

BEST JOURNAL OF INNOVATION IN SCIENCE, RESEARCH AND DEVELOPMENT



ISSN
2835-3579

Impact Factor 9.1

www.bjisrd.com

BEST JOURNAL OF INNOVATION IN SCIENCE, RESEARCH AND DEVELOPMENT**ISSN: 2835-3579****Table of Content - Volume 3 No 1 (Jan 2024)**

No	Paper Title	Author Name	Page No
90	Dynamics of Blood System Indicators in the Population in the Environmental Conditions of the Republic of Karakalpakstan	Serimbetova Rufiya Saribaevna	518-522
91	Infection of Fish with Saprolegniosis in Reservoirs South Aral Region	Dauletmuratova Barno Kuatovna, Kenesbaeva Biybisanem Sharapat qizi, Maxsetbaeva Kamila Axmet qizi	523-525
92	ABU ALI IBN SINO'S TREATMENT OF THE SICK	Mastura Juraeva	526-535
93	MEDIEVAL IRANIAN MEDICINE. ABU BAKR RAZI	Odina Tuychiyeva	536-543
94	One-Part Sentences in Russian	Nematjonova Nafisa Bohodirovna , Mirzarakhimov Samandar	544-546
95	Issues of Increasing Political and Legal Culture in Society	Mamatkulov Rashid Pazilbekovich, Sandybaeva Ulbolsyn Maitanovna	547-550
96	The Process of Forming Ethical Qualities of a Teacher	Ochilova Nigora Mallaevna	551-554
97	FORMATION OF TEACHER ETHICS IN STUDENTS	Ochilova Nigora Mallaevna	555-563
98	Second Language Acquisition is a Complex Process	Abdullaeva Gulnora Gaybulloevna	564-568
99	A Parallel Examination of the Aphorisms of Love by Shakespeare and Rumi	Akramov Izzatulla Ikromovich	569-573
100	The Role of Periphrases in Political Context	Kobilova Aziza Baxriddinovna, Akhmedova Makhtob	574-578
101	Feeding and Keeping Conditions of Animals in Separate Groups for Study on the Farm	M. A. Nortasheva, X. U. Abdujalilov, X. M. Xabibullayev, Q. P. Najmiddinov	579-581
102	Priorities and Requirements of the Transition to the "Green Economy" in the Conditions of Uzbekistan	Yusupov Ne'matillo Saidturaevich	582-585
103	To Detect And Remove Viruses And Harmful Files Using Web Vulnerability Detection Modules	M.M.Turdimatov , A. Maksudov	586-591
104	Health-Saving Technologies in Higher Educational Institutions As a Way to Preserve the Mental Health of Students	Namozov Baxodir Kuchkarovich, Eshmurodov QodirAbriyevich	593-596
105	Time Management of Nursing Work in Children's Surgical Hospitals	Yusupov Shukhrat Abdurasulovich, Davranova Zulfiya Mustafoevna, Ilmuradova Khakima Khalilovna, Shukurova Malokhat Abdukodirovna	597-601
106	Treatment Tactics For Children with Esophagus Burn	Yusupov Shukhrat Abdurasulovich, Kiyamov Azizbek Utkirovich	602-605
107	Choice of Surgical Access in the Treatment of Congenital Diaphragmal Hernia	Shamsiev Jamshid Azamatovich, Ibrakhimov Shukhratboy Khazhievich	606-610



Second Language Acquisition is a Complex Process

Abdullaeva Gulnora Gaybulloevna,
Teacher, Bukhara State University

***Abstract:** The importance of students' enthusiasm in learning English is highlighted in this text. Learning languages, especially English, is crucial for students, including primary students, as they navigate the globalized world. These characteristics play a significant role in shaping one's personality and are subject to study and measurement by psychologists. The complexity of learning a foreign language is evident in the variations between individuals, their learning situations, and the contexts in which they learn. When conducting research on acquiring foreign languages, it is essential to consider individuals' differences, learning styles, and the learning environment they are exposed to.*

***Key words:** Inhibition, self-esteem, affective filter language acquisition, learner, teacher, anxiety, self-awareness, capability.*

The main focus of this paper is on discussing contributing factors in second language acquisition, such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality, in addition to the definition of second language acquisition. A few variables are supposed to be prevailing and some others are being equivalent however every one of them gives different commitment for the achievement or the disappointment of second language securing. It is trusted that each ordinary youngster, given a typical childhood, are fruitful in the securing of their most memorable language. However, experience reveals that some of them have had varying degrees of success in learning their second language due to the influences on the learning process.

Language learning is a complex process that involves a range of factors, including motivation, aptitude, and cognitive abilities. Among these factors, personality traits play a significant role in shaping an individual's language learning experience and success. This article aims to provide a thorough exploration of the relationship between personality factors and language learning, drawing upon existing research and referencing scholarly works.

