



## SOCIOLINGUISTIC PROBLEMS OF BILINGUISM

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| <b>Received:</b> June 26 <sup>th</sup> 2023<br><b>Accepted:</b> July 26 <sup>th</sup> 2023<br><b>Published:</b> August 30 <sup>th</sup> 2023 | The article covers the issue of sociolinguistic problems of bilingualism in the position of Russian and foreign scientists. The article outlines the work of scientists on the complex research of bilingualism. The main conclusion of the author of the article is to confirm sociolinguistic problems in the study of bilingualism on the basis of a psychological approach. |

**Keywords:** bilingualism, natural bilingualism, artificial bilingualism, linguistic interference

We all know that language is a social phenomenon. In order to satisfy his needs, a person can use other languages besides his mother tongue. Initially, it was used with the term bilingualism (zullisayn), but now the terms bilingualism and diglossia are widely used from the scientific point of view. Common concepts. While thinking about bilingualism, "What kind of sociological and linguistic phenomenon is bilingualism?" It is natural that such questions arise. Bilingualism means the ability to think freely in two languages, the ability to master two languages at the same time. According to L.V. Sherba, depending on the method of learning the second language, bilingualism will have an artificial and natural character. This idea is also mentioned in a number of literatures natural and artificial manifestations of bilingualism differ according to the conditions of existence. It is noted that Natural bilingualism mainly appears during the formation of a child's speech. Its essence is related to the influence of the social environment consisting of various verbal relations. The person entering the relationship begins to understand and pronounce the dictionary meanings of words of a foreign language in "street" and "kindergarten". This situation is called natural bilingualism in linguistics. The existence of related and non-related languages in the same area is considered as the main factor that motivates the emergence of natural bilingualism. Natural bilingualism is formed under the influence of a different linguistic social environment. For example, if it is customary to communicate in one of the Tajik, Russian, or English languages in the family, if Uzbek is spoken on the street, or vice versa, natural bilingualism occurs. Sometimes a child learns two languages at the same time, two language systems may be formed in parallel without affecting each other. This is a rare case. Artificial bilingualism is created as a result of activities related to education. Learning a foreign language takes place on the basis of a different mental process than acquiring the native language: the process of acquiring the native language takes place simultaneously with the development of the child's mind - at the same time he learns to think and speak, that is, the native language system is stabilized in the child's mind. As a result, in the process of learning a foreign language, speakers first form their thoughts in their native language, and then try to translate them, find words and phrases in a foreign language according to their meaning. In the process of artificial bilingualism, the mother tongue is taken as the basis and it is the leader in the emergence of any communicative relationship. This indicates that the process of thinking, perception, knowledge is carried out in the mother tongue, and the process of communication is carried out in the second language. This is the main sign of artificial bilingualism. A foreign language is subordinate to the mother tongue, if the generality of two language systems has a positive effect on the learning of a second language, the specificity has a negative effect. As a result, a negative effect - interference phenomenon occurs in the studied language. Linguistic patterns and features specific to the mother tongue are noticeable in the forms of speech communication in a foreign language. This is especially evident in predicative devices. In the process of learning another language, the model characteristics of two languages come into contact in the mind of a person. Common similarities in the language system make it easier to learn a foreign language, while specific, dissimilar aspects make it difficult to learn a language. There is a phenomenon of involuntarily using the model of the native language in a foreign language. This phenomenon is called language interference in linguistics. The level and quality of knowledge of a foreign language is different, accordingly, language interference is divided into different types. The views of Ye. M. Vereshchagin pave the way for the study of linguistic interference, which is considered one of the main problems of the direction of language communication. Based on Ye. M. Vereshchagin's views and in contrast to it, we explain the issues of interference using the linguistic criterion. Ye. M. Vereshchagin classifies the manifestations of bilingualism from a psychological point of view, and the linguistic essence of interference issues is left out of the researcher's view. Nevertheless, his psychological views on bilingualism serve as a fundamental basis for the study of linguistic interference. There is also a collection of articles devoted to the various problems of bilingualism and pluralism, in which issues such as bilingualism, its types,

