

LANGUAGE SITUATION AND LANGUAGE CONDITION FOR THE EMERGENCE OF BILINGUALISM

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Annotation

If language communication in society is taken into account, it can be visualized as a continuum that is separated into social interaction and communication domains. This is the area where everyday communication takes place in addition to national and ethnic communication. We can talk about the language environment and conditions that lead to bilingualism in this article.

Keywords: language situation, language policy, bilingualism, multilingualism, ethnic languages, modern society.

Speaking two languages is what is meant by being bilingual. Although the term "bilingualism" can be applied to either condition, a person is said to be "multilingual" if they are able to speak more than two languages. Being multilingual is not exceptional; in fact, it is the standard for the majority of societies around the world. A person could speak and understand three, four, or even more languages with ease. People can become bilingual by learning a second language either before or after mastering their first language, or they can become bilingual by learning two languages at the same time while still young.

All humans have the intrinsic ability to learn and understand language. The fact that we generally do it automatically as youngsters is one reason why it feels so magical to people. We don't recall working; therefore, it must have "happened." The task is obviously fairly substantial; it is merely being done unconsciously and at a time when our memories are rapidly fading.

There are several reasons people become bilingual:

1. Choice. Of course, a person's passion in languages can occasionally be the only reason they decide to become bilingual. This is my situation. At a young age, I had a fascination with words and language, and I began learning foreign languages at school. In addition to my Spanish translation projects, I continue to learn as much as I can about language and develop as many language skills as I can for purely selfish, intellectual reasons.

2. **Geography.** The decision is a somewhat unusual motivation for learning another language, nevertheless. Globally, geography has a stronger impact. Small regions in many parts of the world are home to numerous diverse groups speaking various languages, and in order to get by on a daily basis, it is frequently necessary to learn a second or third language.

3. **Migration.** It goes without saying that if you relocate to a completely new nation and wish to integrate into the culture, you must learn the language that is widely spoken there. In fact, a significant number of bilinguals are the result of migration, even though many of them do not become fluent in their adopted language but rather merely acquire it, and they continue to speak their mother tongue at home.

4. **Religious or Professional Reasons.** Even when they are practiced in new places or when the original language has fallen out of use, some religions consider their traditional language to be holy, and those who wish to pursue religious studies must still learn the holy language. Similar to how many professions have a dominant language, like English in computer science, success in those fields may necessitate fluency in that language.

Bilingualism can occur in ways other than immigration. People can also decide to learn a new language on their own. A person can become bilingual with dedication and practice of the language. Often, individuals who decide to become bilingual do so because of its many benefits. For example, learning another language can lead to improved executive function, increased ability to communicate with others, and improved cultural competence. Executive functions are skills that allow people to complete tasks by organizing information properly.

Equal skill in the second language and the original language is somewhat uncommon among those who can speak two languages well. Unbalanced bilingualism, which occurs when a person is more fluent in one language than the other, is the most typical form. It is crucial to remember that the stronger language isn't usually the one that is used at home. If one does not use their original tongue frequently, they may become more fluent in the newly learnt language than in their mother tongue.

Early indicators of communication, in terms of learning a language in one's mother tongue, appear as infants become aware that their vocal acts affect interactions with others, including their parents. For instance, communication happens when a baby cries and realizes that Young babies begin to recognize the voice of their caretaker. Babies develop the ability to sort speech sounds that make up words in their language. Usually, at the age of six months, babies recognize simple sounds from their native language. However, the development of speech and language skills often varies in children. Typically-developing children acquire language by following a natural progression when they master skills.

Literacy is the ability to read and write. Children need to understand sounds, words, language and books before they can learn to read and write. Parents and teachers have

important roles in helping children develop early literacy skills. They are both there to encourage children to learn to read and write by providing them with the building blocks needed for literacy, which include the ability to speak, listen, comprehend, and observe. Usually bilingual speakers decide to become biliterate, meaning they develop the skills necessary to read effectively in both of their spoken languages. Having the necessary skills to read is important because it allows children to succeed academically. A study conducted by Wilson and Trainin (2007) reported that first grade students with early literacy skills displayed increased levels of motivation to achieve academically, which lead to an increased likelihood of academic success in their future. Much of the learning that children acquire in school is through reading. Typically, children start to appreciate picture books in preschool. After children are capable of enjoying picture books, they move to beginning reader books and chapter books by first grade.

Children then move to middle grade books in third grade and eventually to young adult books in sixth grade. During this time students begin reading textbooks to gain new information. Those interested in bilingualism have often wondered if it becomes easier to learn language once an individual is proficient in multiple languages. Researchers have examined this question and created theories that describe the cognitive development of bilingualism. The theories of bilingualism include the balance theory, common underlying proficiency, threshold theory, and the linguistic interdependence hypothesis. While examining the process of bilingualism, researchers have identified multiple benefits of speaking two languages. The benefits of bilingualism include increased cognition and increased intercultural competence.

The learning environment is vital for second language learners, according to numerous bilingualism theories. The many strategies for teaching second languages in the classroom should be the subject of future research. For instance, it would be useful to conduct research on the use of technology in second language instruction. Since motivated students are more likely to study a second language successfully, employing strategies that are enjoyable for the students will probably result in greater results. As a result of this constant exposure to technology in today's environment, using technology to teach a second language may be advantageous and boost both student motivation to learn the language and language acquisition.

In conclusion, a reaction to the studies of indicating that bilingual speakers may fall behind in the classroom should occur. Schools should be sure to educate all of their teachers on how they can best accommodate and teach students who may be struggling with the language used in the classroom. Teachers should be aware of red flags for students do not comprehend what is being taught, or happening around them, because findings indicate that second language learners can struggle cognitively if they do not understand the language used around them. Although research is not consistent on whether individuals who are bilingual experience increased cognition compared to

monolingual speakers, it is important continue to investigate these cognitive differences between these speakers. More research is needed in this area. Specifically, additional studies should be conducted to examine how a wide range of cognitive skills are impacted before, during, and after language acquisition in monolingual and bilingual individuals using a longitudinal design.

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