

**THE CONCEPT OF BILINGUALISM AND ITS MAIN CLASSIFICATIONS****Mirzaliyeva Madina Maratovna**

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**Annotation.** The article considers bilingualism as a complex socio-cultural and psycholinguistic phenomenon of modern society. The main types and classifications of bilingualism, the peculiarities of the functioning of languages in the minds of bilinguals, as well as static and dynamic approaches to its study are analyzed. Special attention is paid to the mechanisms of language interaction, code switching and interference. The interdisciplinary nature of bilingualism research and its role in the formation of a person's cultural and linguistic identity are substantiated. The materials of the article can be used in linguistic, pedagogical and socio-humanitarian research.

**Key words:** bilingualism, multilingualism, language switching, interference, linguistic personality, sociolinguistics, psycholinguistics, linguistic identity.

**Introduction.** In the context of globalization, increased migration processes and the development of intercultural communications, bilingualism is becoming one of the most common forms of human linguistic existence.

The purpose of this article is a comprehensive analysis of bilingualism as a linguistic, psychological and social phenomenon. To achieve this goal, it is assumed that the following tasks will be solved:

- to reveal the concept of bilingualism and its main typologies;
- to characterize the conditions for the formation of bilingualism;
- to analyze static and dynamic approaches to the study of bilingualism;
- to identify the features of linguistic interaction in the context of bilingualism;
- to determine the importance of bilingualism for the development of personality and society.

**Research methodology.** The methodological basis of the research was the works of domestic and foreign scientists in the field of linguistics, sociolinguistics, psycholinguistics and social psychology, as well as a theoretical analysis of scientific publications on the problems of bilingualism.

**The following methods are used in the work:** theoretical analysis and synthesis of scientific literature; comparative-typological method; systematic approach to the study of linguistic phenomena; descriptive method.

The complex application of these methods allowed us to consider bilingualism as a multilevel and dynamic phenomenon.

**Analysis and discussion of the results.** Bilingualism is understood as the ability of a person or a social group to use two languages in communication.

Depending on the nature of the correlation of languages in the mind of a native speaker, subordinative and coordinate bilingualism are distinguished. The first presupposes the dominance of one language, the second presupposes the relative equality of language systems..

According to the conditions of formation, natural and artificial bilingualism are distinguished. Natural bilingualism develops in the everyday language environment, while artificial bilingualism is formed in the process of purposeful learning.

The age of learning a second language is also important, on the basis of which early and late bilingualism are distinguished. These differences have an impact on the cognitive organization of language systems.

An important characteristic of bilingualism is the mechanism of language switching, which ensures the transition from one language to another, depending on the communicative situation.

This mechanism is formed as a result of long-term practice and is closely related to the development of speech hearing and self-control. In the conditions of constant interaction of languages, interference and transfer phenomena occur, manifested at the phonetic, lexical and grammatical levels. These processes can both contribute to the development of language competence and create difficulties in speech activity.

The static approach to the study of bilingualism is focused on describing the current language situation and analyzing the functions of each language in society. It examines the social status of languages, the scope of their application and the degree of their prevalence. The dynamic approach considers bilingualism as a process that depends on social, psychological, and situational factors. It allows us to explain the phenomena of code switching and language mixing as functionally motivated communication strategies. Both approaches complement each other and provide a holistic understanding of the nature of bilingualism.

Language is an essential component of culture and worldview. The use of two languages involves constant switching between different cultural codes, which forms a special type of linguistic consciousness. Bilingualism promotes the expansion of cognitive abilities of a person, the development of thinking flexibility and intercultural competence. At the same time, it requires constant maintenance of language balance in order to maintain a full-fledged communication ability. Bilingualism, or bilingualism, is commonly referred to as the ability of individuals or social groups to use two languages in communication. This phenomenon is widespread in the modern world and is caused by both historical and socio-cultural processes.

Depending on the ratio of languages in the human mind, subordinative and coordinate bilingualism are distinguished. In the subordinative type, one of the languages occupies a dominant position and acts as the main language of thought, while the second language relies on it and functions as a secondary one. Coordinate bilingualism presupposes the absence of a leading language: a bilingual thinks and formulates statements directly in the language he uses at the moment.

The most important characteristic of bilingualism is the mechanism of language switching, that is, the ability to freely switch from one language to another, depending on the communicative situation. This mechanism is formed on the basis of a special skill — the skill of language switching, which includes the ability to translate and correlate speech units of different languages. Its effectiveness depends on the level of speech hearing development, the ability to predict utterances and exercise self-control in both the native and second languages.

