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BILINGUALISM IN CONTEMPORARY SOCIETY

Annotation:The article is devoted to the problem of bilingualism, in particular the characterization of certain features of the linguistic personality of bilingual languages. The relevance of learning different languages is justified. A typology of bilingualism is given. The positive and negative effects of bilingualism are highlighted. The interplay of bilingualism in personal development and interaction with modern society is discussed.

Keywords:Bilingualism, Components Of Bilingualism, Native Language, Intermediate Language, Typology, Secondary Linguistic Personality, Interference, Language Policy

In the course of life activity individuals organize themselves unify into various groups and collectives, and employ a specific language in the process, thereby enabling the discussion of sociolinguistic formations, groups, and intragroup, intracultural communities. Language socialization signifies the formation of a linguistic personality. During the process of socialization, individuals adopt the values, norms, attitudes, and behavioral patterns characteristic of their society, collective, or group. Ethical culture, transmitted from generation to generation through language, establishes the foundations of morality. Language practice, which reinforces the normative foundations of a given socio-cultural environment, fulfills an educational function.

Bilingualism refers to the ability to speak two languages with equal proficiency. Individuals who exhibit this ability are referred to as bilinguals. In contrast, individuals who possess the ability to speak more than two languages are referred to as polylinguals, while those who can speak more than six languages are designated as polyglots. In the context of bilingualism, it is imperative to draw a distinction between two distinct forms: secondary individual bilingualism and traditional collective bilingualism.

The latter type of bilingualism emerges in a multinational society due to the necessity of daily and professional communication. In such a society, the acquisition of two languages commences from the earliest preschool age. Consequently, children learn two languages in parallel, situationally switching from one to the other when the interlocutor or language environment changes. For instance, they may use one language in family communication and the other outside the family.

Secondary individual bilingualism, in contrast to collective bilingualism, is the result of deliberate foreign language instruction. Such training can occur in one's native country, outside of a foreign language environment, or in the country where the target language is spoken. In both cases, the acquisition of a foreign language and the development of secondary bilingualism are influenced by the educational system and are considered a regulated process. Secondary individual bilingualism is a process of additional sequential superimposition of a new linguistic matrix on the existing one, formed during the acquisition of the native language.

The process of language acquisition is a multifaceted and arduous endeavor that entails numerous factors. A predominant element in this process is the psychological dimension, which encompasses the challenges encountered when an individual utilizes linguistic skills in two languages, the difficulties of

transitioning between languages, and the internal conflict experienced by a bilingual individual when attempting to disambiguate between two languages.

The social factor is associated with the socio-cultural challenges associated with bilingualism, which include socio-communicative role expectations of bilinguals, the influence of the social environment (e.g., family, peers, openness to two cultures), the role of the general linguistic situation and external context in language use or learning, and the perception of the advantages of bilingualism. The implementation of pedagogical methodologies in bilingual contexts, characterized by their socio-cultural distinctiveness, assumes paramount significance. These methodologies are designed to foster tolerant interaction and the cultivation of a cultural dialogue.

The cultural and mental ramifications of bilingualism present an opportunity for the acquisition of not only disparate linguistic systems but also cultural frameworks. Research findings indicate that bilingual individuals exhibit a heightened receptivity to other cultures, as evidenced by their more expansive worldviews in comparison to monolingual individuals.

As Sh. Cole asserts, human beings are structured in such a manner that consciousness is inextricable from language. This process entails the refinement, enrichment, elaboration, and development of an individual's perception of the external world. Concurrently, human beings acquire language, deepen and make more adaptable their linguistic semantics, and develop their linguistic ability or competence.

The image of the world is conceptualized as a particular aggregate, an organized system of human perceptions concerning the world, oneself, other people, the universe, and so forth, which mediates and refracts external impacts. The formation of the image of the world in individual consciousness is associated with the process of reflection, manifesting at the level of sign-symbolic activity and language. The image of the world is reflected in human consciousness and solidified in language. The image of the world and language form a unity; in their existence, they presuppose each other, as the internal, logically formalized ideal content presupposes its external material form. The image of the world is not only revealed, but also formed with the help of language, and speakers of different languages perceive it differently. Different language systems highlight and screen out various aspects of the multifaceted reality in many ways.

