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## CHARACTERISTIC FEATURES OF SECOND LANGUAGE ACQUISITION

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**Abstract:** *Mastering a foreign language is a transition to the level of meanings, to the level of cognitive consciousness. The meanings of another culture are integrated into the conceptual systems of the subject, which leads to the transformation of his worldview, it becomes bicultural.*

**Key words:** *bilingualism, language acquisition, lengthy process, second language.*

Learning foreign languages allows you to immerse yourself in the culture and history of other countries. You will be able to read original texts in the language, study national literature and art, as well as have the opportunity to travel and communicate with local residents.

Immersion in a language environment creates a situation of bilingualism, which improves the ability to multitask. Studying abroad has a positive effect on cognitive (i.e. cognitive) abilities, the ability to adapt to a change of environment and keep attention on the main thing. Learning a second language In English-speaking countries, it is considered as an independent discipline within the framework of applied linguistics, studying the process of mastering a second language by a person. A second language is a language that is learned by a person naturally or with the help of special training, after mastering the native language. The term "second language acquisition" can also apply to the study of the third, fourth and other languages, since the study of subsequent languages follows the same path. Learning a second language rarely leads to full-fledged bilingualism. Learning a second language is a process of acquiring knowledge and skills, and bilingualism is the result of this complex and lengthy process, which in real conditions is rarely carried out to the end. "Second language acquisition" is a fairly new discipline within the framework of applied linguistics. Like many other fields of linguistics, second language acquisition is closely related to psychology, cognitive psychology, and education. To separate the designation of a theoretical discipline from the actual learning process, the terms "study of second language acquisition", "study of a second language" and "study of second language acquisition" are used for the first one. Also in the foreign language literature, the term "assimilation of the subsequent language" is found.

Research in this field was initially interdisciplinary, and interest in the processes of language acquisition has always been traditional, so it is quite difficult to determine the exact time of the discipline's emergence. Nevertheless, two works can be considered as the



main ones in the scientific study of second language acquisition: Peter Corder's essay "The Importance of learning errors" and Larry Selinker's article "Interlanguage". In the first decades of the 20th century, the acquisition of a second language turned out to be the subject of interest in a large number of linguistic disciplines and therefore is studied today from various points of view. At the same time, the two main approaches are linguistic theories of Noam Chomsky's universal grammar and psychological theories: the theory of skill acquisition and connectivism. The largest theorist who put forward most of the hypotheses of the early period is Stephen Krashen (most of his hypotheses were later refuted, but the terminology he proposed had a significant impact on the entire discipline). The term "assimilation" (eng. acquisition was originally used to emphasize the unconscious, natural nature of the language acquisition process (as opposed to conscious learning), but in recent years this opposition has lost its sharpness, and the terms "learning" and "acquisition" are often used synonymously today. Today, there is no complete model of learning a second language, and this area itself is a space of fierce theoretical discussions.

The acquisition of a second language can be considered together with the study of the "language of home heritage" ("inherited language", English heritage language), which is another form of linguistic existence, along with full-fledged bilingualism. Theoretically, it is reasonable to consider bilingualism not as a process, but as the end result of a complete study of a second language or two languages in parallel, however, in the field of education and psychology, many authors use the term "bilingualism", referring to all forms of multilingualism. Foreign language skills are a set of abilities that ensure mastery primarily of language mechanisms (phonetics, grammar, vocabulary) and types of speech activity (reading, writing, speaking, listening). Language abilities are a specific psychophysiological mechanism that is formed on the basis of neurophysiological prerequisites. The development of language abilities occurs on the basis of the accumulation of speech experience, as a result of activity and under the influence of social influences.

American scientists John B. Carroll and Stanley Sapon have identified four groups of special cognitive abilities underlying successful foreign language acquisition:

Phonetic coding ability is the perception of sounds of a foreign language and sound forms of words and expressions, their "encoding" in long—term memory and reproduction as necessary.

