

PERSONALITY DEVELOPMENT IN EVERYDAY AND DIDACTIC CONDITIONS BILINGUALISM

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Abstract:

One of the main aspects of the study of bilingualism is the study of its influence on personality development. Researchers never cease to wonder what impact the acquisition of a foreign language has on the personality of a bilingual, not only from the point of view of bilingual education or upbringing, but also taking into account his general mental development in relation to monolinguals.

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Introduction

The question of the influence of bilingualism on the development of an individual's personality was first raised by American linguists at the beginning of the 20th century. In their understanding, bilingualism gave only a negative effect, since knowledge of one language interferes with the study of subsequent languages, creating in this case.

During the same period, the problem of bilingual education became increasingly relevant, however, the question of the influence of bilingualism on the intellectual and personal development of students was also sharply criticized by researchers. Having spent in the 1920s. Among monolingual and bilingual students, several series of tests to compare their intellectual quotients revealed that bilinguals had much lower IQ test results than monolinguals, therefore the introduction of second language learning in educational institutions it was recommended to postpone.

In the second half of the 20th century. this opinion was revised by scientists as a result of new studies that gave different results from previously conducted tests. Based on the results of these studies, it was concluded that bilinguals in mental development do not differ from monolinguals, and their state of mental and speech development is equivalent to each other. After a large-scale study by Canadian psychologists E. Peale and W. Lambert in 1962, indisputable evidence appeared that bilinguals show a clear superiority in tests of mental development over monolinguals with a similar sociocultural status, and even more so,



bilingual education does not in any way limit students in the development of their mental abilities [99]. The level of intellectual development in bilingual children was several times higher in relation to their monolingual peers, and the variety of approaches in solving test problems by bilinguals confirmed the cognitive superiority of bilinguals. After the study, E. Paul and W. Lambert published a number of scientific papers in which they identified such aspects of the intellectual superiority of bilingual children over monolinguals as:

- a kind of “flexibility” of thinking;
- “sensitivity” of bilinguals to the semantics of words;
- creative approach to working with information at different levels;
- ability to solve verbal problems using vocabulary – grammatical transformations and substitutions;
- ability to solve complex non -verbal problems.

In general, the researchers came to the conclusion that it is impossible to give an exact answer to the question of whether bilingual education has a positive or negative effect on the development of a student’s personality, because this depends on many factors, such as the abilities of students, the pedagogical conditions of educational institutions, the economic and sociocultural levels of the population.

A completely opposite opinion was put forward by the Soviet researcher in the field of linguistics L. S. Vygotsky, who, relying on his own research and publications of foreign scientists, emphasized only the positive impact of bilingualism on the level of personality development. The scientist writes that mastering a foreign language “raises the child’s native speech to a higher level in the sense of awareness of linguistic forms and generalization of linguistic phenomena.”

The ability to express one thought in several languages makes it possible to see one's language as one specific system among many others, which leads to a special consciousness in the learner's linguistic operations. As noted by the domestic researcher of this issue, M. B. Bogus, it is impossible to draw unambiguous conclusions about the influence of bilingualism on personality development. When conducting such studies, differences in the level of intelligence of the experimental and control groups may not be due to bilingualism or their sociocultural level, but to other reasons, which casts doubt on the correctness of the conclusions about the influence of bilingualism on intellectual development.

In the theory of bilingual education, many researchers agree that for it to have its positive effect, the student needs to achieve sufficient competence in his first language in order to avoid the negative effects of bilingualism in the future. The level of communicative competence of a second language largely depends on the degree of development of the student’s first language, i.e. Second language integration occurs best when the learner's language and thinking skills are at a sufficient level of development.

Back in the early 80s. I. I. Kitrosskaya, the author of several textbooks on teaching English, identified the main mental processes that determine the characteristics of proficiency in the second language foreign language:

1. the formation of a person’s metalinguistic consciousness – a mental state in which a person’s consciousness is capable of carrying out abstract logical operations with several



language systems at once (for example, metalinguistic consciousness is well developed in “natural” bilinguals);

2) significant expansion of the scope of application of positive or negative transfer of phenomena (transference and interference): transfer of knowledge of the first foreign language to the second accelerates the process of learning it, while interference manifests itself in the form of deviations from the norm of the language being studied under the influence of the native or first foreign language.

The formation of an individual’s speech activity and the development of his cognitive abilities in conditions of everyday bilingualism (i.e. in such a language environment when a child acquires a language through spontaneous speech practice without proper awareness of the specifics of each language system) begins with the formation of the child’s communicative components personality (communication at the level of emotions with dominance of non-verbal characteristics of communication).

Within the framework of everyday bilingualism, the skills of forming speech behavior are acquired by the child in a natural way, since the child observes and learns these skills in his environment. Only in the process of mastering verbal norms of communication is a speech personality formed; language knowledge develops over time into a certain system, which is the basis for the development of a child’s linguistic personality.

