

## LANGUAGE ACQUISITION AS A PROCESS OF HUMAN MIND

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**Annotation:** The purpose of this article is to give information about how human brain develops when the person comes to life and look into some interesting details which human brain possesses even in early period of the life. The author provides information about how and when the acquiring process begins and what peculiar facilities does the brain have, and also this paper includes data about how acquiring process occur in the mind, then how it comprehends the new information and in what ages does the brain start to produce the learned materials.

**Key words:** language acquisition, comprehension, production, mnemonics, right hemisphere, left hemisphere, visualization, natural ability.

**Аннотация:** Цель этой статьи - дать информацию о том, как развивается человеческий мозг, когда человек появляется на свет, и рассмотреть некоторые интересные детали, которыми обладает человеческий мозг даже в ранний период жизни. Автор предоставляет информацию о том, как и когда начинается процесс усвоения и какими особыми возможностями обладает мозг, а также включает данные о том, как происходит процесс усвоения в уме, как он воспринимает новую информацию и в каком возрасте мозг начинает воспроизводить усвоенные материалы.

**Ключевые слова:** овладение языком, понимание, продуцирование, мнемотехника, правое полушарие, левое полушарие, визуализация, природные способности.

### **Introduction**

Human brain is very mysterious thing and extremely difficult to investigate. However scientists have put forward some details which play crucial role in language acquisition. Researchers claimed about young children’s acquiring abilities and showed the results. By delving into language acquisition process in the mind of human might have significant role in understanding and improving the learning stages of youngsters, but at the same time it is potentially problematic to investigate each key aspects of human mind because the brain is still mysterious treasure for humanity. Studying the peculiarities of acquiring process helps teachers to deal with the class better, which is my future job, besides, it helps to enhance the current learning stages. This process is widely related to psycholinguistics that has a huge influence on studying students’ learning abilities and how the learners utilize the

language. The interaction between learners and other people has vital importance to strengthen the knowledge that students acquired.

As a young child, you naturally learned your first language without much thought or effort. You may have since picked up a second language, perhaps through exposure or with conscious learning. Most of your own first language learning occurs before formal education, typically without conscious effort. By six months of age, infants produce all vowel sounds and most consonant sounds of any language, even those not spoken by their parents<sup>1</sup>. Children typically acquire most distinct sounds of their first language before age three, while basic conversational patterns emerge earlier. By age five or six, they grasp fundamental grammatical structures, with more complex patterns evolving during their school years. Similarly, exposure to multiple languages in early childhood leads to simultaneous multilingualism, where children acquire multiple first languages by around age three. This contrasts with sequential multilingualism, where second languages are acquired after the first. Advancements in linguistics and psychology have transformed our understanding of early language acquisition over the last fifty years. Languages are highly intricate systems that young children couldn't possibly master in their early years if they had to "learn" them conventionally. Children's remarkable ability to form new expressions and discern when a sequence of common words does not form a grammatical sentence in their language is truly impressive. For instance, English-speaking children acquiring their first language can instinctively identify that "Cookies me give" is grammatically incorrect<sup>2</sup>. Even without explicit instruction, they possess this understanding. If children had to consciously learn the abstract principles governing which word sequences constitute valid sentences in their language, only the brightest would succeed in acquiring language, and the process would take much longer than it currently does. This challenge is a component of the "logical problem of language acquisition".

The role of natural ability. The innate capacity for language learning is inherent in humans from birth. This natural ability is essential to account for various observations:

- Children commence language acquisition at a consistent age and in a similar manner, irrespective of whether they are learning English, Bengali, Korean or any other language worldwide.

By around the age of five or six, children universally grasp the fundamental phonological and grammatical aspects of their first language, regardless of the specific language being learned.

- Children demonstrate the ability to comprehend and generate original

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<sup>1</sup> [https://repository.bbg.ac.id/bitstream/588/1/Introducing\\_Second\\_Language\\_Acquisition\\_.pdf](https://repository.bbg.ac.id/bitstream/588/1/Introducing_Second_Language_Acquisition_.pdf)

<sup>2</sup> [https://scholar.google.com/citations?view\\_op=search\\_authors&hl=en&mauthor=label:psycholinguistics](https://scholar.google.com/citations?view_op=search_authors&hl=en&mauthor=label:psycholinguistics)

expressions; they are capable of more than mere repetition and frequently produce utterances distinct from those of the adults in their environment.

- The acquisition of a first language is not solely connected to overall intelligence levels. When we consider the innate capacity for language acquisition, we acknowledge that a portion of language structure is genetically inherent in every child.

