

The Influence of Multilingualism in Learning a New Language

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ABSTRACT

Bilingualism - Ability to speak two languages. It may be acquired early by children in regions where most adults speak two languages. In this paper, the reasons for the origin of bilingualism, how ancient and modern people use bilingualism, and the negative consequences of not developing this language in children are analyzed based on empirical studies. According to the research conducted with a few bilingual and multilingual students, there are mainly four aspects of being monolingual speaker and natural and artificial way of being multilingual speaker.

KEYWORDS: *multilingualism, bilingualism, native speaker, first language, second language, intonation, accent*

INTRODUCTION

In our modernizing world, it has been common trend among the population to learn new languages. In order to search how people can learn multi languages and how they shift from one language to another, some empirical studies are conducted. As a result of my research, I have selected the following questions as a research date about the current issues and solutions of bilingualism.

What is bilingualism and how did artificial bilingualism develop among adults and children?

Great bilingual scholars in Uzbekistan, how did they work in both languages without mistakes and shortcomings?

What are the solutions for young children to use two languages in fluent and error-free speech?

Causes of multilingualism and bilingualism in 4 countries (Russia, Uzbekistan, America and Europe).

1 Bilingualism means that people can communicate freely in a language other than their mother tongue. In fact, from my observations, one language alone is not enough to feel free in this world. In European and Western countries, it is common for people to know two or even more languages (multilingual) and no one is surprised. The situation in Uzbekistan is different, although ethnic Uzbeks can learn many other languages, and Uzbekistan itself has made room for other cultures our homeland is a multinational state. Although the state language is Uzbek, citizens are able to communicate freely in other languages.

Bilingualism can be artificial and natural. Natural bilingualism is that when you are born into a family of parents who speak different languages. For example, my friend has spoken two languages (Uzbek and Russian) since childhood. In fact, there are some people who are originally Uzbek native speakers, however, when they are speaking Russian or English, it cannot be noticed any accent or pronunciation mistake in their L2 or foreign language. It cannot be considered incorrect accent, it can't be noticed and

defect in intonations that aren't typical of Russian. These are the consequences of the natural bilingualism instilled in childhood. They moved from Russia to Uzbekistan to do business when my friend was 2 years old. my friend went with me first to an Uzbek kindergarten and then to an Uzbek school. Although his parents could have sent him to a Russian school, but they created an environment that specialized in the language so that his child would not suffer in his future life. since the child was raised in a bilingual environment, there were no interruptions or confusion in the other language. On the contrary, he has now reached the level of fluency in two languages. According to my research, the earlier a child grows up speaking another language and hearing them, the deeper, and freer his worldview will be.

When it comes to artificial bilingualism, it is the obligation of a child to learn another language artificially at school. Now our schools have created a method based on teaching two or more languages. Until 2014, our second language of instruction was Russian, and now English is becoming more prevalent. as a result, the child is able to communicate fluently in three languages (Russian, English and his / her native Uzbek) before graduating from school. In learning an artificial second language, a child learns a language by reading, memorizing, seeing, and hearing, which means that he or she learns another language at will, not naturally.

2 Bilingualism - perfect knowledge of 2 languages or a particular literary language and its dialect. It occurs for social demand or for some reason. It is also due to the fact that two or more peoples live in the same state. Many representatives of Uzbek wax literature are fluent in both Uzbek and Persian. For example, Alisher Navoi was fluent in his native language, Turkish, as well as Persian. He collected his works in this language and composed a devon ("Devoni Foniy"). This divan was highly praised by Persian language poets, especially Jami. Writers who write in two languages still meet. In particular, the famous Kyrgyz writer Chingiz Aitmatov is fluent in Kyrgyz and Russian. In general, it is considered as a social phenomenon, the enrichment and development of languages is an important factor in the growth of the universal cultural level

Today, the cognitive advantage of bilingualism seems very clear. But at the time, these experts were surprised. Until the 1960s, bilingualism was considered a barrier to child development because it used up the energy needed to constantly switch between languages. This view was based primarily on erroneous scientific work. Recent research has shown that multilingualism can lead to the development of decision-making skills, the ability to switch between tasks, and the ability to concentrate. If we look at the work of Alisher Navoi, we can see that he was fluent in Persian and Turkish and did not face any obstacles. So how did he achieve this? If we look at the essence of the issue, in those times the ethnographic location of the peoples, trade

relations were well developed. Just as it is now, people of other nationalities lived there. I think that because Navoi was both a minister and a poet in his time, he lacked the knowledge of a single language. It is useful for a minister to know many languages. Improving friendly relations between countries requires knowledge of the language and culture of the country. Peace and harmony reigned in his works as he created the language of the two states.

