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Zarifa Olimjonovna Mansurova

Samarkand State Institute of Foreign Languages
teacher of English at the chair of Theoretical Aspects of the English Language,
Uzbekistan

LINGUOCULTUROLOGICAL COMPONENT OF BILINGUALISM

Abstract: This article provides a definition of the term "bilingualism", highlights various types, stages, conditions for the formation and development of this phenomenon, considers the question of the linguistic and cultural component of bilingualism. The article also raises the problem of tolerant coexistence of two languages and cultures in certain social conditions and language knowledge as the most important prerequisite for cognitive activity and speech production in native and foreign languages.

Key words: bilingualism, secondary linguistic personality, bilingual personality, native language, foreign language, linguocultural component of bilingualism, features of speech generation, information culture.

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Introduction

The information processes of the modern world lead to radical social changes. Along with the information revolution, humanity is witnessing a linguistic revolution, which is based on the social and communicative processes of bilingualism - bilingualism.

The word "bilingualism" comes from two Latin words: bi - "double", and the word lingua - "language". Thus, bilingualism is the ability to speak two languages. Hence, a bilingual is a person who can speak two languages.

Bilingualism is a phenomenon extensively explored by esteemed researchers such as V.N. Komissarov, I.A. Zimnaya, R.K. Minyar-Beloruhev, V.A. Avrorin, and L.V. Shcherba. It is conceptualized as the acquisition, proficiency, and alternating use of two languages in response to communicative contexts. Bilingualism is comprehended as a multifaceted and systemic intrapersonal development encompassing the acquisition of a novel language system and the ability to employ it effectively in communicative situations, thereby encompassing the communicative aspect. This intricate framework incorporates not only situational and semantic meanings but also broader socio-cultural and linguocultural representations of the world. The onset of bilingualism is marked by the

attainment of a comparable level of proficiency in the second language in relation to the first language.

Psycholinguistics employs distinct designations for language acquisition and proficiency: L1 denotes the first language or the native language, while L2 represents the second language or the acquired language. In certain language environments, the dominance of the second language can potentially supersede the first language, leading to its displacement. Bilingualism can be classified into two types: natural or household bilingualism, and artificial or educational bilingualism. Natural bilingualism emerges in an appropriate language environment where exposure to spontaneous speech through mediums like radio and television occurs, often without explicit awareness of the specific features of the language system. Conversely, artificial bilingualism involves the deliberate acquisition of the second language in an educational setting, often necessitating conscientious effort and specialized instructional methods and techniques.

L.V. Shcherba identified two distinct types of bilingualism, which represent the extreme ends of bilingual speech behavior, depending on the conditions of second language acquisition. Pure bilingualism refers to the independent coexistence of two language systems within the mind of a bilingual

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individual, while mixed bilingualism entails the association of each element in one language with its corresponding meaning in another language [13]. Within this framework, autonomous and parallel types of bilingualism are proposed. In autonomous bilingualism, languages are assimilated by the individual without consistent correlation between them, whereas parallel bilingualism involves the mastery of one language based on proficiency in another language.

The interaction between two bilingual language systems can be understood through Weinreich's hypothesis, which classifies bilingualism into three types based on the manner in which languages are acquired. Composite bilingualism, the first type, involves the coexistence of two implementations for each concept, taking into account the relationships between language systems, specifically mixed language usage. Subordinative bilingualism, a subcategory of composite bilingualism, features a dominant language that serves as the language of thought, often observed in educational settings where a foreign language is taught. Coordinate bilingualism, the second type, lacks a dominant language, with the bilingual individual being equally fluent in different languages. This type typically develops in immigration situations [4].

The classification of bilingualism also considers the degree of language use, distinguishing between active bilingualism, where the individual regularly employs both languages, and passive bilingualism, where one language is more frequently used. Furthermore, the presence of a language environment plays a role, with contact bilingualism occurring when a bilingual individual maintains communication with native speakers, while non-contact bilingualism describes situations where such communication is absent.

Subordinative bilingualism refers to the circumstance where one language is spoken more proficiently than the other, often accompanied by interference, which manifests as violations in the language system at the phonetic, grammatical, and lexical levels. On the other hand, coordinate bilingualism characterizes productive bilingualism, where correct speech generation is achieved and the individual demonstrates equal mastery of different languages.

