

The Scientific Research On The Issue Of Bilingualism Conducted By Cis Scholars

Gulnoza Murodilovna Pulatova, Lecturer

Department of Psychology,
Fergana State University

Email: pulatovagulnoza2@gmail.com

Abstract: This article discusses the emergence of bilingualism, highlighting the necessity of language contact between different nations, the impact of languages' mutual interaction, and the in-depth, comprehensive, and advanced research conducted by CIS scholars on these phenomena.

Keywords: Language, language contact, bilingualism, linguistic, synchrony, diachrony, ethnography, multilingualism.

Introduction. Unlike other topics studied in psychology, bilingualism stands out in its uniqueness. Therefore, the primary challenge in researching bilingualism lies in determining its prevalence among the population. In some studies, bilingualism is described as "individuals who speak two languages fluently throughout their lives."

Bilingualism, or bilinguality, refers to the proficient use of two languages, or a standard literary language and its dialect, with equal competence. This phenomenon arises due to social demands or specific circumstances. Its natural occurrence is often facilitated when representatives of two or more linguistic groups live in close proximity within the same country or region.

Currently, the cognitive advantages of bilingualism are considered highly significant. However, bilingualism has historically left experts perplexed. Until the 1960s, bilingualism was often regarded as a developmental obstacle, as it was believed that the energy required for constant switching between languages would slow down a child's development. This perspective was primarily based on scientific works that were later proven to be incorrect. Recent studies have confirmed that knowing multiple languages can actually enhance cognitive abilities such as decision-making, task-switching, and concentration.

Literature review. Psycholinguistic approaches are often combined with psychological or sociolinguistic methods. In studying bilingualism, the sociolinguistic approach focuses on identifying factors that influence the characteristics of bilingual speech. As Y.Deshiriev emphasizes, the goal of a complex investigation of bilingualism is to describe linguistic material within a socially differentiated context [2.28-33].

Building on this perspective, S.Treskova demonstrates that the key principle of measurement in sociolinguistics should be the complex evaluation of multi-layered relationships between various linguistic and social variables. This principle is applied when analyzing linguistic variability in both synchrony and diachrony, considering the different forms of spoken and written language, dialects, and idiolects [5.7].

Y.Vereshchagin's views provide insights into one of the core problems in language contact: linguistic interference. Based on his ideas, we explore interference issues using linguistic criteria. Vereshchagin classifies bilingualism from a psychological standpoint, but his analysis of the linguistic essence of interference tends to overlook these matters. Nonetheless, his psychological perspectives on bilingualism form a fundamental basis for studying linguistic interference [6.162].

G.M.Vishnevskaya bases the interaction between two languages on V.Vaynraykh's classification. V.Vaynraykh proposes a threefold classification of bilingualism:

A) Interdependence of language systems, meaning mixed or subordinate bilingualism. In this case, one language is dominant, for example, in a school setting where one language is the medium of instruction (the dominant language), and the other is a foreign language. This type occurs when the subject is more proficient in one language than the other.

B) Coordinating bilingualism, where no dominant language exists. In this type, an individual is equally fluent in both languages, a scenario commonly seen in immigration contexts. The degree of

bilingualism can be classified into active (where the individual regularly uses both languages) and passive (where one language is primarily used, and the other is less frequently employed).

C) Presence of a language environment, referring to communication (observed when bilingual individuals maintain contact with native speakers of their languages). Bilingualism is a complex issue that requires a comprehensive approach to study. Many scholars recognize the need to create an integrated theory of bilingualism, and some studies have attempted to address bilingualism through a multifaceted approach. According to M.M.Mikhaylova, bilingualism should be considered a complex scientific problem, requiring the application of interdisciplinary methods from linguistics, psychology, sociology, ethnography, pedagogy, and literary studies. M.M. Mikhaylova further divides bilingualism into four aspects: linguistic, psychological, socio-political, and educational-methodological [3.72].

A.Karlinsky divides the study of bilingualism into three aspects: linguistic, sociolinguistic, and psycholinguistic. A.E.Karlinsky notes, "It is crucial to identify the causal relationships that describe bilingual speech behavior and emphasize the necessity of placing its linguistic manifestations at the end of this chain, as they reflect deep psychological processes" [3.180].

A.Zalevskaya and I.Medvedeva emphasize that the system of teaching bilingualism is closely linked to the professional skills and teaching methods of the instructor. This suggests that bilingualism should be examined from both linguistic and sociological perspectives. However, it is now necessary to approach bilingualism from a psychological standpoint. Psychological studies require a thorough analysis. It is essential to pay attention to the distinctive features of the processes involved in forming bilingualism. global research, there is a dynamic formation of various perspectives on the role of the first language in second language acquisition, the nature of errors, the specifics of language transmission, the concept of the "intermediate language," and more. Various theories and strategies for language acquisition are considered, with particular attention to the support elements used by students, the assimilation of foreign words as "living knowledge," and the evolving role of the teacher in the process of second language instruction.