3. Since the mid - 20s century bilingualism has become possible as many as socio-cultural phenomena, and they remain the object of study by linguists. An analysis of the scientific literature allows us to conclude that there are many definitions of bilingualism, and the document states that some are practically the same and others are radically different. Such bilingualism exists in G. Paul, who considered any influence of a foreign language, regardless of its manifestation, only as a connection between languages or as a true knowledge of two languages (Paul, 1920: 391). Such a broad definition of this concept is found in the Czech linguist B. Havranek (Havranek, 1972), who refers to themselves, who also interpreted the concept in a broad sense (Moravec 1960, 168). Some authors understand bilingualism or bilingualism as a process rather than as an event. Thus, E.M. Vereshchagin bilingualism (psychological processes) is the repetition of speech works belonging to the human-language language system and the improvement of the mental mechanism (knowledge, action, ability) to enable the result (Vereshchagin, 1969: 134). V.Yu. Rosenzweig considers bilingualism as the acquisition of two languages depending on the state of communication and the regular transition from one language to another (Rosenzweig, 1972: 9-10)U. Weinreich postulates bilingualism as a practice of alternative use of two languages and calls the staff who implement it bilingual (Weinreich 1979: 22). This definition is traditional in the study of matter. In the author's "Languages in Communication" (172), "from a linguistic point of view, the problem of bilingualism is the description of several interrelated language systems" (1979: 27). At the same time, U. Weinreich believed that bilingualism was a

direct help, because the level of knowledge of each language is bilingual and the two most important types that characterize multilingualism important for language and linguistic elements. does. , but the softness for the same speaker at different stages of language acquisition is no different

According to my research, the **problem of bilingualism** and its solution I think it is expedient to put a love for a second language in childhood, and to create an atmosphere based on this language at home. Despite being a student, I gained experience working in different places appropriate to my profession. I first learned how to teach English with children of kindergarten age, and then with high school students how to teach quality and fast English in training centers. I think that if a child learns English or another language at the age of 3 or 4 through play, dance or other fun activities, then interest in that language will increase. as a result, the child understands and communicates more easily,

It is concluded that working with children for the last two years, if a child is not accustomed to learning another language at the age of 4 or 5, and family members do not create sufficient conditions for this, as he grows up, his worldview and knowledge of his peers will decrease (Mirzayev, 2022). Language learning has a significant impact on mental activity, and teachers with other languages do not have difficulty with them either. In conclusion, in order to communicate fluently in two languages, the knowledge acquired at a young age, communication with friends, parents create the necessary atmosphere at home, and most importantly, and the ability to engage the child in this language is of great importance.

4. Many countries around the globe have populations who speak multiple languages. However, in the most multilingual nations, everyone is at least trilingual and many people can converse fluently in four or five tongues, sometimes using multiple languages in the same conversation (or even in the same sentence).

Member state	At least one language	At least two languages	At least three languages	None
Slovakia	97%	48%	22%	3%
Latvia	95%	51%	14%	5%
Estoniya	89%	58%	24%	11%
Finland	69%	47%	23%	31%
Germany	67%	27%	8%	33%
Austria	62%	28%	21%	38%
EU 25	56%	21%	11%	44%
France	51%	21%	4%	49%
Spain	44%	17%	6%	56%
Italy	41%	16%	7%	59%
Uk	38%	18%	6%	62%
Ireland	34%	13%	2%	66%

Table 1

The number of languages spoken in a country depends very much on its history and its demographic makeup. Some countries are very linguistically diverse, yet only recognize one or two languages as being "official", whereas others make more of an effort to increase accessibility to information for all people in their own mother tongues. For instance, those Canadians with a background in linguistics may know that in the most linguistically diverse part of Canada, as many as 32 languages are spoken in a single province, though only English and French are official

languages therein. Politics play a huge role in official language designations and the discussion thereof, so the numbers aren't accurate unless each of them are used in reference to official languages, and not simply languages that are spoken. Multilingualism, and the ability to use such forms of communication such as Braille and sign language, can prove to be a huge asset to an individual, since it may open up entire worlds that would otherwise remain inaccessible. With those considerations in mind, we have compiled a list of the countries with the highest number of officially

recognized languages in the world. Switzerland, another country with four official languages, borders Italy, France, and Germany, which give it three of these languages. The last language is Romansh predominantly in the southeastern Swiss canton of Grisons. Additionally, speakers of German and Swiss German are often not able to understand one another. The country with the most official languages in the world today is Russia, with 24. These 24 languages span across Russia and the federation's various constituent republics. The official languages of Russia are Buryat, Altay, Tyvan, Khakas, Sakha, Adygean, Bashkir, Ingush, Kabardian, Balkar, Tatar, Kalmyk, Abaza, Cherkess, Karachay, Nogai, Mari, Mordvin, Komi, Ossetian, Udmurt, Chechen, Chuvash, and Russian. The first 23 languages are location-specific within the Russian Federation, with the Russian language acting as a uniting factor that facilitates communication between Russian citizens from across all of its vast area.

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