary. At this age children use grammatical elements. Over a year to a year sentences become longer and using appropriate grammar become commoner. [2,46]

By age 5, children overcome the sound system and grammar of language and acquire a

vocabulary at least thousands of words.

At 5-6 years, children understand that one word may have not only one meaning, and they use the words in context, knowing its meaning. For example, 'cool' means something different when you say, 'It's a cool evening', compared with when you say, 'It's a really cool picture you've drawn'. They also begin to understand metaphors and non-literal language – for example, 'Make up your mind'.

Children understand that they can make new words by joining two other words – for example, 'suitcase', and 'compound' words like this more often in child's speech. [3,98]

During the early school years, child learns more words and start to understand how the sounds within language work together. A child becomes a better storyteller by learning to put words together in different ways and build different types of sentences. These skills also let child share ideas and opinions. By eight years, child is be able to have adult-like conversations. [5,57]

In elementary school, children expand their use of oral language and they learn to read and write. Through middle school and high school, children continue to expand their vocabulary, grammar and writing and reading comprehension skills. [4,123]

How parents can stimulate and encourage language development and what to do about it.

Things parents can do:

- Verbally respond to baby's vocalizations.
- Talk to baby, with attention and gestures.
- Point and name things they see.
- Use an over-the-top voice describing things.
- Sing to child
- Initiate conversations related to recent events
- Make up stories along with child, which also stimulates thinking, creating, and a sense of humor.
- Gradually increase the complexity of grammar and vocabulary
- Read interactively to engage their participation, ask questions, use dramatic inflections, let them guess what will happen next, point to pictures and describe them, and ask child to do the same.

- Have family meetings. one thing that well during the day.
- After seeing a movie or TV show together, talk about what happened.
- Encourage reading. When they finish a book, ask about their thoughts and feelings.

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