

BILINGUISM - LANGUAGE AND CULTURAL ADAPTATION

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ABSTRACT

In today's globalization era, the expansion of socio-economic and cultural relations between peoples and states has turned the issues of bilingualism and multilingualism into one of the important sociolinguistic factors in the development of society. The increasing phenomenon of bilingualism and multilingualism in the relationship between language and society, and the problems of communicative and cognitive development of monolingual and multilingual individuals, highlight the importance and urgency of language education and the necessity to conduct extensive research on these issues. This is explained by the need to understand the process of how multiple languages function in individuals, the impact of multilingualism on brain activity, and the cultural relations among multilinguals, which have not yet been fully studied.

KEY WORDS

Socio-cultural approach
bilingualism,
plurilingualism,
multilingual education,
socio-cultural approach,
secondary linguistic
identity, plurilingualism

Introduction

Language contacts and bilingualism issues are closely connected with such areas of linguistics as psycholinguistics and sociolinguistics. The research in this area proves that learning foreign languages from an early age is more effective. Since language serves as the main means of communication, obtaining information and knowledge not only for philologists and linguists, but also for representatives of all professions, nowadays it has become an urgent need to teach children foreign languages from an early age and to prepare them for free communication in different languages in a multilingual environment. New areas of research on children's bilingualism today are: non-verbal behavior and non-verbal communication [1], individual characteristics of children in the development of bilingualism and the role of their language abilities [2], the behavior of bilingual children in intercultural communication [3], the relationship between bilingualism and biculturalism [4], learning to read in two languages at the same time, development of written speech in two languages [5], spontaneous translation and interlanguage equivalents, development of typologies of bilingualism and identification of its new types [6]. The intensive development of bilingualism has led to the emergence of the above-mentioned methodological works [5].

Multilingualism is a relatively young process, and the activation of this area is associated with the process of globalization in the world. It should be noted that bilingualism usually develops from a young age, while multilingualism often occurs among adults due to professional and industry needs. Today, there is no doubt that multilingualism has practical significance not only in the philological

direction, but also in non-philological areas. As a result, subject-specific language disciplines have emerged in non-philological higher education institutions. This, in turn, has made the training of special teachers who teach these subject-specific language disciplines and have professional, industry-specific knowledge and language skills the most important and urgent problem of today.

Family bilingualism is widespread in all countries of the world, or rather, where representatives of two nationalities live, there, of course, it is widespread. Including, take any region or district of the multinational Republic of Uzbekistan, there are bilingual families in all of them. Such bilingualism can be different, depending on the ethnic composition of the area. The population of Samarkand consists of Uzbeks and Tajiks, and Uzbek-Tajik or Tajik-Uzbek bilingualism has historically existed here and has survived to this day. Turkmen and Tajik people live in many districts of Bukhara and Surkhandarya regions. Therefore, Uzbek-Turkmen-Tajik or Uzbek-Tajik-Turkmen multilingualism is widespread in these areas.

In the functioning of languages in society, there are also such phenomena as coordinate bilingualism and subordinate bilingualism, where coordinate bilingualism means the bilingual's equal level of knowledge of both languages, that is, the person's native language and a foreign language. In such individuals, communication is carried out freely in both languages, including communication that began in the native language can be directly connected to a foreign language and continued, or, conversely, communication that began in a foreign language can be continued directly in the native language. Therefore, the use of both languages in contact to the same extent, depending on the situation in a particular speech process, is called coordinate bilingualism. In this case, the language considered foreign for the bilingual is also mastered to the level of his native language. We can often meet coordinate bilingualism in our country on the example of the Uzbek-Tajik, Uzbek-Russian languages.

Subordinate bilingualism is the opposite of coordinate bilingualism. In this case, although the bilingual is able to communicate freely in two languages, he masters one of the languages in contact theoretically and practically, that is, in accordance with the norms of the literary language. The fully mastered language is usually the language of instruction and is equal to the level of the native language.

Bilinguals who have mastered a foreign language through oral speech practice, but do not have normative theoretical knowledge in terms of grammar, make grammatical errors when speaking in a foreign language. For example, Uzbeks who have mastered Russian practically may face difficulties in the correct use of the Russian language genus, the animation - inanimacy of nouns, the perfect-imperfect forms of verbs, and word stress. For example, they may ask the question "what" in relation to "кого" and "кровать" or may not be able to grammatically distinguish between "Сестра пришла" and "Папа пришел".

From the point of view of language contacts, subordinate bilingualism is of practical importance and is considered an important sociolinguistic phenomenon. Multilingualism is the state of knowing several languages. Polylinguals are people who can speak two or more languages, while polyglots are people who can speak more than two languages. The environment that makes this ability possible is called polylinguism. As mentioned above, in today's globalized world, bilingualism is expanding and moving towards multilingualism.

