

INTERDISCIPLINARY PERSPECTIVES ON SECOND LANGUAGE ACQUISITION: COGNITIVE, PSYCHOLOGICAL, AND SOCIOCULTURAL DIMENSIONS

Khalifa Paluanova*

*Professor,
DSc,

Uzbekistan State University of World Languages,
Tashkent, UZBEKISTAN

Email id: paluanova_kh@gmail.com

DOI: 10.5958/2278-4853.2023.00131.3

ABSTRACT

This interdisciplinary study delves into the multifaceted realm of second language acquisition, dissecting the cognitive intricacies, psychological underpinnings, and socio cultural factors that shape language learning. Drawing on seminal works by scholars like Bialystok, Hakuta, and Giles, the research navigates through the complexities of language acquisition, highlighting the interplay between intellectual abilities, cultural contexts, and pedagogical methodologies. Insights from linguodidactics illuminate the nuanced relationships between native and foreign languages, learner errors, and socio cultural influences. The exploration reveals that successful language acquisition transcends rote learning, emphasizing the holistic integration of cognitive prowess, cultural awareness, and intrinsic motivation. Educators, armed with these findings, can tailor instructional methods to nurture effective language learners, fostering global communication and cultural understanding.

KEYWORDS: *Second Language Acquisition, Cognitive Abilities, Socio Cultural Factors, Linguodidactics, Language Learning, Educational Psychology, Intercultural Communication, Pedagogical Methodologies.*

REFERENCES:

1. Bialystok, E. (1990). *Communication Strategies: A Psychological Analysis of Second Language Use*. Oxford: B. Blackwell.
2. Bialystok, E. (1991). *Language Processing in Bilingual Children*. New York: Cambridge University Press.
3. Bialystok, E., & Hakuta, K. (1994). *In Other Words: The Science and Psychology of Second-Language Acquisition*. New York: Basic Books.
4. Galskova, N. D. (2008). *Lingvodidactics Revisited*. *Foreign Languages in School*, 8, 4–10.
5. Giles, H., & Peter, R. W. (1990). *The New Handbook of Language and Social Psychology*. Wiley.

6. Abduraxmanovna, Kh. Z. "Effective methods of teaching and learning architecture and construction terminology in higher education." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.3 (2021): 1733-1737.
7. Abduraxmanovna Z.K. Creating Effective Teaching and Learning Environment in Higher Education. *American journal of science and learning for development*. 2022 Dec 23;1(2):188-92
8. Zakirova Kh.A. (2023). Lexical-semantic peculiarities of urban planning terminological units in LSP. *Conferencea*, 114–118. Retrieved from <https://www.conferencea.org/index.php/conferences/article/view/2674>
9. Shukhratovna S. N. Terminology in Linguistics: Approach, Analysis and Research //Vital Annex: *International Journal of Novel Research in Advanced Sciences*. – 2022. – T. 1. – №. 5. – C. 375-377.
10. Saloydinova N. S. Lexical and semantic peculiarities and problems of the translation of architectural and construction terminology from English into Russian and Uzbek//*Theoretical & Applied Science*. – 2020. – №. 1. – C. 19-22.
11. Zakirova, H. "Modern pedagogical technologies in the teaching foreign language." Педагогика. Проблемы. Перспективы. Инновации., 2020.
12. Zakirova, Kh. A. "Terminology as a research object of linguistics and specific features of construction terminology." *Theoretical & Applied Science* 4 (2020): 149-151.
13. Kraevsky, V. V. (2004). *Fundamentals of Pedagogy: Textbook for Higher Education Institutions* (256 p.). Publisher.
14. Milrud, R. P. (2007). *Center for Innovative Linguodidactic Technologies – Responses to Challenges in Linguistics and Didactics*.