O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI DSc.03/30.12.2019.Fil.27.01 RAQAMLI ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH

SHAROF RASHIDOV NOMIDAGI SAMARQAND DAVLAT UNIVERSITETI

XUSHMURODOVA SHAXNOZA SHAYMONKULOVNA

BILINGVAL TALABALARNING IKKILAMCHI LISONIY IDENTIVLIGINI SHAKLLANTIRISHNING LINGVOKOGNITIV XUSUSIYATLARI

10.00.11 – Til nazariyasi, amaliy va kompyuter lingvistikasi

**Filologiya fanlari doktori (DSc) dissertatsiyasi
AVTOREFERATI**

TOSHKENT – 2024

Fan doktori (DSc) dissertatsiyasi avtoreferati mundarijasi
Contents of dissertation abstract of Doctor of Science (DSc)
Оглавление автореферата диссертации доктора наук (DSc)

**O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/30.12.2019.Fil.27.01 RAQAMLI ILMIY KENGASH
ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

**SHAROF RASHIDOV NOMIDAGI SAMARQAND DAVLAT
UNIVERSITETI**

XUSHMURODOVA SHAXNOZA SHAYMONKULOVNA

**BILINGVAL TALABALARNING IKKILAMCHI LISONIY
IDENTIVLIGINI SHAKLLANTIRISHNING LINGVOKOGNITIV
XUSUSIYATLARI**

10.00.11 – Til nazariyasi, amaliy va kompyuter lingvistikasi

**Filologiya fanlari doktori (DSc) dissertatsiyasi
AVTOREFERATI**

TOSHKENT – 2024

Fan doktori (DSc) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2023.3.DSc/Fil614 raqam bilan ro'yxatga olingan.

Dissertatsiya Samarqand davlat universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus (rezyume)) Ilmiy kengashning veb-sahifasida (www.uzswlu.uz) va "ZiyoNet" Axborot ta'lim portalida (www.ziyonet.uz) joylashtirilgan.

Ilmiy maslahatchi:	**Ergasheva Guli Ismoil qizi** filologiya fanlari doktori, professor
Rasmiy opponentlar:	**Xayrullayev Xurshidjon Zayniyevich** filologiya fanlari doktori, professor
	Arustamyan Yana Yuriyevna filologiya fanlari doktori, dotsent
	Vositov Volijon Abduvahobovich filologiya fanlari doktori, dotsent
Yetakchi tashkilot:	**Jizzax davlat pedagogika universiteti**

Dissertatsiya himoyasi O'zbekiston davlat jahon tillari universiteti huzuridagi DSc 03/30.12.2019.Fil.27.01 raqamli Ilmiy kengash asosidagi bir martalik Ilmiy kengashning 2024-yil "____" _____ soat ____dagi majlisida bo'lib o'tadi (Manzil: 100138, Toshkent shahri, Uchtepa tumani, Kichik halqa yo'li ko'chasi, 21A-uy. Tel: (99871) 230-12-91; faks: (99871) 230-12-92, e-mail: uzswlu_info@mail.ru).

Dissertatsiya bilan O'zbekiston davlat jahon tillari universitetining Axborot-resurs markazida tanishish mumkin (___ raqami bilan ro'yxatga olingan). Manzil: 100138, Toshkent shahri, Uchtepa tumani, Kichik halqa yo'li ko'chasi, 21A-uy. Tel.: (99871) 230-12-91, faks: (99871) 230-12-92.

Dissertatsiya avtoreferati 2024-yil "___"_____ kuni tarqatildi.

(2024-yil "___"_____dagi _____ raqamli reyestr bayonnomasi).

I.M. Tuxtasinov
Ilmiy darajalar beruvchi Bir martalik
Ilmiy kengash raisi, ped.f.d., professor

X.B. Samigova
Ilmiy darajalar beruvchi Bir martalik
Ilmiy kengash ilmiy kotibi, filol.f.d.,
professor

J.A. Yakubov
Ilmiy darajalar beruvchi Bir martalik
Ilmiy kengash qoshidagi Bir martalik
Ilmiy seminar raisi, filol.f.d., professor

KIRISH (Fan doktori (DSc) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon tilshunosligida ikki tillilik va koʻp tillilikning rivojlanish dinamikasi barqaror oʻsish koʻrsatkichini saqlab kelmoqda. Ikki tillilik bir-biridan farq qiluvchi ikki tilda soʻzlashuvchi shaxsning shakllanishida faol jarayon hisoblanadi. Qolaversa, xorijiy tillarni mukammal bilish boshqa madaniyatning milliy-madaniy xususiyatlarini idrok etishni ancha osonlashtiradi va zamonaviy jamiyatning ijtimoiy hamda axborot makonida chin ma'noda, muloqot qilish imkonini beradi. Shu bois, madaniy qadriyatlarlarning rivojlanish kontekstida ikki tillilik hodisasini anglash – zamonaviy sivilizatsiya bosqichining muhim shartlaridan biridir. Zero, hozirgi davr tilshunosligida ikki tillilikka kommunikativ hodisa sifatida qaralayotgani ham bejiz emas, albatta. Eng muhimi, ikki tillilikning xususiyatlari sun'iy ikki tillilikdan keskin farq qilishini tilshunoslar oʻz tadqiqotlarida, ilmiy izlanishlarida muayyan omillar asosida tahlil qilayotganliklarini fanning asosiy paradigmasi sifatida e'tirof etishga misol boʻla oladi.

Dunyo tilshunosligida lingvodidaktika va nutq psixologiyasiga oid matnlar tahlilida ishtirok etgan sun'iy ikki tillilik dunyo olimlari tomonidan real voqelik sifatida tan olinmoqda. Negaki, chet tili turli mamlakatlarda har xil usullar yordamida oʻqitiladi va oʻrgatiladi. Ammo sun'iy ikki tillilikning lingvistik tamoyillari va oʻziga xos xususiyatlari hali ham tadqiq etilmagani mavzuning dolzarbligini belgilaydi. Sun'iy ikki tillilikni har tomonlama chuqur oʻrganish – tilshunoslik, psixologiya, madaniyatshunoslik, chet tillarini oʻqitish metodikasi bilan bogʻliq bilim sohalarini rivojlantirishdagi istiqbolli vazifalarni belgilash va tadqiq etish imkonini beradi.

Mamlakatimizda ikki tillilik muammosini umumiy va oʻziga xos qonuniyatlar asosida oʻrganish, xususan, bilingval talabalarning lisoniy identivligini aniqlash dolzarblik kasb etadi. "Mamlakatimizda yoshlarni qoʻllab-quvvatlash tizimini yanada takomillashtirish, ilmli va ma'rifatli yoshlarni kamol toptirish, ulgʻayib kelayotgan yosh avlodning ijodiy va intellektual qobiliyatlarini rivojlantirish, xorijiy tillarga oʻqitishni yanada ommalashtirish, shuningdek, bunday faoliyat bilan shugʻullanuvchi subyektlarni qoʻllab-quvvatlash va rivojlanishi uchun qulay muhit yaratish, yoshlarni xorijiy tillarga oʻqitish jarayonlarini takomillashtirish, talab yuqori boʻlgan chet tillarini mukammal oʻzlashtirish uchun sharoitlarni kengaytirish"[1] boʻyicha keng koʻlamli islohotlar amalga oshirilmoqda. Shu jihatdan, qoraqalpoq talabalarining fonetik kompetensiyasini rivojlantirishga koʻmaklashuvchi hamda ta'sir etuvchi lingvistik va ekstralingvistik omillarni ilmiy-nazariy asoslash zamonaviy tilshunoslikning ustuvor vazifalari sirasiga kiradi.

Oʻzbekiston Respublikasi Prezidentining 2017-yil 20-apreldagi PQ-2909-son "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari toʻgʻrisida", 2018-yil 5-iyundagi PQ-3775-son "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol

---

[1] Oʻzbekiston Respublikasi Prezidentining 2024-yil 27-iyundagi "Yoshlarni xorijiy tillarga oʻqitish tizimi samaradorligini oshirish boʻyicha qoʻshimcha chora-tadbirlar toʻgʻrisida"gi PQ-239-son qarori //https://lex.uz/uz/docs/-6986619

ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi, 2021-yil 19-maydagi PQ-5117-son "Xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarorlari, 2019-yil 8-oktyabrdagi PF-5847-son O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi, 2022-yil 28-yanvardagi PF-60-son "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi farmonlari, 2020-yil 24-yanvardagi O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning Oliy Majlisga Murojaatnomasi, 2020-yil 23-sentyabrdagi 637-son "Ta'lim to'g'risida"gi O'zbekiston Respublikasining qonuni, O'zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi 312-son "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida"gi qarori va boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya natijalari muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Dissertatsiya mavzusi bo'yicha xorijiy ilmiy tadqiqotlar sharhi[2]. "Ikki tilli ta'lim to'g'risida"gi 1968-yilda qabul qilingan ushbu qonun ingliz tilida so'zlashuvchi va til ko'nikmasi cheklangan talabalarning ehtiyojlari bilan shug'ullanadigan Amerika Qo'shma Shtatlaridagi birinchi federal qonun bo'lib, ingliz tilida ko'nikmasi cheklangan bolalarga xizmat ko'rsatuvchi dasturlar uchun mablag' ajratish orqali ikki tillilik rivojlantiradigan va ingliz tilini ikkinchi til sifatida o'rgatishga mo'ljallangan dasturlarni qo'llab-quvvatlashga qaratilgan; Ikki tilli dasturlar oxirgi bir necha o'n yilliklarda global darajaga ko'tarildi, 1990-yillardan boshlab sezilarli darajada rivojlandi. Kaliforniya, Nyu-York va Texas kabi shtatlardagi maktablar o'quvchilariga ingliz va qo'shimcha tillarni (masalan, ispan, mandarin) o'rgatadigan ikki tilli immersiv dasturlarni taklif qildi.

Amerika Qo'shma Shtatlarida bilingval talabalar lisoniy identifikatsiyasiga oid tadqiqotlar 1963-yilda Florida shtatidagi Deyd okrugidagi (Mayami) Koral Vay boshlang'ich maktabida olib borilgan. Ushbu tadqiqotlar ikki tilli dastur ingliz tili va ispan tilida so'zlashuvchilarga nisbatda o'tkazilgan.

Ikki tilli ta'lim XX asrning o'rtalaridan boshlab turli til guruhlar uchun har xil shakllarda mavjud bo'lgan (Fishman & Xofman, 1966; Kloss, 1977). Kanadada ikki tilli ta'lim va hozirgi ikki tilli dasturlar bo'yicha dastlabki sa'y-harakatlar ikki tillilikni rivojlantirishga yordam bersa-da, bugungi kunda AQShdagi ko'plab ikki tilli dasturlar ikki tilli ta'limni faqat ingliz tilida savodxonlik maqsadiga erishish vositasi sifatida targ'ib qiladi. CLIL (Content and Language Integrated Learning): 1990 va 2000-yillarda Yevropaning turli mamlakatlarida joriy etilgan bo'lib, CLIL

---

[2] www.pushkin.institute, www.vub.ac.be, www.upf.edu/en/home, www.ralk.info, www.msu.ru, www.ugr.es/en, www.mq.edu.au/, www.uni-konstanz.de/en/, www.uzswlu.uz/, www.universityofcalifornia.edu.

tabiiy va ijtimoiy fanlarni xorijiy tilda o'qitishni o'z ichiga oladi. Ispaniya, Italiya va Finlandiya kabi mamlakatlar ta'lim tizimlarida CLIL tizimini keng joriy qilishgan.

Avstriya, Germaniya, Buyuk Britaniya, AQSh, Kanada, Chexiya, Skandinaviya, Rossiya Federatsiyasi, Ukraina, Ozarbayjon, Latviya, Litva, Estoniya kabi mamlakatlarda, shuningdek, O'zbekistonda ham ikki tilli ta'limning turli modellarini ishlab chiqish orqali, lisoniy nisbiylik nazariyasi asosida shaxsning lisoniy identivligining shakllanish omillarini ochib berishga qaratilgan ilmiy izlanishlar olib borilmoqda.

Muammoning o'rganilganlik darajasi. Amaliy tilshunoslikda bilingvizm masalalari psixologiya va pedagogika kabi fanlar bilan bog'liq holda o'rganilgan. Masalan, tadqiqotchilar J.E. Flege, G. Yeni-Komshian, H.Liu, J. J. Asher, R. Bialystok, T. Bongayerts, B. Planken, E. Schils3 va boshqalar yosh omilini ikkinchi tilni o'zlashtirishning muhim jihatlaridan biri deb hisoblashadi.

Ikki tillilikning dolzarb masalalari, uning psixologik va ijtimoiy ko'rinishi, afzalliklari va uslubiy xususiyatlari kabi tadqiqotlar rus olimlaridan E.M. Vereshagin, V.G. Kostomarov, L.S. Vigotski, A.N. Liontiyev va boshqalar[4] tomonidan amalga oshirilgan.

O'zbek tilshunosligida o'zbek va tojik bilingvizmi, uning ijtimoiy ko'rinishi va tillarning o'zaro farqli va o'xshash tomonlari, ularni psixologik va ijtimoiy sathda ta'sir etuvchi omillari kabi taqddiqotlar M.T. Zokirov, K. Yusupov, X. Gulyamov, K. Rahmonberdiyev, N.G. Gulyamova, M. Shamsiyeva[5] va boshqalarning ishlarida til aloqalari, xususan, bilingvizm haqida amaliy ahamiyatga molik fikrlar mavjud.

Bugungi kunga qadar tadqiqotlarning aksariyati ikki tilli ta'limni amalga oshirishning eng samarali usulini aniqlashga bag'ishlangan. Ushbu ilmiy izlanishlar asosan ikkinchi tilni o'zlashtirishga oid turli nazariyalar bilan bog'liq holda amalga oshirilgan. Mahalliy va xorijiy nutqdagi fonetik o'zgaruvchanlikni qayta ko'rib chiqishga bag'ishlangan tadqiqotlar D. Markham, G.G. Neufeld, L.L. Olson,

---

[3] Flege, J. E. Age of learning and second-language speech. In New perspectives on the critical periodhypothesis for second language acquisition (D. Birdsong, editor), 1988. – pp.101-131; Yeni-Komshian, G. & Liu, H. Age constraints on second language acquisition, Journal of Memory & Language, 1999. – pp. 78-104; Asher, J. J. & GarcmH. R. The optimal age to learn a second language, The Modern Language Journal, 1969. – pp. 334-341; Bialystok, E. The structure of age: in search of barriers to second language acquisition, Second LanguageResearch, 13, 1997. – pp. 116-137; Bongaerts, T., Planken B. & Schils, E. Can late learners attain a native accent in a foreign language?A test of the critical period hypothesis. In The age factor in second language acquisition (D. Singleton & Z. Lengyel, editors), 1995. – pp. 30-50. Clevedon, U.K.: Multilingual Matters; Bongaerts, T., van Summeren, C., Planken, B. & Schils, E. Age and ultimate attainment in thepronunciation of a foreign language, Studies in Second Language Acquisition, 19, 1997. – pp. 447-465.

[4] Верещагин Е.М. Психологическая и методологическая характеристика двуязычия (билингвизма). – Москва: МГУ, 1969. – С. 160.; Верещагин Е.М., Костомаров В. Г. Теория лингвострановедения: Лингвокультурология в аспекте билингвального образования (Theory of Linguoculturology: Linguocultural Studies in the Aspect of Bilingual Education). – Москва: Наука, 1990. – С. 70-89; Выготский Л.С. Мышление и речь (Thought and Language). – Москва: Педагогика, 1986. – С. 109, Леонтьев А.Н. Деятельность, сознание, личность. Москва: Педагогика. 1978. – С. 70-89.

[5] Зокиров М.Т. Лингвистик интерференция ва унинг ўзбек-тожик билингвизмида намоён бўлиши: Филол. фан. ном. ...дисс. – Тошкент, 2007.; Юсупов К. Ўзбек ва тожик тилларининг ўзаро таъсири. – Т.: Фан, 1974. – Б. 4. Гулямов Х. Узбекско-таджикские языковые связи. – Т.: Фан, 1983; Раҳмонбердиев К. Ўзбек тили контактлари. – Т.: Фан, 1989. Гулямова Н.Г. Русские лексические заимствования в узбекском языке. – Т., Фан, 1985. – 112 с.; Шамсиева М. Билингвал болалар нутқининг психолингвистик тадқиқи: Филол.фан. бўйича фалсафа д-ри (PhD) … дисс. автореф. – Андижон, 2022. – 53 б.

S.J. Samuyels, S. Oyama, T. Piper, D. Kansin, E.T. Purcyell, R.W. Suter, T.J. Rine va boshqalar[6] tomonidan amalga oshirilgan. Ikki tilli talabalarning psixolingvistik qarashlari Grosjan asarlarida o'z aksini topgan[7].

Dissertatsiya ishi mavzuning kognitiv jihatlari A.E. Hiyeke, M. Jilka, J.T. Lamendella, E.H. Lenneberg, M.H. Long, D. Meador, I. MacKay, F. Missaglia, A. Moyer, H.J. Neville, D.L. Mills, D.S. Lawson[8] va boshqalarning ilmiy-tadqiqot ishlarida o'z aksini topgan.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya Samarqand davlat chet tillar institutining ilmiy-tadqiqot ishlari rejasiga muvofiq "Talabalarda xorijiy tilni o'rganishga bo'lgan munosabatni kuchaytirish, til kompetensiyasini mukammallashtirish, xorijiy tilda ilmiy savodxonlikni oshirish" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi bilingval talabalarning lisoniy identivligini shakllantirishda lingvistik va ekstralingvistik omillarni aniqlashdan iborat.

---

[6] Markham, D. Phonetic imitation, accent, and the learner. Lund: Lund University Press, 1997; Mennen, I. The realisation of nucleus placement in second language intonation, Proceedings of the 14th International Congress of Phonetic Sciences, Vol. 1, 1999. – pp. 555-558; Neufeld, G. G. On the adult's ability to acquire phonology, TESOL Quarterly, 14, 285-298. Olson, L. L. & Samuels, S. J. The relationship between age and accuracy of foreign language pronunciation, Journal of Educational Research, 1980. – pp. 263-268; Oyama, S. A sensitive period for the acquisition of a non-native phonological system, Journal of Psycholinguistic Research, 5, 1976. – pp. 261-283; Piper, T. & Cansin, D. Factors influencing the foreign accent, The Canadian Modern Language Review, 1988. – Pp. 334-342; Purcell, E. T. & Suter, R. W. Predictors of pronunciation accuracy: a reexamination, Language Learning, 1980, – pp. 271-287; Riney, T. J. & Flege, J. E. Changes over time in global foreign accent and liquid identifiability and accuracy, Studies in Second Language Acquisition, 1998. – pp. 213-244; Fathman, A. The relationship between age and second language productive ability, Language Learning, 19752. – pp. 45-253; Flege, J. E. A critical period for learning to pronounce foreign languages? Applied Linguistics, 1987. – pp. 162-177; Flege, J. E. Factors affecting degree of perceived foreign accent in English sentences. Journal of the Acoustical Society of America, 1988. – pp. 70-79; Flege, J. E. Second language speech learning: theory, findings, and problems. In Speech perception and linguistic experience: theoretical and methodological issues (W. Strange, editor), 1995. – pp. 229-273. Timonium, MD: York Press; Flege, J. E. The role of subject and phonetic variables in second language learning. In Papers from the 34th annual meeting of the Chicago Linguistic Society, II: The panels (K. Gruber, D. Higgins, K. Olsen & T. Wysocki, editors). Chicago: Chicago Linguistic Society, 1998; Flege, J. E. & Eefting, W. Cross-language switching in stop consonant perception and production by Dutch speakers of English, Speech Communication, 6, 1987. – pp. 185-202.

[7] Grosjean, F. Processing mixed language: issues, findings and models. In Tutorials in bilingualism: psycholinguistic perspectives (A. M. B. De Groot & J. F. Kroll, editors), 1997. – pp. 225-254.

[8] Hieke, A. E. Aspects of native and non-native fluency skills. PhD dissertation, University of Kansas, 1980; Hurford, J. R. The evolution of the critical period for language acquisition, Cognition, 40, 1980. – pp. 159-201; Jilka, M. The contribution of intonation to the perception of foreign accent. Stuttgart: Arbeitspapiere des Instituts fuK r Maschinelle Sprachverarbeitung, Vol. 6(3), University of Stuttgart, 2000; Lamendella, J.T. General principles of neurofunctional organization and their manifestation in primary and non-primary language acquisition, Language Learning, 27, 1977. – pp. 155-196; Lenneberg, E. H. Biological foundations of language. New York: Wiley; Long, M. H. Maturational constraints on language development, Studies in Second Language Acquisition, 12, 1967. – pp. 251-285; Meador, D., Flege, J. E. & MacKay, I. R. A. Factors affecting the recognition of words in a second language, Bilingualism: Language and Cognition, 3, 2000. – pp. 55-67; Missaglia, F. Contrastive prosody in SLA: an empirical study with adult Italian learners of German, Proceedings of the 14th International Congress of Phonetic Sciences, Vol. 1, 1999. – pp. 551-554; Moyer, A. Ultimate attainment in L2 phonology, Studies in Second Language Acquisition, 21,81-108; Neufeld, G. G. Towards a theory of language learning ability, Language Learning, 29, 1979. – pp. 227-241; Neville, H. J., Mills, D. L. & Lawson, D. S. Fractionating language: different neural subsystems with different sensitive periods, Cerebral Cortex, 2, 1992. – pp. 244-258; Oyama, S. The concept of the sensitive period in developmental studies, Merrill Palmer Quarterly, 25, 1979. – pp. 83-102; Patkowski, M. S. The sensitive period for the acquisition of syntax in a secondary language. Unpublished doctoral dissertation, New York University, 1980; Patkowski, M. S. Age and accent in a second language: a reply to James Emil Flege, Applied Linguistics, 1990; Sancier, M. L. & Fowler, C. A. Gestural drift in a bilingual speaker of Brazilian Portuguese and English, Journal of Phonetics, 25, 1997. – pp. 421-43.

