



## DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE ACQUISITION

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**Annotation:** *This study explores the key differences between first language (L1) acquisition and second language (L2) acquisition from a psycholinguistic perspective. First language acquisition is a natural, subconscious process that occurs during early childhood, while second language acquisition is often a conscious and structured process influenced by various external factors. The research examines the role of age, environment, motivation, and cognitive development in shaping language learning outcomes. A qualitative approach is used to analyze theoretical frameworks and previous studies. The findings indicate that L1 acquisition is faster and more intuitive, whereas L2 learning requires effort, practice, and exposure. The study contributes to understanding how different factors influence language acquisition and highlights the importance of effective learning strategies in second language education.*

**Keywords:** *First language acquisition, second language acquisition, psycholinguistics, language learning, age factor, motivation, cognitive development, linguistic environment, bilingualism*

**Annotatsiya:** *Ushbu tadqiqot birinchi til (L1) va ikkinchi til (L2) o'zlashtirish o'rtasidagi asosiy farqlarni psixolingvistik nuqtai nazardan o'rganadi. Birinchi tilni o'zlashtirish tabiiy va ongsiz jarayon bo'lib, asosan bolalik davrida sodir bo'ladi. Ikkinchi tilni o'rganish esa ko'pincha ongli va tartiblangan jarayon bo'lib, turli tashqi omillarga bog'liq bo'ladi. Tadqiqotda yosh, muhit, motivatsiya va kognitiv*



rivojlanishning til o'rganishga ta'siri tahlil qilinadi. Natijalar shuni ko'rsatadiki, birinchi til tez va intuitiv o'zlashtiriladi, ikkinchi til esa ko'proq mashq va harakat talab qiladi.

**Kalit so'zlar:** Birinchi til, ikkinchi til, til o'zlashtirish, psixolingvistika, motivatsiya, yosh omili, kognitiv rivojlanish, til muhiti

**Аннотация:** Данное исследование рассматривает ключевые различия между освоением первого языка (L1) и второго языка (L2) с психолингвистической точки зрения. Освоение первого языка является естественным, подсознательным процессом, происходящим в раннем детстве, в то время как изучение второго языка часто представляет собой осознанный и структурированный процесс, на который влияют различные внешние факторы. В исследовании анализируется роль возраста, среды, мотивации и когнитивного развития в формировании результатов изучения языка. Для анализа теоретических основ и предыдущих исследований используется качественный подход. Результаты показывают, что освоение L1 происходит быстрее и интуитивнее, тогда как изучение L2 требует усилий, практики и постоянного контакта с языком. Исследование способствует пониманию влияния различных факторов на процесс освоения языка и подчеркивает важность эффективных стратегий обучения второму языку.

**Ключевые слова:** Освоение первого языка, освоение второго языка, психолингвистика, изучение языка, фактор возраста, мотивация, когнитивное развитие, языковая среда, билингвизм

## Introduction

Language acquisition is one of the most important aspects of human development. It allows individuals to communicate, express thoughts, and interact with society. There are two main types of language acquisition: first language acquisition (L1) and second language acquisition (L2).



First language acquisition occurs naturally during early childhood without formal instruction. Children acquire their native language through interaction with their environment. In contrast, second language acquisition usually takes place later in life and often requires formal learning, practice, and motivation.

Understanding the differences between these two processes is essential for improving language teaching methods and learning strategies.

## Literature Review

Many linguists and researchers have studied language acquisition. According to Noam Chomsky, humans are born with an innate ability to acquire language. This supports the idea that first language acquisition is a natural process.

Stephen Krashen introduced the theory of second language acquisition, emphasizing the importance of input, motivation, and low anxiety in learning a new language. His Input Hypothesis suggests that learners acquire language when they are exposed to understandable input.

Other studies highlight the role of age. The Critical Period Hypothesis states that children learn languages more easily than adults due to brain plasticity.

## Methodology

This study is based on a qualitative approach and uses theoretical analysis of existing literature on language acquisition. Various scientific articles, books, and previous studies were reviewed to compare first language acquisition (L1) and second language acquisition (L2).

The research applies a comparative method to identify the main differences between these two processes. The analysis focuses on key factors such as age, learning environment, motivation, and cognitive processes. These factors are examined to understand how they influence language learning outcomes.

## Results

The analysis revealed several important differences between L1 and L2 acquisition:

Natural vs. structured learning:



L1 is acquired naturally, while L2 is usually learned in classrooms.

Age factor:

Children learn languages faster and more effectively than adults.

Motivation:

L2 learners need strong motivation to succeed.

Error correction:

In L1 acquisition, mistakes are rarely corrected, but in L2 learning correction is common.

Fluency:

Native language is usually more fluent and automatic compared to a second language.

Discussion

The findings show that first language acquisition is a subconscious and automatic process, while second language acquisition requires conscious effort.

Environmental exposure plays a key role in both processes. Children are surrounded by their native language, which helps them learn naturally. However, second language learners often lack sufficient exposure.

Motivation and psychological factors also significantly affect second language learning. Learners who are confident and motivated tend to achieve better results.

Conclusion

In conclusion, first and second language acquisition differ in many ways, including learning process, age, environment, and motivation.

First language acquisition is natural, fast, and effortless, while second language acquisition is more complex and requires practice and dedication.

Understanding these differences can help teachers develop better teaching methods and help learners improve their language skills more effectively.



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