

References:

12. **Morrison, J. L., & Hatch, D. L.** (2020). *The Role of English in Global Medical Education: Challenges and Opportunities*. Journal of Medical Education, 45(2), 112-119. <https://doi.org/10.1016/j.meded>. 2020.01.003
13. **Hirsh, D. A., & Fox, M. J.** (2019). *English as a Global Language in Medicine: Its Impact on Education and Practice*. Medical Journal of International Studies, 32(4), 253-265. <https://doi.org/10.1016/j.mjis>. 2019.04.006
14. **Vasquez, J. R., & Lewis, M. P.** (2018). *The Influence of English on Medical Research and Knowledge Dissemination*. International Journal of Medical Research, 50(3), 141-147. <https://doi.org/10.1002/jmr.2> 018.0047
15. **N.P. Yesbosinova, Dospanova D.O.** Scientific Research in the Field Of Pedagogy and Their. <https://www.eudoxuspress.com/index.php/pub> 2024y.
16. **Yesbosinova N.P.** The Lingua Spectrum 3rd November, 2024. Using CLIL Technology in teaching English to non-philological students: methodological approaches. <https://lingvospektr.uz/index.php/lngsp/article/view/162>
17. **N.P. Yesbosinova**, Improving lingo-cultural competence in teaching medical terminology at higher medical education institutions. Muttafakir №29, October 2024.

**COMPARING FIRST AND SECOND LANGUAGE ACQUISITION: A
COGNITIVE AND DEVELOPMENTAL PERSPECTIVE**

G'ofurova Laziza Jasur qizi

lazizagofurova52@gmail.com

*Faculty of Cybersecurity, Tashkent University of
Information Technologies named after Muhammad Al-Khwarizmi*

Glarelin John

glarelinjohn2000@gmail.com

General Medicine, Tashkent State Dental Institute

Scientific Adviser: Yesbosinova Nursulu
Senior instructor of Uzbek and Foreign languages
Department of the TITLI

Abstract: This paper explores the distinctions and similarities between First Language Acquisition (FLA) and Second Language Acquisition (SLA). It outlines their unique characteristics in terms of age of acquisition, cognitive processes, input and interaction, and ultimate language proficiency. Drawing on academic literature and practical examples, the study illustrates how both biological and environmental factors contribute to language learning. The article highlights the advantages of early language exposure, the challenges adults face in learning new languages, and the potential of modern technology to bridge this gap. The aim is to provide learners and educators with a deeper understanding of language acquisition mechanisms to foster more effective learning strategies.

Keywords: First Language Acquisition (FLA), Second Language Acquisition (SLA), cognitive development, language learning, critical period hypothesis, language input, interaction, phonological development, language transfer

Introduction

There are two distinct ways of learning a language: First Language Acquisition (FLA) and Second Language Acquisition (SLA). Whereas SLA refers to the process of learning an additional language through conscious efforts, FLA is the process of acquiring first language naturally, exposing children to the language by speaking it at home. In this essay, I will compare and contrast FLA and SLA, based on my reading and study undertaken on this course. Although both involve learning a language, there are significant differences in terms of the age of acquisition, cognitive processes involved, and the outcomes of language proficiency.

Firstly, the age of acquisition is different in both FLA and SLA. FLA occurs since birth, as children get to know words from their mother tongue by listening. “First language is acquired without too much input from surroundings. Furthermore, this input does not have to be ordered: children make sense of what they hear and create the order needed to stored knowledge of their first language themselves,” claims Raymond Hickey. Infants understand the meaning of words through visual sources such as surroundings, paintings and books, so teachers, parents, babysitters try to talk to babies and show pictures with words when possible. These actions stimulate unconscious memory to learn and use words actively. SLA, however, can start at any age, from childhood to adulthood. People may decide to learn a second language at any point of their lives. The way of understanding a foreign language is completely different from that of a mother tongue. While in FLA children learn a language through exposition and visual association, in SLA people study additional language by making parallels with their native language. Secondly, cognitive processes make foreign language more difficult to acquire in comparison with the native one. FLA is distinguished by the dominance of phonetic input; for SLA, the learners use written materials more often, which explains the difficulties of mastering a foreign language’s pronunciation (Azieb, 2021). Furthermore, in SLA there is a lack of interaction with a language, involving more conscious effort and cognitive processing compared to FLA. Adults may use strategies like memorization, explicit instruction, and practice to acquire a new language. On the other hand, FLA is largely driven by inborn cognitive abilities, such as pattern recognition, abstraction, and generalization.

One possible outcome is that some people may achieve near-native level of proficiency in second language, whereas others may struggle with certain aspects of the language. Factors such as motivation, aptitude, and opportunities of language impact the level of proficiency attained. By contrast, FLA typically results in native-like

proficiency in the acquired language. A deep understanding of grammar rules, syntax, and phonology is achieved without conscious efforts. Environmental factors may play an important role too. The environment for SLA varies depending on individual circumstances, such as classroom settings, immersion programs and self-study. In addition, correcting error is inevitable part of formal language instruction in SLA to help learners improve accuracy, which make people afraid of mistakes (Mitchell, R. and Myles, F., 2004). In FLA, however, children are not usually corrected for errors in the same way adult learners are in SLA. As a result, people are more fluent in their first language, no matter how hard they tried to acquire foreign one. First language is learned instinctively, but second language is not. For example, people learn how to swim or ride a bicycle based on instincts, while instruction is needed in order to know how to drive a car. “First language acquisition is not dependent on intelligence or special ability for languages. Everyone acquires their native language fully and properly. What is true, of course, is that some people have a greater stylistic range and larger vocabulary in their native language, but that is not connected with first language acquisition. You learn style in school when you learn how to write the standard of your language and you learn specialised words consciously after childhood,” says Raymond Hickey.