Tadqiqotning vazifalari:

ikki tillilikning istiqbollari va tendensiyalarini aniqlash;

lingvistik nisbiylik nazariyasining ikki tillilikka oid jihatlarini o'rganish;

uchinchi tilni o'zlashtirishda ikki tillilikning ta'sirini ochib berish;

sotsiolingvistik kompetensiyaning bir qismi sifatida fonetik kompetensiyaning mohiyatini izohlash;

til, identivlik va ikki tillilik hodisasini o'rganish;

tilni o'zlashtirish va kognitiv rivojlanish munosabatlarini ochib berish;

bilingval talabalarning xorijiy tilni o'zlashtirishdagi ustunligini asoslash.

qoraqalpoq talabalarining nutqiy portretini sotsiolingvistik va psixolingvistik tahlil usullari asosida o'rganish.

Tadqiqotning obyekti sifatida bilingval qoraqalpoq talabalarining (QT) ikkilamchi lisoniy identivligi tanlangan.

Tadqiqotning predmetini qoraqalpoq talabalari ikkilamchi lisoniy identivligini shakllantiruvchi sotsiolingvistik va psixolingvistik xususiyatlari tashkil etadi.

Tadqiqotning usullari. Dissertatsiyada tavsifiy, sotsiolingvistik, psixolingvistik (introspeksiya kuzatish, eksperimental usul) hamda statistik tahlil usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

lisoniy nisbiylik nazariyasi, ikki tillilikning dinamik tabiati, jamiyatda mavjud ijtimoiy va madaniy o'lchovlar, tilni tanlash va shaxsning o'ziga xos identivligini shakllantirishdagi kognitiv jarayonlar shaxsning lisoniy identivligi shakllanishiga potensial ta'sir ko'rsatishi isbotlangan;

talabalar fonetik kompetensiyasining prosodik xususiyatlarini ochib berish orqali shaxs psixologiyasi va uning "nutqiy portreti" tamoyillari tilni o'zlashtirishdagi murakkab munosabatlar va sotsiolingvistik omillar asosida dalillangan;

qoraqalpoq talabalarida lisoniy identivlikni shakllantiruvchi lingvistik va ekstralingvistik omillarni aniqlash orqali ularning "o'ziga xoslik", "subyektivlik", "individuallashtirish" kabi tushunchalar asosida yuzaga keladigan psixolingvistik portreti ochib berilgan;

ijtimoiy o'zlikni ifodalashda muhim rol o'ynaydigan nutqning fonetik aspektining yosh, jins, etnik va ijtimoiy-iqtisodiy kelib chiqish kabi omillar ta'sirida namoyon bo'lishi amaliy lingvistika aspektida isbotlangan;

qoraqalpoq talabalarining lingvistik identivligini aniqlash va ularning fonetik kompetensiyalarini rivojlantirishda turli simulyatsiya strategiyalaridan foydalanish orqali ularning nutqining ravonligiga erishish va ma'lum bir ijtimoiy guruhga mansub talabalarning xorijiy tilni o'rganishdagi nutq bilan bog'liq o'ziga xos xususiyatlari shaxsning fonetik portretini ochishga imkon beruvchi me'yorlar bilan bog'liqligi aniqlangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

ikki tilli talabalarda lingvistik identivlikni shakllantirish uchun kognitiv lingvistika va psixolingvistika bo'yicha bir qator muhim nazariy va amaliy tavsiyalar ishlab chiqilgan;

fonetik kompetensiyaga potensial ta'sir etuvchi shaxs psixologiyasi va uning "nutqiy portreti" lisoniy nisbiylik nazariyasi aspektida ochib berilgan.

Tadqiqot natijalarining ishonchliligi ishda qo'llanilgan ilmiy yondashuvlar, metodologik usullar, nazariy ma'lumotlarning ishonchli manbalardan olingani, amaliy misollar til materiallariga tayanilgani, ishda zamonaviy tadqiq usullaridan foydalanilgani, respublika, xalqaro miqyosdagi ilmiy-uslubiy, ilmiy-amaliy konferensiya materiallari to'plamlari, O'zbekiston Respublikasi OAK ro'yxatidagi jurnallar hamda xorijiy ilmiy jurnallarda chop etilgan maqolalar, xulosalar, taklif va tavsiyalarning amaliyotda joriy etilgani, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati olib borilgan tahlillar asosida tilning lingvistik identivligi holatini baholash – sotsiolingvistika va psixolingvistika sohalarini kognitiv nazariya nuqtayi nazaridan boyitishi, ish doirasida qo'llaniladigan usullar til identifikatorlarini o'rganishda ilmiy vosita bo'lib xizmat qilishi mumkinligi bilan izohlanadi;

Tadqiqot natijalarining amaliy ahamiyati "Kognitiv tilshunoslik", "Tarjima nazariyasi va amaliyoti", "Leksikologiya", "Amaliy tilshunoslik", "Diskurs tahlili", "Sotsiolingvistika", "Psixolingvistika" kurslarini olib boradigan oliy ta'lim muassasalarining filologiya va tarjimashunoslik fakultetlari talabalari uchun yangi uslubdagi o'quv qo'llanmalar, darsliklar yaratishda muhim manba vazifasini o'tashi bilan asoslanadi.

Tadqiqot natijalarining joriy qilinishi. Bilingval talabalarning ikkilamchi lisoniy identivligini shakllantirishning lingvokognitiv xususiyatlari mavzusida olib borilgan ilmiy-tadqiqot natijalari asosida:

lisoniy nisbiylik nazariyasi, ikki tillilikning dinamik tabiati, jamiyatda mavjud ijtimoiy va madaniy mezonlar hamda ekstralingvistik omillarga asoslangan tilni tanlashdagi kognitiv jarayonlar shaxsning lisoniy identivligini shakllantirishda potensial ta'sir ko'rsatishi, til, lisoniy identivlik va madaniyat o'rtasidagi murakkab munosabatlarni idrok etish bo'yicha olib borilgan tadqiqotlarning ilmiy natijalari va xulosalari asosida Samarqand davlat chet tillar institutida amalga oshirilgan Erasmus + dasturi 2016-2018 561624-YeRR-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS + CBHE IMEP: "O'zbekistonda oliy ta'lim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish" mavzusidagi xalqaro loyihada foydalanilgan (Samarqand davlat chet tillar institutining 2023-yil 23-noyabrdagi 661/02-son ma'lumotnomasi). Natijada, tilni o'zlashtirish va kognitiv rivojlanish munosabatlari bo'yicha amalga oshirilgan tahlillar loyiha doirasida manbalarni yaratishda ilmiy-nazariy asos bo'lib xizmat qilgan;

qoraqalpoq talabalarining lingvistik identivligini aniqlash va ularning fonetik kompetensiyalarini rivojlantirishda turli simulyatsiya strategiyalaridan foydalanish orqali nutqning ravonligiga erishish va muayyan ijtimoiy guruhga mansub talabalarning xorijiy tilni o'rganishdagi nutq bilan bog'liq o'ziga xos xususiyatlari shaxsning fonetik portretini ochishga imkon beruvchi me'yorlar bilan bog'liqligi Samarqand davlat chet tillar instituti tomonidan amalga oshirilgan I-204-4-5 "Ingliz tili mutaxassislik predmetlaridan axborot-kommunikasion texnologiyalar asosida virtual resurslar yaratish va o'quv jarayoniga joriy etish" mavzusidagi innovatsion

loyihada foydalanilgan (Samarqand davlat chet tillar institutining 2023-yil 3-oktyabrdagi 656/02-son son ma'lumotnomasi). Natijada, har bir tilning o'ziga xos grammatik tuzilmalari va og'zaki konstruksiyalarining tashqi dunyoni idrok etishiga ta'siri loyiha doirasida yaratilgan darslik, o'quv-uslubiy majmua, uslubiy qo'llanma, virtual resurslarni eng so'nggi ma'lumotlar va adabiyotlar bilan boyitishda muhim asos bo'lgan;

qoraqalpoq talabalarida lisoniy identivlikni shakllantiruvchi lingvistik va ekstralingvistik omillarni aniqlash orqali ularning "o'ziga xoslik", "subyektivlik", "individuallashtirish" kabi tushunchalar asosida yuzaga keladigan psixolingvistik portreti sotsiolingvistik tahlil asosida va ma'lum bir ijtimoiy guruhga mansub talabalarning ikkinchi tilni o'rganishdagi nutq bilan bog'liq o'ziga xos xususiyatlari tilning fonetik portretini ochishga imkon beruvchi me'yorlardan tashkil topganligi haqidagi ilmiy xulosalardan O'zbekiston davlat jahon tillari universitetida bajarilgan IL-662204405 "Eksperimental fonetik laborotoriya yaratish" mavzusidagi innovatsion loyihada foydalanilgan (O'zbekiston davlat jahon tillari universitetining 2023-yil 3-dekabrdagi 75/02-son ma'lumotnomasi). Natijalarning qo'llanilishi orqali loyiha doirasida o'quv adabiyotlarini yaratishda lingvistik identivlikning ikki tilli talabalarga ta'siri o'ziga xos vazifani bajarishi ko'rsatib o'tilgan;

talabalar fonetik kompetensiyasining prosodik xususiyatlarini ochib berish orqali shaxs psixologiyasi va uning "nutqiy portreti" tamoyillari tilni o'zlashtirishdagi murakkab munosabatlar va sotsiolingvistik omillar asosida - til, identivlik va madaniy munosabatlarni anglashga ijobiy ta'sir ko'rsatuvchi til ta'limi amaliyoti orqali paydo bo'lishi Samarqand davlat chet tillar institutida amalga oshirilgan Erasmus + program 2016-2018 561624-ERR-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS + CBHE IMEP: "Modernization and internationalization of Higher Education System Processes in Uzbekistan" mavzusidagi xalqaro loyihada foydalanilgan (Samarqand davlat chet tillar institutining 2023 yil 23 noyabrdagi 661/02-son ma'lumotnomasi). Natijada yaratilgan o'quv dasturi va o'quv-uslubiy majmualarda ikki tilli talabalarning uchinchi tilni o'rganishdagi ustunligi masalalari kognitiv jarayonlar bilan bog'liqligi borasidagi bilimlarini yanada oshirishga bevosita xizmat qilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 3 ta xalqaro va 2 ta respublika ilmiy-amaliy anjumanlarda qilingan ma'ruzalarda jamoatchilik muhokamasidan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 17 ta ilmiy ish chop etilgan, jumladan, 1 ta monografiya, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy nashrlarda 11 ta maqola, 9 tasi respublika va 2 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, to'rt bob, xulosa va foydalanilgan adabiyotlar ro'yxatidan tashkil topgan bo'lib, ishning umumiy hajmi 204 sahifadan iborat.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida tadqiqot mavzusining dolzarbligi va zarurati asoslanib, uning respublika fan va texnologiyalari rivojlanishining ustuvor yoʻnalishlariga mosligi koʻrsatilgan, muammoning oʻrganilganlik darajasi yoritilgan, tadqiqotning maqsad va vazifalari, usullari tavsiflangan, tadqiqot obyekti va predmeti aniqlangan, ishning ilmiy yangiligi va amaliy natijalari bayon qilingan, olingan natijalarning ilmiy va amaliy ahamiyati ochib berilgan, natijalarning amaliyotga joriy etilganligi, aprobatsiyasi, nashr etilgan ishlar va dissertatsiya tuzilishi hamda hajmi boʻyicha ma'lumotlar keltirilgan.

Dissertatsiyaning **"Bilingvizm va til ta'limining xususiyatlari"** deb nomlangan birinchi bobida ikki tillilikning murakkab tabiati va uning til ta'limi sohasidagi ahamiyati keng oʻrganilgan. Turli yondashuvlar va empirik faktlarni oʻrganish natijasida olingan tushunchalar ikki tillilikning kognitiv, ijtimoiy va lingvistik mezonlarini chuqurroq tushunishga yordam beradi. Bobning "Ikki tillilik: istiqbol va yoʻnalishlar" nomli faslida ikki tillilikning ta'riflari, nazariy istiqbollari, nazariy metodologik asosi va ikki tillilikning sotsiolingvistik jarayonlar bilan bogʻliqligi tahlilga tortilgan. Bilingvizm, ya'ni ikki tilni bilish, zamonaviy jamiyatda muhim rol oʻynaydi. Globalizatsiya va migratsiya jarayonlari natijasida ikki tilni bilish talabi ortib bormoqda, bu esa insonlarning shaxsiy va professional hayotida ahamiyatli oʻrin egallaydi[9]. Ikki tillilik tushunchasi ikki tilni oʻzaro qoʻllash va ulardan birining ikkinchi tilga ta'sirini ifodalaydi. Bu jarayon ikki turga boʻlinadi: *toʻliq ikki tillilik, qisman ikki tillilik va simmetrik ikki tillilik*[10], bu esa shaxslarning tilni qanday oʻzlashtirganini va uning qanchalik samarali qoʻllanilishini koʻrsatadi. Ikki tillilikning bir nechta afzalliklari mavjud. Birinchidan, bilingval shaxslar koʻproq kognitiv rivojlanish imkoniyatiga ega boʻladilar. Ular yanada rivojlangan muammoni hal qilish va ijodiy fikrlash qobiliyatiga ega boʻlib, turli vaziyatlarda mantiqiy fikrlash va yechimlarni topish qobiliyatini yaxshilaydilar[11]. Ikki tillilik, shuningdek, shaxsga madaniy koʻnikmalarni rivojlantirish imkonini beradi, bu esa ularni turli madaniyatlar va an'analar bilan tanishtiradi. Ikki tillilik ta'lim sohasida ham muhim ahamiyatga ega. Bilingval ta'lim tizimlari, ya'ni ikki tilni oʻqitish usullari va ularning samaradorligi haqida koʻplab tadqiqotlar oʻtkazilgan[12]. Oʻqitish jarayonida tillarning oʻzaro ta'siri, shuningdek, oʻquvchilarning til koʻnikmalarini rivojlantirishdagi roli alohida e'tiborga molik[13]. Ijtimoiy aspektda ikki tillilik, ijtimoiy identifikatsiya va bilingval shaxslarning jamiyatdagi oʻrni bilan bogʻliq muhim masalalarni koʻrsatadi. Bilingval shaxslar ijtimoiy barqarorlikni ta'minlashda, turli madaniyatlar oʻrtasida muloqot oʻrnatishda muhim rol

---

[9] Grosjean, F., Bilingual: Life and Reality. Harvard University Press, 2010. –P. 308.
[10] Blommaert, J., The Sociolinguistics of Globalization. Cambridge University Press, 2010. —P. 244.
[11] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.
[12] Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters, 2000. – –P. 320.
[13] Thomas, W. P., English Language Learners in the United States: How to Get It Right. Heinemann, 2011. – P. 152.

o'ynaydi[14]. Ikki tillilik jamiyatda turli tillarda muloqot qilish imkonini berib, madaniyatlararo almashinuvni va o'zaro tushunishni rivojlantiradi.

Yaqin kelajakda ikki tillilik tendensiyalari o'zgarishi kutilmoqda. Yangi texnologiyalar va ta'lim metodlarining rivojlanishi ikki tillilikning yangi ko'rinishlarini yaratadi[15]. Bilingual shaxslarning ijtimoiy hayotdagi roli esa ko'proq madaniyatlararo muloqot va tajriba almashinuvi bilan ifodalanadi. Psixolingvistik tadqiqotlar bilingvizmning kognitiv va lingvistik bog'liqligini ta'kidlaydi. Tadqiqotchilar V. Lambert[16] tilni qayta ishlash, xotira va ijro etuvchi funksiyalarning afzalliklarini izohlaydi. Sotsiolingvistik tahlillar natijasida Dj. Fishman ikki tilli jamoalarda tildan foydalanish asnosida til va madaniyat integratsiyasi vujudga kelishini ta'kidlaydi. Uning talqinicha, til nafaqat muloqot vositasi, balki etnik o'ziga xoslik belgisi sifatida ham xizmat qiladi[17].

L. Alarkon tomonidan lingvistik, kognitiv va ijtimoiy-madaniy mezonlarni o'z ichiga olgan ikki tillilikning keng qamrovli tabiati o'rganilgan bo'lib[18], bizningcha, ikki tillilikning barqaror turlari tilda muvozanatni saqlaydi.

"Ikki tillilik aspektida lisoniy nisbiylik nazariyasi" nomli ikkinchi faslida lingvistik nisbiylik nazariyasining ikki tillilik kontekstida shaxsning olam haqidagi tasavvurlari va fikrlariga tilning ta'siri tahlil etilgan. Ma'lumki, Sapir-Vorf gipotezasi til odamlarning dunyo haqidagi tasavvurlari va fikrlarini shakllantirishda hal qiluvchi rol o'ynashini ta'kidlaydi[19]. Ushbu nazariya tillar o'rtasidagi lug'aviy va grammatik o'zgarishlarning fikrlash va ma'lumotni eslab qolishga ta'sir qilishini ko'rsatadi[20]. Ikki tillilikning uchinchi tilni o'zlashtirish va ikki tilli o'qitishga ta'siri, ya'ni ikki tillilikning uchinchi tilni o'zlashtirish bilan bog'liqligi va yosh o'rtasidagi tavofut tilni bilish, til tipologiyasi kabi omillarning uchinchi tilni o'rganishga ta'sir etishini alohida baholaydi. Lingvistik nisbiylik gipotezasiga ko'ra, ikki tilli shaxsning dastlabki ikki tilni bilishi uchinchi tilni o'rganishiga ijobiy ta'sir qilishi mumkin. Bu nazariya uchinchi tilni o'zlashtirish jarayonida dastlabki ikki til va uchinchi til o'rtasidagi o'xshashlikning ahamiyatini alohida e'tirof etadi. Birinchi ikki tilning strukturaviy va lug'at xususiyatlari uchinchi tilnikiga to'g'ri kelganda, bilim va ko'nikmalar uchinchi tilni o'zlashtirishga yordam beradi. Tilning nisbiylik nazariyasi, bilingval shaxslarning tilni qanday o'zlashtirishi va ularning fikrlash usullariga qanday ta'sir ko'rsatishini o'rganishga yordam beradi. Bilingval shaxslar, har bir tilning o'ziga xos imkoniyatlari va chegaralarini hisobga olib, dunyoqarashlarini kengaytiradilar. Bu jarayon, ularning shaxsiy va madaniy identivligiga ham samarali ta'sir ko'rsatadi.

---

[14] Gonzalez, J., Bilingualism and Multilingualism: A Sociolinguistic Perspective. Routledge, 2012. – P. 270.

[15] Li, W. (Ed.), The Handbook of Bilingualism and Multilingualism. Wiley-Blackwell, 2017. – 800 p.

[16] Lambert, W. Culture and language as factors in learning and education. En A. Wolfgang (Ed.), Education of immigrant children. Toronto, ON: Ontario Institute for Studies in Education. 1975. — P. 54.

[17] Fishman, J. Bilingualism with and without diglossia; diglossia with and without bilingualism. Journal of Social Issues, 32, (2). 1967. – pp. 29-38.

[18] Alarcon, L. El fenómeno del bilingüismo y sus implicaciones en el desarrollo cognitivo del individuo. Colección pedagógica universitaria, 2003. – P. 29.

[19] Sapir, E. The study of language as a science. Language, 5, 1929. –pp. 207-214.

[20] Whorf, B. L. Language, thought, and reality: Selected writings of Benjamin Lee Whorf. New York: John Wiley. 1956. – P. 76.; Garnham, A., & Oakhill, J. (1994). Thinking and reasoning. Oxford: Blackwell, 1994. – P. 48.

Umuman olganda, bugungi kunda bilingvizmning ijtimoiy ahamiyati kundan kunga o'sib borayotgani ko'zga tashlanadi. Bilingval shaxslar ko'pincha chet tillarni o'rganishda kognitiv ustunlikka ham ega. Ular, masalan, muammoni o'zgacha hal qilish qobiliyatiga, yuqori darajada ijodiy fikrlashga va bir vaqtning o'zida bir necha vazifalarni bajarish qobiliyatiga ega bo'lishadi. Ikki tillilik o'quvchilarning e'tiborini yanada kuchaytiradi va til o'rganish jarayonida kognitiv resurslarni ko'paytiradi[21]. Bilingval ta'lim tizimi, ya'ni ikki tilda ta'lim berish usullari, o'quvchilarning chet tilini o'rganishidagi samaradorlikni oshiradi. Bilingval ta'lim metodologiyalari o'quvchilarga tilni yanada chuqurroq o'zlashtirish imkonini beradi va ularning til ko'nikmalarini kengaytiradi. Bu ta'lim usuli o'quvchilarning ikki tildagi madaniy kontekstni tushunishiga ham yordam beradi[22]. Jahon tillari orasida mintaqaviy hamda xalqaro aloqa tillari alohida ko'zga tashlanmoqdaki, ular xalqlar va davlatlar uchun mushtarak aloqa vositasi vazifasini bajara boshladi.

