

Practical Bases of Choosing a Language of Communication in a Bilingual Family

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ABSTRACT

In this article, we examined how difficult and complex communication is with a child growing up in a bilingual situation. The choice of the language of communication may depend on a number of different factors, both external (for example, the presence of interlocutors who do not speak one of the languages of communication) and internal (for example, the preferences of the child at a particular moment of communication, the orientation of parents to a monolingual or bilingual discourse). The examples discussed in the article illustrate the versatility of translanguaging practices in communicating with a bilingual child and show how common and natural is code switching, mixing and integration of languages, which in traditional approaches to bilingualism and among bilinguals themselves often have a negative connotation.

KEYWORDS: *with, bilingual, communication, language choice, factors, translanguaging, traditional approach, mixed, integration*

INTRODUCTION

In today's dynamic and free world, the phenomenon of multilingualism affects almost every family. The family plays a key role in the formation of a personality, including bilingual. Not only the quality of proficiency in two or more languages, but also the child's attitude to his own bilingualism and biculturalism largely depends on the attitudes of parents.

In our age of globalization, marriages of people of different nationalities are a very common phenomenon. The result of increasing migration is the family moving to another country. Both in mixed marriages and in migrant families, when children are born, the question arises in which language parents should communicate with the child. In the works on bilingualism, it is traditionally customary to distinguish several strategies for choosing a language.

LITERATURE ANALYSIS AND METHODOLOGY

Many bilingualism researchers believe that the most favorable strategy for the development of early bilingualism in a bilingual family is the "one person -

one language" strategy, when each parent communicates with the child in their native language.

Special research on the theoretical interpretation of linguocultural and conceptual problems in world linguistics began in the 70s and 80s of the last century. A number of works on this issue have been created in foreign and Russian linguistics. For example, L. Barsalou, R. Jekendof, R. Jekebson, R. Langaker, E. Rosh, Yu. D. Apresyan, N. D. Arutyunova, E. Kubryakova, G. Kolshanskiy, V. Postovalova, G. Pocheptsov, The scientific work of such scientists as Yu. Stepanov, V. Vorobev, S. Ter-Minasova, V. Karasik, G. Vorkachev, L. Kuznetsova plays an important role in illuminating the problem of concept in linguistics. In their research, the linguocultural analysis of human emotions has also been studied to some extent[1].

In Uzbek linguistics D. Ashurova, 3, Sh. Safarov, O. Yusupov, A. Abduazizov, A. Mamatov, N. Djusupov, G. Atakhanova, A. Tadjibaeva, N. Tukhtakhodjaeva's researches show the attitude of families to language and, in part, the analysis of human feelings[2].

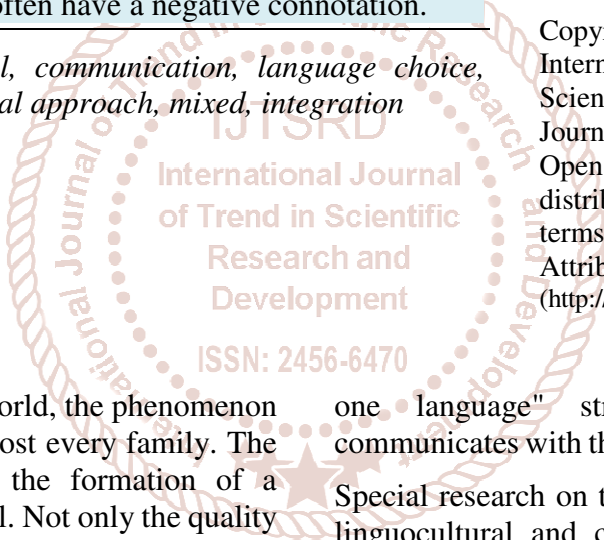
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The language policy of the family as a special area of multilingualism research has appeared relatively recently. Many researchers define family language policy as "explicit and open planning regarding the use of languages in the home environment by family members"[3]Spolsky identified three components in the formation of language policy:

- language practices - how languages are used in everyday communication;
- language beliefs and ideologies - what the participants of a particular language community think about the use of language and what ideology they adhere to;
- language support - actions that the participants of the language community undertake in order to modify or support language practices that correspond or do not correspond to the desired language policy.

Despite the fact that, in the traditional sense, the language policy of the family involves conscious planning, some scientists note that decisions regarding the use of languages in the family are not always planned, conscious, explicitly expressed and open[4].

DISCUSSION

In situations where parents are native speakers of the same language, but live in an environment of another language, the "one environment - one language" strategy is often chosen, in which it is assumed that parents communicate with the child in their native language at home, and outside the home the child communicates in an environmental language other than the parent's native language. The strategy of "one language - one environment" may also be relevant for mixed marriages, in cases when parents choose a language other than the language of society for communication in the family.

Both with the "one person - one language" strategy and with the "one language - one environment" strategy, a clear separation of the spheres of language use is assumed and emphasis is placed on the fact that parents need to consistently apply the chosen strategy and it is not desirable to mix languages. However, as some scientists note, a clear sequence in choosing a language strategy for communicating with a child in a bilingual context is not always possible, and a number of factors can influence how parents react to the dilemmas of choosing a language in everyday life.

The choice of a language communication strategy in a multilingual family is one of the important elements of the language policy of the family. In the literature on bilingualism, four types of communication

strategies of parents with bilingual children are traditionally distinguished [5]:

"One person - one language", when each of the parents communicates with the child in one (often native to him) language, which may or may not coincide with the language of the environment.

"One environment - one language", when one of the parents' languages is used when communicating at home, and the child hears and uses another language outside the home.

Language mixing, code switching, when a child receives a mixed input in two (or several) languages without a clear separation principle.

Sequential introduction of two languages, when the introduction of the second language is postponed until the child has mastered the basics of the first (native) language.

However, many bilingualism researchers note that maintaining a clear separation of two languages according to the interlocutor principle (as in the "one person - one language" strategy) or according to the locative principle (as in the "one environment - one language" strategy) is not always possible to implement in the daily life of the family. The reason for this is the dynamism, blurriness and integration of all the language resources of bilinguals participating in the communicative act, which has been called translanguaging practices.

Also, a bilingual child growing up in a society where a language other than the language of communication with his mother or the language of communication in the family is dominant will often be in a monolingual mode, where communication takes place only in the dominant language of society, which is not the language of communication of one or both parents with the child, and there are interlocutors who do not speak the child's second language.

Probably, most bilingual families have educational materials - children's books and other printed materials, as well as films and other electronic sources - in all languages used in the family. Interaction with these materials may be subject to special rules that do not always correspond to a clearly chosen language strategy of communication in the family. For example, the availability and use of books and other sources of information (radio, television, phone and tablet applications, etc. d.) in Uzbek in a Russian-speaking family who has chosen a strategy of communicating in Russian in a home environment, in itself goes against the chosen strategy[6]:

CONCLUSION

Nevertheless, as the examples discussed in this paper illustrate, choosing a language in a bilingual context requires a very fine understanding of the context of communication itself, creativity, integrated language competence and certain skills of switching from one language to another. Bilingual children who take direct part in translingual practices thereby develop a unique language competence that should not be underestimated.

Perhaps the traditional advice on the separation of languages needs to be revised within the framework of the realities that bilingual families face in everyday communication contexts.

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