
AGE-RELATED CHARACTERISTICS OF THE DEVELOPMENT OF LINGUISTIC SKILLS

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ABSTRACT: If we look at the studies that try to clarify the genesis of the development of linguistic abilities, their specific aspects are analyzed on the basis of the concept of general language learning. The study of linguistic abilities in psychology was initiated by L.S. Vygotsky through his work entitled "Thinking and Speech". The author says that a person acquires his mother tongue in the early stages of ontogenesis, sensitivity to the development of speech is unconsciously formed in the environment of communication with adults in natural language. However, with the acquisition of a foreign language, the situation is completely different.

KEYWORDS: Development, general language.

INTRODUCTION

If we look at the studies that try to clarify the genesis of the development of linguistic abilities, their specific aspects are analyzed on the basis of the concept of general language learning. The study of linguistic abilities in psychology was initiated by L.S. Vygotsky through his work entitled "Thinking and Speech". The author says that a person acquires his mother tongue in the early stages of ontogenesis, sensitivity to the development of speech is unconsciously formed in the environment of communication with adults in natural language. However, with the acquisition of a foreign language, the situation is completely different.

The first difference is that in the process of learning activities, the student is based on the already formed conceptual system of his native language.

The essence of the second difference is that a person acquires a foreign language not in natural conditions, but in educational conditions (bilingualism).

L.S. Vygotsky called this moment "awareness and goal orientation".

Thus, in Russian psychology, L.S. Vygotsky was able to clearly and convincingly prove the existence of special linguistic abilities and the unreasonableness of equating them with language abilities as basic human abilities. We know that during the early school age of ontogenesis, the development of higher mental functions reaches a high level, and the child's will and consciousness are activated to learn foreign languages.

B.V. Belyaev and N.S. Magin's views are important among the theories that explain the essence of the development of linguistic abilities in a person. Because they have revealed the importance of the direction of professional activity in the development of a person's linguistic ability. For example, N.S. Magin distinguishes between translation skills (from a foreign language to the mother tongue and vice versa), the ability to master grammar rules, the ability to memorize foreign words, etc. B.V. Belyaev classifies the ability to master oral and written speech skills, the

ability to master the phonetics, vocabulary and grammar of a foreign language. Each of these types of abilities is further divided into functional components.

The development of linguistic ability in a person depends on the system of relationships in the family. The analysis of the child's speech development in bilingual families showed that the beginning of the child's speech development depends on the attitude of the child to his development in the family, rather than how many languages are spoken in the family. A child's mixing of languages is due to the fact that he cannot distinguish between the languages he speaks at first and uses two languages as one language (monolingual). At the same time, he chooses words that are easier to pronounce or shorter. The child begins to distinguish the languages he speaks only at the age of 3-4, which is probably due to the change in the social situation of development and leading activities. Bilingual children's mistakes, just like monolingual children's mistakes, are due to the fact that they have not yet learned the rules of the language. In addition, there is a transfer of rules from one language to another. The reasons for the child's refusal to use one of the languages may be related to the decline in the prestige of one of them or the child's lack of understanding of its necessity.

It can be said that bilingual children, whose parents have been involved in their development and education since early childhood, learn two languages more slowly and no worse than monolingual children. That is, the development of the child's speech, the level of his language acquisition, his attitude to languages largely depends on the family, the parents' attitude towards the child, his upbringing and development.

In addition, it was found that in the first year of life, each baby can easily pronounce 75 different phonemes. But since the child, as a rule, is immersed in the environment of only one language, he gradually stops making sounds that are not characteristic of his mother tongue. As for children whose families speak two languages, practice shows that they "choose" the language needed for everyday communication outside the home.

In general, the development of speech aspects in bilingualism actually reflects the stages of acquiring phonetics, acquiring vocabulary and developing grammar of each language. The emergence of new speech functions for two languages, which appear at all age stages of a child's development, also depends on the communicative environment and is closely related to his leadership activity. In each of them, the child learns the types of speech, that is, the linguistic tools of two sign systems that ensure the implementation of the emerging function. With the systematic teaching of mother and second languages during the school period, the child becomes aware of them, and this process includes new functions and types of speech.

The genesis of the two main functions of speech in bilingualism (communicative and semantic) has its own characteristics, which is expressed by the fact that the processes of their formation are different, but the development of one stimulates the formation of the other and relies on it. that is, they are closely related to each other.

In bilingual children, these two languages are sometimes ontogenetically at different stages of development. This happens when the child seems to be stuck in learning one of the lower-level languages, ie. when conditions change and lead to crises in second language acquisition:

The first crisis in the acquisition of speech occurs at the age of 6 or during the transition to school, when the authority of the teacher and the language of instruction at school begin to play an important role, and speech takes a written form.

The second crisis occurs at the age of 12-14, when the realization of their independence occurs and the teenager decides what is more important in life at the moment.

The third crisis is when entering independent adult life, when professional interests begin to determine language priorities.

In general, the development of linguistic abilities has its own ontogenetic development. Sensitive periods in the development of a child's speech also have an important role in the acquisition of foreign languages.

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