Ushbu bobdan o'rin olgan yana bir muhim tadqiqotlardan biri – lingvistik interferensiya hodisasidir. Lingvistik interferensiyaning paydo bo'lish sharti til kontaktidir. Til kontakti tushunchasi ostida ikki til jamoasi orasidagi nutqiy muloqot yoki o'quv jarayoni tushuniladi. Lingvistik interferensiya hodisasining ko'rinishlari orasida fonetik sathga xos fonetik interferensiya ko'zga yaqqol tashlanadi. Ikkinchi tildan foydalanish jarayonida dominant tilga xos fonetik sistema elementlarining namoyon bo'lishi fonetik interferensiyani vujudga keltiradi.

Nutqning madaniy jihatini ta'min etuvchi to'g'rilik, aniqlik, mantiqiylik, ifodalilik nutqning shunday xususiyatiki, ular mazkur tildagi barcha so'zlovchilar tomonidan til ifodalarini bir xil tushunishni bildiradi. Bunga har bir tilda mavjud bo'lgan, til birliklarining adabiy til qoidalariga mos holda, namunali tarzda qo'llanishini belgilovchi me'yor mavjudligi tufayli erishiladi.`

Ona tiliga xos so'z va ularning semantik strukturasidagi xususiyatlarni semantik sistema ta'siri ostida o'zga tilda beixtiyor qo'llash leksik-semantik interferensiyaga olib keladi. Turli tillarda yangi narsa, voqea-hodisalarga nom qo'yish, nomlash jarayonida atashga asos qilib olingan belgilarning ko'p hollarda bir xil emasligi, o'xshatishga asos bo'lgan ko'chma motivatsiyaning har xilligi leksik-semantik interferensiyaning asosiy sabablaridan biridir.

Ko'nikmalarning ijobiy hamda salbiy ta'sirini o'rganish ko'plab leksik-semantik xatolarning tabiatini tushunishga yordam beradi va bu xatolarni bartaraf etishga doir tavsiyalar maktab, kollej, litsey, oliy ta'lim muassasalarida o'zga tilni o'qitishning optimal variantlarini tanlashda dolzarblik kasb etadi. Bunda ikki til leksik-semantik sistemalarining chog'ishtirma tahlilida til sohibiga ikkinchi tilni o'rganish jarayoni uchun muntazam qiyinchilik tug'diruvchi belgilarni aniqlash muhim ahamiyatga ega.

Tilning grammatik sathida tillararo universal jihatlar bilan birga, uning o'ziga xos tomonlari ham mavjud. Ikki tilning grammatik tipi o'zgacha bo'lgach, grammatik interferensiya sodir bo'lishi tabiiydir.

[21] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.
[22] Thomas, W. P., English Language Learners in the United States: How to Get It Right. Heinemann, 2011. – P. 152.

14

Shuningdek, bilingval talabalarning uchinchi tilni oʻrganishiga taʼsir etuvchi omillar muhim tadqiqot usuli hisoblanadi. Bular – yoshga qarab oʻzlashtirish, ikki til koʻnikmasi darajasi, motivatsiya, til oʻrganish imkoniyati va tillar oʻrtasidagi tafovut. Keltirilgan omillar xorijiy tilni oʻrganishda ahamiyatli ekani bilan bir qatorda, ularni anglash, toʻgʻri yondashish til oʻrganish jarayonini tezlashtiradi va til koʻnikmasini mustahkamlaydi.

Bundan tashqari tilni oʻrganishda yuzaga keladigan turli muammolar ularni bartaraf etish usullari bilan hal etilishi kuzatilgan. Boshqa tilga xos boʻlgan madaniyatni oʻrganish, mahalliy til egalarining muloqot koʻnikmasini anglash til bilan bogʻliq ilmni mustahkamlashga yordam beradi.

Toʻgri talaffuz va samarali muloqot tilni egallash mukammalligining asosiy elementi hisoblanadi. Aytish joizki, fonetik kompetensiyani rivojlantirish tilning ravonligini oshirish bilan birga madaniyatlararo muloqot jarayonini osonlashtiradi, tilga xos boʻlgan ijtimoiy-madaniy kompetensiyani oʻstiradi.

Xulosa sifatida aytish mumkinki, bilingvizm, uning psixolingvistik hamda sotsiolingvistik aspektlari, lisoniy nisbiylik nazariyasining til oʻrganishdagi ahamiyati, interferensiya jarayoni va uning til oʻqitishdagi roli, uchinchi tilni oʻzlashtirishga taʼsir etuvchi omillarni anglash, shuningdek, samarali strategiyalarni ishlab chiqish – tadqiqotning muhim vazifasi ekanligi diqqatga sazovordir.

Tadqiqotning **“Bilingvizm aspektida lisoniy identivlik nazariyasi”** deb nomlangan ikkinchi bobida tilning individual va ijtimoiy shaxsni qanday shakllantirish masalasi haqida soʻz boradi. Bunda ikki tillilikning rivojlanishda tilning oʻziga xosligi, til va madaniy kompetensiyani targʻib qiluvchi til taʼlimi amaliyotlari tahlil qilingan. Shuningdek, individual va ijtimoiy jihatlar oʻrtasidagi oʻzaro bogʻliqlik oʻrganiladi. J. Jozef va boshqa olimlar shaxsiy va ijtimoiy jihatlarni oʻz ichiga olgan uning ikki tomonlama tabiatiga eʼtibor qaratib, lisoniy identivlik tushunchalarini oʻrganadilar[23]. Shaxsiy va ijtimoiy oʻziga xoslik oʻzaro bogʻliq boʻlib, ijtimoiy identivlik guruhlar ichidagi munosabatdan kelib chiqadi va ijtimoiy kontekstlar bilan belgilanadi, deb taʼkidlaydi [24]. Shaxsiy va ijtimoiy identivlik tilda shakllanadi, chunki til odamlarga oʻziga xoslik va guruhga mansublikni belgilaydi. Til, shuningdek, individual va ijtimoiy oʻziga xosliklar oʻrtasidagi munosabatlarni oʻrnatish vositasi boʻlib xizmat qiladi[25]. D. Blok [26] va P. Rayli[27] ijtimoiy rollarni shaxslarga huquq va majburiyatlarni beradigan, muayyan toifadagi harakatlarning bajarilishini qonuniylashtiradigan diskursiv pozitsiyalar sifatida belgilaydi. K. Novak oʻziga xoslikni shakllantirishda tilning markaziy rolini taʼkidlaydi.[28] Til shaxsiy va ijtimoiy oʻziga xosliklarni bogʻlaydi, identifikatsiya qilish vositasi sifatida ishlaydi. Til oʻziga xoslikni shakllantiradi, bu odamlarga qaysi guruhga

[23] Joseph, J. E., Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010. – pp. 9-17.
[24] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press, 2009. – P. 69.
[25] Joseph, J. E. Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010. – pp. 9-17.
[26] Block, D, Second Language Identities. London: Continuum International Publishing Group. 2007. – P. 43.
[27] Riley, P., Language, Culture and Identity. An Ethnolinguistic Perspective. New York: Continuum., 2007. – P. 98.
[28] Novak, K., Multilingualism and collective identities of the Illyrians: language biographies of Dragojla Jarneviÿ, Ljudevit Gaja and Ivan Kukuljeviÿ Sakcinski. Zagreb-Rijeka: Central Europe. 2012. – P. 267.

mansubligini ifoda etish imkonini beradi, shu bilan birga, shaxsiy va ijtimoiy identivlik o'rtasidagi tenglikni va qarama-qarshilikni soddalashtiradi.

J.E. Joseph o'z tadqiqoti mohiyatini "shaxsning identivligi – bu uning kimligidir", degan oddiy izohdan boshlaydi[29]. Ushbu asosiy ma'noda, individual identitetning ikki jihati mavjud: *birinchisi,* shaxsni boshqalardan ajratib turadigan va shu tarzda deiktik funksiyani bajaradigan ismi; *ikkinchisi* esa, shaxsning mohiyatini tashkil qiladigan chuqur va noaniq jihat bo'lib, bu shaxsni asosiy ma'noda ifodalaydi. Boshqacha aytganda, identivlik o'zining o'ziga xosligini anglatadi: birinchi navbatda, ism orqali (deiktik funksiya) va shaxsning o'zida, bu esa faqatgina o'sha shaxsga xos bo'lgan mohiyat asosida (semantik funksiya) namoyon bo'ladi. Shunga qaramasdan, Jozef shaxsning identivligi turli shaxsiy rollarda ham namoyon bo'lishini ta'kidlaydi. Bu esa yuqorida qayd etilgan qarama-qarshiliklarning o'zaro bog'liqligini ko'rsatadi; tenglikdagi identivlik farqlilik bilan aloqada bo'lganida tan olinadi, eksklyuzivlik, identivlik esa asosan tenglikdagi identivlik bilan to'qnashganda shakllanadi.

Shunga o'xshash ma'noda, J. Edwards shaxsiy va ijtimoiy identitetlar o'rtasida aniq chegaralarni belgilashning imkonsizligini ta'kidlaydi, chunki barcha shaxsiy xususiyatlar biz a'zo bo'lgan guruh(lar) ichidagi ijtimoiylashuvdan kelib chiqadi va mavjud ijtimoiy kontekst inson imkoniyatlarining mavjud to'plamini belgilaydi[30]. Riley[31] esa turli interaksionist sotsiologlar, psixologlar, marksistlar, ijtimoiy konstruktivistlar, fenomenologlar va ekzistensialistlar o'rtasidagi qarashlar va tafovutlarni muhokama qilar ekan, shaxsiyat masalasining interditsiplinar tabiatiga e'tibor qaratadi, ammo baribir ular ikki nuqtada bir fikrga keladi:

Shaxsiyatning manbayi ijtimoiydir. U jamiyat va boshqa ijtimoiy a'zolar o'rtasidagi ijtimoiy o'zaro ta'sir natijasidir. Bizning interaktiv tajribamizni, jumladan, til tomonidan qo'llab-quvvatlanadigan va boshqariladigan tajribamizni aks ettirish, kimligimizni shakllantirish imkonini beradi, ya'ni biz interpersonaldan intrapersonalga o'tgan holda, o'zimiz kim ekanligimizni anglaymiz. Shu tariqa, jamiyat, til va interaksiya tuzilmalari shaxsiyatning manbayi sifatida xizmat qiladi.

Riley yana ta'kidlaydiki, shaxsning shaxsiyati boshqa subyektlardan mustaqil holda mavjud bo'lgan tug'ma xususiyat sifatida ko'rilishi mumkin bo'lsa-da, u boshqa insonlarning vositachiligi orqali shaxsga nisbatan aniqlanadi. Boshqalar doimo bizni egallashimiz kerak bo'lgan yoki boshqalar egallashimizni istagan rollar va pozitsiyalar haqida ko'rsatmalar berib, bizga ta'sir qiladi. Shu bilan birga, biz a'zo bo'lgan yoki a'zo bo'lmagan guruhlar orqali o'z identivligimizni shakllantiramiz. Shu jihatdan qaraganda, identivlikni boshqalarga nisbatan tushunish mumkin, chunki boshqalar uning asosiy shakllanish manbayi hisoblanadi. Buni hisobga olgan holda, ijtimoiy identivlik ijtimoiy jarayonlar orqali, xususan, boshqalar bilan kommunikativ aloqalarimizda, intersubyektiv bog'lanishlar orqali shakllanadi, namoyon bo'ladi, taqsimlanadi va muzokara qilinadi. Shu bilan birga, biz doimiy ravishda o'z identivlik talablarimizni ham yuborib turamiz. Shu

---

[29] Joseph J. E., Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010. –pp. 9-17.
[30] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press.,2009. – P. 69
[31] Riley, P., Language, Culture and Identity. An Ethnolinguistic Perspective. New York: Continuum, 2007. – P. 98.

ma'noda, Riley ijtimoiy identitivlikni inson a'zo bo'lgan barcha kichik guruhlar yig'indisi sifatida belgilaydi. U kuzatgan ijtimoiy identivlik parametrlarida yashash joyi, etnik kelib chiqishi, din, siyosiy qarashlar, oilaviy holat, sevimli mashg'ulotlar, tillar kabi misollarni topish mumkin. Edwards yana shuni qo'shimcha qiladiki, yuqorida keltirilgan ijtimoiy guruhlardan ba'zilari, masalan, etnik kelib chiqishi yoki jins kabilar ixtiyoriy bo'lmagan xususiyatlar hisoblanadi va odatda uzoq muddatli ahamiyatga ega. Ammo ijtimoiy toifalar, masalan, jins yoki millat, Edwardsning ta'kidlashicha, "insonlarni ijtimoiy darajada o'ylashda eng muhim bo'lib, bu o'z-o'zini belgilash jarayonlari yoki guruh tashqarisidagi boshqalar tomonidan belgilash orqali sodir bo'ladi[32]."

Ko'rib turganimizdek, bizning har birimiz, shubhasiz, ko'p qirralarga ega shaxsiyatlar yig'indisiga egamiz. J.E. Joseph[33]ning fikriga ko'ra, bu kamida ikki ma'noda kuzatilishi mumkin. Birinchi ma'noda bu boshqalarning ongida mavjud bo'lgan to'liq "o'zlik" tushunchasidir. Josephning izohlashicha, har bir inson siz bilan muloqot qilganida, siz haqingizda o'z versiyasini yaratadi. Ular bu tasavvurni siz va boshqa odamlar haqida kuzatgan narsalariga asoslanib shakllantiradilar va uni o'zlarining noyob o'zlik tuyg'usi asosida yaratilgan qolipga soladilar. Joseph identivlikning ko'p qirraliligini kuzatgan ikkinchi ma'noda, har bir insonning atrofidagi odamlarga nisbatan turli rollarni bajarishini ta'kidlaydi — ona, rahbar, do'st, opa-singil va hokazo. Shu ma'noda, identivlik biz qaysi odamlar bilan bo'lganimizga qarab o'zgaradi. Block[34] ijtimoiy identivliklarning ko'pligi, ularning ko'pchiligi bir vaqtning o'zida mavjud bo'lishi bilan bog'liq bo'lgan ijtimoiy ahamiyat va kontekstual cheklovlar masalasini ko'taradi, bu cheklovlar identivlik repertuarining bir qismini boshqalardan ko'ra kuchliroq harakatga keltiradi. U bu jarayonni turli ijtimoiy rollarni yoki vaziyatga qarab, "niqoblar"ni qabul qilishga o'xshash, deb baholaydi.

Tilni tanlash kontekst, auditoriya va shaxsiy omillarga qarab belgilanadi. Til va madaniyat bir-biri bilan chambarchas bog'liq bo'lib, u madaniyatlararo almashish imkonini beruvchi ramziy tizim bo'lib xizmat qiladi. Madaniy farqlar umumiy ma'nolar almashinuvi orqali hosil bo'ladi va til bu farqlarni namoyon qilish bilan shug'ullanadi. Madaniy o'ziga xoslik, madaniy farq, madaniy sxema konsepsiyasi ushbu ma'no yaratuvchi tarmoqning interaktiv tabiatini belgilaydi va imtiyozli vosita bo'lib xizmat qiladi. Ushbu tushunchalarni har tomonlama anglash uchun lingvistik va madaniy identivlik o'rtasidagi bog'liqlikni tan olish juda muhim.

Tadqiqotning ushbu bobida identivlikning ikki ko'rinishi shaxsiy va ijtimoiy deb nomlangan tushunchalari alohida e'tiborga molik jihatlariga ko'ra tavsiflangan. Shaxsiy identivlik shaxsiy e'tiqodlarni, qadriyatlarni, tajribalarni, insonga xos bo'lgan his-tuyg'ularni anglatsa, ijtimoiy identivlik shaxsning jamiyatda egallagan o'rni, ijtimoiy muloqot va munosabatlari, muayyan ijtimoiy guruhga mansubligi, etnik kelib chiqishi, millati, dini kabi ijtimoiy qatlamga mansub tushunchalar bilan izohlanadi. Ular o'rtasidagi munosabat esa murakkab va dinamik jarayon

---

[32] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press., 2009. – P. 75.
[33] Joseph J. E., Identity. En Llamas C. y Watt D. (coords.) Language and Identites. Edinburgh University Press Ltd. 2010, – pp. 9-17.
[34] Block, D. (2007), Second Language Identities. London: Continuum International Publishing Group. 2007, – P. 43

hisoblanib, shaxsning o'zini qay tarzda anglashi va ijtimoiy qatlamda boshqalar tomonidan qanday e'tirof etilishi bilan muhim ahamiyat kasb etadi.

Shuningdek, tadqiqotda lisoniy va madaniy identivlik o'rtasidagi munosabatlar, tilning madaniyatni ifodalash vositasi ekanligi, qadriyatlar, an'analar til yordamida ko'chirilishi, madaniyat haqidagi bilim lisoniy olamni anglashda juda muhimligi to'g'risidagi qimmatli ma'lumotlar keltirilgan. Bu jarayonni to'g'ri anglash chet tilini o'rganishda samara berishi ta'kidlangan.

Dissertatsiyaning **"Til va kognitiv jarayon: Til ko'nikmalari transformatsiyasi"** deb nomlangan uchinchi bobida ikki tillilik sohasida til ko'nikmalarini shakllantirishni o'rganadi, uning kognitiv qobiliyatlarga chuqur ta'sirini yoritadi. Til o'rganish va kognitiv rivojlanish o'rtasidagi bog'liqlik, bilingval shaxslar uchun ko'plab afzalliklarni taqdim etadi. Ikki tillilik, nafaqat til ko'nikmalarini rivojlantirish, balki kognitiv funksiyalarni ham o'stirishda muhim rol o'ynaydi. Ushbu bo'limda, ikki tillilikning kognitiv rivojlanishdagi afzalliklari va til o'rganish jarayoni tahlil qilinadi. Bilingval shaxslar, ikki tilni qo'llash jarayonida ko'plab kognitiv funksiyalarni rivojlantiradilar. Tadqiqotlar shuni ko'rsatdiki, bilingval shaxslar, diqqat, xotira va muammolarni hal qilishda yuqori ko'rsatkichlarga ega. Ikki tilni bilish, kognitiv moslashuvchanlikni oshiradi va shaxslar o'rtasidagi tafovutlarni ko'rishga yordam beradi. Til o'rganish jarayoni, shaxsning kognitiv rivojlanishiga ijobiy ta'sir ko'rsatadi. Bilingval shaxslar, yangi tilni o'rganish jarayonida analitik fikrlash, muammolarni hal qilish va ijodiy yondashuvlarni rivojlantiradilar. Til o'rganish shaxsning umumiy kognitiv ko'nikmalarini kengaytiradi va o'z fikrlarini ifoda etishda erkinlik beradi[35]. Ikki tillilik, shaxslarning ijodiy fikrlash qobiliyatlarini ham oshiradi. Bilingval shaxslar ikki tilni bilganliklari sababli, turli nuqtayi nazardan fikr yuritish va muammolarni yangi usullarda hal qilish imkoniyatiga ega. Bu ijodiy fikrlashni rivojlantiradi va shaxslarni innovatsion g'oyalar yaratishga undaydi[36]. Bilingval shaxslar, ikki tilni o'rganish jarayonida turli strategiyalarni qo'llaydilar. Ular o'z tillarini parallel ravishda o'rganish, kontekstual o'rganish va amaliyotga asoslangan yondashuvlarni qo'llash orqali kognitiv rivojlanishni qo'llab-quvvatlaydilar. Bu strategiyalar til o'rganish jarayonini osonlashtiradi va til ko'nikmalarini mustahkamlaydi[37].

Bilingval shaxslar ikki tilni bilganliklari sababli yangi tilni o'rganishda xotira, diqqat va muammolarni hal qilish qobiliyatlaridan foydalanadilar. Tadqiqotlar shuni ko'rsatadiki, bilingval shaxslar yangi so'zlar va iboralarni osonroq yodlashadi va til ko'nikmalarini tezroq rivojlantiradilar[38]. Bilingval shaxslarning til o'rganish jarayonida lingvistik va metalingvistik xabardorlik rivojlanadi. Ular tilning strukturasi, grammatikasi va leksikasiga nisbatan yuqori xabardorlikka ega bo'ladilar. Bu yangi tilni o'rganishda ularga yordam beradi va qiyinchiliklarni

[35] Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters, 2000. – P. 320.

[36] Kecskes, I., Intercultural Pragmatics: Theoretical and Practical Perspectives. Oxford University Press, 2013. – P. 288.

[37] Lightbown, P. M. & Spada, N., How Languages Are Learned. Oxford University Press, 2013. – P. 384.

[38] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.

yengish imkoniyatini oshiradi[39]. Bilingval shaxslar chet tilini o'rganish jarayonida madaniy farqlarga moslashuv qobiliyatini rivojlantiradilar. Ular ikki madaniyat o'rtasida muloqot qilish qobiliyatiga ega bo'lishlari sababli, yangi madaniyatni o'rganish va unga moslashish jarayonida yanada muvaffaqiyatli bo'ladilar. Madaniy farqlarni hisobga olish chet tilini o'rganish jarayonini boyitadi va shaxslarning global fikr doirasini kengaytiradi[40].

Bilingval shaxslar uchun chet tilini o'rganish jarayoni ko'plab afzalliklarni taqdim etadi. Ularning kognitiv qobiliyatlari, til o'rganish strategiyalari va madaniy moslashuv qobiliyatlari, chet tilini o'rganish jarayonida muvaffaqiyatli bo'lishlariga yordam beradi. Ikki tillilik shaxslarning global ijtimoiy kontekstlarda o'z o'rnini topishda muhim rol o'ynaydi.

