

PSYCHOLOGICAL FEATURES OF THE FORMATION OF BILINGUISM IN
CHILDREN.

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ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ
БИЛИНГВИЗМА У ДЕТЕЙ.

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Annotation. *The article analyzes the concept of bilingualism, its origins and types. The theoretical foundations of the bilingualism phenomenon are covered in the interpretation of scientists. Basically, the article gives the formation of bilingualism in children, its psychological aspects.*

Keywords: *speech, bilinguism, natural bilinguism and artificial bilinguism, cognitive process.*

Taking into account the individual characteristics of children, it is necessary to choose the type of education that is optimal for them, to carry out the work of providing advice to parents in a targeted and competent manner. In connection with these, the concept of learning bilingual children from psychological humor in their psychic and physical development, in particular in schools, entails the need to be structured.

Speech is a special and high-level form of communication that is characteristic only of a person. In the process of Speech Communication, people exchange ideas and influence each other. Speech communication is carried out through language. Language is a system of phonetic, lexical and grammatical means. The speaker chooses the words necessary to state his opinion, connects them based on the rules of language grammar and pronounces them through articulation of speech organs. As you know, through the means of language, a person enters into communication – exchanges ideas, receives information, acquires knowledge, skills and qualifications.



The problem of studying bilingualism in a modern multicultural society is especially relevant in recent times. Speech activity is a means of self-expression and self-affirmation of each nation, a means of expressing the national spirit of the People, national identity. Bilingualism allows for the elimination of national barriers, providing simultaneous speech communication between all members of a multilingual society.

Often the meaning of the word "bilingualism" is equated to the meaning of the phrase "bilingual", that is, these two words are often used as concepts with a synonymous meaning.

This occurs with social demand or for some reason. Its natural occurrence is also caused by the residence of chips of representatives of two or more peoples on the territory of one state.

The bilingualistic human brain will have several noticeable advantages. Some can even be seen: the fact that a gray substance has a greater density. In addition, when using a second language, there is an increase in the activation of certain parts of the brain. We can say that this is sharpening the brain.

Nowadays, the cognitive advantage of bilingualism seems quite understandable. But in due time it left the experts lol. Until the 60s of the 20th century, bilingualism was considered an obstacle that slowed the child's development, as it expended energy that needed a constant transition between languages. This view was based primarily on scientific work that was erroneous. Recent studies have confirmed that knowledge of several languages leads to the development of such qualities of a person as decision-making, switching between tasks, concentration of attention.

Many representatives of Uzbek classical literature (medieval) were fluent in both Uzbek and Persian. Alisher Navoi, for example, was fluent in Persian alongside his native Turkic. His works in the language were compiled and composed by devon ("the fan of the Lord"). This devotional Persian language was highly regarded by poets, particularly Jami.

Bilingual ADIBS are still found today. In particular, the famous Kyrgyz writer Chingiz Aitmatov is a writer who freely creates in Kyrgyz and Russian languages. Bilingualism in general as a social phenomenon is an important influence factor on the enrichment, development of languages, the increase in the universal cultural level. Any influence of languages on each other requires bilingualistic people to be. In the Republic of Uzbekistan, the Russian language is widely studied and has its own position and place in the life of the country. Since a large part of the country's population speaks Uzbek and Russian, they



can be called bilinguals. Other foreign languages are being taught along with Russian.

L.S.Vigotsky believes that the initial stage of speech in the management of actions is the stage of egocentric speech. Because, during this period, the child associates his actions with speech, which expresses exactly these actions. That is, speech serves as the activity of the child towards the goal.

Research on the development of speech of preschool children began in the Republic of Uzbekistan in the 50s of the last century. The first candidate of Science in the field of preschool education was A.V.Nikolskaya raised the question of the need to teach Russian to children of local nationalities. As a result of the test studies conducted by him (1958-60), the main content of the methodology for teaching Russian oral speech to preschool-aged Uzbek children was established and its main issues were developed.[9.43,]

According to the terms of occurrence, natural and artificial types of bilingual language are distinguished. Natural bilingualism often occurs in childhood under the influence of a multilingual environment: for example, the family speaks tatar or Bashkir languages, but Russian can be heard in the yard. In some cases, the child learns two languages at almost the same time: two languages develop in parallel, without overlapping. Artificial bilingualism, which arises as a result of learning, when the second language is in a subordinate position in relation to the first, the native language system affects the acquisition of the second language, that is, the sound system of the native language, grammatical forms affect the corresponding means of the second language, leading to errors and accents [11.287b.].

L.V.Shcherba intends to take into account the norm, system of mother tongue in second language learning, to avoid interferential error: "there is an opportunity to exclude native language features from textbooks, but it cannot be excluded from the mind of a language learner. Therefore, before learning another language, it is definitely necessary to know the features of the native language consciously," - does not in vain emphasize. [14.472b]

In the process of cognition, perceptions of being are formed. Words name things and phenomena, express concepts. On the basis of thinking lies logical and psychological laws. The experience in which the language is assembled, expresses the information in its own way. Languages that are the perception of an objective being differ from each other to different degrees. The difficulty of bilingualism is that if ordinary parents have to teach a foreign language from childhood or wait until school, parents who have moved to another country or are in a mixed marriage, in any case, children will be brought up bilingual.



What difficulties can mastering two languages at the same time lead to? Learning to speak even one native language is not an easy task for a young child's brain. The acquisition of two languages gives a great load on the central nervous system. Bilingual children are more prone to nervous disorders than their peers, stumbling, and in special cases - the complete loss of speech, which is scientifically called "mutism".

Learning two languages, whose systems can be completely different, sometimes leads to language problems. In both languages, the child has an accent, he begins to make mistakes in words, misuse grammatical and syntactic structures. This condition can persist in adulthood, in adolescent children.

Bilingvlarning til o'rganishi — ancha mushkul masala. Agar bola ikki va undan ortiq tilda so'zlashiladigan oilada o'ssa, u ikkala tilni ham bemalol o'rgana oladi va ushbu tillarda ravon so'zlashadi. Bilingw language learning is a much more difficult matter. If a child grows up in a family with two or more languages, he will be able to learn both languages fluently and speak these languages fluently. At the same time, bilingw is bilingual at one point, so this cannot be called a disadvantage. This means that children who are raised at home under the tutelage of bilingual speakers will learn both languages at times without problems.

In the case of literacy, the bilingw are much older. For literate learning of both languages, the two language scripts must be in the same system. If differentiable, it will depend on how the child is educated in each of the languages.

So, in psychology, we can say that bilinguism is a method and means of cognitive processes, since it is a necessary element of the structure of modern communication and personality culture.

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