historical roots, language interference, its essence, attitude to bilingualism are covered. The process of mastering the mother tongue is inextricably linked with the development of the child's thinking and takes place at the same time. A child learns to think and speak at the same time. So, before mastering the second language, the form and meaning of the language are fixed in the child's mind as a whole. If two languages are not acquired alternately, the mother tongue is dominant over the language being studied. Usually, a person who has not learned another language perfectly from a young age creates a speech thinking on the basis of the system of the native language. If the linguistic system of another language is different, it faces a specific linguistic barrier - the phenomenon of linguistic interference. M. Hakimov uses the term pragmatic barrier in his doctoral dissertation regarding various forms of linguistic barriers. There is also an analysis of events related to speech disorders. According to the author, under the concept of pragmatic obstacle, the factors hindering the clear and correct expression of speech are indicated. If the worldview and level of knowledge of the speaker are based on the concept of pragmatic barrier, then the manifestation of native language skills in the speech of the speaker in the second language is understood on the basis of linguistic barrier-linguistic interference. A person learning a foreign language cannot get out of the rules and system of his native language, he cannot leave it. He first formulates his thoughts in his native language, and then tries to find equivalent tools in a foreign language. So, the cognitive process takes place on the basis of the mother tongue, and the communicative process takes place in the second language. In the process of acquiring a second language, a phenomenon of separation of language and thinking occurs. As a result, the speaker cannot get rid of the system and norm of the native language, the features of the native language begin to interfere with the process of speech formation in the second language. As a result, the second language speaker is forced to involuntarily transfer the rules of the mother tongue to the language being learned. L.V. Shcherba intends to take into account the norm and system of the native language in learning a second language and prevent interference errors: "There is a possibility to exclude the characteristics of the native language from textbooks, but it cannot be excluded from the mind of the language learner. That is why, before learning a foreign language, it is necessary to consciously learn the features of the mother tongue," he says. In the process of knowing, ideas about existence are formed. Words name things and events, express concepts. Thinking is based on logical and psychological laws. Language expresses accumulated experience and information in its own way. Languages, which are reflections of objective existence, differ from each other in different degrees. The members of the Prague Linguistic Circle paid special attention to these features of languages, studied them specially, and identified various phenomena that prevent easy learning of a foreign language. One of them is the phenomenon of interference. Interference is actually a Latin word that means inter- ora, ferens- entering, barrier, hole. This term was first used in physics and means the increase or decrease of the vibration amplitude of the waves as they overlap each other in space. Later, it became customary to use this word in the science of psychology. The psychological aspect of interference is that the previous activity is repeated in a continuous rhythm, and as a result of its automation, it takes a firm place in the memory. Therefore, if the next activity is different from the previous activity, the previous activity starts to interfere with the next activity. Difficulties of bilingualism If ordinary parents have to teach a foreign language from childhood or wait until school, a family that has moved to another country or parents in a mixed marriage, in any case, the children are bilingual. will grow up. What are the challenges of learning two languages at the same time? Learning to speak even one native language is not an easy task for a young child's brain. Learning two languages puts a lot of stress on the central nervous system. Bilingual children are more prone than their peers to nervous breakdowns, stuttering and in special cases - complete loss of speech, which is scientifically called "mutism". Speech disorder Learning two languages, which may have completely different systems, sometimes leads to language problems. In both languages, the child has an accent, he begins to make mistakes in words, he begins to use grammatical and syntactic structures incorrectly. This condition can continue in adulthood, in teenage children. Language learning for bilinguals is a very difficult issue. If a child grows up in a family where two or more languages are spoken, he can easily learn both languages and speak them fluently. At the same time, Bilingual speak two languages at the same time, so this cannot be called a disadvantage. Therefore, children who grow up under the upbringing of bilingual speakers at home learn both languages without any problems. In terms of literacy, the educated people are very weak. In order to learn both languages, the writing system of the two languages must be in the same system. If there is a difference, it depends on the child's education in each of the languages. So, we can say that bilingualism in psychology is a method and a tool of cognitive processes, because it is a necessary element of the structure of modern communication and personal culture.

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