The term "bilingualism" is of Latin origin: the prefix bi means "double", and lingua translates as "language". In a broad sense, bilingualism is the mastery of two languages, and a person who uses more than two languages is already a multilingual person. Multilingualism can manifest itself both at the level of individuals and at the level of entire communities. In the first case, languages are used depending on the specific conditions of communication, in the second case, several languages function within the same social environment.[1]

In psycholinguistics, it is customary to distinguish between the first language (I1) — native, and the second language (I2) — acquired later. However, in some cases, the second language may eventually displace the first, if it turns out to be socially and functionally more significant in the surrounding language environment.

From the point of view of the conditions of assimilation, natural and artificial bilingualism are distinguished. Natural bilingualism is formed in the process of everyday communication in a multilingual environment, often without a conscious analysis of the language system. Artificial bilingualism, on the contrary, arises as a result of purposeful learning and requires significant volitional efforts, the use of special techniques and constant language practice.

There are other grounds for classifying bilingualism. Thus, according to the age of learning a second language, early and late bilingualism are distinguished. Early bilingualism is characteristic of people who have grown up in a bilingual culture since childhood, for example,

in families with different native languages or in a situation of early migration. Late bilingualism is formed after the native language is fully mastered.[2]

According to the nature of speech activity, receptive, reproductive and productive bilingualism are distinguished. With the receptive type, a person is only able to understand a foreign language. Reproductive bilingualism involves understanding and reproducing a text you have heard or read. Productive bilingualism is considered the most developed, as it includes the ability to independently create statements in a second language in oral and written forms.

Human language and speech are the result of a long historical development. Language is not only a means of communication, but also an essential component of culture, reflecting the peculiarities of the worldview of a particular society. National culture is manifested at all levels of linguistic personality: from cognitive and emotional to behavioral and motor. Through language, a person forms his own picture of the world, assimilates the values and norms of his society.

Modern migration processes contribute to the active spread of bilingualism. In Russia and the post-Soviet countries, national-Russian bilingualism is the most typical, which is formed as a result of regular communication between representatives of different ethnic groups and the Russian-speaking population.

Bilingualism is studied in various scientific disciplines. Linguistics studies it in connection with the text and the language system, sociology — from the standpoint of social adaptation and behavior of bilingual groups, psychology — through the mechanisms of speech activity, psycholinguistics — through the relationship of language and thinking. Social psychology, in turn, considers bilingualism as a set of social and psychological factors. Despite the diversity of approaches, all researchers agree that a person who uses one language system in all communication situations is monolingual, while a native speaker of two or more language systems is bilingual.

E. M. Vereshchagin proposed a classification of bilingualism according to several criteria. One of them is related to the volume of speech activity: from receptive to productive bilingualism. Another criterion concerns the degree of interaction between languages — pure and mixed bilingualism are distinguished here. With a pure type, languages are strictly delimited by their areas of use, whereas with a mixed type, they freely alternate, which often leads to their mutual influence. An absolutely equal command of two languages is practically unattainable. Even with a high level of competence, languages are usually distributed in different spheres of life: one is used in professional or educational activities, the other in family and emotional communication. Therefore, they often talk about balanced bilingualism, in which the second language is developed to a level close to native speaker proficiency. Bilingual language systems constantly interact, which leads to interference and transfer phenomena. [3] With prolonged absence of practice, one of the languages may lose activity, and under certain conditions, it may revive and develop again. These processes are typical not only for individuals, but also for entire linguistic communities.

L. V. Shcherba emphasized that bilingualism is associated with a person's belonging to different social groups and that it is the mixed type of bilingualism that has the greatest educational value. The constant juxtaposition of languages helps to realize the differences between form and content, frees thinking from dependence on one language code and expands the worldview of the individual. Thus, bilingualism is a complex and multifaceted phenomenon that plays an important role both in individual human development and in shaping the cultural and intellectual potential of society.

In scientific research of bilingualism, there are traditionally two main approaches to its analysis — static and dynamic, each of which allows us to consider this phenomenon from different theoretical positions and identify both structural and functional features of linguistic interaction. The static approach is focused on describing the already formed linguistic situation and is aimed at identifying stable relationships between languages functioning within the same

society. The focus of this analysis is on the functions performed by each language, their areas of use, as well as their role and significance in the life of a particular language group. Significant importance is attached to the social status of languages, which can have both an official, legally fixed character, and a real, actual expression in everyday communicative practice. These levels often do not coincide, since the language policy of the state does not always reflect the real communicative needs of society: the official status of a language may exceed its actual distribution, as is observed, for example, in the case of Swedish in Finland, or, on the contrary, the actual functioning of the language may be much broader than its formally fixed position, which is typical for Russian language in a number of post-Soviet states.