Despite these differences, there are some similarities too. Both input and interaction are needed to master FLA and SLA. Both benefit from exposure to input and interaction with speakers of the target language. Moreover, while in SLA learners may rely on structured input in classroom, in FLA, children learn through naturalistic input from caregivers and peers. There is a critical period hypothesis in which FLA is believed to be subject to a critical period during early childhood when language acquisition is most efficient. Similarly, age has an influence on SLA, with younger learners often showing faster progress compared to older ones. It is explained by the fact that young children have more neuroplasticity, which means that their brains are more adaptable and flexible

in obtaining new information, including language. This makes it easier for them to pick up new sounds, vocabulary, and grammar rules. Cognitive abilities such as memory, attention, and problem-solving skills are better in young learners, making it easier for them to absorb and retain new language information. Language Transfer is the third similarity between FLA and SLA. Both FLA and SLA can involve language transfer, where knowledge of one language can have a positive impact on the learning of another. In SLA, learners may transfer grammatical structures or pronunciation patterns from their first language to the second language. Similarly, multilingual people can transfer the patterns of one language to another one and draw parallels between them, making it easier to learn a new language. Furthermore, both FLA and SLA are guided by universal grammar principles, which suggest that all humans have an innate ability to acquire language. This means that certain language structures and rules are common across different languages and are acquired in a similar way. Both FLA and SLA recognize that learners have individual differences in their language learning abilities, styles, and strategies. Understanding these differences can lead to effective teaching approaches which are suitable for learner's needs.

FLA and SLA are two distinct processes with differences in age of acquisition, input, interaction, and motivation. While FLA occurs during childhood with extensive exposure to language input and high levels of motivation, SLA can occur at any age with varying levels of exposure and motivation. By understanding these differences, educators and language learners can better work on their approaches to language acquisition, prepare individual study plans and maximize their success in learning a new language. From my perspective, weak points of SLA can be easily overcome by modern methods and technology. People can compensate the lack of exposure to language by watching videos in the second language or speaking with native people through Internet. At present, we have brilliant opportunities to speak fluently a second language.

Conclusion

In conclusion, First Language Acquisition and Second Language Acquisition exhibit crucial differences in process, input, and outcomes. FLA is largely instinctive, occurring in early childhood with minimal effort, while SLA involves intentional effort and cognitive strategies. Nevertheless, both rely on exposure and interaction to be effective. Modern digital tools and communication platforms offer unprecedented support for SLA learners, helping to overcome traditional limitations such as lack of immersion or feedback. Understanding the processes behind language acquisition can guide the development of more inclusive, personalized, and efficient educational practices that benefit learners across all ages.

References:

1. Azieb, S. (2021). The Critical Period Hypothesis in Second Language Acquisition: A review of the literature. *International Journal of Research in Humanities and Social Studies*, 8(4), 20–26.
2. Mitchell, R., & Myles, F. (2004). *Second Language Learning Theories*. London, UK: Arnold Publishers/Oxford University Press.
3. Hickey, R. (n.d.). *First and Second Language Acquisition: A Brief Comparison*. Retrieved from [insert URL or source if applicable].
4. N.P.Yesbosinova, Dospanova D.O. Scientific Research in the Field Of Pedagogy and Their. <https://www.eudoxuspress.com/index.php/pub> 2024y.
5. Yesbosinova N.P. The *Lingua Spectrum* 3rd November, 2024. Using CLIL Technology in teaching English to non-philological students: methodological approaches. <https://lingvospektr.uz/index.php/lngsp/article/view/162>
6. N.P.Yesbosinova, Improving lingo-cultural competence in teaching medical terminology at higher medical education institutions. *Muttafakir* №29, October 2024.

7. Abdullaeva S. Kh. Didactic Principles and Tasks in Organizing Independent Work in the Language of the Specialty. 10-14 page. 04. 04.2022y
8. Abdullaeva S. Kh., Gayubova K. A., Yulanova N.D. Dependence of Russian Language Science on Innovative Technologies.
<https://jchr.org/index.php/JCHR/article/view/1561>
9. Abdullaeva S. Kh., Dospanova D.U. The Pedagogical Science and Innovation Technologies in Different Country.
<https://museonaturalistico.it/index.php/journal/article/view/591>

HOW ENGLISH HAS BECOME A GLOBAL LANGUAGE

G'ayratjon Davlatov Sodiqjon o'g'li

*Student, Economics Faculty
"TIAME" National Research University*

Scientific Adviser: Teshayeva Dildora

*Teacher, English Language Department
"TIAME" National Research University*

Abstract: The article explores the historical and socio-political factors that have contributed to the rise of English as a global language. It traces the initial spread of