

THE BASIC FACTORS OF DEVELOPING BILINGUALISM IN UZBEKISTAN

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Abstract

This article is devoted to discuss the problems of bilingualism and its development in Uzbekistan, analyze the factors of emerging this notion and its stages related to some assumptions. As bilingualism is widely spread in most corners of the world, it has its own historical and other current factors of development in every country. In this article, the main factors of appearance of bilingualism in the condition of Uzbekistan are observed and explored through several needs analysis.

Keywords: Bilingualism, factors, historical factors, education, globalization, migration, development, research, bilinguals, monolinguals.

Introduction

Bilingualism is a latin word, "bi" - two, "lingua" - language, that is, bilingualism. Bilinguals are people who know and can speak a second language perfectly as if it were their native language. We also call people who can communicate freely in two languages from childhood bilinguals, but in fact this term more often describes bilingualism formed as a result of living in a bilingual environment. Bilingualism was originally called "Zullisonayn" in the Eastern world, but today this term is a widely used concept called bilingualism and diglossia. There are still some conflicting opinions and controversial theories about the term bilingualism. For a long time, fluent knowledge of languages has been considered the main criterion for bilingualism, and accordingly, many studies have been conducted on which individuals are bilingual, that is, bilinguals. Based on such studies, in 1933, the American linguist emphasized that individuals who have learned to communicate in two languages from birth should be called "true", "true" bilinguals. Later, Uriel Weinreich and William McKay emphasized that bilingualism is the ability of individuals to alternately use two languages, and that this means bilingualism not only from birth, but also the language learned later in life. Accordingly, L.V. Shcherba divided bilingualism into two types depending on the level of mastery of two languages: natural and artificial. In artificial bilingualism, a second language is added at a certain stage of a person's life and is mastered as if it were their native language. In natural bilingualism, two languages are mastered from an early age. It should be noted that the concept of bilingualism, formed under the influence of the environment, is also divided into two:

1. *Individual bilinguals* are people who grew up bilingual due to family circumstances or personal preference.
2. *Social bilinguals* are people who have mastered two languages equally due to the current situation or traditions in the country.

Individual bilinguals master both languages equally as a result of growing up in a family where parents speak two different languages. In this case, it is not necessary for the parents to be of two nationalities. People who know a foreign language perfectly can easily raise their children bilingually. Social bilingualism, on the other hand, occurs when more than one language is used within the territory of a country, in a society that has historically been under the colonial rule of one state. This is mainly observed among European countries. For example, in Switzerland, there are 4 official state languages, and in such conditions, people master at least two languages equally. Or, under the influence of the British colonial rule of India, the use of English as well as Hindi, and even the fact that classes are conducted in English in the education system, also reflect a form of social bilinguism.

Research Metodology

Depending on the degree to which a person has mastered two languages, bilinguism is further divided into 3 types:

1. *Coordinative or balanced bilingualism*. In this case, a person masters two languages as separate, independent systems. Such people have a separate vocabulary and separate grammatical concepts for both languages in their brains. When speaking, the concepts of the two languages do not mix with each other.
2. *Sub-coordinative or unbalanced bilingualism*. In this case, a person masters the second language through the first language. That is, he relies on the meaning system of his native language to understand or translate the second language. For example, when he hears a phrase or word in the second language, the equivalent of this word in the native language immediately comes to mind.
3. *Mixed bilingualism*. In this type of bilingualism, elements of two languages (words, grammatical devices, pronunciation) are used in a mixed way. In this case, a person speaks or writes two languages in a single sentence or text. For example, we can cite the following sentences;

“Men bugun *shoppingga* boraman.”

“Bugun mening muhim *meetingim* bor.”

Usually, mixed bilingualism develops in the family, in infancy, due to parents who speak two languages. Previously, it was believed that learning a third language would be difficult for people who grew up bilingual from an early age. Such manifestations of bilingualism have led to the fact that it has both positive and negative sides, and a lot of research has been conducted on this. In particular, psychologist Ellen Bialystok conducts research on this issue with bilingual, that is, bilingual, and monolingual children. Studies conducted in the 1930s and 1950s showed that bilingual children performed worse in school and had lower test scores than monolingual children. However, later, Elizabeth Pill and Wallace Lambert proved the positive effects of bilingualism on children based on research. The study was conducted among schoolchildren who communicated in English and French, and only in French. According to them, bilingual children performed equally well on oral and test tasks as monolingual children.

Literature Review

Bilingualism has become an object of study in many fields during the above studies. Bilingualism has become a research problem in several fields today, such as linguistics, psycholinguistics, sociolinguistics, pedagogy, neuroscience and cognitive sciences, history and cultural studies, law and language policy. While linguistics studies the phonetic, lexical, grammatical and syntactic aspects of bilingualism, psycholinguistics studies the psychological mechanisms involved in learning and using two languages, such as language acquisition, memorization, word retrieval and how language connections are formed. In psycholinguistics, bilingualism is studied from the perspective of the complex relationships between language and mind. This field mainly focuses on the following issues. Depending on the process of mastering two languages, learning two languages simultaneously or sequentially differs from each other. This leads to the phenomena of early bilingualism (learning two languages simultaneously from birth) and late bilingualism (a second language acquired later). The cognitive benefits of bilingualism are of great importance in psycholinguistics. In this, psycholinguists study the attention management, problem-solving, and thinking flexibility skills of bilingual individuals. Its benefits include having an advantage in managing attention, selecting the necessary information from among distracting information and achieving efficiency, and reducing the risk of dementia (memory loss) that occurs in old age. The development of bilingualism is emerging and gaining popularity as a result of research in such areas.

