

BILINGUALISM, ITS TYPES AND INFLUENCE ON CULTURAL FEATURES

Murakayeva Shahnoza Xayrullayevna

Teacher of the University of Public Safety of Uzbekistan

Department of Languages

kord83@umail.uz

+998977782030

Abstract: For many years, the bilingual program continues to receive criticism. Many experts believed that it could affect intellectual development. A number of opinions on bilingualism are often based on myths and misinterpretations, but less on scientific findings. There is a number of myths about bilingualism and in particular about teaching children a second language early such as, language learning delay, split personality, cerebral confusion, or mixing language that affects confusion. In spite of receiving criticism, there are many advantages that support bilingualism. This article is going to discuss the definition of bilingualism, benefits of bilingualism in early childhood; cognitive advantages, social-emotional advantages, and career advantages. Furthermore, this article highlights the phenomenon of teaching English to young learners in Uzbekistan in relation to the benefits of being bilingual. Since English has gained the status of international lingua franca, therefore teaching English as a foreign language (afterward EFL) has become one of the major issues both to governments and individuals. Introducing English to young learners meets the benefits of bilingualism in early childhood.

Keywords: bilingualism, biculturalism, ethnic cultures, psycholinguistics, sociolinguistics

In today's world of globalization due to economic, political and intercultural relationships and population migrations, one can meet more and more people who success in speaking and thinking in two or more languages. The phenomenon of *bilingualism* sprang out about a hundred years ago, but nowadays it is being rethought and supplemented with new features and characteristics.

There are some misapprehensions about bilingualism as a rather rare phenomenon. In addition, linguists are of the opinion that bilingualism means equal fluency in two or more languages, and the ability of simultaneous translation from one language to another without prior preparation. However, the reality is that bilingualism exists everywhere, and bilingual knowledge of two or more languages does not imply fluency in both languages and having an accent is quite natural. It is also mentioned that bilingualism includes the possession of not only two languages, but also two different dialects. Language is a part of our lives. Most of our activities are used to communicate. People start communicates since they are babies. When a baby born, the environment influence what language she/he will use later on. At the first time, the baby acquires his/her mother tongue. Later on, she/he learns another language. Some people find it easier than others in learning a new language but most of us can do it. People who can speak two languages are considered as bilingual. Bilingualism is known as ability to use two languages in

<https://doi.org/10.5281/zenodo.5749280>

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)

DOI 10.37057/2521-3261 <https://journalofresearch.eu/17>

everyday life. Bilingualism is quite common and happen in many parts of the world, with perhaps one in three people being bilingual or multilingual (Wei, 2000). Naturally, children have the capacity and ability to learn more than one languages at their age. Their interest to language is quite huge. This concept has a close connection with how the children acquire language and how their language progress years by years. Actually, many factors influence them such as children age, language exposure, and social interaction. Raising bilingual children not only a challenge but also remains many questions on it. There are a number of myths about bilingualism and in particular about teaching children a second language early such as, language learning delay, split personality, cerebral confusion or mixing language that affects confusion.

In the past, bilingualism was considered as causes of slow language development. Many parents are apprehensive their children having language delay if they learn two different languages at the same period. But the fact is, speech and language delays can have many causes, mostly neurological or physiological. However, there is no strong evidence related to bilingualism. In addition, one myth about being bilingual is bilinguals have double or split personalities. The fact is, bilinguals, like no bilingual, suit their attitude to different circumstances and people. This often leads to a change of language in bilingual. This phenomenon shows that, language is a unique system. As Grosjean cited, after having reorganized themselves, the language of bilingual usually attain the linguistic level needed for the person's new life (Grosjean: 2010, p 244). One of the biggest attention that parents have about raising children in a bilingual environment is confusion. When bilingual children mix words from two languages in the same sentence, it is often taken as evidence for confusion. This is what we call as code mixing. Actually, code mixing is a usual and natural part of bilingual development, and bilingual children surely have good motivation to do code mix (Pearson, 2008.) Instead of being a sign of confusion, code mixing can be viewed as an indication of bilingual children's creativity in language (Heinlein and Williams, 2013). After separating fact and myth about bilingualism, now let's take a look at benefits of bilingualism. Many studies show that raising bilingual children give many benefits and advantages. Baker (2002: 12) cited that there are some advantages of being bilingual; communication, cultural, cognitive, character, curriculum and career advantages. This article is going to discuss only cognitive, social- emotional, and career/academic advantages. Cognitive benefits: Being bilingual has connected to a number of cognitive advantages. Cognitive function refers to the mechanism of brain acquiring information. Children who are raised in bilingual environment have been found to be better competence than their monolingual peers at focusing on a task while tuning out disruption. Their capability to concentrate is better than no bilingual. The result is strongest in people who learned a second language before five and in those who are most capable in their second language. This finding implies that being bilingual from an early age significantly alters the brain's structure of the human. However, as Rueda 'work (1983) using analytical orientation in language test found that cognitive advantages may be shared by below average ability children and not just average and above