Acquisition is basically another word for learning. However, it is sometimes used for different use and meaning such in second language acquisition. The process by which a person learns a language is

sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a special process. Acquisition can be broadly defined as the internalization of rules and formulas which are then used to communicate in L2. They further say that it is the spontaneous process of rule internalization that result from natural language used while learning consists of the development of conscious L2 knowledge through formal study. In other words, acquisition is unconscious study of a language in natural way and it is not depends on the language teaching. On the other hand, learning is a conscious study through formal instruction such as language classroom learning.

Age is one of the variables that impact second language learning. It is generally accepted that children learn languages more effectively than adults. In any case, as it were the examinations led in naturalistic learning settings give the proof that upholds this presumption. Basic period theory by Lenneberg suggests that in youngster improvement there is a period during which language can be obtained all the more without any problem than that at some other time. As per him the basic time frame goes on until pubescence what's more, is because of natural turn of events. He goes on to say that language acquisition may be more challenging after puberty due to the brain's inability to adapt. Some researchers have demonstrated that students who begin learning a foreign language as children develop a more native-like accent than students who begin learning the language as adolescents or adults.

Then again, the examination completed in proper learning conditions give the contrary outcomes. Adults appear to be better at both syntax and morphology in the classroom, while adolescents appear to be the best and they additionally progress quicker. Ellis summarized the studies on the age factor (1994) who asserts that the course of SLA is unaffected by starting age, but that learners' ages are associated with their rate of learning.

In terms of vocabulary and grammar, adolescents learn faster than adults and children. Albeit youthful students don't catch on as quickly as more seasoned ones, they are brief to acquire a higher generally achievement in light of a more drawn out openness to the language. He likewise gives a few clarifications of the examination results. The investigations do not help the basic time frame speculation, which expresses that kids can secure a language normally and with no work to some progress in years.

Mental clarifications cause to notice the distinctions between kids what's more, grown-ups in the connection to their capacities to become familiar with a language. More seasoned students are ready to apply etymological principles when they utilize the language. Children cannot respond to language as a form because language is a means of expressing meaning. The clarification can likewise lie in full of feeling conditions of the students. Children are more motivated because they want to be accepted by their peers, whereas adults learn more quickly. The studies that looked into the age factor wanted to figure out when is the best time to learn a new language. It is important to keep in mind that learning a foreign language has advantages and disadvantages for each age group, and the decision about when to begin depends on the circumstances of each individual student. Understudies are shown in all age gatherings and educators' undertaking is to utilize proper techniques to suit the requests of a given age bunch.

The trait of openness to experience is often associated with curiosity, willingness to explore new ideas, and receptiveness to cultural differences. Individuals who score high on this dimension tend to be more open-minded and eager to learn about different languages and cultures (Dewaele, 2010). Their open attitudes facilitate a deeper immersion in the target language, allowing them to embrace unfamiliar

words, expressions, and grammatical structures more readily, leading to enhanced language acquisition (Dörnyei, 2005).

Furthermore, motivation is another significant personality factor affecting language learning. Intrinsic motivation, characterized by a genuine interest and passion for learning the language, is often associated with better learning outcomes. Individuals who are intrinsically motivated are more likely to invest time and effort in language learning activities, such as reading, watching movies, or actively participating in language classes. Conversely, extrinsic motivation, such as the desire for professional advancement or passing a language proficiency exam, may provide short-term motivation but might not be sufficient to sustain long-term commitment and enthusiasm. We recognize two sorts of inspiration:

a) Motivation that integrates: A learner studies a language in order to communicate with people from another culture who speak it or because he or she is interested in the people and culture of the target language.

b) Instrumental inspiration: a student's objectives for learning the subsequent language are utilitarian and valuable, for instance they need the language to get a superior work, to finish assessments, to empower him to peruse unfamiliar newspaper, and so forth.

It has been expressed that students can be impacted by the two kinds of inspiration. Nonetheless, there are circumstances when one can be more viable than the other. When L2 is learned as a "foreign language," instrumental motivation is more important than integrative motivation. When L2 is learned as a "second language," instrumental motivation is more important. Gardner (1979) joins an integrative inspiration to 'added substance bilingualism' and that implies that students add a second language to their abilities with no damage to their native language. Instrumental inspiration is bound to be connected to 'subtractive bilingualism', where the students will generally supplant the primary language by the objective language. There are two types of motivation: intrinsic and extrinsic. Activities that are intrinsically motivated are those for which there is no apparent reward other than the activity itself. Naturally persuaded ways of behaving are pointed toward achieving certain inside remunerating results, specifically, sensations of skill and self-assurance". Extrinsically motivated behaviors anticipate receiving monetary, praise, or constructive criticism as a reward.