The process of assimilating a new language involves acculturation, which signifies the adaptation of individuals to the social environment of the target language. Initial acculturation is characterized by weak assimilation and the reconciliation of conflicting norms between the native and foreign cultures. This aligns with the concept of subordinative bilingualism. The dynamic aspect of bilingualism also involves acculturation, where the cultural components of one ethnic group undergo changes to approximate the

culture of another ethnic group, sometimes referred to as de-ethnization.

Advanced acculturation, on the other hand, does not provide a uniform pattern. In the same case, adaptation may be observed in certain situations but not in others. Full acculturation, corresponding to coordinate bilingualism, signifies the ability of an individual to behave appropriately within both native and non-native cultures. Typically, complete acculturation leads to assimilation, resulting in a loss of awareness of a distinct ethnic identity and integration into the new culture, particularly evident in the third generation of immigrants.

Bilingualism often involves the development of two languages to varying degrees, as there are distinct social spheres in which each language and its associated culture operate. Absolute fluency in both languages is not a requirement for bilingualism. Balanced bilingualism refers to the situation where one language does not interfere with the second, and the latter is developed to a high degree, approaching native-like proficiency. The dominant language, which may not necessarily be the first language acquired, is the one in which an individual has superior proficiency. Language dominance can shift depending on various factors, leading to language attrition, fossilization, displacement, or revival within a linguistic community.

However, regular use of each language, including reading, writing, understanding, and speaking, is typically expected in bilingualism. Nevertheless, even individuals with a high level of competence in both languages may not possess equal proficiency in all areas of language use. Different languages may be more suitable for specific contexts, such as humor, dialects, folklore, slang, jargon, literature, or discussing different topics. Additionally, individuals vary in their language abilities, and despite optimal learning conditions, it is not always possible to achieve equal mastery of both languages at the highest level. Some individuals may excel in acquiring another language, even with limited access to native speakers.

In recent times, considerable attention has been devoted by researchers to the identification and characterization of language development processes in individuals learning multiple languages. The theories surrounding secondary (multilingual) linguistic personalities delve into various aspects, such as the influence of native language linguistic and speech experiences, the mechanisms of bilingualism, and the intercultural aspects of communication [2; 5; 6]. While the development of a primary language personality occurs unconsciously, the formation of a secondary language personality is a conscious and deliberate process, except in cases where individuals reside extensively in a foreign language environment. The acquisition of a secondary linguistic personality takes place during the learning of a foreign language,

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involving the assimilation of linguistic rules and language elements. This secondary linguistic personality is defined as "the sum of an individual's abilities to engage in speech acts within the context of authentic communication with representatives of other cultures" [6]. It encompasses the mastery of the verbal-semantic code of the studied foreign language, comprising both the native speaker's "language picture of the world" and a global, conceptual worldview that enables comprehension of a new social reality. The functioning of the secondary linguistic personality in speech production depends on the level of bilingualism development. Bilingualism encompasses the processes of producing, perceiving, and understanding speech in two language systems, defining a bilingual as an individual capable of utilizing two language systems for communication [5]. The development of the secondary linguistic personality progresses through the following stages:

Receptive bilingualism (understanding speech but unable to generate one's own).

Reproductive bilingualism (the ability to reproduce what is read at a basic language or speech level).

Productive bilingualism (the capacity to generate meaningful and correct speech, displaying creative construction of language).

To classify speech and communication skills as productive bilingualism, it is crucial to evaluate the meaningfulness of speech, ensuring its effectiveness in fulfilling the communicative functions of language.

