



MULTILINGUALISM AND ITS ROLE IN COGNITIVE PROCESSES

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Annotation: the article presents an analysis of the views on the interaction of multilingualism with cognitive processes, and also highlights the role of cognitive processes in the formation of speech in a child and the ability to speak two languages.

Keywords: research theory, language, speech, communication, communication process, cognition, speech development, approach, necessity, neuropsychology, mental abilities.

In our opinion, there is a special need to implement a new approach to the study of bilingualism, that is, multilingualism, as a neuro-psychological-pedagogical approach, since bilingualism is a process that occurs in the deep mental plane, in which intellectual operations are activated (the neurological side of the approach), depends on the individual characteristics of the language (the psychological side of the approach), and controls and manages the education, upbringing and development of students (the pedagogical side of the approach). This approach is designed to reveal the deep mechanisms of the formation and development of bilingual individuals and to identify the resources of bilingualism in the development of the student-linguist.

Natural bilingualism appears mainly during the period when the child's speech is formed. Its essence is associated with the influence of the social environment, consisting of various verbal relationships. The person entering into a relationship begins to understand and pronounce the lexical meanings of words of another language in the language of the "street" and "kindergarten". This situation is called natural bilingualism in linguistics. The main factor that stimulates the emergence of natural bilingualism is the presence of related and unrelated languages in the same area. Natural bilingualism is formed under the influence of a multilingual social environment. For example, if it is customary to communicate in one of the Tajik, Russian, and English languages in the family, and Uzbek is spoken on the street, or vice versa, natural bilingualism occurs. Sometimes a child practically masters two languages at the same time, and the two language systems may have formed in parallel without affecting each other. This is considered a rare case. Artificial bilingualism, on the other hand, arises as a result of educational activities. Learning a second language, unlike mastering the mother tongue, takes place under the influence of a different psychological process: the process of mastering the mother



tongue occurs simultaneously with the development of the child's mind - at one point he learns to think and speak, that is, the system of the mother tongue is stabilized in the child's mind. As a result, in the process of learning a second language, speakers first formulate their thoughts in their mother tongue, and then try to translate them, find words and phrases in another language that correspond to their meaning. In the process of artificial bilingualism, the mother tongue is taken as the basis and it leads in the emergence of any communicative relationship. This indicates that the process of thinking, perception, knowledge is carried out in the mother tongue, and the process of communication is carried out in the second language. This is the main sign of artificial bilingualism. The foreign language is subordinate to the native language, while the commonality in the two language systems has a positive effect on the learning of the second language, the specificity has a negative effect. As a result, a negative effect occurs in the language being studied - the phenomenon of interference. In the forms of speech communication in the foreign language, linguistic patterns and features characteristic of the native language are noticeable. This is especially evident in predicative devices.

The phenomenon of bilingualism develops the child's metacognitive, in particular, metalinguistic abilities. E. Bialystok, working with bilingual children, found that bilinguals have a high level of control over linguistic processes. This is reflected in their ability to analyze cognitive and communicative components.[39] Bilinguals intuitively feel the structure and functioning of languages. Such children use two different linguistic systems that are identified in one conceptual system. When switching from one linguistic code to another, they assess the situation in accordance with the context. Knowledge of a second language allows them to understand the voluntary connection between word and meaning, and also affects the cognitive processing of form and content: it makes it easier and faster to select and encode information. This is partly due to the possibility of naming the same object in two ways, as well as expressing the same idea in different ways. The process of acquiring a native language is inextricably linked with the development of a child's thinking and takes place simultaneously, taking shape. The child learns to think and speak at the same time. Therefore, before acquiring a second language, the form and meaning of the language are fixed in the child's mind as a whole. If two languages are not mastered alternately at the same time, the native language is dominant over the language being learned. Usually, a person who has not mastered another language perfectly from a young age creates speech, thinking based on the system of his native language.

Nowadays, the cognitive advantage of bilingualism seems very understandable. But at the time, it puzzled experts. Until the 1960s, bilingualism



was considered an obstacle to the development of a child, due to the energy required for constant switching between languages. This point of view was based primarily on erroneous scientific work. Recent studies have shown that multilingualism improves a person's decision-making, task switching, and attention span.

J.M. Dewaele, A. Housen This essential guide to bilingual and multilingual research methods is aimed at advanced undergraduate and graduate students and new researchers in a variety of disciplines, especially linguistics, psychology, speech and language pathology, sociology, anthropology, and education. It guides the reader through a wide range of research topics, key concepts and approaches, and methods and tools for data collection and analysis. It also includes valuable information on research sources, conference presentations, and journal publications.

L.V. Shcherba, in order to take into account the norms and systems of the native language when learning a second language, and to prevent interference errors, emphasizes: "It is possible to exclude the features of the native language from textbooks, but it is impossible to exclude them from the mind of the language learner. Therefore, before learning another language, it is necessary to consciously learn the features of the native language." In the process of cognition, ideas about existence are formed. Words name objects and phenomena, express concepts. Logical and psychological laws are the basis of thinking. Language expresses accumulated experience and information in its own way. Languages, which are reflections of objective existence, differ from each other to varying degrees.

Members of the Prague linguistic circle paid special attention to these features of languages, studied them in detail, and identified various phenomena that hinder the easy learning of another language. One of them is the phenomenon of interference.

Interference is actually a Latin word, meaning inter-between, ferens-intervening, obstacle, noise. This term was originally used in physics, meaning the increase or decrease in the amplitude of oscillations when waves overlap in space. Later, it became customary to use this word in psychology. The psychological aspect of interference is that the previous activity is continuously repeated in a rhythmic manner and, as a result of automation, takes a firm place in memory. If the subsequent activity differs from the previous activity in a different way, the previous activity begins to interfere with the subsequent activity.

The difficulties of bilingualism If ordinary parents have to teach a foreign language from childhood or wait until school, then families that have moved to another country or parents in mixed marriages, in any case, children grow up bilingual. What difficulties can mastering two languages at the same time cause?



Learning to speak even one native language is not an easy task for a young child's brain. Mastering two languages puts a huge burden on the central nervous system. Bilingual children are more prone to nervous breakdowns, stuttering, and in some cases - a complete loss of speech, which is scientifically called "mutism". Today, our modern parents are creating the opportunity for their children to learn a foreign language by sending them to a specialized school for Russian or English or another foreign language. This means that various types of social relations, from state-political to domestic and internal family ones, cannot but affect the process of formation of a bilingual individual. The child absorbs the centuries-old wealth of human culture through active interaction with the social environment. Social requirements become personal requirements only as a result of joint action and communication with people around him, in which his close people - parents - occupy the first place.

Therefore, it should be noted that in fulfilling the needs of our society, the main task is not only to teach language or speech, but also to teach generalization in language and to adhere to the culture of speech.

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