In the case of didactic bilingualism, students' speech behavior skills are formed through targeted educational training. Consequently, with the basic level of communicative competence of a foreign language formed, the student must be able to situationally understand speech utterances in a foreign language and independently generate speech utterances of the same level. Only then, as Ya. B. Emelyanova claims, will the student be able to “meaningfully carry out speech actions and use language as a real means of communication in a volume accessible to his understanding”

The dominant condition for the positive influence of bilingualism on the development of the individual and his cognitive abilities, according to A. Yu. Nikolaeva, is the construction of a purposeful learning process in two languages. The specifics of language teaching in the conditions of didactic bilingualism can be traced by such parameters as learning conditions and motivation for language learning.

The situation of didactic bilingualism creates conditions for mastering a foreign language in an educational setting through special teaching methods and techniques, i.e. purposeful didactic learning process. Of great importance in the formation of linguistic competence of a foreign language is the student’s ability to independently compare the systems of the languages being studied within the framework of the educational process, which allows the student to more easily master the skills of correct use of language systems directly in conjunction with the competently offered help of the teacher.

The main motivation for the student is the positive assessment of his actions, which is given by the teacher in the process of learning a new language system, and the student’s awareness of the actions performed when mastering foreign languages in the early stages of learning can be achieved through game motivation. When starting to study a new system of a foreign language for a student, he already has knowledge of the system of his native language, maybe



not always consciously, but at the beginning of training he certainly strives to transfer his existing knowledge to a new language, and often ignores those phenomena that differ in the languages used. T. A. Znamenskaya emphasizes that when constructing a foreign language utterance, the student strives to choose a model for constructing such an utterance in his native language and almost never chooses a more “idiomatic foreign language structure”.

The ideal period for the formation of a bilingual personality, according to G.N. Chirsheva, is the coinciding start of communication with the child in both languages, i.e. from the first month of his life. The author believes that the later a foreign language is introduced into communication with a child, the more clearly the native language will begin to dominate over the foreign one. But with a short interval between the beginning of communication in the native and foreign languages (up to 10-11 months), differences in the acquisition of systems of both languages can be smoothed out if the principles of bilingual education are followed. The child’s high linguistic ability to master foreign languages in his first years of life provides the opportunity for early acquaintance with a foreign language culture without breaking ties with the culture of his native language.

To maintain the principles of bilingual education, not only intra-family interaction on the basis of a foreign language and the corresponding culture of education is of great importance, but also the educational institution and its relationship with the society in which the child lives.

However, studies of this problem note not only the positive effect of complete immersion in a foreign language environment, but there are also negative arguments about early bilingual education in the scientific literature. The consequence of bilingualism in early childhood can be various disorders of speech and mental development of the individual. Negative consequences in the development of a child’s bilingual personality may also manifest themselves in a negative impact on the development of communicative competence in the native language. If the native language is no longer supported in the environment in which the new language is being acquired, then noticeable negative processes will occur in the speech competence of the native language (for example, communication skills are lost so much that the child will have to re-learn the native language as a foreign language).

The golden mean in this matter is considered to be the age of mastering a foreign language within 10-12 years, when the student is able to consciously perceive a foreign language and its structure. After this period, the child, first of all, decreases the likelihood of mastering the phonetic system of a foreign language, grammatical structures, and the immediacy of perception of a foreign language culture. It is understood that in the conditions of everyday bilingualism, a foreign language is “grasped” thanks to abundant speech practice without awareness of the use of linguistic phenomena, and a foreign language in the context of a purposeful educational process is mastered “through volitional efforts and using special methods and techniques”.

An experienced teacher, in order to prevent the above-described undesirable consequences of learning a foreign language, can predict possible mistakes and achieve maximum authenticity in preserving the own linguistic personality of a speaker in his native or foreign language . Pedagogical support will facilitate the student’s adaptation process and will effectively affect



the bilingual development of the individual, which will also affect the growth of her verbal intellectual abilities.

Thus, in modern science, two types of bilingualism are distinguished: everyday bilingualism, which arises from the moment of birth, and didactic bilingualism, which arises during the educational process. The problem of the positive or negative impact of bilingualism on the speech development of an individual is one of the controversial and widely discussed problems at present. In general, today it is generally accepted that in favorable social conditions and with proper training, bilingualism only contributes to the development of certain intellectual aspects of the student's personality.

Teaching a second foreign language in the context of didactic bilingualism has a positive impact on the student's cognitive activity, increases attention, organization and level of intellectual development, improves the functioning of RAM, increases the choice of communicative means and behavior patterns of students. As O. F. Okhobina notes, in the conditions of bilingual education, not only the assignment of a personality to a new culture for it also occurs, but also ... genuine personal growth of students, the development of a holistic personality, its interconnected components: motivational, volitional, emotional".

Having considered the influence of didactic bilingualism on the development of a student's personality, we come to the conclusion that didactic bilingualism shows its positive influence on personality development in the following aspects:

when teaching a second foreign language, the level of communicative competence increases in both the second foreign language and the first foreign language;

- successful acquisition of a second foreign language is based on a certain level of development of the student's first foreign and native languages;
- the use of pedagogical techniques and methods that are appropriate to the student's age contributes to the more successful development of his bilingual personality;
- independent study of a second foreign language leads to increased efficiency of bilingual education;
- a positive assessment of the student's actions is the main motivator for him in the process of learning a new language system;
- teaching a second foreign language increases the student's general cultural level.

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