Analysis and Results

Bilingualism and multilingualism have existed in our country for a long time. Due to the coexistence of different nationalities in our territory, the majority of the population is bilingual. The Uzbek people have long lived in the territories of Central Asia and have formed as a sedentary people. The composition of the population was formed by those engaged in crafts, animal husbandry and agriculture. Also, the fertility of the lands of our country, clean air and other aspects have always attracted the attention of large colonial powers. Since ancient times, while the kagans, caliphates and empires have achieved these goals, they have also tried to introduce their language, religion, culture and many other features to the Uzbek people through these actions. As a result, the language of the colonial powers has had an impact on the bilingualism of the Uzbek people. The development of bilingualism in Uzbekistan has been increasing. Several factors can be cited as examples of this;

- ☐ Historical factors;
- ☐ Social and demographic factors;
- ☐ Educational system factors;
- ☐ Globalization and the need for foreign languages;
- ☐ Labor and migration factors.

Historical factors. Over the past centuries, the Arabs, who tried to conquer the lands of our country since the 7th century, were the largest invaders of Central Asia and managed to

establish their rule in Central Asia for many years. These invasions changed the way of life of the people living in the region, and major changes occurred in their worldview, customs, culture, and religious life. Along with the conquest of the Arab Caliphate, Islam also entered Central Asia. During the Arab conquest, favorable conditions were created for the local population for the development of science, culture, and religion. This, in turn, paved the way for the introduction of the Arabic language into the life of the Uzbek people. The Arabs not only taught the inhabitants of the territories they colonized their language, but also influenced their religious views. Consequently, due to significant work in this area, the influence of the Arabic language in Central Asia in the 8th-9th centuries became even stronger. As a result, bilingualism in the life of the population: communication in Arabic and Turkic, the importance of the Arabic language in the social life of the population increased. It can be said that the Arabic language became the dominant language - the official state language, the language of education, the language of science and culture, literary literature, the language of religion and Sharia, which caused the introduction of Arabic words into the Uzbek language.

Social and demographic factors. It is known from history that many different nationalities and ethnic groups live in our country, which makes multilingualism a natural state. In particular, the complexity of such multinationality under the influence of socio-political factors can be seen in the example of peoples of different nationalities who migrated to our country as a result of the war during the reign of Tsarist Russia and the Soviet Empire. Also, during the Second World War, our country was given shelter to more than 1 million people evacuated from the front. Among these peoples were Germans, Koreans, Crimean Tatars and other nationalities. According to statistics, in 1897, 70 different nationalities lived in Uzbekistan, in 1926 it reached 91, and in 1959 it reached 113. An analysis of the results of a study conducted by the Institute for Strategic and Regional Studies under the President of the Republic of Uzbekistan shows that representatives of other nationalities living in our country, in particular the Slavic diaspora (Russians, Ukrainians, Belarusians) -38.6%, Volgograd residents (Tatars, Bashkirs, Chuvash) -72.5%, residents of neighboring countries (Kazakhs, Tajiks, Kyrgyz, Turkmen) - 78.2%. All of them can communicate equally well in both Uzbek and their native language, and this bilingualism is interpreted as national-Uzbek bilingualism.

Factors related to the education system. The development of bilingualism and multilingualism in the Uzbek education system can be divided into several stages. According to them, linguists J. Jalolov and G. Tojjeva recommend dividing it into four periods: Stage 1 - from the earliest times to 1924; Stage 2 - until 1961; Stage 3 - until 1991; Stage 4 - from 1992 to the present. In the first 3 stages, the demand for foreign languages was not so high and was not even provided with sufficient textbooks and teaching aids. However, after independence, the policy of learning a foreign language in this regard was radically reformed. The issue of training pedagogical personnel became an urgent problem, textbooks and various literature in original foreign languages were published. Nowadays, the acquisition of a foreign language as a second language is becoming more and more intensive, and English is being taught in schools, colleges, lyceums and higher educational institutions, which is leading to Uzbek-English bilingualism among the population, especially among the younger generation.

Globalization and the need for foreign languages. In recent years, as a result of diplomatic relations with foreign countries, learning a foreign language has become one of the important policies of the state. The need for pedagogical personnel who know the language perfectly is growing. In such situations, it is important to use the language correctly in context, to be able to speak a foreign language correctly in socio-economic situations, political processes and international relations. For this reason, the demand for a foreign language has been set high by our President, and for this purpose, the British Council and the Knowledge Assessment Agency have provided opportunities to issue language proficiency certificates.

Factors related to work and migration. Along with immigration in Uzbekistan, migration occupies an important place in the life of society. The number of people moving to various foreign countries to study or work is increasing in Uzbekistan. This, in turn, is encouraging the development of bilingualism. While Uzbek-Russian speakers are especially common among citizens who go to study or work in Russia, communication in Uzbek-English is an important factor for living and studying in other European countries.

Conclusion and Recommendations

Uzbekistan, among the developed countries in the process of globalization, is to further promote bilingualism, multilingualism in the region, and opportunities for learning foreign languages. In our country, the number of speakers of not only Uzbek, but also Russian, Tajik, Kazakh, English and other languages is increasing. After all, the development of bilingualism in our country goes back to historical conquests, the interaction of representatives of different nationalities in the social and economic life of society, and other phenomena. This determines the fact that language serves as an important tool in the life of society in all aspects.

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