

PSYCHO-LINGUISTIC RESEARCH ON LANGUAGE ACQUISITION OF CHILDREN IN BILINGUAL FAMILY

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Annotatsiya: Ushbu maqola ikki tilli oilalarda ulg'ayayotgan bolalarda til o'zlashtirish jarayoniga oid psixolingvistik nazariyalar haqida so'z yuritadi. So'nggi tadqiqotlarga tayanilgan holda, u bolalarning ikki tilli til ta'sirini qanday boshqarishini, bilingvalizmning kognitiv rivojlanish nuqtayi nazaridan ijobiy va salbiy jihatlarni hamda til rivojlanishida til materialining sifati, miqdori va konteksti qanday rol o'ynashini tahlil qiladi.

Kalit so'zlar: bilingvalizm, til o'zlashtirish, psixolingvistika, ikki tilli ta'sir, kod almashtirish, kognitiv rivojlanish

Аннотация: Эта статья рассматривает психолингвистические подходы, связанные с усвоением языка детьми, выросшими в билингвальных семьях. Опираясь на современные исследования, она анализирует, как дети справляются с двойным языковым вводом, преимущества и недостатки билингвизма в сфере когнитивного развития, а также влияние качества, количества и контекста языкового ввода на развитие речи.

Ключевые слова: билингвизм, усвоение языка, психолингвистика, двойной языковой ввод, код-свитчинг, когнитивное развитие

Abstract: This article states psycholinguistic frameworks relating to language acquisition for children brought up in bilingual families. Drawing on recent studies, it examines how children handle dual language input, the benefits and drawbacks of bilingualism in terms of cognition sphere, and the influence of input quality, quantity, and context in language development.

Key words: bilingualism, language acquisition, psycholinguistics, dual language inputs, code-switching, cognitive development

INTRODUCTION

Acquiring a language in bilingual presents the intersection of cognitive development and language exposure in an unprecedented manner. Children from bilingual families – communicated in two languages at the same time – need to phonologically, morphologically, syntactically, and pragmatically be aware of how to navigate the complexities of each language from a very young age. The brain's processing, storing, and utilizing of such dual input can be explained using psycholinguistics, which sheds light on the cognitive architecture that enables bilingualism, revealing specific components of the system that underlie its capability.

Bilingualism not only involves knowing two languages, it also includes the ability of code-switching between them, recognizing their social roles and employing them

appropriately in given contexts. The aim of this paper is to explore the aspects of psycholinguistics that assist or impede this process in young learners.

2. Methods

This article uses a qualitative, literature-based research methodology, reviewing findings from empirical studies in psycholinguistics and bilingual education. Primary sources include peer-reviewed journal articles and experimental studies conducted by leading scholars such as Kartushina et al. (2021), Wagner et al. (2020), and Johnson & White (2019). Key themes are categorized under input quality and quantity, developmental timing, cognitive effects, and educational implications. The study also draws from comparative analysis between monolingual and bilingual children, emphasizing executive function, phonological awareness, and vocabulary acquisition.

3. Results

3.1. Input Quality and Quantity

Children exposed to high-quality, consistent input in both languages show stronger phonological awareness and syntactic accuracy. Kartushina et al. (2021) mention that active engagement (rather than passive exposure) is essential for successful phoneme discrimination in bilingual children. Furthermore, the asymmetry of input—where one language dominates in frequency or context—often shapes language preference and fluency.

3.2. Critical Periods and Timing

Early exposure to both languages, especially before the age of five, increases the likelihood of native-like proficiency. Delayed exposure, conversely, can affect morphosyntactic development. Developmental theories emphasize sensitive periods during which language input must be meaningful and regular to result in full acquisition.

3.3. Cognitive and Neurological Outcomes

Research by Wagner, Clopper, and Pate (2020) shows that bilingualism enhances executive functions such as inhibitory control, working memory, and task-switching. Neuroimaging studies reveal that bilingual brains activate overlapping yet distinct regions depending on the language being processed. This dual-language activation contributes to metalinguistic awareness and increased cognitive flexibility.

3.4. Sociocultural and Educational Impact

Tahan, Cline, and Messaoud-Galusi (2021) state that bilingual children are often misdiagnosed with language delays in educational settings due to unfamiliarity with bilingual developmental norms. In reality, these children may simply be operating within the normal bounds of dual language processing, which requires more time and cognitive effort.

4. Discussion

4.1. The Role of Code-Switching

Code-switching is frequently misunderstood as a linguistic deficit when in fact it reflects complex cognitive processing and social competence. Children learn to switch languages based on interlocutor, context, or emotional tone, which shows advanced pragmatic skills. It also serves as a communicative strategy when vocabulary in one language is limited.

4.2. Vocabulary Development and Conceptual Understanding

While bilingual children may have smaller vocabularies in each individual language compared to monolingual peers, their total conceptual vocabulary—across both languages—is often larger (Johnson & White, 2019). Support strategies should thus prioritize meaningful communication over balanced vocabulary size.

4.3. Educational Recommendations

Educators should receive training to distinguish between typical bilingual development and actual language disorders. Classroom interventions such as dual-language storybooks, peer interaction with native speakers, and cultural reinforcement can improve language outcomes. Moreover, early diagnostic tools should be culturally and linguistically sensitive to avoid mislabeling bilingual learners.

4.4. Social and Emotional Dimensions

Parental attitudes, peer influence, and societal norms all affect bilingual children's identity and motivation. A supportive environment fosters linguistic pride and cultural competence, while negative reinforcement may result in language attrition or identity confusion. Encouraging both languages within the family and school promotes long-term fluency and well-being.

5. Conclusion

A complicated interaction between cognitive and environmental factors is revealed by the psycholinguistic research of language learning in bilingual families. In addition to being able to recognize and use both languages, children who grow up speaking two languages frequently exhibit improved social awareness and cognitive flexibility. To optimize these kids' developmental potential, researchers stress the value of specialized teaching methods and social support. It is important for educators, parents, and governments to comprehend these mechanisms as the world's population grows more multilingual.

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