

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF RESEARCH INTO THE PROBLEM OF BILINGUAL FOREIGN LANGUAGE TEACHING

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Abstract

Currently, it is legitimate to talk about the greater spread of a broad understanding of bilingualism as proficiency in varying degrees of two or more languages in both domestic and foreign linguistics. We emphasize that foreign researchers, speaking about the degree of language acquisition, suggest not to forget about the dynamic category of language skills, which are divided into two groups: productive (speaking and writing) and receptive (listening and reading). To assess the degree of mastery of the above skills and micro-skills (size of vocabulary, accuracy and correctness of grammatical structures used, etc.) a variety of tests are used that need to be revised in connection with the ever-increasing scale of globalization. The purpose of the article is formulated as follows: based on the experience of linguists, teachers, psychologists, and linguistic methodologists, to determine the most optimal methods of working with bilingual students for more successful learning of the foreign languages.

Keywords: nature, influence, statements, definition, speech activity, reading, listening, speaking, writing, formal environment.

Recently, the phenomenon of bilingualism (bilingualism) has become the subject of close attention of many researchers. This is explained by the multifaceted nature of the problem of bilingualism, as well as its dependence on language policy, which, unfortunately, does not always take into account the nature of the interaction of cultures and languages of peoples living in the same territory. The scientific literature examines general issues of bilingualism from the perspective of linguistics, psychology, sociology, and psycholinguistics, and reveals the reasons for the emergence of bilingualism. In the collective monographic works of domestic scientists of the twentieth century, aspects of this problem are systematized, the most important types of bilingualism, its forms and types are considered. The relevance of the problem of bilingualism and multilingualism in the context of European multiculturalism is determined by the fact that at the beginning of the 21st century, the education of bilingualism became one of the leading directions of educational policy in European countries, including Uzbekistan.

The problem of bilingualism is multifaceted; scientific works of outstanding domestic and foreign scientists are devoted to it: L. Bloomfield, W. Weinreich, E.M. Vereshchagin, N.I. Zhinkin, A.A. Leontyev, M.B. Uspensky and others [1].

Let us turn to the theoretical side of the significant problem of bilingualism. An analysis of domestic and foreign literature has shown that in modern linguistics and methodology a generally accepted definition of bilingualism has not yet been established and there is no single terminological designation for this concept. In linguistics, along with the term “bilingualism,” the concept of “bilingualism” is quite widely used, which is a translation of English “bilingualism”. The parallel use of these two terms in language studies is considered generally accepted. However, one of the main linguistic dictionaries and reference books on linguistics is the “Big Encyclopedic Dictionary. Linguistics” edited by V.N. Yartseva does not contain a clear definition of bilingualism, and only provides a reference to the concept of “multilingualism”. A similar situation is observed in the definition of bilingualism (from the Latin “bi-”, in complex words - “double, dual” and “lingua” - “language”) - “see. multilingualism” [2].

Foreign scientists in their works also consider questions about the likelihood of an equally high level of proficiency in native and foreign languages in bilingualism, as well as the legitimacy of calling people bilinguals who constantly use a second language, but do not speak it at the native level. The emergence of such questions led to the emergence of broader and more multifaceted definitions of bilingualism in domestic and foreign linguistics. For example, linguist A. Fantini proposed the following main components of the description of bilingualism [3]: the number of languages used by a bilingual; relations between languages; conditions for the acquisition and use of languages; degree of proficiency in both languages; switching from one language to another; the nature of the influence of one language on another. E. Haugen considered bilinguals to be people who are fluent in one language and able to reproduce meaningful statements in another language.

In other words, the language skills of bilinguals can be developed to varying degrees and also improved, which suggests the need to take these skills into account when determining bilingualism. For example, the definition of bilingualism in the concept of J. McNamara, who considered a bilingual to be any person who has minimal competence in one of four types of speech activity: reading, listening, speaking and writing? including people who are just starting to study foreign languages in the formal environment of educational institutions, or, for example, tourists who have learned a few phrases and expressions from a phrasebook [4].

This simplistic approach to interpreting the phenomenon of bilingualism leads some researchers to the false assertion that almost everyone in a world of increasing globalization is bilingual because they know at least a few phrases in a foreign language, while monolingualism is a problem that needs to be corrected. The above understanding of bilingualism, in our opinion, is too categorical, and for this reason is not generally accepted.

The most widespread in modern foreign linguistics has become a comprehensive interpretation of the phenomenon, in which bilingualism is considered as a social and psychological state caused by the interaction of people in two or more languages for the purpose of communication. Bilinguals are considered to be persons who have, to varying degrees, communicative skills in oral and written speech, sufficient to communicate in a certain society in two or more languages [5].

The complexity and complexity of the phenomenon of bilingualism have served as the basis for many successful attempts to classify bilinguals based on various criteria: language competence, scope of language use, degree of language proficiency, balance in language use, progress in the development of language competence, age of the person, context of language use, etc. For example, in a multinational state, where linguistic forms are often acquired in the process of direct contact between speakers of languages of different ethnic groups and nationalities, such types of bilingualism as contact and non-contact are usually distinguished. The non-contact type occurs when there is a complete absence of contact between languages, or its interruption. One of the striking examples of this type of bilingualism is the study of foreign languages at school, university or language courses. With contact bilingualism, there is a constant direct connection between speakers of different languages. It should also be noted that specially studied bilingualism arises and exists both in conditions of direct contact and in isolation from the main group of native speakers of a given language; therefore, specially studied and non-contact bilingualism cannot be considered identical concepts [6].

A classification based on the nature of language use in the social and everyday sphere of life was proposed by the domestic linguist L.V. Shcherboy. He distinguished between pure and mixed bilingualism. The author of this classification believed that being bilingual? “means to simultaneously belong to two or more different social groups, since language is a function of social groupings”[3]. So, for example, pure bilingualism is considered to be a situation in which a person speaks one language within his family, and uses another language for communication outside of it. Mixed bilingualism is a phenomenon in which, regardless of the place and conditions of speech generation, languages are used alternately.

Another fairly frequently used classification was proposed by S. Erwin-Tripp, an American psycholinguist. She distinguishes combined and correlative (coordinative) bilingualism. A native speaker who mixes elements of two languages is considered a representative of combined bilingualism, while a person who creates texts separately in each language correlates their content in both one and the other language. Erwin-Tripp explains the reason for the existence of these types of bilingualism by the types of correlation of two language systems in the consciousness and communicative activity of a bilingual speaker [3].

It is worth noting that bilingualism is a dynamic category, and, accordingly, some individuals are able to change their bilingual profile when personal or social conditions change. For

example, a person may begin to lose oral communication skills in a previously acquired language if he or she primarily uses a second language [4].

The above facts allow us to assert what is bilingualism? This is a complex and multidimensional phenomenon, which has a linguistic and social nature, and includes psychological and cultural aspects. Let us add that the study of the phenomenon of bilingualism is significant for theoretical research in the field of linguistics, and for methods of teaching languages, and for solving issues of language policy, and also requires an interdisciplinary approach and taking into account knowledge in the field of linguistics, psychology, sociology, etc.

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