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Gulnar Alizadeh
National Aviation Academy
gulnar1994.aul@gmail.com

THE EFFECT OF AGE PSYCHOLOGY ON SECOND LANGUAGE LEARNING

Abstract

As learning a new language has become an integral part of life all over the world, the more languages we know, the luckier we are. Learning a new language can be easy for some and difficult for others. This ease and difficulty can be for various reasons. These reasons can be grouped in several ways. Examples of these groups include physiological, psychological, environmental and pedagogical factors.

One of the most important of these factors is the psychological factor. We can group the psychological factor itself in several ways. In this article, I will try to clarify the age factor in learning and mastering a second language.

Keywords: *learning language, psychological view, age factor, second language*

Gülınar Əlizada
Milli Aviasiya Akademiyası
gulnar1994.aul@gmail.com

İkinci dilin öyrənilməsində yaş psixologiyasının təsiri

Xülasə

Bütün dünyada yeni dil öyrənmək həyatın ayrılmaz bir hissəsinə çevrildiyi üçün nə qədər çox dil biliriksə o qədər şanslıyıq anlamına gəlir. Yeni dil öyrənmək kiminsə üçün asan kiminsə üçün çətin ola bilər. Bu asanlıq və çətinlik müxtəlif səbəblərdən ola bilər. Bu səbəbləri bir neçə formada qruplaşdırmaq olar. Bu qruplara nümunə olaraq fizioloji, psixoloji, ətraf mühit və pedaqoji faktorları sadalaya bilərik.

Bu faktorlardan ən əsaslarından biri də psixoloji faktordur. Psixoloji faktorun özünü də bir neçə formada qruplaşdırmaqla bilərik. Buna belə yaş psixologiyasını və yaş faktorunu da bu qrupa aid edə bilərik bu məqalədə yaş faktorunun ikinci dilin öyrənilməsinə və mənimsənilməsinə aydınlıq gətirməyə çalışacağam.

Açar sözlər: *dil öyrənilməsi, psixoloji baxış, yaş faktoru, ikinci dil*

Introduction

Language is such a field of activity for a person that without it, it is impossible to imagine the existence of a person as a social, sociological being. A mute person turns from being a social being into a biological being.

The term 'second language' is often used interchangeably with that of 'foreign language'.

The time when a learner begins to learn a language has an important influence on the outcome of language acquisition. Therefore, Consequently, the age of onset has become a central topic in linguistics. In the field of second language acquisition through immigration studies, researchers have found that the language level of immigrants arriving in the destination country in childhood is generally higher than that of immigrants who arrive in the destination country as adults and their language level is closer to that of native speakers with weaker foreign language accents. Therefore, from the ultimate achievement of second language acquisition, early learners are considered to have in comparable advantages over late learners (Potdevin, 2023: 7).

One of the demands of our modern times is not to be satisfied with the mother tongue and to try to learn a new language at every age. Discussing the social psychological aspects of second language learning, R.Gardner proposes to study several areas that influence learning such a language.

There are several reasons for learning a foreign language:

1. Internal reasons: a person is interested in learning a foreign language, enjoys it and uses the foreign language he learns.
2. Instrumental reasons: the interests and benefits of learning a foreign language at a good level, such as career advancement and continued higher education.
3. Integrative reasons: acquiring the culture of another region or country by learning a foreign language Thoughts express the content of the human psyche and human relationships, which are becoming more and more complicated and updated (Veysalli, 2007: 87).

In the 21st century, knowing 2 or more languages has already become a requirement of the time. But while learning a new language, we face various difficulties. The phenomenon of cross-linguistic interference manifests itself in all aspects of language. It has a negative effect on the formation of new habits, and slows it down. This is called interference. For example, if a person who acquires a new language habit encounters difficulties when acquiring a second language habit, when switching from the first language to the second language, this is a case of cross-linguistic negative transfer or interference. Although it is easy to teach the language to young children, at a young age, mostly students have difficulty with English pronunciation when they are learning English for the first time. It is known from psychological studies that the mother tongue always plays a key role in acquiring a second language. It is for this reason that difficulties arise in learning unfamiliar sounds. However, the age factor also shows itself here (Veysalli, 2007: 98).

Learning and mastering a foreign language should be started from an early age. Linguists and teachers say that teaching a foreign language will help a child's cognitive development at a young age. It is a fact that children learn a second language easier and faster than adults and have intuitive language skills. According to a study of children who came to the United States to live permanently from other countries, 68% of children between the ages of 1 and 6 speak the language without problems. It was found that 7% of children between 10-13 years of age speak without problems. For this reason, foreign language education should begin at an early age. G.T.Kumkale says that children learn a foreign language faster than adults, this is scientifically and practically proven. By the age of 5, children have successfully acquired the ability to use their language according to grammatical rules. This period is the most suitable period for children to start learning a foreign language. In other words, the child should be given oral foreign language education from the age of 4. Because the child's brain is still flexible, open to innovation, suitable for learning and accepting different language systems (Ozmat, 2017: 34).

