

## **LEXICOGRAPHICAL PORTRAIT OF THE WORD BILINGUISM**

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<b><i>A B S T R A C T</i></b>	<b><i>KEYWORDS</i></b>
The article deals with the study of new borrowed words in the modern Russian language, including the lexicographic portrait of a new word and the reasons for its creation.	lexicography, fundamental changes in the new formation of the language, the problem of borrowing, the logical connection of words, the study of the consequence.

### **Introduction**

Let's analyze in detail the lexicographic portrait of the word "bilingualism". This word means the practice of using two languages alternately, otherwise as being fluent in two languages. And it is considered to be a rare phenomenon, and a person who knows how to speak two languages and freely express his thoughts is called bilingual. Bilingualism is a mandatory attribute of the professional training and activities of a foreign language teacher. To organize the educational process, he has to use two languages (native and foreign) as a means of communication, as a result of which he becomes bilingual.

In linguistics, sociolinguistics, psycholinguistics, psychology, social psychology and sociology, various manifestations of bilingualism are studied, which are significant for the pedagogical speech activity of a bilingual teacher. Within the framework of these areas of research, scientific approaches to the consideration of bilingualism have been formed. Let us give a brief description of the content of these approaches and the recommendations of scientists that allow using the manifestations of bilingualism for the effective organization and training of foreign language teachers for professional activities.

The linguistic aspect of the study of bilingualism is closely related to the phenomenon of interference resulting from the contact of language systems. Interference is the process and result of the interaction of language systems in bilingual speech, in which one system is dominant, generating an impact effect in a secondary, acquired language system. Depending on the linguistic level at which the interaction of languages occurs, phonetic, grammatical and lexical-semantic interference are distinguished. Phonetic interference is commonly understood as a violation and distortion of the language system and norms of the language being studied as a result of interaction in the mind of the speaker.

There are several types of bilingualism depending on age: early simultaneous: learning languages up to 3-4 years; early sequential: first, the child learns his native language, and before adolescence - a foreign one; late: learning a second language in adulthood.

The first stage in the development of bilingualism is characterized by the fact that children begin to learn a foreign language, as a rule, without knowing it at all or owning a very small number of foreign words, and this list is mainly filled with borrowed words. Experimental studies based on the results of checking the stock of Russian words in children entering school for the first time show that some know from 41 to 50 words, others 51-60. There are students who know 70 or more words. Children who know more or less words make up the units. In almost every class there are several students who differ sharply from the main mass in their knowledge of a foreign language. Most of these students know 50-60% of the words from the proposed list, answer the questions asked during the test. Usually these are the children of teachers, engineering and technical personnel, doctors, children living in a different language environment or living in a mixed family. Children from settlements close to the city are more proficient in a large number of foreign words and understand foreign speech better. Many people know foreign words, but cannot use them when communicating. This is a confirmation that the knowledge of words does not mean the ability to use them.

For the purpose of lasting assimilation and memorization of words, methodological techniques are offered: conversation (questions and answers), storytelling, explanation of the teacher with the help of visualization, translation into the native language, memorization from the words of the teacher, the use of electronic textbooks with commenting on the answers by the teacher, games in a foreign language, drawing, excursions, etc. It is very significant that in the process of teaching a foreign language, students for the first time get acquainted with some rules of a foreign language, which to a certain extent differ from the rules and patterns of their native language. Thus, students acquire elementary knowledge in both languages. There is also artistic bilingualism as a fact of literary creativity, which has been known for a long time, in various countries of Western Europe and the East. The following aspects of this problem are discussed in the scientific literature: a) the essence of artistic bilingualism; b) criteria for identifying artistic bilingualism; c) types of artistic bilingualism; d) artistic bilingualism in the context of a communicative act. Researchers note the fact that the artistic text, conditioned by the creative bilingual consciousness, still remains the most mysterious and little-studied linguistic object. The issues of artistic bilingualism are closely related to the level of the author's proficiency in both languages in which the texts are written. Chingiz Aitmatov, being a Kyrgyz by nationality, also spoke Russian, he also noted that if he writes a work in Kyrgyz, he will immediately translate it into Russian, and vice versa. The same applies to authors who managed to raise the level of national literature among the multinational Soviet literature, skillfully balancing on the verge of two cultures and languages. And the great Russian writer was also bilingual, as in his works he used bilingualism: Russian and Ukrainian.

Consequently, these writers can only write in one of the languages, but by using some words from the other, this property helps to enrich the given and impress the reader. In other words, the effect of bilingualism manifests itself in the text itself, regardless of which author wrote the work.

