

## THE CONCEPT OF BILINGUALISM, TYPES AND CLASSIFICATION CRITERIA

Karimova Feruza Salimovna

Lecturer at the Department of Uzbek Language and linguistics, Fergana Polytechnic Institute

### Abstract

This article describes in detail the history of the emergence of bilingualism and the stages of its development. In humans, stages, preferences and difficulties in learning a second languages were reflected. Alternatively, information is also covered about the world and Uzbek researches who carried out research work on the phenomenon of bilingualism.

**Keywords:** Bilingualism, understanding, monolingualism, subject, linguistics, artificial, natural bilingualism, aspect, type, criterion, stage.

### Introduction

The word "bilingualism" comes from the Latin meaning "bi" two and "lingua" language, i.e. bilingual or bilingual. In other words, the concept of "bilingualism" is a condition in which a person has the ability to learn, understand and use two languages (depending on language skills). The concept of bilingualism is the study of the cognitive and communicative environment in the learning and acquisition of languages among people. Bilingualism means that one person is bilingual or effectively makes connections between two languages. This manifests itself in various ways, such as several languages actively making use of bilingualism in the learning process, learning multiple languages naturally during childhood or artificially assimilating them after acquiring a native language.

In the linguistic literature devoted to the problems of language relations, according to Bagirokov, there is still no single definition of the terms "bilingualism" and "multilingualism" [4.104.1999]. Several terms can be found in the scientific literature denoting a second-language speaker or appropriator.

This is largely determined by the diversity of views on the process of acquiring second (foreign) language. Bilingual is a person who is a native speaker of two or more language systems. Thus, individuals and entire nations, such as the population of India or Switzerland, fall into the ranks of bilingual or multilingual people.

According to some researchers, bilingualism occurs when a speaker switches from one language code to another in a given communication situation - regardless of whether we are talking about two national languages, a literary language, dialect or interethnic languages. The term "bilingualism" refers to the parallel existence of two languages in the human mind, where processes of interaction between linguistic cultures, and not just the languages themselves, occur. At the same time, sometimes a foreign language learner masters the

language so well that it is impossible to distinguish him from the owner of the language in question.

The effectiveness of learning depends on objective (for example, age) and subjective reasons (for example, the ability to learn a particular language). Mastering a foreign language occurs systematically (learning based on a certain sequence) and unsystematically (learning during a process that does not follow a certain sequence), as well as naturally (if it enters the environment of the language being studied). foreign language) and artificial (on the part of the teacher) communicative practices. Artificial bilingualism has been the focus of attention of scientists such as Dotsenko, Leshchenko, Efieva, Milrud, Maksimova, Birdsong, Kroll, Ma, however, there are a sufficient number of methodological and methodological problems in the study of this process. For example, in the works of Abramova, Shishmolina, Lovtsevich, Danilova, Richards, we can see cases of analysis and interpretation of errors in the speech of bilinguals or the concept of “error”.

Abdurauf Fitrat, E.D.Polivanov, A.K.Borovkov, F.Abdullaev, U.Tursunov, V.V. Reshetova, M.T.Zakirov, M.M.Mirzaev, K.Yusupov, K.Rakhmanberdiev,

N.Gulomova. In particular, the phenomena of bilingualism and monolingualism provided valuable feedback in their research. Work on the topic of language interference [1.5.2024]. Artificial bilingualism is the ability to master two language codes, one of which is one's own native language, studied from birth in natural conditions, and the other is studied in special educational conditions, as a result of which a bilingual person acquires a bilingual code. At the same time, the process of mastering foreign language linguistics not only affects the surface layer of a person's linguistic consciousness, but also has a mandatory influence on the formation of his communicative personality. In the process of such influence, not only mastery of the lexical-grammatical and phonemic system of a foreign language, perhaps even in the field of individual understanding, a change occurs, qualitatively new features are formed in the speech thinking of a bilingual.

Yu.N.Karaulov and the linguistic personality of the second level I.I.Khaleeva Concept [5.58.1989], on the basis of which the problem of the formation of educational bilingualism is discussed.

A linguist distinguishes between structural-linguistic (associative-semantic), linguo-cognitive and motivational levels of personality, between which it is easy to discern an organic relationship. The first case reflects the level of language proficiency, the second - the language determines the picture of the individual's universe, the third - its development, behavior, are the motives and goals that guide the creation of the text.