The development of the bilingualism mechanism is influenced by learning and the language environment. According to G.I. Bogin, the model of the secondary linguistic personality is oriented towards the primary personality, serving as its "material" and "structural impression" [3]. When acquiring a second language, individuals draw structural analogies with their native language and identify similar rules. The familiarity with the native language provides a "material impression" that aids in the assimilation process. To cultivate a willingness to use a second language, individuals should focus on utilizing and developing the structural relationships and dependencies inherent in the model of the primary linguistic personality—the "structural cast." Structural casting occurs more rapidly, as it entails smaller exercises compared to the acquisition of specific skills in learning the Russian language. For instance, a person proficient in reading their native language does not require instruction in selecting graphical words, thereby reducing the need for letter-to-letter correspondence training. The connections within the internal lexicon of the native language facilitate the accumulation of vocabulary in the foreign language. The effectiveness of impression formation is highest when adequate selection and synthesis occur. This effectiveness is not solely due to a "material impression" resulting from language

similarity, but also the resemblance between native speakers. The level of development of the primary language personality, based on the native language, determines the advancement of the secondary language personality. Minyar-Beloruhev R.K. characterizes the linguistic development of individuals as "the transition from subordinative bilingualism to a coordinate one, where two language systems are employed in parallel with two conceptual foundations" [9]. In the formation of the bilingualism mechanism, several features are identified:

The possibility of creating false connections between lexical units of two languages, exemplified by polysemous words.

The possibility of establishing an erroneous association between a foreign word and the semantic system of the native language.

The dominant language law as the cause of phonetic, lexical, grammatical, linguistic, and cultural interference.

To attain receptive bilingualism, educational efforts focused on grammatical analysis of words, word-formation organization, sentence analysis, syntactic organization of texts, dictionary usage, and selection of appropriate meanings of lexical units are adequate. Reproductive bilingualism and its development are associated with academic endeavors, particularly in the phonetic aspect, where explanations and exercises serve as the primary methods. Productive bilingualism is achieved through a combination of exercises, explanations, training, and practice.

N.V. Baryshnikov highlights the "minimization of the interfering effect of the native language" as one aspect of the native and foreign language interaction problem [2]. Students often fail to recognize differences between linguistic phenomena, leading them to transfer certain speech operations from their native language into their foreign language usage. This phenomenon, known as interlanguage interference, negatively affects the formation of foreign language skills. To overcome this interference, scholars such as L.V. Shcherba [13], A.V. Yarmolenko [14], R.K. Minyar-Beloruhev [10], and Ya.M. Kolker [7] recommend the conscious comparative method of foreign language learning. Comparing and differentiating language units during speech production are crucial for the development of a bilingual personality. The ability to compare and differentiate linguistic units at all levels of language generation (lexical, grammatical, and textual) is necessary when selecting words, constructing sentences, and composing texts that align with the intended ideas, thoughts, and style.

When engaging with educational materials, students perform specific cognitive actions involving comparison, synthesis, analysis, and compression. The readiness and ability of a linguistic personality to undertake cognitive activities are vital components of

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the teaching process. Language knowledge constitutes a fundamental prerequisite for cognitive activity [8]. G.I. Bogin suggests that when acquiring a foreign language, there is a "compression of cognitive activity" [3]. This compression refers to the faster achievement of milestones in mastering the second language compared to the first. This systematicity contributes to the automatism of speech activity, which is significant in language learning.

Contemporary theories of language acquisition no longer approach language relativistically, focusing solely on the system of units at each level. Instead, they explore the connections between language and culture, including the bilingual aspect. Language acquisition cannot be separated from the cultural context of the people. As Edward Sapir astutely pointed out, languages, like cultures, are rarely "self-sufficient" since the need for communication compels speakers of the same language to interact with speakers of neighboring and culturally dominant languages [12].

Linguoculturology is a synthesizing scientific discipline that intersects with sociolinguistics, ethnolinguistics, psycholinguistics, regional studies, and cultural studies. Its research object is the interrelation and interaction between culture and language in their functioning. The overarching direction of linguoculturological research revolves around the linguistic personality, language as a system embodying cultural values, culture as the highest level of language, speech behavior, speech etiquette, and the text as a fundamental cultural unit [1].

Bilingualism, as the intersection of at least two linguistic worlds, stimulates the development of a new information culture within individuals. Proficiency in foreign languages facilitates an understanding of the unique specificity of other cultures and enables effective communication within the social and informational landscape of the modern community. Bilingualism is evolving into a universal culture, akin to the respect for work, motherhood, hospitality, and other moral and ethical norms that are cultural imperatives, rooted in the concept of universal values. Understanding the phenomenon of bilingualism within the context of cultural value development is a crucial task in the modern stage of civilization. A respectful attitude toward the culture of other ethnic groups, their history, political features, values, and ideological beliefs is a necessary condition for the peaceful coexistence of diverse linguistic cultures in the contemporary multilingual world.