Mazkur bobning fasllarida ingliz tili uchinchi til sifatida ikki tillilikning ko'p qirrali afzalliklarini muhokama qiladi, lingvistik kompetensiya, kognitiv imtiyozlar, madaniy tushunish va kasbiy istiqbollarni tadqiq etadi. U ikki tillilikning ta'lim va jamiyatga ijobiy ta'sirini ta'kidlab, uning da'volarini qo'llab-quvvatlash uchun keng qamrovli izlanishlarga asoslanadi. Kognitiv rivojlanish nuqtayi nazaridan ikki tilli bo'lishning afzalliklari ikki tillilikning til rivojlanishining turli jihatlariga, jumladan, kognitiv qobiliyatlar, metallingvistik xabardorlik va kommunikativ ko'nikmalarga ijobiy ta'sirini o'rganadi.

Muayyan kognitiv fanlarning boshqa qoidalaridan farqli ravishda tilshunoslikda insonga xos kognitiv tuzilma va jarayonlar tahlil etiladi. Bunda birinchi o'rinda insonning tilni o'zlashtirish mexanizmi va lisoniy bilimlar tuzilishi tamoyillarini sistemali tasniflash va izohlash turadi. Shunga ko'ra, kognitiv tilshunoslikda quyidagilarni o'rganishga e'tibor qaratiladi: 1. Tilni o'zlashtirish va uning tuzilish tamoyillari hamda mental xususiyatlarning namoyon bo'lishi. 2. Til birliklari qo'llanilishining kognitiv talqini. 3. Idrok qilishning kognitiv mexanizmi.

Bolalarda til rivojlanishi – kognitiv o'sish, metalingvistik xabardorlik va muloqot qobiliyatlari uchun juda muhim bo'lgan murakkab jarayondir. Kognitiv rivojlanish xotira, e'tibor va muammolarni hal qilish orqali tilni o'zlashtirishni qo'llab-quvvatlaydi. Metalingvistik xabardorlik til qoidalarini tushunish va lingvistik elementlarni manipulyatsiya qilish, savodxonlik ko'nikmalarini oshirishni o'z ichiga oladi. Ikki tillilik kognitiv rivojlanishga ijobiy ta'sir ko'rsatadi, nazorat va moslashuvchanlik kabi funksiyalarni yaxshilaydi. Shuningdek, u turli lingvistik kontekstlarga ta'sir qilish orqali shaxslarning metallingvistik xabardorligini oshiradi. Ikki tilli shaxslar ilg'or kommunikativ ko'nikmalarni, turli suhbatdoshlarga moslashishni va verbal signallarga sezgirlikni namoyish etadilar.

Ikki tillilik uchinchi tilni o'zlashtirishda raqobatbardosh ustunlikni ta'minlaydi, til va madaniyatni yanada yaxshiroq tushunishga yordam beradi. Tadqiqotlar shuni ko'rsatadiki, ikki tillilar lug'at, grammatika va muloqot kabi sohalarda bir nechta tillarni bilishi tufayli ustunlikka ega bo'ladi. Metalingvistik xabardorlik ikki

---

[39] Kroll, J. F. & Bialystok, E., Understanding the Consequences of Bilingualism for Language Processing and Cognition. En Li, W. (Ed.), The Handbook of Bilingualism and Multilingualism. Wiley-Blackwell, 2013. – pp. 21-46.

[40] Piller, I., Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics. Oxford University Press, 2017. – P. 304.

tillilarga lingvistik tuzilmalarni to'liq tushunish va boshqarishga yordam beradi. Diqqatni nazorat qilish va kognitiv moslashuvchanlik kabi afzalliklar ikki tillilarga yangi tillarga osonroq moslashish imkonini beradi. Ijtimoiy-madaniy nuqtayi nazardan, ikki tillilar turli jamoalar va til almashinuvi bilan aloqani kuchaytirishdan foyda ko'radi. Motivatsiya asosiy rol o'ynaydi, ikki tillilar yuqori ichki motivatsiya va til o'rganish bilan mustahkam aqliy va ruhiy moslashuvchanlik ko'nikmasiga ega bo'ladilar hamda mavjud til ko'nikmalaridan foydalangan holda tillararo aloqalarni o'rnatadigan kengroq usullarni qo'llaydilar.

Tadqiqotning ushbu bobida til o'rganishda shaxsiy sifatlar va ruhiy holatning ahamiyati to'g'risida ilmiy-nazariy ma'lumotlar keltirilgan. Ekstravert va introvert shaxsiy xususiyatlarning til o'rganishdagi o'rni, ehtiyotkor va tavakkalchi shaxslar o'rtasidagi farq ularning til o'rganishiga qay darajada ta'sir etishi, muloqot kompetensiyasining o'sishida shaxsiy sifatlarning roli, ruhiy motivatsiya va ichki ishonch hosil etish kabi muhim psixolingvistik tadqiqotlar amalga oshirilgan[41].

Xulosa qilib aytganda, bilingvizm ta'sirida turli murakkab grammatik qurilmalarning tuzilishi, turli shakldagi gaplarning yaratilishi va lingvistik shakllarning rivojlanishi kabi ijobiy natijalarni ko'rish mumkin. Bundan tashqari metalingvistik idrokning o'sishi bilingvizmning asosiy afzalliklaridan biri hisoblanadi. Ya'ni bunday idrok tilni analiz qilish, qiyoslash va turli komponentlarga asoslanib, tahlil etish imkoniyatini yaratadi. Umuman olganda, bilingvizm lug'at boyligini keskin oshiradi, til qurilmalari haqidagi bilimni mustahkamlaydi, metalingvistik idrokni kuchaytiradi. Bunday afzalliklar turli tillardagi mukammallikning rivojlanishiga, muloqot samarasining o'sishiga, fikrlarni aniq va ravon bayon etishda muhim. Bilingvizmning aqliy faoliyatga ijobiy ta'sir ko'rsatishi haqida ilmiy ma'lumotlar keltirilgan. Shulardan eng muhimi bilingvizm, ya'ni ikki tilga ega bo'lish muammoni hal etishda aqliy faoliyatni kuchaytirishi isbotlangan, bilingvizm ta'sirida bir vaqtda bir nechta amallarni bajarish qobiliyati rivojlanishi keltirilgan, shuningdek, bilingvizm xotirani mustahkamlashi kabi bir qator afzalliklar dissertasiyada asosiy ta'sir etivchi omillar sifatida keltirilgan. Bu qobiliyatlar, avvalo, madaniy tushunchani o'stirishi va moslashuvchanlik qobiliyatini shakllantirishi muhim aspektlardan biri ekanligi yoritilgan. Bunday qobiliyatlar o'z o'rnida kasbni rivojlantirishda, jamiyatda ustunlikka erishishda yengilliklar yaratadi va ijobiy afzalliklarga erishishda muhim aspekt hisoblanadi.

Bobda shuningdek, til identivligi va fonetik qobiliyat masalasiga to'xtalib o'tilgan. Unda til identikligining shakllanishi, ijrochi funksiya va bilingval shaxslarning fonetik qobiliyati o'rtasidagi bog'liqlik tahlil qilinadi. Ijrochi funksiya tilni ishlatish qobiliyatini anglatadi va bu bilingval shaxslarning nutqidagi o'zgarishlarni aks ettiradi. Bilingval shaxslar ikki tilni ishlatishda ijrochi funksiyalarni samarali ravishda amalga oshiradilar. Ular kontekstga mos ravishda tilni o'zgartira oladilar, bu esa ularning til o'rganish jarayonini mustahkamlaydi. Fonetik qobiliyat, shaxsning tovushlarni to'g'ri talaffuz qilish va ularni aniqlik bilan

---

[41] Jung, C. G. Psychological Types (H.G. Baynes, Trans.). Princeton University Press. 1971 (Original work published 1921, Chapter 10. – pp. 330-407.

eshitish qobiliyatini anglatadi. Bilingval shaxslarda fonetik qobiliyat yaxshi rivojlangan bo'ladi. Ular, bir tildan ikkinchisiga o'tishda tovushlarni ajratishda yuqori ko'rsatkichlarga ega bo'ladilar. Bu chet tilini o'rganishda ustunlik beradi va til o'rganish jarayonini osonlashtiradi[42]. Til identivligi va fonetik qobiliyat o'rtasida o'zaro bog'liqlik mavjud. Bilingval shaxslarning til identivligi ularning fonetik ko'nikmalariga ta'sir qiladi. Ular o'z identivliklarini ifoda etishda va nutq jarayonida fonetik ko'nikmalarini ishga soladilar. Shuningdek, fonetik qobiliyat til identivligining shakllanishiga yordam beradi, chunki bilingval shaxslar, ikki tildagi talaffuz farqlarini aniqlashda va ularga mos ravishda muloqot qilishda ustunlik ko'rsatadilar[43].

"Lisoniy identivlik va xorijiy til fonetik kompetensiyasi" deb nomlangan to'rtinchi bobda fonetik kompetensiyaning sotsiolingvistik kompetensiya bilan uzviylikda shaxsning aqliy qobiliyati, fazilatlariga bevosita ta'sir qilishi izohlangan. Fonetik ko'nikma nutq so'zlash jarayonida shaxsning tovushlarni to'g'ri talaffuz qilish va ularni eshitish qobiliyatini anglatadi. Ushbu bo'limda, fonetik ko'nikmaning sotsiolingvistik kompetensiya doirasidagi o'rni, uning ta'siri va ahamiyati tahlil qilinadi. Sotsiolingvistik kompetensiya shaxsning tilni ijtimoiy kontekstda to'g'ri ishlatish qobiliyatini anglatadi. Fonetik ko'nikmalar, shaxsning tilni tushunishi va muloqotda muvaffaqiyat qozonishida muhim rol o'ynaydi[44].

Talaffuz nutqning fonetik jihatdan to'g'ri bo'lishi kerakligini anglatadi. Bilingval shaxslar ikki tilda gaplashishda talaffuz ko'nikmalarini sezilarli darajada rivojlantiradilar. Ular har ikki tildagi tovushlarni to'g'ri ifoda etishda, ijtimoiy muhitga mos ravishda talaffuzni o'zgartirishda ustunlik ko'rsatadilar. Bu ularning muloqotdagi muvaffaqiyatini oshiradi va ijtimoiy aloqalarni kuchaytiradi[45].

Xorij tilshunoslari va metodistlari doimo to'g'ri talaffuzni o'rgatish usullarini tanlash masalasiga katta e'tibor qaratganlar (H. Braun, V.A. Vinogradov, N.D. Galskova, O. Espersen, I.A. Zimnya, U. Littlvud, U. Rivers)[46]. Boshqacha aytganda, nutqiy muloqotlarni hosil qilish va tushunish tushunchasi ingliz tilini o'qitish metodikasining asosidir. Hozirgi vaqtda madaniyatlararo nutqiy muloqot fenomenini yanada chuqurroq tahlil qilishga qaratilgan sa'y-harakatlar nutqni tushunish mexanizmlarini yanada chuqurroq ko'rib chiqishni talab qiladi.

Til bilish ko'nikmalari barcha nutqiy faoliyat turlari bo'yicha yuqori darajadagi mahoratni shakllantirishni, shuningdek, ularning o'zaro bog'liqligi va o'zaro ta'sirini ta'minlashni taqozo etadi. Chet tilini o'qitishning asosiy maqsadi o'quvchilarni mazkur til so'zlashuvchilari tomonidan tushuniladigan va ularni tushuna oladigan darajaga yetkazishdir. Bir tomondan, o'quvchilar nutqiy xabarlarni to'g'ri tushunish uchun rivojlangan eshitish qobiliyatiga ega bo'lishlari kerak.

---

[42] Kuhl, P. K., A Spanish/English bilingual advantage in phonetic processing. En Proceedings of the 2000 International Conference on Spoken Language Processing, 2000. – P. 169.

[43] Bialystok, E., Bilingualism: The Good, The Bad, and The Unknown. En Li, W. (Ed.), The Handbook of Bilingualism. Wiley-Blackwell, 2009. – pp. 23-34.

[44] Hymes, D., Foundations in Sociolinguistics: An Ethnographic Approach. University of Pennsylvania Press, 1974. – P. 218.

[45] Grosjean, F., Bilingual: Life and Reality. Harvard University Press, 2010. – P. 308.

[46] Johnston. W Education on Trial: Strategies for the Future, Ed. SanFrans. 2003. – P. 63.

Ikkinchi tomondan, ular olingan ma'lumotga to'g'ri javob bera olishlari va o'zlarining chet tilidagi nutqini to'g'ri kodlash uchun zarur artikulyatsion ko'nikmalariga ega bo'lishlari kerak.

Fonetik qobiliyat madaniy kontekstga mos ravishda rivojlanadi. Bilingval shaxslar o'z madaniyatlari bilan bog'liq tovushlarni va talaffuzlarni o'rganish orqali fonetik ko'nikmalarini mustahkamlashadi. Ular, yangi madaniyatga moslashish jarayonida fonetik qobiliyatlarni qo'llash orqali ijtimoiy aloqalarni kuchaytiradilar va muloqotda yanada muvaffaqiyatli bo'ladilar[47]. Bilingval shaxslarning fonetik ko'nikmalari muloqotdagi muvaffaqiyatni oshirishda va madaniy kontekstga moslashishda muhim rol o'ynaydi. Fonetik qobiliyat til o'rganish jarayonini boyitadi va shaxslarning tilga bo'lgan munosabatini kengaytiradi.

Nutq portreti shaxsning tilni ishlatish uslubi va tovushlarni talaffuz qilishidagi o'ziga xosliklarni anglatadi. Ushbu bo'limda qoraqalpoq va rus tillari kontekstida bilingval shaxslarning nutq portreti tahlil qilinadi, shuningdek, ularning ijtimoiy identivliklari va uning madaniy muhit bilan bog'liqligi ko'rib chiqiladi.

Nutq portreti shaxsning tilni ishlatishidagi individual xususiyatlarini, talaffuzini va grammatik tuzilishini aks ettiradi. Bu shaxsning til identivligini belgilaydi va uning ijtimoiy kontekstda o'z o'rnini topishida muhim ahamiyat kasb etadi.

Bularning barchasi o'quvchiga boshqa madaniy muhitdagi shaxslar bilan o'zaro munosabatda bo'lish jarayonida turli og'zaki va kognitiv faoliyat bilan shug'ullanish imkonini beradi. Ushbu o'rinda fonetik interferensiyaning ahamiyati muhimdir.

Fonetik interferensiya ta'sirida vujudga kelgan shaxs nutqidagi talaffuz o'zgarishlarini tadqiq etish, ayniqsa, uning kommunikativ ta'siri nuqtayi nazaridan ahamiyatli. Til sohibi suhbatdoshining talaffuziga bo'lgan munosabat ijobiy yoki salbiy bo'lishi mumkin. Mazkur munosabat til sohibining ijtimoiy, madaniy, siyosiy, milliy va boshqa shaxsiy qarashlari majmuasi, tasavvurlari hamda uning til tajribasi ta'sirida vujudga keladi. Nutqiy munosabatning talaffuzdagi xususiyati suhbatdosh shaxsi haqidagi mulohazaning shakllanishida yetakchi rol o'ynaydi. Til sohibi shaxsning o'zga til jamoasiga taalluqli ekanligini, avvalo, uning talaffuzi xususiyatiga ko'ra, ya'ni so'zlovchining ona tili fonetikasining interferent ta'siri natijasida ko'rinadigan nutqning o'zgachaligidan aniqlaydi. Aksent so'zlovchining shaxsini aniqlashda eng muhim ko'rsatkichdir.[48]

Aksent termini asli lotincha ("accyentus" – urg'u) bo'lib, u ikki ma'noda ishlatiladi: 1. Zamonaviy tilshunoslikda urg'u ma'nosida emas, balki ikkinchi tilni o'rganayotgan shaxs talaffuzida ona tilining fonetik xususiyatlari mavjudligi ma'nosida ishlatiladi. 2. Mazkur so'zni urg'u terminining sinonimi sifatida ishlatish uning ikkinchi ma'nosidir. Aksent termini shevaga xos fonetik xususiyatlarni tilning adabiy shaklida qo'llab yuborish ma'nosida ham ishlatiladi. So'zlovchining o'zga til talaffuz normalaridan chekinishlari, bir tomondan, aksent bilan gapirayotgan shaxsning u yoki bu tilga mansubligini aks ettiruvchi xususiyatdir. Shu bilan birga,

[47] Piller, I., Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics. Oxford University Press, 2017. – P. 304.
[48] Вишневская Г.М. Билингвизм и его аспекты. – Иваново: Ивановский университет, 1997. – С. 21.

aksentli nutq har qanday o'zga tilda gapirayotgan shaxsga xos bo'lgan umumiy belgilarga ham ega. Shaxs nutqidagi ikkinchi til talaffuz normalari buzilishining ham umumiy, ham o'ziga xos belgilari mazkur til sohibining idrok hamda til ongida aksentli nutqning umumiy ko'rinishini tashkil qiladi. Talaffuz o'zgachaligiga konkret va atroflicha yondashilsa, u fonetik sathning faqat unli va undoshlarigagina xos bo'lmay, balki urg'u, intonatsiya va nutq tovushlarining kombinatorikasi va distributsiyasida ham namoyon bo'ladigan hodisadir.

Fonetik kompetensiya lingvistik kompetensiyaning asosiy tarkibiy qismi ekanligi va uning ijtimoiy-lingvistik kompetensiyadagi rolini ko'rib chiqsak, u yanada muhimroq ekanligini alohida e'tirof etish joiz. Sotsiolingvistik kompetensiya deganda tildan turli ijtimoiy sharoitlarda to'g'ri foydalanish, ijtimoiy mavqe, mintaqaviy shevalar va madaniy me'yorlar kabi omillarga asoslangan tildan foydalanishdagi o'zgarishlarni hisobga olish tushuniladi.

Sotsiolingvistik kompetensiya kontekstida fonetik kompetensiya turli ijtimoiy guruhlarda farqlanishi mumkin bo'lgan fonetik xususiyatlarni tushunish va to'g'ri foydalanishni o'z ichiga oladi. Bu tafovutlar yosh, jins, etnik kelib chiqish va ijtimoiy-iqtisodiy genezis kabi omillar ta'sirida talaffuz, intonatsiya va nutq shakllaridagi farqlarni o'z ichiga olishi mumkin[49].

Nutqning fonetik aspekti – ijtimoiy o'zlikni ifodalashda muhim rol o'ynaydi. Sotsiolingvistik kompetensiya muayyan ijtimoiy guruhlarga moslashish yoki ulardan ajralib turish uchun o'zini birinchi o'ringa qo'yadi. Bu ma'lum bir jamoa yoki ijtimoiy sinf bilan bog'liq bo'lgan o'ziga xos nutq shakllaridan foydalanishni o'z ichiga olishi mumkin.

Qoraqalpoq talabalarining xorijiy til (ingliz tili) fonetik kompetensiyasi o'zbek tilini o'z ona tili sifatida biladigan o'zbek talabalariga nisbatan yuqori ekanligi kuzatilib, qoraqalpoq talabalarining nutqiy portreti ularning chet tilidagi fonetik kompetensiyasiga ta'sir ko'rsatishi mumkinmi degan tadqiqot farazi ilgari surildi. Qoraqalpoq talabalarining nutqiy portreti ularning o'z ona tili sifatida foydalanadigan qoraqalpoq va rus tillariga nisbatan ularning lingvistik o'ziga xosligini ifodalaydi. Qoraqalpoq talabalarida lingvistik identivlikning shakllanishiga xizmat qiluvchi omillardan biri – ularning turmush o'rtoqlariga va yoshi kattalarga "sen" va "ti" deb murojaat qilishlari, ya'ni ikkinchi shaxs birlik olmoshini qo'llashlaridir. Bu o'zbek tilidan farqli o'laroq, qoraqalpoq va rus tillarida "o'ziga xoslik", "subyektivlik", "individuallashtirish" kabi tushunchalar bilan bog'langan.

To'g'ridan to'g'ri kuzatish, intervyu va anketa so'rovi kabi usullar orqali lisoniy identivlikning talabaning chet tilida fonetik ko'nikmalarni muvaffaqiyatli egallash qobiliyatini aniqlashda hal qiluvchi rol o'ynashi taklif etiladi. Qoraqalpoq talabalarining o'z ona tillari ta'sirida namoyon bo'layotgan ishonch ularga to'g'ridan to'g'ri xorijiy tilga taqlid qilishga imkon beradi. Shu bilan birga, nutq bilan bog'liq o'ziga xos xususiyatlarni aniqlash orqali ikkilamchi til fonetik portreti shaxsning muayyan ijtimoiy guruhga mansubligini aniqlash imkonini beradi.

---

[49] Hymes, D. On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected Readings,* Harmondsworth: Penguin: 1972. – pp. 269-293.

Tadqiqotda qoraqalpoq talabalarining ijtimoiy-psixolingvistik xususiyatlari – ularning chet tilida fonetik kompetensiyani egallash qobiliyatiga qanday ta'sir qilishi mumkinligini o'rganish maqsadida O'zbekiston davlat jahon tillari universitetida tahsil olayotgan qoraqalpoq talabalari o'rtasida so'rovnoma o'tkazildi.