The political and social foundations of the global practice of introducing bilingual education systems are widely recognized. Teaching the official language of the country of residence to children of

different nationalities, ensuring the integration of immigrants into society and preserving the national identity of ethnic minorities living in multinational regions were the main goals for the initial bilingual education programs. However, over time, educational goals were revised and the importance of language learning, its benefits for the development of the country, were understood on a larger scale. Relations between representatives of different languages and cultures are fully implemented only if the values inherent in the local culture are absorbed in the study of foreign languages. [7] A foreign language learner enters the culture of the speakers of the target language, that is, becomes bilingual. As a result, the primary worldview in his native language and culture is compared to the secondary worldview in a foreign language. The secondary worldview that arises in the study of a foreign language and the culture of its speakers is not just a worldview reflected in language, but a linguistic worldview expressed through language and created with the help of language, and these psychological factors lead to the formation of a secondary cultural and linguistic personality. Z. Dorny and E. Ushioda emphasize that a language learner falls into a motivational environment by planning in advance what kind of specialist he will become in the future, resulting in the formation of a secondary personality. [8]

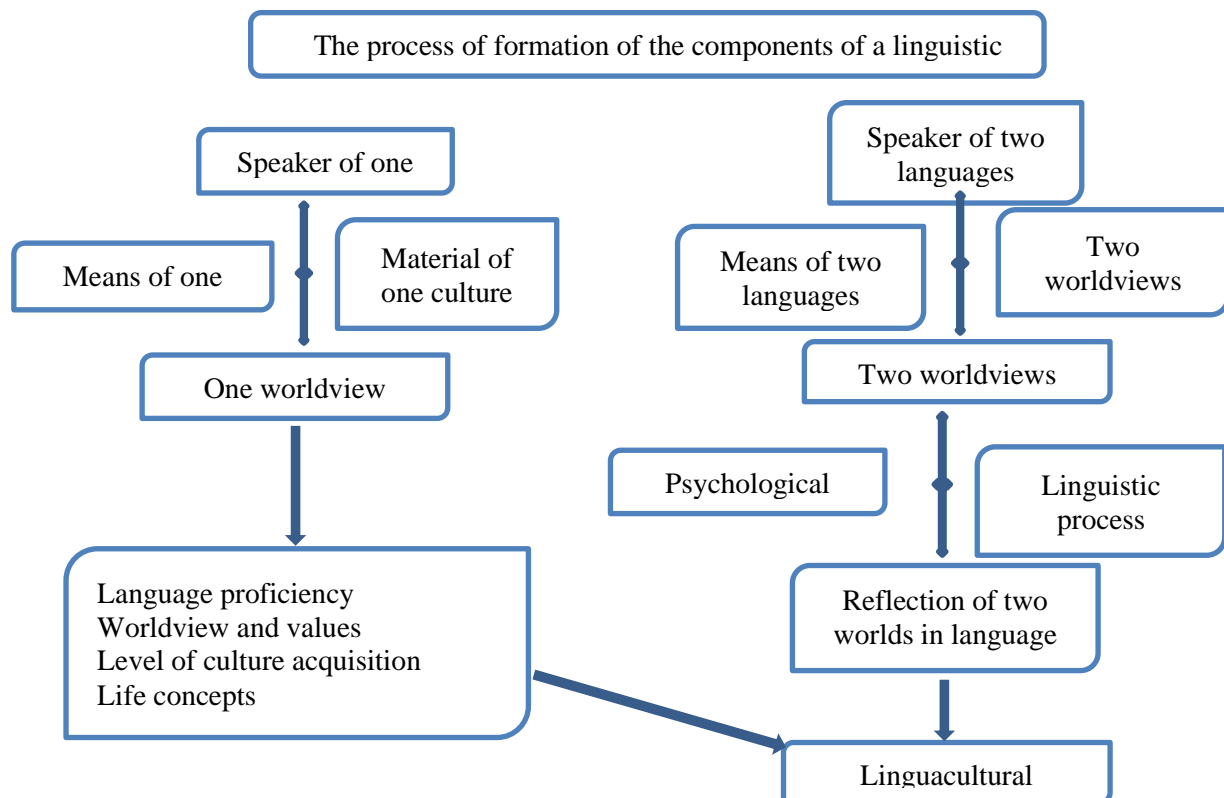


Figure 1. The process of formation of a cultural and linguistic personality

Language and culture serve as a means of coding information in a mutually dependent manner. This process helps students to form an idea of a new world. In this case, the formation of the cultural personality of a second language learner includes the following components and processes (see Figure 1). [9]:

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