Firstly, in order to gain a comprehensive understanding of a specific culture through its language, it is imperative to move beyond mere vocabulary, grammar, and syntax. Secondly, this approach highlights the notion that even when striving to assimilate into another culture, learning the language and employing other means of adaptation, an individual does not acquire the identity characteristic

of members of that culture, but rather develops a new form of identity that is not a mechanical amalgamation of the old and the new, but a qualitatively distinct formation.

Bilingualism plays a significant role in today's world, as it greatly influences competitiveness in the job market and enables effective communication across various social levels. It is therefore unsurprising that in developed countries, professional competence is closely linked to the study of foreign languages and the socio-cultural traditions of different peoples.

Another form of bilingualism is combinatorial bilingualism [11], which involves the ability of individuals to choose the optimal translation option through conscious comparison of expression forms in two languages. This type of bilingualism serves as the foundation for translation competence and is often intentionally cultivated through bilingual foreign language teaching methods. Such approaches focus on restructuring linguistic mechanisms and developing the ability to switch spontaneously between languages.

Considering alternative classifications of bilingualism aids in the development of programs and educational materials for bilingual individuals. Contact bilingualism, observed when bilinguals maintain regular contact with native speakers, differs from non-contact bilingualism, which lacks such connections. Autonomous bilingualism involves learning languages independently, without correlation between them, while parallel bilingualism entails simultaneous acquisition of one language based on proficiency in another.

If we broaden our understanding of cultural mastery beyond activities like reading poetry, engaging in dialogues, and performing songs in traditional attire, and instead include the acquisition of reasoning patterns, interpersonal dynamics, ways of expressing friendship, and other aspects related to speech behavior, it necessitates purposeful efforts among both students and educators. Teaching intercultural communication within the context of bilingual classrooms aligns well with these objectives.

Teaching intercultural communication is regarded as a distinct form of communication and a compressed model of authentic foreign language communication. Dissertation studies have substantiated that scientific communication predominantly occurs in the overlapping space of natural and play communication, actively incorporating artistic communication while retaining core features common to all communication types. Natural foreign language communication offers genuine linguistic and cultural models and realizes its didactic potential (for natural bilinguals) through imitation. When adapted to instructional settings, natural foreign language communication assumes a quasi-nature. Artistic foreign language

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communication also possesses scientific potential, which is actualized through the activation of the interpretation mechanism: delving into the communicative intentions of authors and characters, attending to the linguistic forms of their expression, and expanding the reader's educational sphere. The communicative behaviors reconstructed within literary works introduce the communicative culture of the target language country and are apprehended at a cognitive-emotional level as exemplary models. On one hand, educational intercultural communication represents the process of learning communication, preparing individuals for genuine intercultural exchanges, and cultivating the communicative competence of emerging bilinguals. On the other hand, interpersonal communication actualizes and enhances the overall communicative competence of speech partners. Both interpersonal and artificially implemented intercultural communication within scientific communication are characterized by the teacher's controllability as the mediator of the dialogue between cultures, assuming the role of an elite artificial bilingual and linguistic expert.

The instructor, proficient in two languages as a native speaker, applies their language skills in their professional capacity and imparts linguistic knowledge to students. In this scenario, the

manifestation of bilingualism differs qualitatively from that of a translation situation. Within the classroom setting, complete second language communication is not fully realized; rather, it is simulated to varying degrees of success. Simultaneously, bilingual communication in the learning process differs for the two parties involved: for the teacher, it represents genuine bilingualism, while for the students, it entails compelled bilingualism marked by effort, willpower, memory strain, and the presence of communicative obstacles. The most common mode of communication is one in which the foreign language remains foreign to both students and teachers.

When analyzing the creative processes of translators and teachers, one can deduce that the ongoing concern for professional bilinguals lies in the search and selection, during speech production, of forms of expression that closely align with the content and meaning conveyed by equivalent expressions in another language. The cultural and folklore aspects of language assume a pivotal role in this endeavor.

Educators and instructors should be cognizant that the outcomes of their efforts are influenced by their own disposition, creative approach, and patient attitude towards the unique developmental trajectories of their students.

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