Tadqiqot savollarini muhokama qilish va kerakli ma'lumotlarni to'plash uchun asosiy vosita sifatida uch bo'limdan iborat onlayn so'rovnomadan foydalanildi. Dastlabki bosqichda ishtirokchilarning yoshi, jinsi va T1 va T2 ni o'rganishni boshlagan yoshi kabi ma'lumotlar to'plandi. Ikkinchi qismda ishtirokchilardan bir nechta tillarni bilish darajasini baholash so'raldi. Savollar asosida ularning o'qish, yozish, gapirish, tinglash ko'nikmalari, shuningdek, ikkinchi va uchinchi tillarda so'zlashish darajalari aniqlandi. Ishtirokchilar o'zlarining bir nechta tillarni bilish darajasini 1 dan 9 gacha bo'lgan shkala bo'yicha baholadilar. Shkala bo'yicha 1 "juda yomon" va 9 "a'lo" javoblariga teng. Keyingi bo'limda ishtirokchilarning talaffuzga bo'lgan munosabatiga qaratilgan to'qqizta fikr mavjud edi. Ishtirokchilar uchinchi qismdagi fikrlarga 1 dan 9 gacha bo'lgan shkaladan foydalangan holda javob berishlari so'ralgan,

O'rganish natijalariga ko'ra, so'rovnomada qatnashgan 97 nafar qoraqalpoq talabalaridan 12 nafari erkak va 85 nafari ayol 19-22 yosh oralig'ida. 97 nafar talabadan 79 nafari ingliz tilini 15-16 yoshda o'rganishni boshlagan, qolgan 16 nafari esa ingliz tilini o'rganishni bolalikdan boshlagani aniqlangan. Deyarli barcha talabalar rus tilini o'z kundalık nutqlarida qo'llashadi. Binobarin, ular qoraqalpoq tilini ona tili, rus tilini esa ikkinchi ona tili sifatida bilishadi. Shuningdek, 85 talaba koreys, ispan, italyan, nemis va boshqa turli tillarni 1 kurs bakalavr bosqichidan mukammal o'rganayotganlari aniqlandi. "Oilangiz a'zolari kattalarga qoraqalpoq tilida "sen" (ikkinchi shaxs, birlik) deb murojaat qiladimi?" degan savollarga 95 nafar talaba "Ha" deb javob berdi va "Ayol kishining o'z turmush o'rtog'iga qoraqalpoq tilida "sen" (ikkinchi shaxs, birlik) deb murojaat qiladimi?" degan savolga ham shu tarzda javob berishgan.

So'rovnomaning ikkinchi qismida ishtirokchilardan ko'p tillarni bilish darajasini o'zlari baholashlari so'ralgan (1-, 2- rasmlar). Ushbu baholash o'qish, yozish, gapirish va tinglash ko'nikmalari, shuningdek, ularning ikkita ona tili (T1, T2) va xorijiy (T3, T4) tillarida so'zlashish ravonligi darajalarini qamrab oldi.
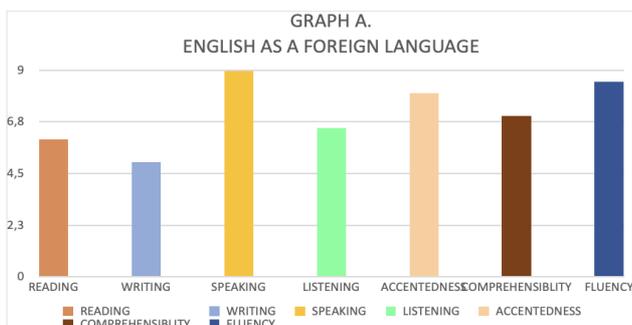

1-rasm. Talabalarning ingliz tilini bilish darajasi
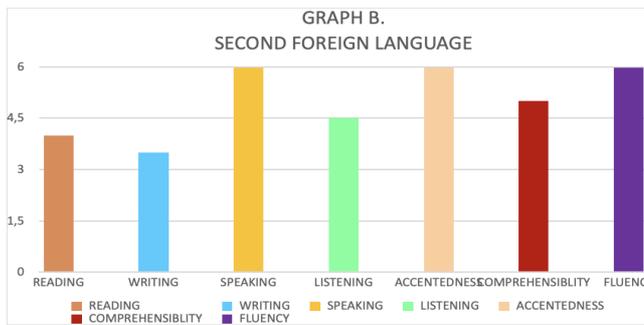
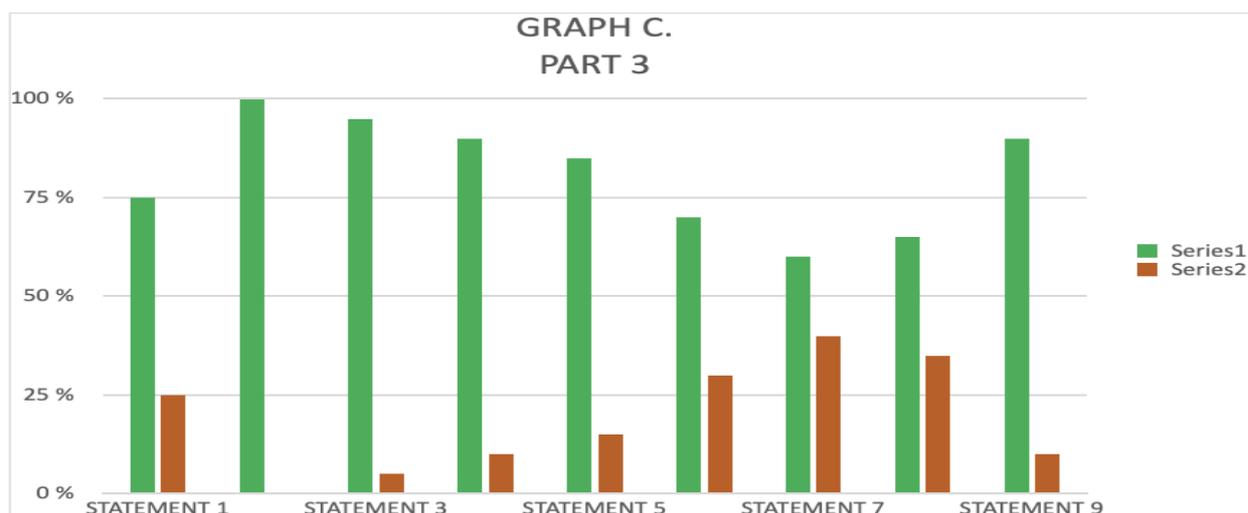
2-rasm. Talabalarning ikkinchi chet tilini bilish darajasi

So'rov natijalariga ko'ra, ingliz tilini bilishning yuqori darajasini ishtirokchilarning 90% nutqi, ravonligi va intonatsiyasini 9 ballik shkaladan 8 dan 8,5 gacha va boshqa komponentlarni 6,5 dan yuqori baholashgan. Qoraqalpoq va rus tillariga kelsak, ular deyarli barcha komponentlar bo'yicha maksimal ballda baholadilar.

Ularning T4 darajasi haqida gap ketganda, eng yuqori komponentlar nutq, urg'u va ravonlik bo'lib, 6 dan 7 gacha ball bo'lgan, boshqa komponentlar ham 5 dan yuqori baholashgan. Ikkinchi chet tilini (T4) bilish darajasi ingliz tilini bilish darajasida biroz pastroq ekanligini, uni ingliz tilidan ko'ra kechroq universitetda o'rgana boshlashgani bilan izohlangan.

So'rovnomaning uchinchi qismi to'qqiz mezondan iborat bo'lib, (3-rasm) unda ishtirokchilarning talaffuzga bo'lgan munosabatiga e'tibor qaratildi (4-rasm). Ulardan 1 dan 9 gacha bo'lgan shkala yordamida ushbu fikrlarga o'z munosabatini bildirish so'ralgan, bu shkalada «1» to'liq rozi emasligini (jadvalda qizil rangda) va «9» to'liq roziligini (jadvalda yashil rangda) bildirgan. Ushbu segmentda talabalarning 100% birinchi tili (T1) va ikkinchi til (T2) ularning o'ziga xosligining muhim jihatlari ekanligini ta'kidladilar va bir ovozdan 100% rozilik bildirishdi. Ular o'z uylarida L1 (qoraqalpoq) va L2 (rus) tillaridan teng foydalanadilar. Ko'rinib turibdiki, qoraqalpoq talabalari 5, 6, 8 va 9-bandlar bo'yicha urg'u va talaffuzni hal qiluvchi ahamiyatga ega deb bilishadi, bu ko'nikma ularning talaffuzini kuchaytiradi.
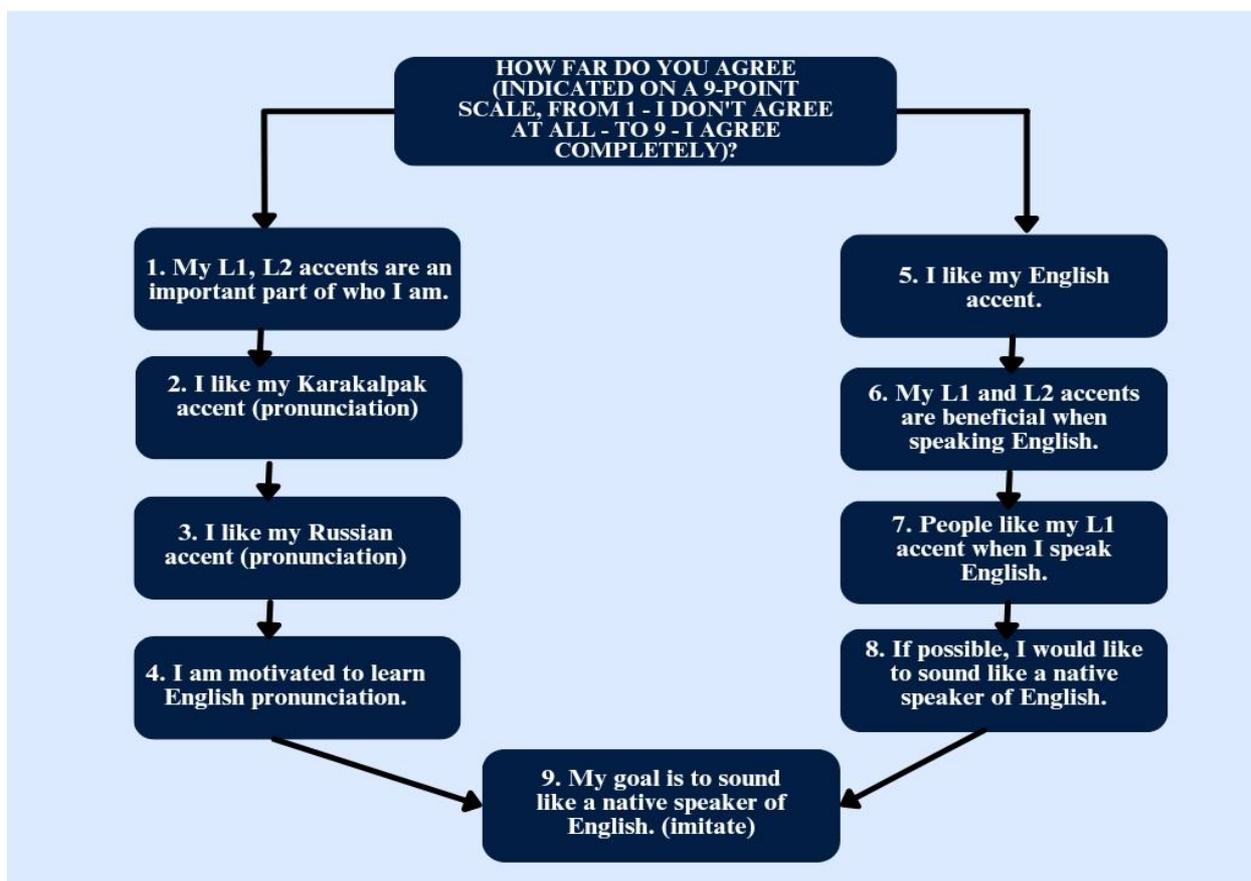
3-rasm. To'qqiz mezondan iborat fonetik komptensiya so'rvnomasi

4-rasm. To'qqiz mezondan iborat fonetik kompetensiya so'rovnomasi natijasi

Tadqiqot qoraqalpoq talabalari o'rtasida ikki tillilik, lingvistik identivlik va talaffuzni bilish o'rtasidagi munosabatlarni har tomonlama o'rganishni taklif etadi. Tushunish uchun muhim vosita sifatida kengroq muloqot kontekstiga asoslangan tadqiqot tilni bilish, psixologik omillar va madaniy o'ziga xoslik o'rtasidagi murakkab o'zaro bog'liqlikni yoritadi. Ko'pchilik qoraqalpoqlik talabalar rus tilini bolalikdan o'zlashtirishganliklarini aytishgan va shu yo'sinda ikki tilli poydevor ham yaratilgan. Bu qoraqalpoq talabalari o'rtasida ikki tillilikni o'rganish uchun asos bo'lib, bir nechta tilni biladiganlar madaniyatlararo muloqotda muvaffaqiyat qozonishlari haqidagi kengroq tushunchaga mos keladi.

Tadqiqotning ikki tillilikka bo'lgan e'tibori qoraqalpoq talabalarining ko'p qirrali lingvistik qobiliyatlarini ta'kidlab, ishtirokchilarning turli tillarni o'rganishga bo'lgan faolligi bilan mustahkamlanadi. Kattalarga ham, turmush o'rtoqlarga ham murojaat qilishda "sen" ikkinchi shaxs birlik olmoshining oilaviy qo'llanilishi ikki tillilik tushunchasini mustahkamlab, ikki tomonlama lingvistik o'ziga xosligini ta'minlaydi.

So'rovning ikkinchi qismida ishtirokchilar o'zlarining ko'p tillarni bilish darajasini o'zlari baholab, respondentlarning 90 foizida ingliz tilini bilish darajasi yuqori ekanligini ko'rsatdi. Bu ikki tillilikning amaliy afzalliklarini ta'kidlab, bir nechta tillarda so'zlashuvchilar o'zaro munosabatlarda muvaffaqiyat qozonishlari haqidagi kengroq bayonotga mos keladi.

Uchinchi bosqich talaffuzga bo'lgan munosabatga qaratilgan bo'lib, unda 100% talabalar o'zlarining shaxsiyatini shakllantirishda birinchi (L1) va ikkinchi (L2) tillarning ahamiyatini tasdiqlaydilar. Urg'u va talaffuzning ahamiyati to'g'risidagi bir ovozdan kelishuv QTlarning til ko'nikmalarini yaxshilash uchun ongli ravishda harakatlarini aks ettiradi. Tadqiqot ularning taqlid qilishga moyilligini ta'kidlab, xorijiy tillarning talaffuzini o'zlashtirishning 90% ona tilida so'zlashuvchilarga taqlid qilish orqali ekanligini tan oladi va til rivojlanishida ikki tillilikning faol rolini ko'rsatadi. Fonetik kompetensiyaga potensial ta'sir etuvchi shaxs psixologiyasi va uning "nutqiy portreti"ni o'rganish – tilni o'zlashtirish, identivlik va kognitiv jarayonlar o'rtasidagi murakkab munosabatlar haqidagi tushunchamizni boyitadi.

26

XULOSA

1. Tadqiqotda belgilangan maqsadlardan kelib chiqqan holda, ikki tillilikning chet tilini o'zlashtirish va ikki tilli ta'limga ta'siri o'rganilgan. Chet tilini o'zlashtirish nazariyasi, xususan, bilingvizm tilni o'zlashtirish jarayoniga ta'sir qiluvchi omillarni tushunish uchun asos bo'ldi. Ikki tilli ta'lim komponentlarining muhimligini anglagan holda, ikki tillilar tomonidan chet tilini o'zlashtirish bilan bog'liq qiyinchiliklar va strategiyalarni aniqlashga imkon yaratadi.

2. Lisoniy identivlik ijtimoiy va shaxsiy o'ziga xoslikning hal qiluvchi tarkibiy qismi sifatida namoyon bo'ladi. Lisoniy nisbiylik nazariyasini tahlil qilish orqali til va o'zlikni shakllantirish o'rtasidagi murakkab munosabatni kuzatish mumkin. Ikki tillilikning lisoniy identivlikka ta'siri o'rganilib, tildan foydalanish orqali dinamik munosabatlarga e'tibor qaratish mumkinligi o'z yechimini topdi. Shuningdek, madaniy farqlar va ikkinchi tilni o'zlashtirishda madaniy identivlikning ahamiyati ta'kidlanadi.

3. Ikki tilli shaxslarning yuqori til ko'nikmalariga, jumladan, grammatik, metallingvistik ong va kommunikativ qobiliyatlarga egaligi aniqlandi. Kognitiv rivojlanish nuqtayi nazaridan ikki tillilikning afzalliklari aniq namoyon bo'ldi, bu jarayonning kognitiv qobiliyatlarga va madaniy ongga ijobiy ta'siri isbotlandi.

4. Chet tilida fonetik kompetensiyani egallashga ijtimoiy-psixolingvistik omillarning ta'siri o'rganildi. Ikki tillilikning chet tillardagi talaffuzga ijobiy ta'siri e'tirof etilib, lingvistik identivlikni aniqlashdagi ahamiyati ta'kidlandi.

5. Ikki tillilik faqat ikkinchi tilni o'zlashtirish emas, balki tildan foydalanuvchilarning ma'no yaratish uchun individual resurslarini ifodalovchi til amaliyotlari repertuari ekanligi tahlilga tortildi. Ishtirokchilarning o'z ona tilini, rus va qoraqalpoq tillarini bilish darajalari ularning ingliz tilini talaffuz qilishiga ta'sir ko'rsatishi aniqlandi.

6. Nutq faoliyatining xususiyatlarini ajratib ko'rsatishga urinishlar fanda yangi tadqiqot obyekti – lisoniy shaxsning paydo bo'lishiga olib keldi. Antroposentrik paradigma nuqtayi nazaridan, inson o'zini anglash, undagi nazariy va obyektiv faoliyati, uning nutqida namoyon bo'ladigan qadriyatlar iyerarxiyasini aniqlash orqali dunyoni tan oladi va asosiy e'tibor ona tilida so'zlashuvchiga qaratiladi.

7. Olamning konseptual manzarasi zamirida hosil bo'ladigan bilim egasi bo'lgan shaxs – kommunikativ yetuklik darajasiga erishganidan so'ng uning lisoniy qobiliyati yaratuvchanlik uzvi bilan boyiydi. Demak, haqiqiy lisoniy qobiliyat, yadroviy sintaktik strukturalarning tuzilish qoidalarini egallash orqali shakllanmasdan, balki mental va kommunikativ maqsadlarni umumlashtiruvchi nutqiy tafakkur faoliyat malaka-ko'nikmalari mavjudligida namoyon bo'ladi.

8. Til ijtimoiy, madaniy va kognitiv elementlar bilan o'zaro bog'liq hodisa sanaladi. Tilning ijtimoiy kontekstdagi ma'nosini tushunish til funksiyalarini har tomonlama idrok etish uchun zarurdir. Bundan tashqari, tadqiqotda turli tillarda "identivlik", "subyektivlik" va "individuallik" kabi aniq tushunchalarni aks ettira oladigan ikkinchi shaxs birlik olmoshlarini qo'llash kabi o'ziga xos lingvistik xususiyatlarni ko'rib chiqish muhimligi ta'kidlandi.

9. Ikki tillilikning til rivojlanishining boshqa jihatlariga, masalan, so'z boyligini o'zlashtirish, sintaktik kompetensiya va nutqiy ko'nikmalarga ta'siri qo'shimcha tadqiqotlar mavzusi bo'lishi mumkin. Bundan tashqari, ikki tillilikning qoraqalpoqlik talabalarning ongi va ijtimoiy ko'nikmalariga ta'sirini o'rganish – ikki tillilikning kengroq kognitiv va ijtimoiy-emotsional afzalliklarini yoritib beradi

10. Mazkur tadqiqot ikki tillilik va uning til ta'limiga ta'siri haqida muhim nazariy manba vazifasini o'taydi. Nazariy nuqtayi nazarlarni, empirik faktlarni va ijtimoiy-madaniy kontekstni o'rganish orqali ikki tillilikning ko'p qirrali tabiati va uning lingvistik identivligi, kognitiv qobiliyati va fonetik kompetensiyani egallashga ta'siri haqida qimmatli ma'lumotlarga ega bo'lish imkonini beradi. Ushbu faktlar istiqboldagi tadqiqotlar uchun asos bo'lib xizmat qiladi va ikki tilli shaxslarda samarali til o'zlashtirish va madaniyatlararo kompetensiyani rag'batlantiradigan ta'lim amaliyotlarini yaratish imkonini beradi.

11. Dissertatsiya natijalari iikki tillilik va til ta'limi jarayonidagi kompleks muammolarni yanada chuqurroq o'rganish zaruriyatini ko'rsatadi. Tadqiqot natijalari asosida, istiqboldagi izlanishlar bilingval shaxslarning til siyosati kontekstida individual o'ziga xos xususiyatlarini yanada chuqurroq o'rganishga qaratilishi lozim.

12. Ta'lim jarayonida ikki tillilikning muhim tarkibiy qismi sifatida til va madaniyat o'rtasidagi o'zaro ta'sirning ahamiyatini alohida ta'kidlash mumkin. Chet tilini o'zlashtirish jarayonida tilni o'rganuvchi shaxslar o'z nutqiy portretlarini shakllantirishda ona tili va boshqa tillar o'rtasidagi o'zaro aloqadorligini anglash tilni o'rganish jarayonida shaxsning lisoniy identivligini mustahkamlashga yordam beradi.