Grammatical sensitivity is the ability to perceive grammatical relations in a foreign language and to understand the role of grammar in the generation and translation of statements and sentences.

Mechanical associative memory (English rote associational) is necessary for the assimilation of a large number of arbitrary connections between words and their meanings that need to be mastered.

Inductive ability is a general cognitive ability, the ability to see and deduce the rules governing the formation of stimulus patterns.



Thus, language abilities are determined at least by the level of cognitive abilities, verbal intelligence, productive and reproductive speech abilities.

The boundaries between the levels of language abilities are quite blurred[9]. The terms used to define language abilities are not strict and are often used quite loosely.

The following levels are the most common:

**Native speaker.** This term corresponds to the mastery of the native language. The level of language proficiency is ideal because the language used is the first and/or the best. The formation of thinking takes place in the native language.

**Fluency** implies fluent, almost native use of the language, but the language may not be the first. The level can be achieved by in-depth, extended language learning or full language immersion.

**An experienced speaker.** Returning to the dictionary, "experienced" means well-advanced in their kind of occupation, art or scientific field. From the point of view of language, an "experienced" is considered as a qualified specialist in this field of language use, but at the same time language knowledge is lower than at the levels of "native speaker" and "fluent".

**Bilingual, trilingual, etc.** These terms mean knowledge of two or three languages at a high level. If the proficiency in languages other than native is below the "fluent" level, then you can not talk about knowledge of several languages.

Specialists in linguodidactics and teaching of foreign languages name factors that directly or indirectly indicate the presence of language abilities:

-evenly distributed abilities in mathematics, native language and literature as subjects of study;

- singing abilities and musical ear;

- the ability to parody;

- good memory;

- fast natural pace of speech;

- fluency in reading in the native language;

- general speech development (good diction, the ability to tell and retell, speak in long, detailed sentences, quick verbal response to questions);

- age factor (with increasing age, language abilities weaken, the peak falls at the age of 10-12 years);

-gender factor (there are more girls who are capable of language than boys).

Learning a second language in comparison with learning a native one

The path that adults take when learning a foreign language differs in many ways from learning their native language in childhood. Very few adults are able to achieve the level of competence typical of native speakers, although many children, having started learning a second or third language at an early age, are in principle able to master the language perfectly, which, however, is rare due to interrupted or delayed learning, lack of contact with the environment, fossilization and other factors.



In the speech of foreign language learners, there are often features and errors that arise under the influence of the native language: for example, Spaniards, unlike the French, have a tendency to omit formal subjects in English speech (Is raining instead of It is raining), since this is normal in Spanish. This influence of the native language on the foreign language being studied is known as interference. The opposite phenomenon is less noticeable and therefore less well known — the influence of the studied foreign language on the native one, although it can manifest itself at different language levels — from prosody and articulatory phonetics to syntax and non-verbal arrangement of communication. It has been noted that French English speakers pronounce /t/ differently than monolingual Francophones, and the appearance of this feature is noted already at the early stages of mastering English. Such effects of the influence of the second language on the first pushed Vivian Cook to the idea of "multiple competence" (multi-competence), according to which different languages that a person speaks to one degree or another do not represent autonomous modules, but form a complex and interconnected polysystem in his mind.

Interlanguage, or learners' language, is a dynamic form of language that is formed in the mind of a person learning a foreign language (L2), but has not yet achieved full proficiency. Interlanguage manifests itself in oral and written speech production, which is the main material for theories of second language acquisition, since instrumental methods (for example, tomography) are still rarely used in this field.

Initially, attempts to describe the "learner's language" were based on contrastive analysis and error analysis, but these approaches did not have sufficient predictive power to explain and predict all the mistakes that are actually made in the process of learning a second language. For example, native Serbian speakers learning English can say What does Pat doing now?, despite the lack of sentences of such grammatical organization in both Serbian and English.

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