<https://doi.org/10.5281/zenodo.5749280>

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)

DOI 10.37057/2521-3261 <https://journalofresearch.eu/18>

ability children (Baker, 2011: 160). In addition, being bilingual makes mechanism of cognitive more flexible, which is applied to a temporal domain (efficient switching between preparatory intervals of different duration), and extends to the cognitive control processes in social

So who is a bilingual: a bilingual can be a migrant worker who uses his native language, but speaks a foreign language to communicate with coworkers, a translator who always faces translation from one language to another, foreign spouses who master a "different" language and a different culture, scientists who read and translate foreign articles, as well as deaf people who "in their circle" communicate with special signs and symbols, and use written speech with hearing people.

Bilinguals are people who speak two or more languages, regardless of the level of language proficiency (reading, writing, understanding and communication level). The criteria for bilingual language knowledge remain monolingualistic. Language proficiency criteria for bilinguals have not yet been developed. Many bilinguals rate their knowledge of languages as very mediocre and say that they speak a particular language poorly. A bilingual person can flexibly switch from one language to another, depending on the situation. Moreover, it should be noted that a bilingual can freely find new and new horizons by studying the third, fourth, etc. languages, which characterizes "linguistic openness".

A lot of research is being conducted in the field of speech disorders in bilinguals, which allows not only to understand how the brain of a bilingual individual is arranged, but also to describe the nature of speech ability. So, with aphasia, there are cases when people remembered the language that they learned in childhood, but which they did not use later; a forgotten, but emotionally colored language; the language that was spoken immediately before the disease, but not the dominant language. Recent scientific work conducted by scanning the damaged and intact brain of bilinguals has shown that in people who became bilingual in adulthood, two languages are more likely to be localized in different places of the brain, and in those who have studied two languages since childhood, probably in the same one.

Everyone has the phenomena of interference (the negative influence of the first language on the second) and transfer (the positive transfer of skills from one language to another). When a person does not use one of the languages for a long time, he is called to be a "sleeping" bilingual. If a speaker uses one or another language alternately, then they talk about switching the code. If languages are mixed inside a word or sentence, then they sometimes talk about mixing the code. The term "hybrid" is also used in relation to neoplasms that borrow components from different languages. If such changes accumulate in the use of large groups of language users, then pidgins and Creole languages arise. The reasons for borrowing are insufficient competence in one of the languages or, conversely, the desire to reflect one's thought most accurately; proof of group solidarity and belonging, expression of attitude to the listener, fatigue and other psychological manifestations. [2]

Interlanguage deviation manifests itself in the use of forms of regular verbs as forms of irregular verbs, refusal to use the plural of nouns, non - observance of

<https://doi.org/10.5281/zenodo.5749280>

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)

DOI 10.37057/2521-3261 <https://journalofresearch.eu/19>

tenses, omission of functional words, simplification of syntax, intentional disuse of certain words and phrases, etc. It should be noted that both types of deviations, although sometimes quite obvious (such as a foreign accent), usually do not interfere with communication. This is because bilinguals develop their languages according to the level of fluency required by the environment. Deviations in bilingual speech thus have the character of uncertainty and reservations. They are present, but usually do not affect communication. In the bilingual model, initially bilinguals master the "main" or "matrix" language. Choosing a language is a well-learned skill (a bilingual rarely consciously asks the question, "In what language should I communicate with this person?"). Usually, bilinguals interact with other bilinguals in everyday life. Psychological and sociolinguistic factors of interaction contribute to the choice of a second language. Once the primary language has been selected, a bilingual can enter another language in various ways. The main method is code inclusion, when words, phrases, sentences are first studied, in order to completely switch to a second language.

In many countries, people speak a dialect or a local language at home, and in an official situation, they speak a literary version of the state language, which they usually master at school – this language situation is called "*diglossia*". For example, in German-speaking Switzerland, the dialect is used in everyday communication, and standard German is used in high school, in official communication and on television (with the exception of interviews and folk plays); in some parts of Africa, it is the local language in the family and on the street, French is used in education and administration; In the Arab countries, classical Arabic as the general religious language of the Koran and its variants of the language in different countries are similarly correlated. In Paraguay, the majority of the population is bilingual: Spanish is the official language, Guarani is the national language. Usually, the variety of language used in everyday communication has a lower status and less codification, sometimes it does not have a written form at all, and the literary language is specially taught. If there is a *diglossia* in society, then many people grow up to be bilingual to varying degrees, depending on how much access they have to each of the languages. Some people master both languages well, while others may have one of the languages lag far behind or differ in terms of skills from the other (for example, they write better in one language, and speak better in the other). The situation of diglossia is unstable: languages tend to mix at different levels, and this happens the faster the closer they are genetically.

