

9th Congress of
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12-13 April, 2024



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LEVELS OF LANGUAGE ACQUISITION IN PRESCHOOL CHILDREN

Assist. PhD Rita Kantanavičiūtė-Petružė, Vilnius University Siauliai academy

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The aim is to reveal the language acquisition levels of preschool children based on scientific research.

Methods. Analysis of scientific literature sources.



INTRODUCTION

- Research on early language learning and language acquisition has been more or less formal for several decades.
 - Language, speaking and communication work together to communicate effectively. The ability to concentrate, listen and understand speech are among the main skills of a child learning to communicate and communicate. Language acquisition is a complex, sequential and dynamic process.
 - Many scientists from various countries and fields were interested in language learning and language acquisition. Based on scientific research, it is proposed to divide language development into several levels of levels of language acquisition.
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RESULTS

- In the periodizations of language development presented by scientists, different levels of language acquisition are indicated, and the stages of language development are named differently.
 - When children's language development is delayed, unusual, atypical, these levels of language acquisition are more complex, each level takes longer and differs in quality. In the case of different language disorders, each stage of language acquisition has unique characteristics and a different duration.
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RESULTS

The *first level* of language acquisition is usually called pre-linguistic. or the period of beginning meaningful language expression, when they begin to understand language, although they do not yet use it.

The *third stage* of language acquisition is the most important for the development of vocabulary and grammar, because the vocabulary develops intensively, and the grammatical system of the language begins to form. This level of language acquisition is the most important in the child's language development,

In the periodizations of language development presented by scientists, different levels of language acquisition are indicated, and the stages of language development are named differently.

The *second level*, when children use combinations of sounds or words - one-word, two-word phrases, is called the stage of sentences, and there are no rudiments of the grammatical system.

The *fourth level* of language acquisition is often called the stage of sentence or linguistic communication, sentence development, when integrated extended sentences are used, the grammatical system of the language is improved.



CONCLUSION

- When children's language development is delayed, unusual, atypical, the presented levels of language acquisition are more complex, each level takes longer and differs in quality.
 - With different speech and language disorders, each stage of language acquisition has unique characteristics and a different duration.
 - Scientists describe in detail each level of language acquisition not only by the type of sentences characteristic of it, the number of words in a sentence, but also by the levels of acquisition of grammatical categories and pronunciation of sounds.
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12-13 April, 2024



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