A person's personality has been defined as a collection of characteristics. It has been stated that this concept's complexity makes it challenging to define and measure. Concentrates on which research character attributes depend on the conviction that students bring to the homeroom their mental capacities as well as likewise emotional states which impact the manner in which they secure a language. Some of them have been found as advantages while the others as an impediment in learning a moment language. The main character factors are: Empathy, self-esteem, inhibition, taking risks, and introversion/extroversion.

To be successful in any endeavor, individuals require self-confidence and self-esteem to some degree. By confidence, we allude to the assessment which the individual makes and generally keeps up with concerning himself; it communicates an demeanor of endorsement or objection, and demonstrates the degree to which a person trusts himself to be competent, huge, fruitful and commendable." The information that people get about themselves from other people helps them develop a sense of self-esteem. Some scientists present social correlation hypothesis that guarantees that study hall collaborations affect how students see their capacities. Their pride is emphatically impacted by the data they get from the educator and their companions in the homeroom. It's important for teachers to realize that they have an impact on more than just their students' academic performance. They ought to

make such environment in the study hall that will help to assemble understudies' certainty and lead them to achievement. The aftereffects of the exploration recommend that confidence is a significant variable in SLA. Many investigations show a positive connection between high confidence and scholarly accomplishment.

Emotional stability, which refers to one's ability to manage and regulate emotions, can significantly impact language learning progress. An emotionally stable individual can better cope with the inevitable challenges and frustrations encountered during the language learning process (Matsuda & Gobel, 2001). They are more resilient and persistent in their efforts, allowing them to overcome setbacks and maintain their motivation to learn (Dewaele & MacIntyre, 2014).

Numerous specialists accept that character impacts outcome in language learning. Ellis (1994) claims that the impacts of individual ability on SLA are challenging to explore in light of the fact that these variables are difficult to characterize furthermore, measure as a large portion of the tests utilized need legitimacy. A large portion of character qualities are not stable and may change depending of a circumstance. A similar understudy might act diversely in a comparative setting simply because of a few outside reasons like state of mind or sleepiness.

It is said that personality only has an impact on the development of speaking skills, not on language learning success as a whole. Although talkativeness and responsiveness greatly aid in the development of communicative competence, a shy individual who prefers studying alone still stands a chance of mastering a language. Everything depends on how hard he works, how much time he devotes to language study, and what inspires him to do so. In order to provide students with appropriate instructions and create the ideal learning environment, it is essential for teachers to recognize their students' personalities.

In conclusion, personality traits influence language learning experiences and outcomes. Extroversion, openness to experience, emotional stability, self-efficacy, confidence, anxiety, and perfectionism shape learners' engagement, motivation, and ability to succeed in language learning endeavors. Therefore, educators and learners should consider these factors to create a learning environment that fosters individual strengths and helps learners overcome potential barriers, ultimately leading to successful language acquisition.

Reference:

1. Abdullayeva Gulnora Gaybulloyevna. (2022). MEMORY AS AN IMPORTANT FACTOR IN LEARNING VOCABULARY. Open Access Repository, 8(1), 81–86. <https://doi.org/10.17605/OSF.IO/A3S7F>
2. Abdullayeva, G. (2022). LEARNERS' PSYCHOLOGY AS ONE OF THE MAIN ISSUES INFLUENCING LANGUAGE LEARNING PROCESS. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 11(11). http://journal.buxdu.uz/index.php/journals_buxdu/article/download/6321/4013
3. Abdullayeva, G. G. (2023). LANGUAGE LEARNING AND PSYCHOLOGY. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 555-560. <http://farspublishers.org/index.php/ijessh/article/view/520>
4. Abdullayeva, G. G. . (2023). Ways of Motivating Young Learners in EFL Classroom. Miasto Przyszłości, 32, 122–124. <http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1109>
5. Dewaele, J. M. (2010). Emotions in multiple languages. Palgrave Macmillan.

6. Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274.
7. Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
8. Ellis, Rod. *Second Language Acquisition*. Oxford: OUP, 1994- 832p
9. Gaybulloyevna, G. A. (2022, January). Factors affecting language learning process. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 277-279).
10. MacIntyre, P. D., & Gardner, R. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44(2), 283-305.
11. MacIntyre, P. D., Noels, K. A., & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47(2), 265-287.
12. Matsuda, S., & Gobel, P. (2001). Anxiety and predictors of performance in the foreign language classroom. *System*, 29(2), 163-182.
13. Абдуллаева, Г. Г. (2022). COGNITIVE PERSPECTIVES OF TRAINING GOOD VOCABULARY LEARNERS. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ЯЗЫКА, ОБРАЗОВАНИЯ, ПЕРЕВОДА*, 3(1). <https://tadqiqot.uz/index.php/language/article/view/4566>