

**THE IMPORTANCE OF FIRST LANGUAGE IN ESL CLASSROOMS.****ВАЖНОСТЬ РОДНОГО ЯЗЫКА В КЛАССАХ ПО ИЗУЧЕНИЮ ВТОРОГО ЯЗЫКА.****CHET TILI O'RGANIYOTGAN SINFLARIDA BIRINCHI TILINING AHAMIYATI.****Matkarimova Guzal Furkatjon qizi**

ADCHTI –Xorijiy til va adabiyoti yonalishdagi

1 kurs magistranti

Annonation

This research was carried out in order to emphasize the importance of first language in the second-language acquisition. The study was conducted in secondary school of Andijan city among pupils of 8-11 grades. The purpose of this research was to identify how L1 grammar and lexicology are essential to know while learning a foreign language and the way that it makes it easier to comprehend and facilitates the second language acquisition process. Study group was divided into two subgroups : the first one-those who are masters of their mother tongue grammar, and the second one those who are totally unaware of it. The results show that the pupils of first subgroup were able to acquire English language in a year ,however the second ones could only speak with huge amount of mistakes.

Аннотация

Это исследование было проведено, чтобы подчеркнуть важность первого языка в овладении вторым языком. Исследование проводилось в общеобразовательной школе города Андижана среди учащихся 8-11 классов. Цель исследования состояла в том, чтобы определить, насколько важно знать грамматику и лексику первого языка при изучении иностранного языка и как это облегчает его понимание. и облегчает процесс изучения второго языка. Исследуемая группа была разделена на две подгруппы: первая - те, кто владеет грамматикой родного языка, и вторая - те, кто совершенно ее не знает. Результаты показывают, что ученики первой подгруппы смогли овладеть английским языком за год, однако ученики второй могли говорить только с огромным количеством ошибок.

Annotatsiya

Ushbu tadqiqot ikkinchi tilni o'zlashtirishda birinchi tilning ahamiyatini ta'kidlash uchun amalga oshirildi. Tadqiqot Andijon shahridagi umumta'lim maktabining 8-11-sinf o'quvchilari o'rtasida o'tkazildi. Tadqiqotning maqsadi chet tilini o'rganishda L1 grammatika va leksikologiyani bilish qanchalik muhimligini va uning tushunishni osonlashtirish usullarini aniqlashdan iborat edi. va ikkinchi tilni o'zlashtirish jarayonini osonlashtiradi. O'quv guruhi ikkita kichik guruhga bo'lingan: birinchisi - ona tili grammatikasini yaxshi biladiganlar, ikkinchisi - bu haqda umuman bexabar bo'lganlar.



Natijalar shuni ko'rsatadiki, birinchi kichik guruh o'quvchilari bir yil ichida ingliz tilini o'zlashtira olishgan, ikkinchi o'quvchilar esa juda katta xatolar bilan gapira olgan.

Keywords: Second language acquisition, mother tongue, grammar, tenses, language skills, period of learning.

Ключевые слова: овладение вторым языком, родной язык, грамматика, времена, языковые навыки, период обучения.

Kalit soʻzlar: Ikkinchi tilni oʻzlashtirish, ona tili, grammatika, zamon, til malakasi, oʻrganish davri.

Introduction

In this day and age, with the development of tourism many cultures started to interfere each other, hence people are becoming more involved in learning foreign languages. Thus, being bilingual has become a significant aspect to succeed in both educational career and business development making bilingualism the main component in education. In fact, a bilingual person has more chances to get a better job and to have more achievements than a monolingual person. Therefore, all schools and universities have to understand the need for bilingualism by educating students who are able to work in these multicultural societies. If students receive bilingual education from their first years of school, the level of proficiency in the second language will undoubtedly increase. In fact, the more students are exposed to a new language, the easier they learn the target language due to brain development (Piaget & Inhelder, 1969). That is why today, teachers in bilingual schools and language teachers are challenged to teach children to help them reach the level of proficiency required for learning demanding academic content and ensuring complete cognitive development. Cognitive development is understood in this study as the construction of thought processes, including problem-solving, decision-making, reasoning, and language development (Piaget & Inhelder, 1969).

Review of literature and methodology

This research was conducted at state secondary school of Andijan city. This school can be an example of a bilingual school with an English immersion program where students are exposed to learn English from their first year of school. Moreover from the 8th grade English language is taught in two programs, where the first is only grammar and the second is other skills (listening, speaking, reading, writing).