13. Ko'p tilli identivlik bu faqat tilga xos xususiyatlar to'plami emas. Bir lisoniy shaxs bir nechta madaniyat yoki til bilan aniqlanib, har xil lisoniy identivlikka ega bo'lishi mumkin. Til shaxsiyati – madaniy shaxsiyat, ijtimoiy rol va diskursiv omilni o'z ichiga olgan doimiy o'zgaruvchan jarayondir. Ularning individual tajribasining murakkab yo'nalishlari, hissiy va kognitiv jarayonlar, o'z-o'zini anglash, o'rganilayotgan xorijiy til ruhiyati bilan bog'liq bo'lgan munosabatlarini tushunish, shuningdek, bir nechta tillarni o'rganishdan kelib chiqadigan tushunchalar va munosabatlarning barchasi ko'p tilli shaxslarning lisoniy identivligini rivojlantirishda muhim rol o'ynaydi. Shu o'rinda talaffuz ko'nikmasi darajasi shaxsiyat bilan bog'liq bo'lib, o'quvchilar tomonidan o'rganilgan barcha til xususiyatlari orasida o'z-o'zini ifoda etish uchun eng muhimi ko'rsatkichlardan biri hisoblanadi.

ONE TIME SCIENTIFIC COUNCIL UNDER THE SCIENTIFIC COUNCIL DSc.03/30.12.2019.Fil.27.01 ON AWARDING SCIENTIFIC DEGREES AT UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES

SAMARKAND STATE UNIVERSITY NAMED AFTER SHAROF RASHIDOV

KHUSHMURODOVA SHAKHNOZA SHAYMONKULOVNA

LINGUISTIC AND COGNITIVE FEATURES OF THE SECONDARY LANGUAGE IDENTITY FORMATION IN BILINGUAL STUDENTS

10.00.11 – Theory of Language. Applied and Computer Linguistics

DISSERTATION ABSTRACT
OF THE DOCTOR OF PHILOLOGICAL SCIENCES (DSc)

TASHKENT - 2024

The dissertation topic of the Doctor of Science (DSc) is registered under the number B2023.3. DSc /Fil614 in the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

The dissertation was completed at Samarkand State University, named after Sharof Rashidov.

Abstract of the dissertation in three languages (Uzbek, English, Russian (summary)) posted on the website of the Scientific Council (www.uzswlu.uz) and the educational information portal "ZiyoNet" (www.ziyonet.uz).

Scientific advisor:	**Ergasheva Guli Ismoil qizi** Doctor of Philological Sciences, Professor
Official opponents:	**Khayrullayev Khurshidjon Zayniyevich** Doctor of Philological Sciences, Professor
	Arustamyan Yana Yuriyevna Doctor of Philological Sciences, associate professor
	Vositov Volijon Abduvahobovich Doctor of Philological Sciences, associate professor
Leading organization:	**Jizzakh State Pedagogical University**

The thesis defense will take place on «__» _____2024 at __ at the meeting of the Scientific Council DSc. 03/30.12.2019.Fil.27.01 on awarding One-time scientific degrees at Uzbekistan State University of World Languages. (Address:100173, Tashkent city, Kichik halqa yo'li str G-9A-21, tel.: (99871) 230-12-91; fax: (99871) 230-12-92, e-mail: uzdjtu_d@edu.uz).

The dissertation is available at the Information Resource Center at Uzbekistan State University of World Languages. (registered under number ____). Address: 100138, Tashkent, Small Ring Road str., 21. Tel.: (99871) 230-12-91, fax: (99871) 230-12-92).

The abstract of the dissertation was sent out on «_____» _____ 2024.

(Protocol of the Registry No____ dated on «_____» _____ 2024).

I.M. Tukhtasinov
Chairperman of the One-time Scientific Council on awarding scientific degrees, Doctor of Science in Pedagogy, Professor

Kh.B.Samigova
Scientific Secretary of the One-time Scientific Council on awarding scientific degrees, Doctor of Science in Philology, Professor

J.A.Yakubov
Chairperman of the One-time Scientific Seminar at the Scientific Council on awarding scientific degrees, Doctor of Science in Philology, Professor

INTRODUCTION (abstract of the DSc dissertation)

Topicality and necessity of the thesis. In world linguistics, the dynamics of the development of bilingualism and multilingualism maintain a steady upward trend. Being a pole of the intersection of at least two linguistic worlds, bilingualism activates the formation of a person of a new information culture. Knowledge of foreign languages facilitates the perception of the unique specificity of another culture and provides the opportunity to communicate in the social and information space of the modern community. Understanding the phenomenon of bilingualism in the context of the development of cultural values is the most important task of the contemporary stage of civilization.

Today, modern linguistics highly addresses bilingualism 1) as a communicative and a widespread phenomenon; in the science of language, various characteristics of natural bilingualism have been considered, while artificial bilingualism is analyzed only in works on linguodidactics and speech psychology, 2) artificial bilingualism is a fact of actual linguistic existence for the vast majority of the population world, since a foreign language is taught in various types of educational institutions in different countries, however, the linguistic status and characteristics of artificial bilingualism have not yet been the subject of special scientific consideration, 3) modeling artificial bilingualism acts as a necessary part of the general theory of communication and the theory of language contacts, 4) linguistic study of artificial bilingualism makes it possible to open up new perspectives in the development of areas of knowledge related to linguistics - psychology, cultural studies, methods of teaching foreign languages.

This dissertation research is an in-depth, multidimensional study of Uzbekistan's linguistic and bilingual situation. The fact that «Further improvement of the youth support system in our country, development of knowledgeable and enlightened youth, development of creative and intellectual abilities of the growing young generation, popularisation of teaching foreign languages, as well as subjects engaged in such activities to create a favorable environment for support and development, to improve the processes of teaching young people foreign languages, to expand the conditions for perfect mastery of foreign languages in high demand.»[1] sets the task of raising the level of research to be equal to the world standards. The topic of the dissertation is determined by the lack of study of the problem of bilingualism in general, on the one hand, general and particular patterns of language contacts and, on the other hand, determining the quality of English language proficiency by bilingual Karkalpak students, theoretical and practical understanding of linguistic, extralinguistic and linguoculturological factors that affect the degree of development of bilingualism in the field of education, contributing to the improvement of the phonetic competence of Karakalpak students, the formation and development of students' secondary language identity.

The results of this dissertation will serve to some extent in implementing the tasks outlined in the Decrees of the President of the Republic of Uzbekistan

---

[1] The Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev to the Oliy Majlis on December 22, 2017. – People's Word, December 23, 2017. – #258 (6952).

No. PQ-2909 dated April 20, 2017, "On measures to further develop the higher education system," No. PQ-3775 dated June 5, 2018, "On additional measures to improve the quality of education in higher educational institutions and ensure their active participation in the comprehensive reforms being carried out in the country," No. PQ-5117 dated May 19, 2021, "On measures to bring the activities of promoting foreign language learning to a qualitatively new level," the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, "On approving the concept for the development of the higher education system of the Republic of Uzbekistan until 2030," the Decree No. PF-60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," the Address of President Shavkat Mirziyoyev to the Oliy Majlis dated January 24, 2020, the Law of the Republic of Uzbekistan No. 637 dated September 23, 2020, "On Education," the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 312 dated May 19, 2021, "On measures for the effective organization of promoting foreign language learning," and other regulatory legal documents.

Relevant research priority areas of science and developing technology of the Republic: I. The research was carried out under the priority directions of science and developing technology of the Republic, "The Formation of the Innovative System of Ideas in Social, Legal, Economic, Cultural, Spiritual and Educational Development of the Democratic State and their Ways of Implementation in the Information Society."

A review of international research on the topic of dissertation[2]. The 1968 "Bilingual Education Act" was the first federal law in the United States to address the needs of English-speaking and limited-English-proficient students. It promoted bilingualism and supported programs designed to teach English as a second language by allocating funds for programs serving children with limited English proficiency. Bilingual programs have gained global recognition in the past few decades, with significant development starting in the 1990s. Schools in states like California, New York, and Texas have offered bilingual immersion programs, teaching students both English and additional languages (such as Spanish or Mandarin).

The modern era of bilingual education in the United States may be dated back to 1963, to Coral Way Elementary School in Dade County, (Miami) Florida (Mackey & Beebee, 1977). This original bilingual program served an equal ratio of English to Spanish native speakers. The goal was to promote bilingualism among both groups of students.

Bilingual education has existed in various forms for various linguistic groups since the mid-XX century. (Fishman & Hofman, 1966; Kloss, 1977). While early efforts in bilingual education and present-day bilingual programs in Canada promote the development of bilingualism as their goal, most bilingual programs in the U.S. today promote bilingual education as a means to achieve literacy in English only. CLIL (Content and Language Integrated Learning) was introduced in various European countries during the 1990s and 2000s. CLIL involves teaching natural and

---

[2] www.pushkin.institute, www.vub.ac.be, www.upf.edu/en/home, www.ralk.info, www.msu.ru, www.ugr.es/en, www.mq.edu.au/, www.uni-konstanz.de/en/, www.uzswlu.uz/, www.universityofcalifornia.edu.

social sciences in a foreign language. Countries such as Spain, Italy, and Finland have widely implemented the CLIL system in their educational frameworks.

Vrije Universiteit Brussel, Belgium, the Russian Linguistic Association of Cognitologists, the American Association for Applied Linguistics, and the Russian Foundation for Basic and Applied Linguistics look historically at research in the field of BE both in the development of evaluation research agendas and basic research on bilingualism to examine some of the forces which have influenced that research and have helped to shape the present state of BE.

A variety of models of bilingual education and a foundation of terminology have been developed in countries such as Austria, Germany, the United Kingdom, the United States, Canada, the Czech Republic, Scandinavia, the Russian Federation, Ukraine, Azerbaijan, Latvia, Lithuania, Estonia, as well as Uzbekistan.

Problem development status. Second-language acquisition is a scientific discipline regarded by some, but not everybody, as a sub-discipline of applied linguistics. It has been researched by various other disciplines, such as psychology and education. For instance, researchers such as Flege J. E., Yeni-Komshian G., Liu H., Asher J.J., Garcia R., etc., considered the age format one of the essential points in second-language acquisition[3].

Research on pressing issues of bilingualism, its psychological and social aspects, advantages, and methodological features has been carried out by Russian scholars such as E.M. Vereshagin, V.G. Kostomarov, L.S. Vygotsky, A.N. Leontiev[4], and others. In Uzbek linguistics, studies on Uzbek-Tajik bilingualism, its social aspects, the differences and similarities between the languages, and the psychological and social factors influencing them have been explored in the works of M.T. Zokirov, K. Yusupov, X. Gulyamov, K. Rahmonberdiyev, N.G. Gulyamova, M. Shamsiyeva, and others, offering practical insights into language contact, particularly bilingualism.

Russian scientists, such as E.M. Vereshagin, V.G. Kostomarov, L.S. Vigotski, and A.N. Liontiyev, research studies on current issues of bilingualism, its psychological and social views, advantages, and methodological features.

There are practical ideas about language relations, particularly bilingualism in Uzbek linguistics, Uzbek and Tajik bilingualism, its social view, mutual differences

---

[3] Flege, J. E. Age of learning and second-language speech. In New perspectives on the critical periodhypothesis for second language acquisition (D. Birdsong, editor), 1988. – pp.101-131; Yeni-Komshian, G. & Liu, H. Age constraints on second language acquisition, Journal of Memory & Language, 1999. – pp. 78-104; Asher, J. J. & GarcmH. R. The optimal age to learn a second language, The Modern Language Journal, 1969. – pp. 334-341; Bialystok, E. The structure of age: in search of barriers to second language acquisition, Second Language Research, 13, 1997. – pp. 116-137; Bongaerts, T., Planken B. & Schils, E. Can late learners attain a native accent in a foreign language? A test of the critical period hypothesis. In The age factor in second language acquisition (D. Singleton & Z. Lengyel, editors), 1995. – pp. 30-50. Clevedon, U.K.: Multilingual Matters; Bongaerts, T., van Summeren, C., Planken, B. & Schils, E. Age and ultimate attainment in thepronunciation of a foreign language, Studies in Second Language Acquisition, 19, 1997. – pp. 447-465.

[4] Верещагин Е.М. Психологическая и методологическая характеристика двуязычия (билингвизма). – Москва: МГУ, 1969. – С. 160.; Верещагин Е.М., Костомаров В. Г. Теория лингвострановедения: Лингвокультурология в аспекте билингвального образования (Theory of Linguoculturology: Linguocultural Studies in the Aspect of Bilingual Education). – Москва: Наука, 1990. – С. 70-89; Выготский Л.С. Мышление и речь (Thought and Language). – Москва: Педагогика, 1986. – С. 109, Леонтьев А.Н. Деятельность, сознание, личность. Москва: Педагогика. 1978. – С. 70-89.

and similarities of languages, and factors affecting them at the psychological and social level are discussed by M.T. Zokirov, K. Yusupov, H. Gulyamov, K. Rahmonberdiyev, N.G. Gulyamova, M. Shamsiyeva[5], and others.

Most evaluation research has attempted to determine the best way to "do" bilingual education. These studies have examined which model works best or which curriculum is more successful. Other research with more basic orientations has looked at specific aspects of bilingual education related to various theories such as second language acquisition, native language shift bilingualism, and cognition. The studies devoted to re-examining phonetic variability in native and non-native speech were done by Markham D., Neufeld G.G., Olson L.L., Samuels S.J., Oyama S., Piper T., Cansin D., Purcell E.T., Suter R.W., Riney T.J., Flege J.E[6]. Psycholinguistic perspectives of bilingual students were reflected in the works of Grosjean, F.[7]:

Cognitive aspects of bilingualism were researched by Hieke A. E., Hurford J. R., Jilka M., Lamendella J. T., Lenneberg E. H., Meador D., Flege J. E., MacKay I.R.A., Meador D., Flege J.E., MacKay I.R., A. Moyer, A. Neville H.J., Mills D.L., Lawson, D.S., etc[8].

[5] Зокиров М.Т. Лингвистик интерференция ва унинг ўзбек-тожик билингвизмида намоён бўлиши: Филол. фан. ном. ...дисс. – Тошкент, 2007.; Юсупов К. Ўзбек ва тожик тилларининг ўзаро таъсири. – Т.: Фан, 1974. – Б. 4. Гулямов Х. Узбекско-таджикские языковые связи. – Т.: Фан, 1983; Раҳмонбердиев К. Ўзбек тили контактлари. – Т.: Фан, 1989. Гулямова Н.Г. Русские лексические заимствования в узбекском языке. – Т., Фан, 1985. – 112 с.; Шамсиева М. Билингвал болалар нутқининг психолингвистик тадқиқи: Филол.фан. бўйича фалсафа д-ри (PhD) … дисс. автореф. – Андижон, 2022. – 53 б.

[6] Markham, D. Phonetic imitation, accent, and the learner. Lund: Lund University Press, 1997; Mennen, I. The realisation of nucleus placement in second language intonation, Proceedings of the 14th International Congress of Phonetic Sciences, Vol. 1, 1999. – pp. 555-558; Neufeld, G. G. On the adult's ability to acquire phonology, TESOL Quarterly, 14, 285-298. Olson, L. L. & Samuels, S. J. The relationship between age and accuracy of foreign language pronunciation, Journal of Educational Research, 1980. – pp. 263-268; Oyama, S. A sensitive period for the acquisition of a non-native phonological system, Journal of Psycholinguistic Research, 5, 1976. – pp. 261-283; Piper, T. & Cansin, D. Factors influencing the foreign accent, The Canadian Modern Language Review, 1988. – Pp. 334-342; Purcell, E. T. & Suter, R. W. Predictors of pronunciation accuracy: a reexamination, Language Learning, 1980, – pp. 271-287; Riney, T. J. & Flege, J. E. Changes over time in global foreign accent and liquid identifiability and accuracy, Studies in Second Language Acquisition, 1998. – pp. 213-244; Fathman, A. The relationship between age and second language productive ability, Language Learning, 19752. – pp. 45-253; Flege, J. E. A critical period for learning to pronounce foreign languages? Applied Linguistics, 1987. – pp. 162-177; Flege, J. E. Factors affecting degree of perceived foreign accent in English sentences. Journal of the Acoustical Society of America, 1988. – pp. 70-79; Flege, J. E. Second language speech learning: theory, findings, and problems. In Speech perception and linguistic experience: theoretical and methodological issues (W. Strange, editor), 1995. – pp. 229-273. Timonium, MD: York Press; Flege, J. E. The role of subject and phonetic variables in second language learning. In Papers from the 34th annual meeting of the Chicago Linguistic Society, II: The panels (K. Gruber, D. Higgins, K. Olsen & T. Wysocki, editors). Chicago: Chicago Linguistic Society, 1998; Flege, J. E. & Eefting, W. Cross-language switching in stop consonant perception and production by Dutch speakers of English, Speech Communication, 6, 1987. – pp. 185-202.

[7] Grosjean, F. Processing mixed language: issues, findings and models. In Tutorials in bilingualism: psycholinguistic perspectives (A. M. B. De Groot & J. F. Kroll, editors), 1997. – pp. 225-254. Mahwah, NJ: Lawrence Erlbaum; Grosjean, F. The bilingual's language modes. In One mind, two languages (J. L. Nicol, editor). Oxford: Blackwell. 2000.

[8] Hieke, A. E. Aspects of native and non-native fluency skills. PhD dissertation, University of Kansas. 1980; Hurford, J. R. The evolution of the critical period for language acquisition, Cognition, 40, 1991. – pp. 159-201; Jilka, M. The contribution of intonation to the perception of foreign accent. Stuttgart: Arbeitspapiere des Instituts fuK r Maschinelle Sprachverarbeitung, Vol. 6(3), University of Stuttgart. 2000; Lamendella, J. T. General principles of neurofunctional organization and their manifestation in primary and non-primary language acquisition, Language Learning, 27, 1977. – pp. 155-196; Lenneberg, E. H. Biological foundations of language. New York, 1967: Wiley; Long, M. H. Maturational constraints on language development, Studies in Second Language Acquisition, 12, 1990. – pp. 251-285; Meador, D., Flege, J. E. & MacKay, I. R. A. Factors affecting the recognition of words in a second language, Bilingualism: Language and Cognition, 3, 2000. – pp. 55-67; Missaglia, F. Contrastive prosody in SLA: an empirical study with adult Italian learners of German, Proceedings of the 14th International Congress of Phonetic Sciences,

Relevance of the dissertation research with the plans of the scientific-research works of the higher educational or scientific research institutions where the dissertation has been conducted. The dissertation research was carried out by the research plan of the Samarkand State University within the framework of the theme "Strengthening students' attitude to learning a foreign language, improving language competence, increasing scientific literacy in a foreign language."

The research work aims to reveal linguistic and extra-linguistic factors in the formation of a secondary language identity in bilingual students.

The tasks of the research:

to define perspectives and trends in bilingualism;

to study the theory of linguistic relativity in the aspect of bilingualism;

to reveal the impact of bilingualism on third language acquisition and bilingual teaching;

to define the essence of phonetic competence as part of the sociolinguistic competence;

to investigate language, identity, and bilingualism;

to reveal the relationship between language acquisition and cognitive development;

to substantiate the superiority of bilinguals in learning a third language;

To study the speech portrait of Karakalpak Students regarding Karakalpak and Russian languages based on sociolinguistic and psycholinguistic analysis methods.

The object of the research work is the secondary language identity of bilingual Karakalpak students (KSs).

The subject of the research work is the sociolinguistic and psycholinguistic peculiarities of the secondary language identity formation of Karakalpak Students.

Methods of the research: sociolinguistic (method of direct observation interviewing, statistical method), psycholinguistic (introspection method, observation method, experimental method), comparative-typological, statistical, descriptive, and componential analysis methods.

The scientific novelty of the research work:

It has been proven that the theory of linguistic relativity, the dynamic nature of bilingualism, social and cultural dimensions in society, language choice, and cognitive processes in the formation of a language identity have a potential impact on the formation of a language identity.

Vol. 1, 1999. – pp. 551-554; Moyer, A. Ultimate attainment in L2 phonology, Studies in Second Language Acquisition, 21, 1999. – pp. 81-108; Neufeld, G. G. Towards a theory of language learning ability, Language Learning, 29, 1979. – pp. 227-241; Neville, H. J., Mills, D. L. & Lawson, D. S. Fractionating language: different neural subsystems with different sensitive periods, Cerebral Cortex, 2, 1992. – pp. 244-258; Oyama, S. The concept of the sensitive period in developmental studies, Merrill Palmer Quarterly, 25, 1979. – pp. 83-102; Patkowski, M. S. The sensitive period for the acquisition of syntax in a secondary language. Unpublished doctoral dissertation, New York University, 1980; Patkowski, M. S. Age and accent in a second language: a reply to James Emil Flege, Applied Linguistics, 1990; Sancier, M. L. & Fowler, C. A. Gestural drift in a bilingual speaker of Brazilian Portuguese and English, Journal of Phonetics, 25, 1997. – pp. 421-43.

by revealing the prosodic features of students' phonetic competence, the principles of individual psychology and its "speech portrait" are proven based on complex relations and sociolinguistic factors in language acquisition;

the psycholinguistic portrait was revealed based on concepts such as "uniqueness," "subjectivity," and "individualization" by identifying the linguistic and extralinguistic factors that form the language identity of Karakalpak students;

it has been proven in applied linguistics that the phonetic aspect of speech, which plays an important role in the expression of social identity, is influenced by factors such as age, gender, ethnic and socio-economic origin;

it was revealed by using various simulation strategies to determine the linguistic identity of Karakalpak students and develop their phonetic competence that the speech fluency of students belonging to a certain social group and the specific characteristics related to the speech in learning a foreign language are relevant to the norms of a person's phonetic portrait.