A substantial corpus of research on bilingualism exists, encompassing a wide array of studies. The field has witnessed significant advancements, particularly in the realm of behavioral aspects, which now encompasses a diverse array of tasks.

The acquisition of literacy in both languages by children is contingent upon the utilization of shared writing systems. In instances where languages do not employ analogous writing systems, the child's literacy development is influenced by the instruction received in each language.

In instances where languages share writing systems and other commonalities, there is a positive correlation between the acquisition of literacy in both languages. Conversely, when the writing systems differ, children tend to acquire literacy in each language independently, resulting in an absence of an "auxiliary" effect.

A bilingual individual engages in regular use of two languages, both of which are perpetually active. This state of perpetual internal conflict necessitates a mechanism to select the correct language. According to this perspective, the executive function system is employed to selectively focus on the required language in a given situation, thereby facilitating all cognitive tasks that bilinguals execute with greater proficiency.

This phenomenon is known as "cognitive reserve" which refers to the myriad activities that can be pursued throughout life to maintain cognitive function. These activities which include crossword puzzles social group participation, and attendance at lectures, serve to stimulate the brain and support cognitive processes. Notably, bilingualism is another factor that contributes to cognitive reserve, underscoring the multifaceted role of language in cognitive function.

The value of language as a means of communication is not individual, but rather social. This underscores the notion that language is a social phenomenon, the creation and property of a collective rather than an individual. As K.R. Megrelidze asserts, "every individual head is a social organ." This perspective elucidates the inherent social nature of language, underscoring its profound interconnection with society and the individuals who comprise it.

The social factors influencing the process of language development manifest in varied forms and degrees of influence. These include changes in the circle of language speakers, the effectiveness of education, the level of development of science, the intensity of the movement of human masses, the nature of statehood, in relation to the response of language processes in society, and others. The study of language in relation to society is known as sociolinguistics. A central objective of this field is to develop a methodology capable of accurately assessing the effectiveness of the interaction between linguistic and extra-linguistic phenomena in terms of quality and quantity.

The necessity of examining language in conjunction with various social factors is a universally acknowledged concept; however, significant variations exist among the individual approaches due to their foundation on non-unambiguous assumptions.

The study of the linguistic situation is of paramount importance in many respects, particularly in the context of formulating a precise language policy. The objective of such a study is to ascertain the actual distribution of social functions across various languages within each nation. These functions include the language of the nation's own nationality, interethnic communication, the language of the predominant population of the country, and languages spoken by neighboring peoples, among others.

Language policy exerts a considerable influence on the social and economic life of any state, with its effectiveness being contingent on numerous factors. One such factor is the interpretation of the nation in specific regions. Furthermore, historical experience demonstrates that the implementation of language policy is not always realized without conflict.

In contemporary contexts, multilingualism is gaining prominence in numerous nations worldwide, thereby necessitating the involvement of linguistic experts in the education of children from an early age. The ability to communicate in multiple languages fosters enhanced quality of life and contributes to economic and political development.

Indeed, bilingualism is a pervasive phenomenon, with recent studies indicating that almost two-thirds of the global population is bilingual. This phenomenon is not confined to traditional multi-ethnic regions; it is also observed in developed countries. In developed European and North American countries, the processes of globalization associated with migration have led to the fact that in a dozen years the socially active part of society will consist of representatives of non-indigenous ethnic groups. This is fraught with changes in social policy, primarily in the field of education and language teaching.

The ongoing transformation of the global population, precipitated by the forces of globalization, has led to a notable shift in the ethnic composition and demographic landscape of developed nations. This

phenomenon underscores the imperative for individuals in positions of social influence to possess a command of multiple languages, with a particular emphasis on global languages.

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