In countries that gained independence in a relatively recent historical period, the desire to establish the national language as the sole or dominant means of communication is often accompanied by objective difficulties related to the lack of development of functional styles, interethnic and linguistic contradictions, as well as a reduction in the number of active speakers, as is the case, for example, in the situation with the Gaelic language in Ireland.

The static approach also takes into account the degree of language prevalence and the peculiarities of individual bilingualism, including the level of proficiency in each language, the ratio of native and second languages, as well as the nature of their functional distribution in the consciousness and speech practice of native speakers.

An important factor is the social prestige of the language, which is formed under the influence of historical, cultural and economic conditions and is manifested in the attitude of society towards this language as a means of social advancement, education and cultural identification. Languages with high prestige tend to become more widespread in the official, educational, and professional spheres, while languages with low prestige may gradually be displaced into everyday communication or lose their positions altogether.

An additional parameter of the analysis is the genetic proximity of languages, which can facilitate the processes of their assimilation and contribute to the formation of mixed language forms, although this factor is not always considered exclusively sociolinguistic and often goes beyond the social interpretation of bilingualism.

Unlike the static approach, the dynamic approach focuses on the study of bilingualism as a process and aims to identify the factors that determine the choice of language in a particular communicative situation. This approach allows us to consider the linguistic behavior of speakers depending on changing social, cultural and psychological conditions. In the dynamic analysis, special attention is paid to the social roles and status of participants in communication, the nature of their relationships, the conditions and goals of communication, as well as the thematic focus of the utterance.

The subjective attitude of native speakers towards each of the languages used also plays an essential role, since language preferences are often determined not only by external circumstances, but also by internal attitudes, emotional attachment, or the symbolic meaning of the language. It is within the framework of the dynamic approach that it becomes possible to explain the phenomena of code switching and language mixing, which are considered not as a deviation from the norm, but as functionally motivated strategies of speech behavior. The choice of a particular language or a combination of them is determined by the pragmatic objectives of communication and reflects the desire of speakers to realize their communicative intention as effectively as possible. [4] Thus, the dynamic approach allows for a deeper understanding of the mechanisms of bilingualism functioning in a real social environment and to identify the relationship between language, society and individual consciousness, complementing and expanding the results obtained within the framework of a static description of the linguistic situation.

The static approach also takes into account the degree of language prevalence and the specifics of individual bilingualism, including the level of proficiency in each language and the nature of their functional distribution. For example, a significant part of the urban population of

Kazakhstan and Uzbekistan is typically active bilingualism, in which the national language is used primarily in family and household communication, while Russian retains a strong position in the professional environment and interethnic communication. An essential factor is also the social prestige of language, which is formed under the influence of historical, cultural, and socio-economic conditions and is reflected in society's attitude to language as an instrument of social mobility. In this context, English is perceived in many countries of the world as a language of high prestige, associated with international education and global professional opportunities, while regional and minority languages are often pushed into the framework of local communication.

The genetic proximity of languages also acquires additional importance in the analysis: for example, the interaction of Spanish and Portuguese in the border regions of Latin America or Russian and Ukrainian in everyday speech contributes to the formation of mixed language practices that are not always easily amenable to traditional sociolinguistic description. Unlike the static approach, the dynamic approach considers bilingualism as a living process and focuses on the factors that determine the choice of language in a particular communicative situation. This view allows us to see the linguistic behavior of speakers depending on changing social, psychological and situational conditions. For example, the same bilingual may use their native language when communicating with their family, switch to the official language when interacting with official structures, and turn to English in a professional or digital environment.

Within the framework of dynamic analysis, special attention is paid to the social roles and status of participants in communication, since the choice of language is often determined by the nature of the relationship between the interlocutors, whether it is communication on equal terms or a hierarchically determined dialogue, for example, between a student and a teacher or a citizen and a government official.

An important role is played by the subjective attitude of speakers to each of the languages, since the language can be consciously chosen either as a means of expressing emotional intimacy or as a neutral instrument of official communication. It is the dynamic approach that makes it possible to convincingly explain the phenomena of code switching and language mixing, considering them not as a deviation from the norm, but as functionally justified strategies of speech behavior. In the everyday speech of urban bilinguals, elements of different languages freely alternate depending on the topic of conversation, the composition of participants in communication or the communicative purpose, and in the space of social networks, the choice of language is determined by the addressee, the genre of the message and the general context of interaction. Thus, the dynamic approach makes it possible to better understand the mechanisms of bilingualism functioning in a real social environment and to trace the close relationship between language, society and individual linguistic consciousness, complementing and expanding the results obtained in the framework of static analysis of languages.

Bilingualism in modern humanities is considered as a complex and multidimensional phenomenon related to the ability of a person or community to use two languages in communication. In its most general form, bilingualism is understood as the possession of two language systems, whereas the use of more than two languages is commonly referred to as "multilingualism". The latter can manifest itself both at the level of an individual and within the framework of entire social groups, where different languages are used depending on the situation, sphere of communication and communicative tasks.