Practical   results of the research work:

Several important theoretical and practical recommendations on cognitive linguistics and psycholinguistics are developed for the formation of linguistic identity in bilingual students;

The psychology of the person potentially affecting his/her phonetic competence and "speech portrait" is revealed in the aspect of the theory of linguistic relativity.

The reliability of the research results is explained by the scientific approaches and methodological methods used in the study, the fact that theoretical information was taken from reliable sources, practical examples were based on linguistic materials and modern research methods were employed. Materials from national and international scientific-methodological and scientific-practical conference collections were utilized. Additionally, articles published in journals listed by the Higher Attestation Commission of the Republic of Uzbekistan and foreign scientific journals, as well as the implementation of conclusions, proposals, and recommendations in practice, and the validation of the obtained results by authoritative organizations, all contribute to the reliability of the research.

Scientific and practical value of the research results: The scientific value of the work is defined by the fact that it evaluates the status of language identity, enriching the branches of socio-linguistics and psycholinguistics from a cognitive theory viewpoint. Methods used within the frame of the work can serve as a scientific tool in investigating different language identities. More importantly, the potential of language within the social constructivist paradigm has been put forward.

The practical value of the work is determined by the availability to use the data and outcomes of the thesis in the faculties of philology and translatology of HEIs, conducting the courses of "Cognitive linguistics," "Theory and practice of translation," "Lexicology," "Applied linguistics," "Discourse analysis," "Socio-linguistics," "Psycholinguistics."

Implementation of the research results.

From the conclusions on the practice of language education, which helps to understand the complex relationship between language, linguistic personality, and

culture, develop linguistic and cultural competence, as well as develop a positive linguistic personality:

outcomes regarding the wide range of definitions and interpretations of bilingualism are that it is not limited to mere fluency in two languages but also encompasses varying degrees of language proficiency, language dominance, and language use patterns, which emphasizes the dynamic nature of bilingualism and the need to consider individual experiences and sociocultural contexts were used within the framework of the international project Erasmus + program 2016-2018 561624-ERR-1-2015-UK-EPPKA2- CBHE-SP-ERASMUS + CBHE IMEP: "Modernization and internationalization of Higher Education System Processes in Uzbekistan," (Certificate No. 661/02 dated November 23, 2023, of the Ministry of Higher Education, Science, and Innovation, Samarkand State Institute of Foreign Languages, reference). As a result, the relationship of language acquisition and cognitive development has been revealed;

outcomes based on the Sapir-Whorf hypothesis, the social and cultural dimensions of bilingualism, emphasizing language choices, identity formation, and linguistic diversity within communities, that bilingual individuals navigate and negotiate different linguistic systems, potentially influencing their cognitive processes and worldview have been used within the innovative research program I-204-4-5 "Creation of virtual resources from English language specialty subjects based on information and communication technologies and introduction into the educational process" carried out at the Samarkand State Institute of Foreign Languages used the project within. (Certificate No. 656/02 dated October 3, 2023, of the Ministry of Higher Education, Science and Innovation, Samarkand State Institute of Foreign Languages.). As a result, it is stated that each language presents a unique way of thinking, affects thoughts, and that language's grammatical structures and verbal constructions affect their perception of the outside world;

by identifying the linguistic and extralinguistic factors that form the linguistic identity of Karakalpak students, their psycholinguistic portrait based on concepts such as "uniqueness," "subjectivity," and "individualization" is based on sociolinguistic analysis and the second language learning of students belonging to a particular social group. The scientific conclusions that the specific features related to speech consist of norms that allow open the phonetic portrait of the language were used in the innovative project IL-662204405 "Creating an experimental phonetic laboratory" carried out at the State University of World Languages of Uzbekistan (Uzbekistan State reference number 75/02 of the University of World Languages dated December 3, 2023). The application of the results showed that the influence of linguistic identity on bilingual students played a unique role in creating educational literature within the project;

the results of the empirical evidence provided to support the transfer of language skills between two languages in the context of bilingualism and its implications for cognitive abilities, as a result of which the factual findings have highlighted the advantages of bilingualism, including enhanced language skills, cognitive and psychological development, and the superiority in learning a third language were used within the framework of the international project Erasmus +

program 2016-2018 561624-ERR-1-2015-UK-EPPKA2- CBHE-SP-ERASMUS + CBHE IMEP: "Modernization and internationalization of Higher Education System Processes in Uzbekistan," (Certificate No. 661/02 dated November 23, 2023 of the Ministry of Higher Education, Science and Innovation, Samarkand State Institute of Foreign Languages, reference). As a result, the superiority of bilinguals in learning a third language has been substantiated.

Approbation of the research results. The thesis results have been discussed at meetings, including 3 international and 2 republican scientific and practical conferences.

Publication of the research results: A total of 17 scientific works have been published on the dissertation topic, including 11 scientific works published on the topic of the thesis: 1 monograph, 9 scientific articles in the Republican, and 2 in foreign journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publication of the primary scientific results of doctoral dissertations.

The outline of the thesis: The thesis consists of an introduction, four chapters, conclusions and a list of used literature. The total volume is 204 pages of the text.

MAIN CONTENT OF THE DISSERTATION

The introduction part of the work informs on the conception and approach we deal with within the framework of the present research work, the challenging questions, in line with the principle items required for the introduction part.

Chapter I. "**Bilingualism and Language Education,**" extensively explores the intricate nature of bilingualism and its significance in language education. The insights gained from examining various perspectives and empirical findings contribute to a deeper understanding of the cognitive, social, and linguistic dimensions of bilingualism.

Paragraph 1.1, "Bilingualism: perspectives and trends in bilingualism," provides a comprehensive exploration of bilingualism, encompassing its definitions, theoretical perspectives, types, and sociolinguistic implications to the ongoing discourse on bilingualism.

Bilingualism - the knowledge of two languages, plays a crucial role in modern society. As a result of globalization and migration processes, the demand for bilingualism is increasing, occupying a significant place in both personal and professional life[9]. The concept of bilingualism reflects the interaction of two languages and the influence of one language on the other. This process can be divided into three types: full bilingualism, partial bilingualism, and symmetrical bilingualism, which illustrate how individuals acquire the language and how effectively they use it[10].

There are several advantages of bilingualism. First, bilingual individuals have a more significant potential for cognitive development. They possess more advanced problem-solving and creative thinking abilities, enhancing their capacity for logical

---

[9] Grosjean, F., Bilingual: Life and Reality. Harvard University Press, 2010. – P. 308.
[10] Blommaert, J., The Sociolinguistics of Globalization. Cambridge University Press, 2010. – P. 244.

reasoning and finding solutions in various situations[11]. Bilingualism also enables individuals to develop cultural skills, exposing them to diverse cultures and traditions[12].

Bilingualism is also of significant importance in the field of education. Numerous studies have been conducted on bilingual education systems, which are the methods of teaching two languages and their effectiveness[13]. The interaction between languages during the teaching process, as well as their role in developing students' language skills, is particularly noteworthy.

In social aspects, bilingualism highlights important issues related to social identification and the role of bilingual individuals in society. Bilingual individuals play a crucial role in ensuring social stability and establishing communication between different cultures[14]. Bilingualism enables communication in various languages within society, fostering intercultural exchange and mutual understanding.

In the near future, it is expected that trends in bilingualism will change. Developing new technologies and educational methods will create new forms of bilingualism[15]. The role of bilingual individuals in social life will be increasingly characterized by intercultural communication and experience exchange.

Psycholinguistic research highlights the cognitive and linguistic benefits of being bilingual, revealing advantages in language processing, memory, and executive functions, as demonstrated by scholars like Cummins, Gardner, and Lambert[16]. Sociolinguistic analyses explore language usage patterns, identity development, and cultural integration within bilingual communities, with notable contributions from Ferguson, Fishman, and Romain. The intricate connection between language and identity is stressed, acknowledging that language not only serves as a communication tool but also functions as a marker of ethnic identity, as emphasized by Fishman[17].

Various types of bilingualism, including balanced, coordinated, simultaneous, and additive, are scrutinized, and historical instances of bilingualism in Uzbek are examined, reflecting the impact of Arabic, Persian-Tajik, and Russian languages, as discussed by scholars like Ramirez and Lambert. The comprehensive nature of bilingualism is emphasized, encompassing linguistic, cognitive, and sociocultural dimensions, as explored by Martinez and Alarcon.[18]

Paragraph 1.2, "Theory of linguistic relativity in the aspect of bilingualism," delves into the theory of linguistic relativity, particularly in the context of

---

[11] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.

[12] Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters, 2000. – P. 320.

[13] Thomas, W.P., English Language Learners in the United States: How to Get It Right. Heinemann, 2011. – P. 152.

[14] Gonzalez, J., Bilingualism and Multilingualism: A Sociolinguistic Perspective. Routledge, 2012. – P. 270.

[15] Li, W. (Ed.), The Handbook of Bilingualism and Multilingualism. Wiley-Blackwell, 2017. – 800 p.

[16] Lambert, W. Culture and language as factors in learning and education. En A. Wolfgang (Ed.), Education of immigrant children. Toronto, ON: Ontario Institute for Studies in Education. 1975. -P. 54.

[17] Fishman, J. Bilingualism with and without diglossia; diglossia with and without bilingualism. Journal of Social Issues, 32, (2). 1967. -pp. 29-38.

[18] Alarcón, L. El fenómeno del bilingüismo y sus implicaciones en el desarrollo cognitivo del individuo. Colección pedagógica universitaria, 2003. -P. 29.

bilingualism, examining the impact of language on individuals' perceptions and thoughts about the world.

The Sapir-Whorf hypothesis posits that language is pivotal in shaping individuals' perceptions and thoughts about the world[19]. This theory, associated with the renowned linguists Sapir and Whorf, suggests that variations in vocabulary and grammar among languages influence how speakers think and recall information. Whorf's strong hypothesis asserts that language determines thought, while the weak hypothesis suggests a subtler influence on perception and memory[20]. The impact of bilingualism on third language acquisition and bilingual education, specifically the relationship between bilingualism and third language learning, is assessed in terms of language proficiency, language typology, and age differences. According to the linguistic relativity hypothesis, a bilingual individual's knowledge of the first two languages may positively influence acquiring a third language. This theory highlights the importance of similarities between the first two languages and the third language in the learning process. When the structural and lexical features of the first two languages align with those of the third language, the knowledge and skills acquired can facilitate third language acquisition. The theory of linguistic relativity helps to study how bilingual individuals acquire language and how it influences their thinking. Bilingual individuals expand their worldview by taking into account the unique possibilities and limitations of each language. This process also affects their personal and cultural identity.

In general, the social significance of bilingualism is becoming increasingly evident today. Bilingual individuals often have cognitive advantages when learning foreign languages. They tend to have better problem-solving abilities, higher levels of creative thinking and can perform multiple tasks simultaneously. Bilingualism also enhances students' attention and increases cognitive resources during the language-learning process[21]. Bilingual education systems, meaning teaching in two languages, improve students' effectiveness in learning a foreign language. Bilingual teaching methodologies allow students to master languages more deeply and expand their language skills. This method of education also helps students understand the cultural context in both languages. Among global languages, regional and international communication languages stand out, as they increasingly serve as a common means of communication between nations and states[22].

Another significant area of research presented in this chapter is linguistic interference. Linguistic interference occurs due to language contact, which involves speech interaction or the educational process between two language communities. Among the manifestations of linguistic interference, phonetic interference is particularly noticeable at the phonetic level. Phonetic interference arises when elements of the dominant language's phonetic system are reflected in the use of the second language.

---

[19] Sapir, E. The study of language as a science. Language, *5*, 1929. –pp. 207–214.
[20] Whorf, B. L. Language, thought, and reality: Selected writings of Benjamin Lee Whorf. New York: John Wiley. 1956. –P. 48.
[21] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.
[22] Thomas, W. P., English Language Learners in the United States: How to Get It Right. Heinemann, 2011. – P. 152.

Ensuring clarity, accuracy, logic, and expressiveness in speech are essential features of linguistic propriety. These qualities allow all speakers of a given language to understand linguistic expressions uniformly. This is achieved due to norms in each language, which regulate the proper and exemplary use of linguistic units according to the rules of the literary language.

Unintentional use of words from the native language and their semantic structures under the influence of the semantic system of another language leads to lexical-semantic interference. One of the main causes of lexical-semantic interference is the difference in motivation underlying metaphorical naming in various languages, which leads to discrepancies when naming new objects or phenomena.

Studying the positive and negative effects of skills can help understand the nature of many lexical-semantic errors and offer recommendations for eliminating these errors. These insights are crucial when selecting optimal teaching methods for foreign languages in schools, colleges, lyceums, and higher education institutions. In the comparative analysis of the lexical-semantic systems of two languages, it is essential to identify features that consistently present challenges for learners during the second language acquisition process.

At the grammatical level, while there are universal interlinguistic features, languages also exhibit unique characteristics. When the grammatical structures of two languages differ, grammatical interference naturally occurs.

Additionally, understanding the factors influencing bilingual students' learning of a third language is an essential area of research. These factors include age, the level of bilingual proficiency, motivation, the opportunity to learn the language, and differences between the languages. Recognizing and properly addressing these factors not only facilitates foreign language learning but also helps to strengthen language competence.

Moreover, various challenges during the language learning process can be resolved using methods to overcome these difficulties. Studying the culture associated with a foreign language and understanding the communication skills of native speakers contribute to the enhancement of linguistic knowledge.

Correct pronunciation and effective communication are the fundamental elements of language proficiency. Developing phonetic competence not only improves fluency but also facilitates intercultural communication, enhancing socio-cultural competence related to the language.

In conclusion, bilingualism and its psycholinguistic and sociolinguistic aspects, the role of linguistic relativity in language learning, the process of interference and its impact on language teaching, factors influencing the acquisition of a third language, and the development of effective strategies are noteworthy tasks of this research.

Paragraph 1.3, "Impact of bilingualism on third language acquisition and bilingual teaching," focuses on the relationship of bilingualism with third language acquisition and the influence of factors like age, language proficiency, and language typology on learning a third language. According to the linguistic interdependence hypothesis, a bilingual person's proficiency in their initial two languages is

interconnected and can impact learning a third language. This theory underscores the significance of the similarity between the first two languages and the third language in the process of third language acquisition. When the structural and vocabulary characteristics of the first two languages align with those of the third language, the transfer of knowledge and skills from the initial languages can aid in mastering the third language. This interference can stem from differences in word order, sounds, or false friends in the third language resembling those in the first two but with distinct meanings.

This study chapter highlights the importance of developing effective strategies to facilitate language learning and promote multilingualism by understanding the factors influencing bilinguals' third language acquisition.

Chapter II. "**Theory of Language Identity in a Bilingual Aspect**" explores the intricate connections between language, identity, and culture, emphasizing how language shapes individual and social personality, serves as a marker of identity, and influences cultural representation, with a focus on bilingualism's role in developing a composite language identity, highlighting the need for understanding these complexities to inform language education practices promoting linguistic and cultural competence.

Paragraph 2.1, "Language identity: the formation of an individual and social identity," delves into the complex character of identity, highlighting the interdependence between individual and societal facets. Joseph[23] and other scholars explore the concepts of identity, focusing on its dual nature involving personal and social aspects. Personal identity comprises two distinct yet interconnected facets: a person's name, serving as a deictic function, and a deeper, intangible essence that constitutes their core self. Social identity, however, is formed through interactions with others and is continuously negotiated and attributed through social processes.

The interdependency of personal and social identity argues that social identity emerges from socialization within groups and is determined by societal contexts[24]. Both personal and social identities are shaped by language, as language provides individuals with uniqueness and group affiliation. Language also serves as a means of establishing relations between individual and social identities. Individuals possess multiple personalities, which can be observed in two senses: the perception of a person by others and the diverse roles individuals play in varying contexts.[25] Block[26] and Riley[27] define social roles as discursive positions that grant individuals rights and obligations, legitimizing performances of certain categories of action. These roles change depending on the context of the people involved.

[23] Joseph J. E., Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010. – pp. 9-17.

[24] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press.,2009, – P. 69

[25] Joseph J. E., Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010. -pp. 9-17.

[26] Block, D, Second Language Identities. London: Continuum International Publishing Group. 2007, – P. 43

[27] Riley, P., Language, Culture and Identity. An Ethnolinguistic Perspective. New York: Continuum., 2007, – P. 98

K.Novak emphasizes[28] the central role of language in shaping identity, stating that language provides individuals with uniqueness and group affiliation. Language connects personal and social identities, functioning as a means of identification and through which individuals identify themselves about others. Language shapes identity, allowing individuals to express their uniqueness and group affiliation while also facilitating negotiations between personal and social identities.

Joseph begins his work with a simple explanation of this word: a person's identity is what they are.[29] In this fundamental sense, there are two aspects of individual identity: their name, which serves to distinguish one from others and, as such, has a deictic function, and a deeper, intangible aspect that constitutes what a person is at their core, and as such, performs a "meaningful" function. In other words, identity points to its uniqueness: first and foremost, with the name (deictic function) and oneself, based on an essence that eludes any categorization except for its attribution to a specific individual (semantic function). However, Joseph believes that individual identity also consists of various personalities in which a person participates. This emphasizes that the aforementioned oppositions are intertwined; identity inequality is recognized through contact with what is different, while identity in exclusivity is primarily established at the intersection of identity inequality.

Similarly, Edwards[30] points out that it is impossible to establish clear boundaries between individual and social identity because all our personal characteristics stem from socialization within the group(s) to which we belong, with a specific social context that determines the set of available human possibilities. Riley[31] , while discussing various viewpoints and differences among interactionist sociologists, psychologists, Marxists, social constructivists, phenomenologists, and existentialists, and emphasizing the interdisciplinary nature of the personality problem, nonetheless concludes that they all agree on two points:

The source of personality is social. It is a product of social interaction among people and other members of society. Reflecting on our interactive experience, supported and guided by language, allows us to become who we are, extrapolating from interpersonal to intrapersonal. Thus, the structures of society, language, and interaction serve as sources of individual personality.

Riley further argues that although someone's personality can be considered an inherent quality, independent of other entities, it is attributed to an individual through the mediation of other human beings who constantly bombard us with instructions about the roles and positions we occupy or that others want us to occupy, the groups we belong to or do not belong to. In these senses, identity can be understood solely in relation to others, as others are the primary source of its construction. Considering this, we can see that social identity is established, manifested, attributed, and negotiated through social processes, specifically in our

---

[28] Novak, K., Multilingualism and collective identities of the Illyrians: language biographies of Dragojla Jarneviẙ, Ljudevit Gaja and Ivan Kukuljeviẙ Sakcinski. Zagreb-Rijeka: Central Europe. 2012, – P. 267

[29] Joseph J. E., Identity. En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd., 2010– pp. 9-17.

[30] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press.,2009, -P. 69

[31] Riley, P., Language, Culture and Identity. An Ethnolinguistic Perspective. New York: Continuum., 2007, -P. 98

communicative relationships with others in intersubjective connections. However, it is important to note that we also constantly send streams of identity claims. In this sense, Riley defines social identity as the sum of all subgroups to which a person belongs. Among the parameters of social identity, he observes, we can find examples such as place of residence, ethnicity, religion, politics, marital status, hobbies, languages, and so on. Additionally, Edwards adds that some of these mentioned social groups, such as ethnicity or gender, among others, are involuntary in nature and typically have long-term significance. However, social categories like gender or nationality, according to Edwards, "tend to be the most salient when one thinks of people at a social level," either through processes of self-ascription or attribution by others outside the group.[32]

As we can see, each of us undoubtedly has multiple personalities. According to Joseph, this can be observed at least in two senses. The primary sense pertains to the entire "self" existing in the consciousness of others. According to Joseph, every person with whom you interact constructs their version of "you" based on what they have observed about "you" and "others," forming it according to the template of their own unique sense of self. In simpler terms, Joseph writes, "There are as many versions of 'you' as there are people whose mental space you inhabit." [33]The secondary sense in which Joseph refers is about the different roles individuals take on—such as mother, boss, friend, or sister—where personality shifts depending on the social context. In this sense, personality changes depending on the context of the people we are with. Block notes that the multiplicity of social identities, which exist simultaneously, also raises questions of social significance and contextual constraints that will stimulate one aspect of the personality repertoire more than others.[34] He sees this process as similar, if not identical, to adopting different social roles or "masks" depending on circumstances.

Paragraph 2.2, "Language, identity, and bilingualism," explores the intricate relationship between language, identity, and bilingualism, examining how knowledge of multiple languages can shape cultural identity and self-identity. By delving into the definitions of identity and language identity, we gain insights into the interplay between language and self-perception.

Language is a fundamental aspect of human identity, influencing how we think, communicate, and express ourselves. Individuals navigate complex language identities in bilingual contexts that can shift based on situations. Bilingualism is increasingly common, raising questions about its impact on identity. Identity is a multifaceted concept shaped by society, culture, and language. Language plays a crucial role in constructing individual and group identities. Bilingual individuals often form unique language identities influenced by their experiences with each language. Understanding the effect of bilingualism on language identity can provide valuable insights into the complexities of human identity formation. Language is not just a means of communication but a key component of personal and cultural

[32] Edwards, J., Language and Identity: Introduction. Cambridge: Cambridge University Press., 2009, – P. 75
[33] Joseph J. E., "Identity". En Llamas C. y Watt D. Language and Identites. Edinburgh University Press Ltd. 2010, - pp. 9-17.
[34] Block, D., Second Language Identities. London: Continuum International Publishing Group. 2007, – P. 43

identity. Embracing bilingualism can lead to a deeper understanding of diverse human experiences and the intricate relationship between language and self-perception.

