THEORIES OF LANGUAGE TEACHING ACQUISITION IN HIGHER EDUCATION

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ANNOTATION

This article places a lot of emphasis on the impact of continuous education, which incorporates several aspects, and contemporary approaches to teaching foreign languages in the Republic of Uzbekistan's preschool curriculum. technologies and contemporary teaching strategies required to acquire them. There is a description of how to use games to engage students in learning foreign languages and improve the effectiveness of the courses. foreign language instruction in preschool, the Finnish educational system, the sign and picture method, the voice recognition and matching method, the learning approach based on nature, the way to modify activities for students, cartoons, video lessons, multimedia games, didactics, creative games, and rhythmic musical games.

KEYWORDS: definitional adequacy, explanatory power, the monitor hypothesis, the input hypothesis, the natural order hypothesis, Stephen Krashen's model, and the monitor model.

INTRODUCTION

In higher education, effective pedagogical practices are greatly influenced by theories of language instruction and acquisition. Despite the abundance of theories, present practices are influenced by a few main viewpoints. These include constructivist theories that support learner autonomy and cooperative knowledge production, behaviorist theories that emphasize repetitive and reinforcement-based habit formation, and cognitive theories that concentrate on mental processes like information processing and problem-solving. Sociocultural theory emphasizes the significance of social interaction and cultural context in language acquisition, whereas connectionist theories investigate the function of brain networks and pattern recognition. Comprehending these varied theoretical frameworks enables teachers in higher education to choose and modify teaching strategies that best fit the requirements and learning preferences of their students, eventually promoting successful language acquisition.

METHODOLOGY

One of the most well-known and important theories of second language learning is Stephen Krashen's model. Krashen created the "overall" theory of second language learning, known as the Monitor Model, in the late 1970s. Significant ramifications for language instruction. The Monitor Model is based on the following five main hypotheses:

1. The hypothesis of acquisition as opposed to learning. Similar to learning a first language, acquisition is a subconscious process, whereas learning is a conscious process that leads to "knowing about language." While acquisition can occur in informal settings without learning, learning does not "turn into" acquisition and typically occurs in formal settings.

2. The Hypothesis of the Monitor. The purpose of learning is to observe and modify the speech generated during the process of acquisition. The amount of time the second language student has at their disposal influences how they use the Monitor. his or her ability to reflect on the speech they are about to make, their attention to form, and their familiarity with the rules of a second language.

3. The hypothesis of natural order. The rules for learning a second language follow a natural order. While some are late-acquired, others are early-acquired. While classroom instruction may have an impact, this order is not always dependent on form simplicity. A number of studies looking into morpheme acquisition orders offered support for the Natural Order Hypothesis.

4.The Input Hypothesis. According to Krashen, receiving comprehensible inputis the only way that can lead to the acquisition of a second language. If a learner's level in a second language is he/she can move to an level only by being exposed to comprehensible inputcontaining.

5.The Affective Filter Hypothesis. Comprehensible input will not be fully utilized by the learners if there is a „mental block", i.e. the „affective filter", that acts asa barrier to the acquisition process.

DISCUSSION AND RESULTS

McLaughlin addresses two of the most basic criteria for evaluating a theory: its „definitional adequacy" and its „explanatory power". The notions of a theory and their alignment with an external reality are referred to as "definitional adequacy." In other words, a theory's concepts should be defined in a way that removes any room for ambiguity or uncertainty and allows for several interpretations. The degree to which a theory explains the facts it is meant to explain is a measure of its explanatory power. "Operational definitions" are created by treating theoretical notions as interchangeable with the operations required for their measurement in order to improve the definitional adequacy of theories. For instance, the score a student receives on an exam intended to gauge his or her listening comprehension is the operational definition of the phrase "listening ability." A theory should also be able to explain things. In addition to

describing specific occurrences, it should provide reasons for "why" certain events occur. Here, it's critical that theorists avoid exaggerating the theory's truth value. Lastly, a theory is confirmed by its explicit affirmations as well as by what it implies and predicts.A theory's internal coherence, conformity to the facts, and predictions should all be taken into account when evaluating its validity and applicability. This is why researchers are constantly interested in and search for theories that have the capacity to produce hypotheses, or predictions. Several important theories in second language learning are described in the following section of this study. ideas of first language acquisition served as the foundation for the development of second language acquisition ideas. Studies in linguistics during the last thirty years have concentrated on second language acquisition, examining how a second language is picked up, outlining various developmental phases, and determining if the process of second language acquisition is comparable to that of first language acquisition. A number of theories of second language acquisition were formulated,either deductively or inductively, and research in the second language classroom flourished[1].

CONCLUSION

To sum up, the theories of second language acquisition examined in this paper have focused on various facets of the process and have offered insightful context and research ideas for a wide range of investigations. Every theory views learning a second language as a gradual process. Language learners must move through several stages of growth in order to acquire the target language, regardless of whether they employ methods, cognitive processes, or intrinsic mechanisms.

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