We learn how to control our brain working temptation. Our brain consists of two parts. Left and right hemispheres. The left part mainly responds to logic, while the right part responds to emotions. The left part is considered the textual memory: various words, texts, numbers, facts, analyses. The right part is considered the emotional memory which mainly includes: five senses - sight, hearing, taste, smell, and tactile memory<sup>3</sup>. Left hemisphere lesions are frequently associated with deficits in core language ability, such as the production of fluent, grammatical speech, or the comprehension of spoken words and sentences, the incidence of such aphasic deficits is far less common in patients with lesions in the right hemisphere. For example, right hemisphere damaged patients have been shown to have difficulty understanding jokes<sup>4</sup>. Thus the left hemisphere is often associated with language processing commonly construed as literal, while the right hemisphere has been associated with nonliteral processing, including figurative language as well as other sorts of pragmatic phenomena that depend upon extra-linguistic knowledge for their interpretation. The left part has a 10% retention potential while the right part has a 90% retention potential. let's look through, do you think through visualizations or is information produced in your mind? Of course through visualizations. Imagination has an 80% retention power. The remaining feelings make up the remaining 10%. Why do we say that the memory of children in childhood is strong? Because they do not pass into textual memory, all information is retained through visualization. The middle of the brain, the connecting bridge, is called the Corpus callosum. Connecting the two halves of the brain is the most difficult task. If we could take advantage of both parts and have the retention potential, we could retain 100% of the information we wanted. We now need to clean up the memory that has been lying dormant, soaking up dust. It's hard at first, of course. But any person can succeed. There is a special science to refresh the right half of the person and strengthen their memory - the science of Mnemonics<sup>5</sup>.

Information reaches the brain through neurons communicating with each other through synapses, or connections. Mnemonics is based on exactly that. That is, connecting the first information with the second. Usually, humans remember words through passive exposure, associative memory, not active recollection. remember words through imagery-based memory. First, we need to understand the concept of a

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<sup>3</sup> [https://scholar.google.com/citations?view\\_op=search\\_authors&hl=en&mauthors=label:psycholinguistics](https://scholar.google.com/citations?view_op=search_authors&hl=en&mauthors=label:psycholinguistics)

<sup>4</sup> [https://repository.bbg.ac.id/bitstream/588/1/Introducing\\_Second\\_Language\\_Acquisition\\_.pdf](https://repository.bbg.ac.id/bitstream/588/1/Introducing_Second_Language_Acquisition_.pdf)

<sup>5</sup> Shohruh Mirzo “So‘z Yodlash Sirlari” “Istiqlol Nuri” 2020

dictionary. In meta-learning, there's potential. When you first memorize a word, you're at the lowest point of potential. Potential:

- 1) Haven't seen it before;
- 2) Recognize it but can't translate;
- 3) Know it;
- 4) Can translate it;
- 5) Can use it.

The fifth position of potential is considered the strongest. The first four are passive vocabulary—you read it, translate it, but can't use it. The fifth point is considered active vocabulary.

Language comprehension is a complex process that requires constructing an ongoing interpretation of a rapid sequence of incoming words before they fade from immediate memory. Building a complete model of human sentence comprehension is extremely complex. Research indicates that understanding even a simple sentence requires integrating numerous sources of information, such as word meanings, the frequency of word encounters, and the receivers' awareness of the surrounding environment. A comprehensive model would incorporate this knowledge and use it to achieve the same interpretations as humans, with similar reading times and errors<sup>6</sup>. Ideally, this model would confirm researchers' hypotheses about the types of information used in language comprehension, the timing of information availability, and the reliability of this information. Currently, no models capture the entire comprehension process, and existing models are less detailed than those used by receivers. Observers often overestimate children's comprehension by interpreting their words as if they had the same meanings as adults'. Children frequently repeat the ends of sentences spoken to them and use familiar phrases fluently without understanding the individual words or morphemes. Therefore, they may seem to have adult-like understanding when they are actually relying on contextual cues or using complex constructions that are just rote phrases for them. Children who are one or two years old often show different abilities in understanding and speaking. For example, in vocabulary tests, a child might appear to understand the word "dog" like an adult, correctly identifying a picture of a dog or picking up the right toy when asked. However, when asked to name a picture of a dog, the child might only say "wuf-wuf." At this stage, children seem to grasp the adult meaning of "dog" but can only produce a "child word" or no word at all. They also use some words or phrases they do not fully understand. Thomson and Chapman concluded that the children's limited production was likely due to difficulty in retrieving the correct words, which they might have actually known<sup>7</sup>. Thus, their use of overextensions in speech indicated a delay in their

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<sup>6</sup> [https://repository.bbg.ac.id/bitstream/588/1/Introducing\\_Second\\_Language\\_Acquisition\\_.pdf](https://repository.bbg.ac.id/bitstream/588/1/Introducing_Second_Language_Acquisition_.pdf)

<sup>7</sup> [https://www.researchgate.net/publication/234837324\\_Comprehension\\_Production\\_and\\_Language\\_Acquisition](https://www.researchgate.net/publication/234837324_Comprehension_Production_and_Language_Acquisition)

ability to produce words compared to their ability to understand them. However, comprehension does not have to be fully developed before production begins. Based on such data, it is expected that when differences exist between, comprehension would generally be more advanced.

### **Conclusion**

In conclusion, the process of acquisition, comprehension and production of language which occurs in human brain has significant role in teaching young learners. The position of language acquisition is very difficult process. Acquiring process of young learners is much faster than adults, because they learn with verbal communication. Also there is an additional structure which helps to improve the learning process that is called mnemonics. Nowadays, with the help of new technologies people have a considerable possibility in order to investigate the process of the brain and twenty first century is devoted to look into the developing process of human brain.

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