In her research, Y.Litvinenko suggests that bilingualism has always been, and continues to be, a necessary phenomenon for the coexistence of different ethnic groups and cultures. However, it also brings about many contradictions and sometimes divergent opinions. This challenges the possibility of a monolingual culture and raises concerns about its preservation. Nevertheless, through exposure to foreign communities, it broadens cultural horizons and enhances the ability to adopt universal human values. In today's world, which strives to find ways to achieve "global humanism" and establish a "humanistic society with different national models," it is crucial to recognize the role of bilingualism in the social formation of societies and assess it as a positive factor. This is because intercultural interaction through bilingualism serves as a foundation for the development of nations [5].

Language is always a developing phenomenon, constantly interacting with other languages or being influenced by external factors. The advancement of science and technology, trade, cultural and domestic exchanges, and even wars and invasions all have their impact on language. Looking at the history of languages, we can observe the results of external influences. For example, many words in modern Uzbek literary language are Arabic and Russian internationalisms. The conquest of Central Asia by Tsarist Russia and the subsequent process of Russification caused a significant impact on the Uzbek language lexicon and, in fact, on the entire language system.

Bilingualism and multilingualism are undoubtedly of social importance. This situation calls for a deeper and more comprehensive study of these phenomena in world linguistics, and particularly in Uzbek linguistics. The emergence of bilingualism is rooted in the need for language contact between different peoples. Language contact arises either in regions where speakers of different languages coexist or as a result of political, cultural, and commercial relations between different countries and nations.

Professor V.I.Abaev emphasizes the importance of studying language contact, stating: "When studying language as a source of national history, we can find answers to the following questions when favorable conditions arise: 1. Which ethnic groups was the nation historically linked to? 2. What was the culture of the nation during different periods of its history? 3. With which other peoples and languages did it establish historical connections, what cultural impact did they have on it, and what cultural influence did it exert on them?"

In her research, D.Babayeva addresses language issues in her work on "The Theory and Methodology of Speech Development." Since 1979, the issue of teaching native and foreign languages (Russian, Uzbek) to preschool-aged children has been the focus of research by Uzbek scholars, methodologists, and psychologists, including F.R.Qodirova, R.M.Qodirova, G.X.Jumasheva, D.R. Babayeva, D. Abdurakhimova, L.R.Mirjalilova, N.Sh.Nurmuhammedova, and others. These researchers approach the problem comprehensively, seeing language development not as an isolated process, but as interconnected with the pedagogical influence of adults on children. This approach is justified, as contemporary research in the field views language acquisition and social interaction as interdependent processes, with language development being a creative process, not a spontaneous one [1.11].

Conclusion. Based on the above analysis, it can be emphasized that although the issue of bilingualism has been thoroughly explored by psychological scholars in our republic, the focus has mainly been on bilingualism in terms of two-language proficiency. However, other forms of bilingualism, as well as the issues of workability and ethnopsychological factors in bilingual children, remain largely under-explored. Investigating this issue in relation to young school-age children is of great significance, as doing so could enhance the effectiveness of the educational process and contribute to improving the skills necessary to preserve our national heritage.

References:

1. Babayeva D.R. *Speech Development Theory and Methodology*. T-Barkamol Fayoz Media Publishing, 2018. p. 11.
2. Desheriev, Yu.D., Protchenko, I.F. *Basic Aspects of Bilingualism and Multilingualism Research / Yu.D. Desheriev, I.F. Protchenko // Problems of Bilingualism and Multilingualism: Collection of Scientific Works*, edited by P.A. Azimov, Yu.D. Desheriev, F.P. Filin. Moscow: Nauka, 1972. pp. 28-33.
3. Karlinsky A.E. *Foundations of the Theory of Language Interaction*. Alma-Ata: Gylim, 1990. 180 pages.
4. Mikhaylov M.M. *Bilingualism in the Modern World: A Textbook / M.M. Mikhaylov*. Cheboksary, 1988. 72 pages.
5. Litvinenko E.Yu. *Modern Bilingualism as the Dominant of a Multicultural Model of Socialization*. Ph.D. Dissertation in Sociology. Rostov, 2000.
6. Treskova S.I. *Methodology of Measurement in Sociolinguistics / S.I. Treskova // Principles and Methods of Sociolinguistic Research*, edited by A.N. Baskakov and V.Yu. Mikhaychenko. Moscow: Nauka, 1989. pp. 7-30.
7. Vereshchagin E.M. *Psychological and Methodological Characteristics of Bilingualism*. Moscow-Berlin: Direct-Media, 2014. 162 pages.
8. [Daryo.uz](https://daryo.uz) - "Is it truly beneficial to learn two languages at once? A study on the phenomenon of bilingualism." July 16, 2019.