Based on this model, Khaleeva writes about secondary linguistic identity, located in the dimensions of two different sociocultural communities, understanding the characteristics of two different linguistic communities [5.104.1989]. Understanding the process of formation of bilingualism (educational bilingualism) in psycholinguistics is based on the theory of speech activity and corresponds to the concept known as “productive bilingualism”. This approach was first proposed by A. A. Leontiev. With this approach, the operational unit of learning is a speech act, which has a special structure. A. A. Leontiev shows the main

difference between foreign speech and native speech [6.67-70.1977] The first is that speakers of different languages analyze the purpose of verbal communication in different ways to express thoughts. The second is the speech action of the word, that is, the speech action that the speaker must perform in order to construct a sentence of the same content and the same direction. In such conditions, language is a means of expressing experience, an indicator of the formation of artificial bilingual speech skills. Looking at the process of mastering a foreign language, it is necessary that the student, first of all, sufficiently master his native language. By artificial (educational) bilingualism we mean a person's ability to use two emerging or emerging language codes, one of which is mastered in a special educational environment outside the natural language environment under the guidance of a teacher. In the process of forming a bilingual personality, interlingual intervention is clearly manifested. Its influence is fixed at all levels of the language system (phonetic, grammatical and lexical) and is expressed, in particular, in the establishment of bilingual similarities between the sound and/or graphic form of the studied and local word. Due to the scale of the problems of artificial bilingualism in general and the need to clarify the subject of research, native Russian speakers or native speakers studying a foreign (English) language are considered artificial bilinguals in the context of school education. Bilingualism, as noted above, means the ability of an individual to use a bilingual system in his communicative activities. Bilingualism can take various forms: the criteria for the classification of bilingualism are related to its history according to the history of its origin and the history of the development of linguistics. The analysis and concepts of bilingualism have constantly changed, and these analyzes and concepts have been studied using pointers aimed at different aspects of bilingualism. This origin, in turn, has led researchers to identify new knowledge about various aspects of bilingualism over time. The first analyzes and indications of various aspects of bilingualism were studied in the early 20th and 21st centuries. During this period, there was a need to study and explain the linguistic, educational, psychological, social and political aspects of bilingualism. The researchers believed it was important to study the variability and benefits of bilingualism. It was also studied how this affects the educational and pedagogical process. As a result, indicators, concepts and criteria have been defined for various aspects of bilingualism.

These analyzes and concepts have formed the basis for current research, educational methods, and other practice in the field of bilingualism. In linguistics, psychology, and other fields, criteria for classifying bilingualism have evolved and expanded over the years, increasing the number of concepts, pointers, and methods. These analyzes and concepts will help further develop work in the field of bilingualism and understand it in a broader sense. The classification criteria for bilingualism include a number of indicators. Bilingualism can be defined by the following classification criteria:

1. Professional criteria: serve the study, practice and development of bilingualism. Professional criteria include bilingual teaching processes, textbooks, discussions and other educational methods.

2. Psychological criteria: this is the influence of bilingualism on human psychology and the fact that a representative of one nationality studies the language of another nation and interprets his thoughts. These criteria are studied depending on personal development of bilingualism, self-expression, social environment and other factors. 3. Linguistic criteria: These criteria include the bilingual relationship between languages, translation methods, assimilation mechanisms and other linguistic processes. 4. Political and social criteria: provide information about the impact of bilingualism on political, social and legal problems, legislative and political regulation, and the policy of applying bilingualism in the state and society. 5. Educational criteria: the influence of bilingualism on educational systems, educational technologies, the development of textbooks and educational materials and is reflected in the processes of mastering education.

Different types of bilingualism are distinguished on the basis of personal needs, social environment, practical necessity and other indicators. These are just a few examples of different forms of bilingualism, which can also show the differences in each person's privacy and requirements.

#### Referances

1. Karimova F.S. - The concept and essence of bilinguality. Scientific bulletin of Namangan State University. 2.2181-0427.460-463.2024.
2. Karimova F.S and Umarova M.O. Bilingvizmni ilmiy tadqiq etish muammolari. Scientific Journal of the Fergana State University, 29(4),999-1003.
3. Umarova, N., & Tojiboyeva, M. (2023). Conceptual analysis methodology in lingvoculturology. Scientific Journal of the Fergana State University, 29(4), 58.
4. Багироков Х.З. Билингвизм: теоретические и прикладные аспекты: На материале адыгейского и русского языков: дис. на соиск. Накаяма 1999.
5. Караулов Ю.Н. Русский язык и языковая личность. / Ю. Н. Караулов. - М.: Наука, 1987; Халеева И. И. Основы теории обучения пониманию иноязычной речи. / И. И. Халеева. - М.: Высшая школа, 1989.
6. Леонтьев А.А. Общие сведения об ассоциациях и ассоциативных нормах / // Словарь ассоциативных норм русского языка / Под ред. А. М., 1977.