Artistic bilingualism is an objective consequence of the general situation that has developed in society. There is no doubt that depending on the diverse territorial, cultural, historical and other conditions, this phenomenon acquires its own specific features.

Exploring the philosophical foundations of artistic bilingualism, G. Gachev emphasizes that "bilingualism is a dialogue of two worldviews, systems of the world, which determines stereoscopic vision, three-dimensional thinking." On the other hand, fruitful self-criticism of thought and word appears at this level. And in texts in one's native or foreign language, this two-pronged style dominates. In the literary aspect, artistic bilingualism can be presented as a special artistic method that contributes to the resolution of specific problems facing bilingual writers. One of these problems is related to the choice of "base language". According to Ch. Aitmatov, "writing and, therefore, thinking in Russian is the same as filming in widescreen. The experience of another language with a great "literary experience" and the culture behind it is constantly present and helps to gradually, spontaneously, as if invisibly, expand the scope of vision.

In the linguistic aspect, artistic bilingualism is a heterogeneous and at the same time integral speech fabric, in which two speech codes are fixed. These are the texts we choose for analysis. They implement two language codes - Russian and Kazakh.

Of particular interest will be the comparison of bilingual works of art from the Soviet period and the present. The latter are devoid of ideological increments and reveal the organic characteristics of the Kazakh-Russian bilingualism in its cultural and aesthetic refractions. The specificity of modern artistic bilingualism is manifested in the fact that, "turning to the Russian language as a form of artistic practice, as a form of creating literary works, national writers develop not only the traditions of Russian, but also their own national literature and culture. This development is also expressed in the selection of life material, in its illumination, in the figurative system, in the use of folklore motifs, in the use of words from their native languages.

## **STAGED DISTRIBUTION OF BILINGUISM:**

In type 1 bilingualism (coordinate bilingualism), each of the languages is mastered at different times and in different sociocultural contexts: the native language - from infancy, at home, and the second language - at a later age and in a different setting (for example, in an educational institution or in exile). And synonymous words and expressions in different languages are often associated in their minds with completely different concepts.

Bilingualism of the second type (acquired bilingualism) is considered true bilingualism. It implies the constant interaction of two languages, which can manifest itself in pronunciation, at the grammatical and lexical levels. Bilinguals of this type learn two languages at the same time (from infancy), actively communicating with native speakers of these languages. For them, words and phrases in different languages mean the same concepts, and they usually speak both languages fluently. Usually one of the languages is dominant for bilinguals. Because of this, bilingual people often speak with a peculiar accent: they transfer the pronunciation of one language into speech in a second language. Many studies show that bilinguals find it much easier to learn new languages in adulthood than monolinguals who speak only one language. But this does not mean at all that it is much easier for a bilingual to become a professional translator. Bilingual people interpret words differently than dictionary entries, and there is a purely psychological explanation for this. A bilingual usually perceives words in context, i.e. in different situations, and involuntarily associates synonymous words of different languages with completely different concepts. Therefore, in the process of translation, a bilingual involuntarily associates foreign words with familiar concepts and phenomena of his native culture - although words denoting any ethnic concepts, political ideas or emotions of words can have completely different

meanings in different languages and cultures. An important conclusion follows from this: in order to become a qualified translator, one must not only know a foreign language perfectly, but also understand the peculiarities of the psychology of its speakers. The translation process is the practical application of semantic theory (meaning theory). Therefore, a professional translator must be able to analyze the meaning at various levels - from a single word to a sentence and a text as a whole - taking into account all shades of meaning. Unlike the average bilingual, a highly skilled translator is intimately familiar with the cultures of the speakers of both languages and is therefore aware of the difference in the meanings of words that the bilingual perceives as full synonyms. Thus, despite the fact that translation is associated with bilingualism, the qualification of a translator is determined primarily by interlingualism - the ability to feel the similarities and differences between different languages.

The positive aspects of bilingualism have been repeatedly proven by various experts, but at the same time, many conservative-minded people still believe in some myths associated with knowing or learning two or more languages. Language has become an integral part of human communication. And due to the various processes that especially accompany us in the modern world, certain trends have arisen. The positive facts of learning languages improves brain function, bilingualism helps to develop more flexible thinking, attention. A person who masters a foreign language begins to perceive sounds more subtle, which gives him the ability to master musical instruments. Bilinguals concentrate better because they have an increased attention to detail and better understand the logic of a new language.

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