According to Krashen, language development in children begins at the age of 2 and this stage of development continues until the teenage years. Communication through language forms the basis of cognitive development. However, if there is no proper cooperation between school, family and environment during language learning, during these critical periods of children, great problems can arise in language teaching. Concentration of voluntary attention on the sound, control of the semantic impact of its intensity also depends on the continuity of attention. Thus, the acquisition of skills and habits and their automation is also a process related to attention. Continuity of attention has a positive effect on the quality of perceived material and plays a special role in teaching a foreign language (Stephen, 1973, 65). According to the "critical period" hypothesis proposed in the 1960s, the period up to adolescence is considered a critical period in second language learning. According to research, as the human brain develops and grows, the functions of the two hemispheres of the brain also separate. This is called "laterization". The right hemisphere completes its development first and controls emotional and social needs (Al-Harbi, 2020: 69-73).

The left hemisphere is responsible for analytical and coherent thinking. Language learning functions are also controlled by the left hemisphere of the brain. It is claimed that laterization begins at the age of 2 years and is completed during adolescence (Potdevin, 2023: 65).

Before the age of 6-7, which is called the critical or sensitive period, individuals are still in the acquisition, not the learning, stage. Until the end of this acquisition stage, that is, until the brain matures and the cognitive mechanisms are ready for the learning stage, they have the ability to learn the languages they come into contact with naturally and therefore in a time similar to the process of acquiring the mother tongue. This situation, depending on language ability, is valid for both mother tongue and foreign languages.

The psychological study of the information bases of the foreign language material resulting in understanding and the thinking process shows that in order to activate thinking through understanding, it is necessary to pair two things (for example, antinomies, antonyms, paradoxes) and include the thought process.

According to Piaget, the average age of seven for children is a certain turning point in their mental development. During this period, consciousness and ability develop. However, children's skills and abilities change day by day. For example, there is a big difference between 3- and 5-year-old children, and an effective teaching process is possible only if these differences are taken into account. "Teaching children a foreign language, of course, requires a good knowledge of language teaching methods, in addition to having a solid knowledge of children. The attention directed to children should be in accordance with their abilities at a certain age and the characteristics of their relationship with the social and cultural environment. Children's cognitive, affective, language, and biological development stages have been studied by many researchers and stated that they are formed in this age period.

Piaget divides the period of development in children from 0 to 12 years into four main periods: Affective Motor Period, Pre-Operational Period, Concrete Operations Period, Abstract Operations Period (Veysalli, 2007: 98). Scientific novelty of the article. The article can be used to eliminate the difficulties in children's foreign language learning, and to study the socio-psychological problems that arise when learning a new language. Looking at these periods in general, during the effective motor period corresponding to the age of 0-2, the baby perceives and recognizes the environment only with the actions, feelings, and emotions that he can do. He gets acquainted with the sounds of the language he hears around him, first he notes it passively and gradually he begins to use the language. Between the ages of 2 and 7, pre-operational children fully master their native language and gain symbolic reasoning skills, meaning they can think based on words or symbols. They understand and learn about the main moment. Imagination develops. However, they can only think concretely, and truths exist for them to the extent that they experience them. They have an egocentric mindset. Towards the end of the period, they gradually move away from this egocentric way of thinking, children between the ages of 6-12, who are in the concrete operational period, are interested in and understand the truths outside their own lives through experiments.

At this age, the perception process plays a key role in the development of speech activity. Accuracy and detailing of perception, selectivity in memory, and productivity in thinking processes are carried out by the guardian of attention. After long-lasting exposure to the same stimulus, retardation occurs, the law of negative induction in the cerebral hemispheres leads to a weakening of attention. If there is no continuity of attention on any object, then it is impossible to form skills and habits. If it is difficult to achieve the continuity of attention at the beginning of learning a foreign language, as the age increases, it becomes easier to keep this task under control (Abstracts of the republican scientific conference on "Actual problems of teaching foreign languages, 2018: 87).

The article explains a number of factors that affect the learning of a foreign language in modern times. Interlingual interference, which makes it difficult to learn a new language, manifests itself at any age. Starting to learn a second language at an early age, in addition to fully mastering the language, has a positive effect on the development of the individual, the strengthening of memory, more comfortable distribution of attention. According to research, those who learn a foreign language at an early age, without hesitation, are formed faster than their peers with thinking, visual perception and other cognitive processes. One of the main points to be considered during this period

is that the family and social environment should motivate new language learners, support them when speaking in violation of language norms, and not allow them to isolate themselves from society (7).

Conclusion

The scope of the social psychology of second language acquisition has grown from initial attempts to explain second language competence on the basis of individual difference variables. This evolution is particularly evident with respect to four related aspects of the field. First, applications of the original framework generated by Gardner and Lambert (1959) have been made to languages other than French. Although some of the results quoted herein are at variance with the theory, most confirm the fundamental importance of motivation and affective predispositions toward the second language group (Gardner, 1985: 45).

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