Two languages are usually formed in a person to different degrees, since there are no two completely identical social spheres of action of languages and the cultures represented by them. Therefore, in the definition of bilingualism, there is no requirement of absolute fluency in both languages. If one language does not interfere with the second, and this second is developed to a high degree, close to the language proficiency of a native speaker, then they speak of balanced bilingualism. The language that a person knows better is called dominant; it is not necessarily the first language in terms of time of assimilation. The ratio of languages may change in favor of a particular language if appropriate conditions are created: one of the languages

<https://doi.org/10.5281/zenodo.5749280>

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)

DOI 10.37057/2521-3261 <https://journalofresearch.eu/20>

may partially degrade (language attrition), cease to develop (fossilization), be forced out of use (language change), be forgotten, go out of use (language death); or, conversely, the language may be revived (revitalization), maintained (preservation), brought to the level of official recognition and use (modernization). These provisions apply not only to individual speakers, but also to language communities.

However, it should be noted that the concept of bilingualism is widely discussed in the modern world mainly from the positions of linguistics and sociolinguistics, and the concept of biculturalism is considered within the framework of multiculturalism, the phenomenon of equality of all cultures inherent in the postmodern era.

Let's consider the concept of a bicultural personality. Culture determines all aspects of the life of a group of people: their organization, norms, beliefs, values, traditions, etc. The culture of each individual consists of both the main aspects of culture, i.e. national, linguistic, social, religious, etc., and secondary (profession, sports, hobbies, etc.) A bicultural personality is characterized by a selective combination of the main and secondary aspects of two cultures. However, the synthesis of two cultures that are antagonistic in a certain political situation often creates problems. Thus, in the current situation, there are difficulties in the coexistence of the Arab (Muslim) and Jewish, Serbian and Croatian, etc.

A bicultural personality is different from a monocultural one, it consists in the fact that a person cannot be attributed only to French, German, Spanish, etc. cultures. The personality itself feels a mixture and combination of cultures, and cannot unequivocally classify itself as a particular culture.

A significant difference between bilingualism and biculturalism is that a bilingual, depending on the situation, can speak a particular language and a bicultural personality is a phenomenon that does not depend on the language environment, but is formed due to language skills. Thus, the better a person speaks a language, the more cultural stereotypes he perceives, the weaker the language skills, the less he is subjected to cultural adaptation.

It is believed that bilingualism is usually accompanied by the phenomenon of biculturalism, that is, possession of elements of two ethnic cultures at once. The most common opinion is that language is identical to culture. However, this stereotype [1-52] when the language is preserved, then the cultural identity of the people is preserved, can be refuted by historical examples: the Irish and Scots have practically lost the Celtic languages, but their mentality and self-consciousness are very significantly different from the English, the Slavic peoples of the former Yugoslavia actually speak a single Serbo-Croatian language, but they are separated by religious and cultural characteristics.

References:

1. Vigel N.L. Influence of Bilingualism on Cultural Features // Psychology, sociology and pedagogy. 2017. № 2.
2. Vigel N.L. On the question of psycholinguistics and neuro-linguistics of bilingualism and the features of bilingual psychology // In the world of science and

<https://doi.org/10.5281/zenodo.5749280>

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)

DOI 10.37057/2521-3261 <https://journalofresearch.eu/21>

art: questions of philology, art history and cultural studies: collection of articles based on the materials of the XXXVII International Scientific and practical conference No. 6 (37). - Novosibirsk: SibAK, 2014.

3. Baker, Colin. (2002). The care and education of young bilinguals: An introduction for Professionals. Great Britain: Cambrian Printers Ltd

4. Baker, C. (2006). Foundations of bilingual education and bilingualism (4th Ed.). Clevedon, UK: Multilingual Matters

5. Baker, C. (2011). Foundations of bilingual education and bilingualism (5th Ed.). Clevedon, UK: Multilingual Matters

6. Grosjean, François. (2010). Bilingual: life and reality. Harvard University Press

7. Heinlein, Krista Byersand Casey Lew Williams. (2013). Bilingualism in the Early Years:

8. King, K.A. & Fogle, L. (2006) Bilingual Parenting as Good Parenting: Parents' Perspectives on Family Language Policy for Additive

9. Bilingualism. The International Journal of Bilingual Education and Bilingualism. Vol. 9, No. 6, 2006

10. King, Kendall & Mackey, Alison. (2007). The Bilingual Edge: The Ultimate Guide to Why, When and How to teach your Child Second

11. Tracing the Bilingual Advantages in Cognitive Control: The Role of Flexibility in