In psycholinguistics, the concepts of the first and second languages are usually used to denote the sequence of language acquisition. The first language, as a rule, is formed in early childhood and serves as the basis for cognitive and speech development of a personality, while the second language is mastered later — in a natural language environment or in conditions of purposeful learning. At the same time, the second language may eventually take a dominant position, especially if it is actively used in education, professional activities and public life. In such cases, there is a weakening of the functions of the first language or even its partial loss.

Depending on the conditions of formation, it is customary to distinguish between natural and artificial bilingualism. Natural bilingualism develops in an everyday language environment without special training, for example, in bilingual families or during long-term residence in a foreign-speaking environment. Language acquisition in such conditions occurs spontaneously and intuitively, without awareness of its structural features. Artificial bilingualism is formed in the educational process and requires purposeful efforts, the use of techniques and conscious control of speech activity.

The age at which the acquisition of a second language begins is essential for the characterization of bilingualism. If the acquaintance with two languages occurs from early childhood, they speak of early bilingualism, whereas the acquisition of a second language in adulthood is of a late type. These differences are reflected not only in the level of language proficiency, but also in the ways of their cognitive organization.[4]

Along with this, there are various levels of bilingual competence: from understanding foreign language without actively using the language to the ability to freely create their own statements in oral and written form. An important aspect of the study of bilingualism is the correlation of the speech mechanisms of the two languages. In some cases, language systems function relatively autonomously and are used in strictly delimited areas of communication, for example, one language in a family environment, the other in a professional or social environment. In other situations, there is a close interaction of languages, accompanied by their alternation and mixing within the framework of a single utterance. Such phenomena are especially characteristic of multilingual urban communities and are intensified in the context of active population migration.

Bilingualism is closely related to a person's cultural identity, since language reflects not only a system of signs, but also ways of perceiving the world, values and behaviors characteristic of a particular community. National culture manifests itself at different levels of linguistic personality — from lexical choice to intonation, gestures and emotional coloring of speech. The use of two languages involves constant switching between different cultural codes, which forms a special type of linguistic and cognitive experience.

Modern research highlights the interdisciplinary nature of bilingualism. It is studied in linguistics, where attention is focused on linguistic structures and texts, in sociology — in the context of social behavior and linguistic stratification, in psychology — in terms of the mechanisms of speech generation and perception, as well as in psycholinguistics, which combines cognitive and communicative aspects. This comprehensive approach allows us to consider bilingualism not as an exceptional phenomenon, but as a widespread form of human linguistic existence.

Despite the prevalence of bilingualism, it is believed that an absolutely equal command of two languages in all spheres of communication is practically unattainable. Usually, one of the languages turns out to be more developed and performs the function of the dominant one, while the other is used in limited contexts. This is due to the fact that different languages are assigned to different life situations and emotional experiences. For example, the language of instruction and professional activity may differ from the language of family communication, which affects the degree of confidence and expressiveness of speech.

The ratio of languages in the minds of bilinguals is not static and may vary depending on social conditions. One language may lose its functions due to infrequent use, while another may strengthen its position and expand its scope. Such processes affect both individual speakers and entire linguistic communities, leading to a change in the linguistic balance, the preservation or, conversely, the disappearance of individual languages. In the context of bilingualism, phenomena of linguistic interaction, such as interference and transfer of language skills, are inevitable. The influence of one language on another can manifest itself on phonetic, grammatical, and lexical levels, which is often reflected in accents or specific speech constructions. In addition, bilinguals are characterized by switching and mixing language codes

that perform important communicative functions and allow them to most accurately express a thought, demonstrate group affiliation or emotional attitude towards the interlocutor.[5]

Thus, bilingualism is a dynamic and multifaceted phenomenon reflecting the complex processes of interaction between language, culture and personality. Studying it allows us to better understand not only the mechanisms of speech activity, but also the patterns of language development and human thinking in a multilingual world.

**Conclusions.** As a result of the conducted research, the following conclusions can be drawn:

Bilingualism is a complex interdisciplinary phenomenon that combines linguistic, psychological, and social aspects.

Bilingualism is characterized by a variety of forms and types, depending on the conditions of formation, the age of assimilation and the degree of language proficiency.

The interaction of language systems is manifested in the processes of switching, interference and transfer.

Static and dynamic approaches provide a comprehensive analysis of bilingualism as a stable state and as a process.

Bilingualism plays an important role in shaping a person's cultural identity and intellectual potential.

Thus, the study of bilingualism remains an urgent area of modern humanitarian research and requires further comprehensive understanding.

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