Students were split up into two groups: those who knew grammar of Russian language well and those who did not. The same teacher taught them both whole school year. Later on, after their first month of learning tenses there was a special control assessment



checking their acquisition progress. It is obvious that if children use a language which is not well developed during writing, speaking, reading or listening activities, the cognitive system will not function at its best (Cummins, 2000).. The L2=L1 hypothesis states that the acquisition of the L2 proceeds ~ in much the same way as the acquisition of the L1. L2 acquisition is not seen, then, as a process of habit-formation but as a creative process in which learners take an active role just as first language learners do. Within this framework, the role of the L1 as a factor of interference is discarded. This was concluded from several pieces of research where the errors that learners with different native languages made in the acquisition of an L2 were compared to the errors made by learners of that L2 as a first language.(M.Luz Celaya Villanueva,2013) .

Results of research

The results showed that the first group was able to achieve excellent scores in all given exercises where they just needed to know the meaning of Subject, Object and parts of speech due to the fact that it was easy for them to follow English structures such as S+will+V . While the second group faced difficulties in differentiating adjective and adverb e.g slow-slowly , where they did not know their function in speech.However, the only benefit for the second group was that their fluency in speaking was far better developed in comparison with the first group,thus those were paying less attention to accuracy, rather than fluency .Most of the errors were the same in the second group .Consequently, they can not be caused by transfer from the native language. They are "developmental" errors or natural errors in the process of language acquisition and they are the result of the learner's strategies. Dulay & Burt (1983), following Bun & Kiparsky (1972), use the term "goof" to refer to these kind of errors. They classify "goofs" into four classes and, although one of these is called "interference-like goofs" 2, they explain these possible cases of transfer as overgeneralizations of the L2 itself. The researchers maintain thus the coherence of the L2=L1 hypothesis and the idea that second language learners, especially children, rely heavily on the L2. In another work, Dulay et al. (1982) accept the existence of transfer errors. They argue, though, that these errors are only committed in two specific situations, namely, when learners are forced to perform either before they are ready for it or in L2 poor environments and in certain elicitation tasks.

In the second language acquisition process, it may be useful for teachers to teach the new language using the mother tongue as support in order to develop not only the target language but also the cognitive development required to be academically and professionally successful. It is a very important aspect in education because second language teachers in bilingual schools need to ensure that their students acquire a level of proficiency that will allow them to deal with academic content during the school year. It has been found that the use of first language in the second-language classroom helps students make connections with their existing knowledge of the mother tongue, facilitating the process of understanding.(M.Luz Celaya Villanueva,2013) .



Research suggests that the knowing first language grammar can be a first aid in the second-language classroom but should not be constantly encouraged, otherwise the mother tongue may replace the target language rather than support it. The present study seeks to address the following question: Does the use of the first language as support in a second-language classroom increase understanding in kindergarten students during their first year of school? *The Use Of First Language*

Conclusion

Second language acquisition is a long-term process that has different stages that teachers should be aware of in order to ensure students' learning. Since students in bilingual schools may have little or no exposure to learn the second language outside the classroom, it is important for teachers to understand the process by which a second language (L2) should be taught, using the first language (L1) as support in order to ensure understanding and learning (Dixon et al., 2012).. However, if children use a language that is not well developed, the cognitive system will not function effectively. That is why it is important to constantly refer to the first language to ensure students' complete cognitive development (Baker, 2001). According to this investigation conducted among school pupils it is important to highlight that accuracy in second language can be easily and much faster acquired, provided that pupils are already experts of their mother tongue grammar.

References

- Baker, C. (2001). Cognitive theories of bilingualism and the curriculum. In Baker, C. (3rd ed.) *Foundations of bilingual education and bilingualism*, Clevedon: Multilingual Matters Ltd.
- Benson, C. (2002). Transfer/cross-linguistic influence. *English Language Teachers Journal*, 56.
- Beardsmore, H. B. (1986). *Bilingualism: Basic principles*. Clevedon: Multilingual Matters.
- Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. (2012). Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. *Early Childhood Research Quarterly*.
- Cárdenas-Hagán, E., & Carlson, C. D. (2007). The cross-linguistic transfer of early literacy skills: The role of initial L1 and L2 skills and language of instruction. *Language, Speech, and Hearing Services in Schools*.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon: Multilingual Matters.
- Dixon, Q. L., Zhao, J., Shin, J. Y., Su, J. H., Burgess-Birgham, R., Gezer, M. U. & Snow, C. (2012). What we know about second language acquisition: a synthesis from four perspectives. *Review of Educational Research*.