Paragraph 2.3, "Language choice and identity construction among bilinguals," provides an in-depth exploration of the concept of language choice and its various dimensions.

Language choice involves selecting languages based on context, audience, and personal factors. Research links language choice to language maintenance, shift, code-switching, multilingualism, ethnicity, power, and solidarity. Key determinants include dominant language, location, topic, gender, education, identity, ethnicity, age, occupation, relationship status, and formality of the situation.

Paragraph 2.4, "Language identity and cultural differences: Language and Culture," delves into the intricate relationship between culture and language, emphasizing their mutual influence and transformation.

The relationship between language, culture, identity, and cultural differences is complex and interdependent. Language and culture are closely linked, with language serving as a symbolic system that allows for the production and exchange of meaning within and across cultures. Cultural differences are generated through exchanging shared meanings, and language can manifest these differences. Identity is constructed through language and cultural practices, providing a sense of identity and belonging. Cultural identity is not fixed but rather a matter of becoming and being, and cultural difference serves to distinguish and preserve group identity. The concept of a cultural circuit emphasizes the interactive nature of this meaning-generating web, with language as the privileged medium through which we make sense of things and through which meaning is produced and exchanged. It is crucial to recognize the connection between language, identity, and cultural differences to gain a comprehensive understanding of these concepts.

Additionally, the research provides valuable insights into the relationship between linguistic and cultural identity, highlighting how language serves as a means of expressing culture. It discusses how values and traditions are transmitted through language and emphasizes the importance of cultural knowledge in understanding the linguistic world. Proper comprehension of this process is crucial for effective foreign language learning.

Chapter III, "**Language and Cognition: Transfer of Language Skills**," explores the transfer of language skills in bilingualism, revealing its significant impact on cognitive abilities. The relationship between language learning and cognitive development offers numerous benefits for bilingual individuals. Bilingualism plays a significant role not only in enhancing language skills but also in boosting cognitive functions. This section analyzes the advantages of bilingualism in cognitive development and the process of language learning. Bilingual individuals develop various cognitive functions while using two languages. Research has shown that bilingual individuals perform better in attention, memory, and problem-solving. Knowing two languages increases cognitive flexibility and helps individuals

perceive differences between others[35]. The process of learning a language positively impacts a person's cognitive development. Bilingual individuals develop analytical thinking, problem-solving, and creative approaches while learning a new language. Language learning broadens a person's overall cognitive skills and gives them more freedom in expressing their thoughts[36].

Bilingualism also enhances individuals' creative thinking abilities. Since bilingual individuals know two languages, they can think from different perspectives and solve problems in new ways. This promotes creative thinking and encourages individuals to generate innovative ideas. Bilingual individuals employ various strategies during the process of learning two languages. They support cognitive development by simultaneously learning their languages, using contextual learning, and applying practice-based approaches. These strategies facilitate the process of language learning and strengthen language skills[37].

Because bilingual individuals know two languages, they can use their memory, attention, and problem-solving abilities while learning a new language. Research shows that bilingual individuals can memorize new words and phrases more easily and develop language skills more quickly[38]. During language learning, bilingual individuals' linguistic and metalinguistic awareness increases. They are more aware of the structure, grammar, and vocabulary of languages, which helps them learn a new language and increases their ability to overcome challenges. Bilingual individuals also develop the ability to adapt to cultural differences while learning a foreign language[39]. Because they can communicate between two cultures, they are more successful in learning and adapting to a new culture. Considering cultural differences enriches language learning and broadens individuals' global perspectives[40].

The process of learning a foreign language offers numerous benefits for bilingual individuals. Their cognitive abilities, language learning strategies, and ability to adapt to cultural differences help them succeed in learning a foreign language. Bilingualism is important in helping individuals find their place in global social contexts.

Paragraph 3.1, "Language acquisition and cognitive development: Advantages of being bilingual," discusses the multifaceted advantages of bilingualism, covering linguistic competence, cognitive benefits, cultural understanding, and professional prospects. It emphasizes the positive impact of bilingualism in education and society, drawing on extensive research to support its claims.

---

[35] Cummins, J., Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Multilingual Matters, 2000. – P. 320.

[36] Kecskes, I., Intercultural Pragmatics: Theoretical and Practical Perspectives. Oxford University Press, 2013. – P. 288.

[37] Lightbown, P. M. & Spada, N., How Languages Are Learned. Oxford University Press, 2013. – P. 384.

[38] Bialystok, E., Bilingualism in Development: Language, Literacy, and Cognition. Cambridge University Press, 2001. – P. 352.

[39] Kroll, J. F. & Bialystok, E., Understanding the Consequences of Bilingualism for Language Processing and Cognition. En Li, W. (Ed.), The Handbook of Bilingualism and Multilingualism. Wiley-Blackwell, 2013. – pp. 21-46.

[40] Piller, I., Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics. Oxford University Press, 2017. – P. 304.

Being bilingual yields substantial advantages in terms of linguistic competence. Exposure to multiple languages from an early age broadens vocabulary, as evidenced by research showing bilingual children exhibit larger lexicons. Bilingualism enhances grammar and syntax understanding, making individuals adept at navigating diverse linguistic structures. A heightened metalinguistic awareness develops, allowing analysis and comparison of languages. The advantages extend to cognitive benefits, as bilingualism correlates with enhanced problem-solving skills, multitasking abilities, and improved memory functions. Culturally, bilingual individuals navigate diverse contexts seamlessly, fostering empathy and sensitivity. Academically, bilingualism opens doors to educational opportunities and cognitive advantages, contributing to success in various domains. Professionally, bilingualism is a valuable asset, enhancing communication skills and adaptability. Research across diverse studies underscores the holistic benefits of bilingualism, emphasizing its significance in our interconnected world.

Paragraph 3.2 "The superiority of bilinguals in learning a foreign language" explores the positive effects of bilingualism on various aspects of language development, including cognitive abilities, metalinguistic awareness, and communicative skills.

In contrast to the rules of certain cognitive sciences, linguistics analyzes human cognitive structures and processes. The primary focus is on the systematic classification and explanation of the mechanisms of language acquisition and the principles of the structure of linguistic knowledge. Accordingly, cognitive linguistics emphasizes the study of the following: 1. The principles of language acquisition and its structural aspects, as well as the manifestation of mental characteristics. 2. The cognitive interpretation of the use of linguistic units. 3. The cognitive mechanisms of perception.

Language development in children is a complex process crucial for cognitive growth, metalinguistic awareness, and communication skills. Cognitive development supports language acquisition by engaging memory, attention, and problem-solving. Metalinguistic awareness involves understanding language rules and manipulating linguistic elements, enhancing literacy skills. Bilingualism positively impacts cognitive development, improving executive functions like inhibitory control and cognitive flexibility. It also enhances metalinguistic awareness by exposing individuals to diverse linguistic contexts. Bilingual individuals demonstrate advanced communicative skills, adaptability to different interlocutors, and sensitivity to nonverbal cues. Bilingualism does not cause language difficulties; bilingual children acquire language milestones similarly to monolingual children.

Paragraph 3.3 "The superiority of bilinguals in learning a third language" highlights the significant advantages of bilingual individuals when learning a third language. Bilingualism provides a competitive edge in third language acquisition, contributing to a richer understanding of language and culture. Studies show that bilinguals excel in areas like vocabulary, grammar, and communication due to their proficiency in multiple languages. Enhanced metalinguistic awareness helps bilinguals better understand and manipulate linguistic structures. Cognitive

advantages, such as attention control and cognitive flexibility, enable bilinguals to adapt more easily to new languages. Socio-culturally, bilinguals benefit from increased engagement with diverse communities and language exchanges. Motivation plays a key role, with bilinguals displaying higher intrinsic motivation and a stronger connection to language learning. Strategically, bilinguals employ a broader range of techniques, leveraging their existing language skills and making cross-linguistic connections.

This chapter of the research presents scientific and theoretical information on the importance of personal qualities and mental states in language learning. It explores the role of extravert and introvert personality traits in language acquisition, examining how the differences between cautious and risk-taking individuals affect their language learning experiences. Additionally, it discusses the role of personal qualities in the growth of communicative competence, as well as significant psycholinguistic studies on psychological motivation and the development of inner confidence[41].

In short, with the influence of bilingualism, we can see positive results such as the construction of various complex grammatical devices, the creation of sentences of various forms and the development of linguistic forms. In addition, the growth of metalinguistic perception is one of the main advantages of bilingualism. Such perception creates an opportunity to compare and analyze language based on different components. In general, bilingualism dramatically increases vocabulary, strengthens knowledge of language devices, and enhances metalinguistic awareness. These advantages are important for the development of proficiency in different languages, the growth of communication efficiency, and the accurate and fluent expression of thoughts. Scientific data on the positive effect of bilingualism on mental activity are given. The most important of these is that bilingualism, i.e. having two languages, has been proven to strengthen mental activity in problem solving, the ability to perform several actions at the same time is developed under the influence of bilingualism, and a number of advantages such as the strengthening of memory skill of bilingualism are presented as the main influencing factors in the dissertation. It is highlighted that these skills are one of the most important aspects of developing cultural understanding and building adaptability. Such abilities in turn facilitate career development, social communication, and are an important aspect of achieving positive benefits in almost all spheres of our life.

This section also touches upon the issues of language identity, executive function, and phonetic competence. It analyzes the relationship between the formation of language identity, executive function, and the phonetic abilities of bilingual individuals. Executive function refers to the ability to use language, which reflects changes in the speech of bilingual individuals. Bilingual individuals effectively carry out executive functions when using two languages. They can switch languages according to context, which strengthens their language learning process. Phonetic competence refers to a person's ability to pronounce sounds correctly and

---

[41] Jung, C. G. Psychological Types (H.G. Baynes, Trans.). Princeton University Press. 1971 (Original work published 1921, Chapter 10. – pp. 330-407.

48

perceive them accurately[42]. Bilingual individuals tend to have well-developed phonetic competence. They exhibit high proficiency in distinguishing sounds when switching from one language to another. This provides an advantage in learning a foreign language and facilitates the language learning process[43].

There is an interrelationship between language identity and phonetic competence. The language identity of bilingual individuals influences their phonetic skills. They utilize their phonetic abilities in expressing their identity and during speech processes. Moreover, phonetic competence contributes to the formation of language identity, as bilingual individuals excel in recognizing pronunciation differences between two languages and adapting their communication accordingly.

Chapter IV **"Language Identity and Foreign-language Phonetic Competence Acquisition"** describes the phonetic competence as a sociolinguistic competence while being integrated in two languages, linguistic sociocultural competence has a direct effect on the personality, abilities, personal qualities, traits, and characteristics of a student[44].

Phonetic competence refers to a person's ability to pronounce sounds correctly and perceive them during the speech process. This section analyzes the role, influence, and significance of phonetic competence within the framework of sociolinguistic competence. Sociolinguistic competence refers to a person's ability to use language correctly in social contexts. Phonetic competence is an essential part of this competence, allowing individuals to accurately express sounds in their speech and communicate effectively with their social group. Phonetic skills play a crucial role in a person's understanding of language and achieving success in communication.

Pronunciation implies that speech must be phonetically correct. Bilingual individuals significantly develop their pronunciation skills when speaking in two languages. They demonstrate the ability to adjust their pronunciation according to the social environment, accurately expressing sounds in both languages. This enhances their success in communication and strengthens social connections[45].

Foreign and Russian linguists and methodologists have always paid a great deal of attention to the issue of selecting appropriate pronunciation teaching methods (H. Brown, V.A. Vinogradov, N.D. Galskova, O. Espersen, I.A. Zimnya, U. Littlewood, U. Rivers)[46]. In other words, the concept of producing and comprehending speech communications is the foundation of English Teaching Methodology. Current efforts to analyze the phenomenon of intercultural speech communication in greater depth necessitate a more in-depth reconsideration of the mechanisms of speech production and speech perception.

---

[42] Kuhl, P. K., A Spanish/English bilingual advantage in phonetic processing. En Proceedings of the 2000 International Conference on Spoken Language Processing, 2000. – P. 169.

[43] Bialystok, E., Bilingualism: The Good, The Bad, and The Unknown. En Li, W. (Ed.), The Handbook of Bilingualism. Wiley-Blackwell, 2009. – pp. 23-34.

[44] Hymes, D., Foundations in Sociolinguistics: An Ethnographic Approach. University of Pennsylvania Press, 1974. – P. 218.

[45] Grosjean, F., Bilingual: Life and Reality. Harvard University Press, 2010. – P. 308.

[46] Johnston. W "Education on Trial: Strategies for the Future", Ed. SanFrans. 2003. – P. 63.

Language proficiency requires high-level skill formation in all categories of speech activity, as well as their interrelation and interdependence, from the very beginning. The primary objective of teaching a foreign language is to enable students to comprehend and be understood by speakers of that language. On the one hand, pupils must have highly developed speech hearing in order to interpret speech messages. On the other hand, they must have the requisite articulatory skills to express an appropriate reaction to the information received and to code their own foreign speech appropriately.

Within the framework of the subject "Practical Course of English Phonetics," this issue is addressed in-depth and comprehensively during the introductory stage of foreign language instruction. The objective is for students to master the process of foreign language sound perception, methods of phonetic analysis applied to various types of linguistic material, and skills of correct sound and intonation arrangement of the utterance, as acquiring correct pronunciation skills is a prerequisite for all forms of speech activity. However, it should be made clear that practicing technical articulation skills is only the commencement of a lengthy process. The teacher is then tasked with explaining to students that speech sounds are merely one component of a complex system of phonetic means for mastering a language, which facilitates effective cross-cultural communication.

Phonetic competence develops in accordance with cultural context. Bilingual individuals enhance their phonetic skills by learning sounds and pronunciations associated with their cultures. They strengthen social connections and achieve greater success in communication by applying their phonetic abilities during the process of adapting to a new culture[47]. The phonetic skills of bilingual individuals play a crucial role in enhancing communication success and adapting to cultural contexts. Phonetic competence enriches the language learning process and broadens individuals' attitudes toward language.

Speech portrait refers to the distinctive features of a person's language use and pronunciation of sounds. This section analyzes the speech portrait of bilingual individuals in the context of the Karakalpak and Russian languages, as well as their social identities and their relationship to the cultural environment.

The speech portrait reflects the individual characteristics of a person's language use, pronunciation, and grammatical structure. It defines the person's linguistic identity and is of significant importance in finding their place within a social context.

All of this enables a student to engage in a variety of verbal and cognitive activities during interactions with individuals from other cultural environments. Moreover, it involves the experiment on Karakalpak students promoting the following question: "May the speech portrait of a Karakalpak student influence his or her phonetic competence in a foreign language."

The study of pronunciation changes in a person's speech arising from phonetic interference is particularly significant, especially from the perspective of its communicative impact. The language user's attitude towards the interlocutor's

---

[47] Piller, I., Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics. Oxford University Press, 2017. – P. 304.

pronunciation can be either positive or negative. This attitude arises from the social, cultural, political, national, and other personal views, perceptions, and language experiences of the speaker. The specific nature of speech relations regarding pronunciation plays a leading role in forming thoughts about the interlocutor. A speaker identifies that an individual belongs to another language community primarily based on their pronunciation characteristics, which manifest as distinct speech patterns due to the interference of the speaker's native language phonetics. Accent is a crucial indicator in identifying the speaker's identity[48].

The term "accent" originally comes from Latin ("accentus," meaning stress) and is used in two senses: 1. In modern linguistics, it refers not to stress but to the presence of phonetic features of the native language in the pronunciation of an individual learning a second language. 2. The second meaning of the term is its use as a synonym for "stress." The term "accent" is also used to refer to the phonetic characteristics specific to a dialect as applied in the literary form of the language. Deviations in the speaker's pronunciation from the norms of the foreign language are characteristics that reflect whether the person speaking with an accent belongs to a particular language. At the same time, accented speech also has general features characteristic of anyone speaking in a foreign language.

The general and specific signs of violations of second language pronunciation norms in a speaker's speech form the overall appearance of accented speech in the speaker's perception and linguistic consciousness. When examining the uniqueness of pronunciation, it should be noted that it is not confined solely to the specific characteristics of vowels and consonants but is also manifested in the combination and distribution of stress, intonation, and speech sounds.

Nowadays, the demand for learning a foreign language, especially English, is growing in our country. It is stated that the need for a foreign language is important because the requirement for the development in various aspects of the country are essential. Nowadays, the main goal of teaching a foreign language is to develop students' language skills, to develop their critical thinking skills, and speculation, improve analitical experience at an international level. Therefore, the importance of learning an international language has increased. As a result, language teaching structures, new effective methods, and healthy competition between teachers and learners are also growing. This chapter provides theoretical and practical information about the development of phonetic competence, the change of language learning opportunities based on the social life style of students.

Paragraph 4.1 "Phonetic competence as part of the socio-linguistic competence" describes that Phonetic competence as an essential component of linguistic competence, and when we consider its role in sociolinguistic competence, it becomes even more significant. Sociolinguistic competence refers to the ability to use language appropriately in different social contexts, taking into account variations in language use based on factors such as social status, regional dialects, and cultural norms[49].

---

[48] Вишневская Г.М. Билингвизм и его аспекты. – Иваново: Ивановский университет, 1997. – С. 21.
[49] Hymes, D. On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected Readings,* Harmondsworth: Penguin: 1972. – pp. 269-293.

In the context of sociolinguistic competence, phonetic competence involves the understanding and appropriate use of phonetic features that may vary across different social groups. These variations can include differences in pronunciation, intonation, and speech patterns influenced by factors such as age, gender, ethnicity, and socioeconomic background.

Phonetics plays a role in expressing social identity through speech. Sociolinguistic competence involves the ability to adjust one's phonetic features to align with or distinguish oneself from particular social groups. This can include the use of specific speech patterns associated with a particular community or social class. Sociolinguistic competence requires an awareness of different accents and dialects associated with specific social groups. A person with strong phonetic competence can adapt their pronunciation to communicate effectively with speakers of different accents or dialects.

Paragraph 4.2, deals with how the structure of a language can influence the way people think. It endorses the linguistic relativity hypothesis, suggesting that individuals who are proficient in multiple languages can engage in diverse thought processes.

It is observed that the phonetic competence of Karakalpak students surpasses that of Uzbek students, who exclusively speak Uzbek as their native language. The research question posed is whether the psychology and speech patterns, referred to as the speech portrait, of Karakalpak students may impact their phonetic competence in a foreign language. The speech portrait of Karakalpak students represents their linguistic identity in relation to both Karakalpak and Russian languages, which they use as their native tongue. One factor contributing to the formation of a distinct language identity among Karakalpak students is their use of the second-person singular pronouns "sen" and "ti" when addressing spouses and elders. This is in contrast to the Uzbek language, where these pronouns are associated with concepts like "uniqueness," "subjectivity," and "individualization" in both Karakalpak and Russian languages.

It is suggested, through methods such as direct observation, interviews, and questionnaire surveys, that the development of language identity and mastery of different understanding types in the native language play a crucial role in determining a student's potential to successfully acquire phonetic skills in a foreign language. The confidence and directness displayed by Karakalpak students, influenced by their native languages, enable them to mimic foreign speech articulately. Simultaneously, the identification of specific features related to speech and the phonetic portrait of a secondary language identity can reveal an individual's affiliation with a particular social group.

The research was created using a survey to investigate how the socio-psycholinguistic characteristics of Karakalpak Students (presumably referring to the Karakalpak students) can affect their ability to acquire phonetic competence in a foreign language. This study was conducted specifically among Karakalpak Students of Uzbekistan State World Languages University.

To collect the required data for addressing the research questions, an online survey comprising three sections was used as the primary tool. The initial segment

gathered biodata, such as age, gender, and the age at which the participants began learning L1 and L2, etc. In the second part, the participants were requested to self-assess their proficiency in multiple languages. The questions focused on their abilities in reading, writing, speaking, listening, as well as their levels of accent, comprehensibility, and fluency in their second and foreign languages. The participants rated their proficiency in multiple languages on a scale of 1 to 9, with 1 being "very poor" and 9 being "excellent/native-like." In the following section, there were nine statements that focused on the participants' attitudes towards pronunciation. The participants were asked to respond to the statements in the third part using a scale of 1 to 9, where 1 indicated complete disagreement and 9 indicated complete agreement.

The first section of the research collected biodata, including age, gender, and the age at which the participants started learning their second native languages and English. According to the study results, 12 males and 85 females out of 97 Karakalpak students are at the ages of 19-22. Of these 97 students, 79 started learning English at ages 15-16, and the remaining 16 stated their learning English journey started from childhood. Nearly all students, with the exception of two, initiated the learning of Russian during their critical periods, at the same time as their native Karakalpak language. Currently, they employ the Russian language alongside their Karakalpak. Consequently, they identify Karakalpak as their native language, while considering Russian as their second native language. Moreover, 85 students commenced proficiently learning various languages such as Korean, Spanish, Italian, German, and others from the first year of their Bachelor's degree. 95 students answered "Yes" to the questions "Do members of your family address adults as "sen" (you: second-person, singular) in the Karakalpak language?" and "Does a woman address her spouse in your society as "sen" (you: second-person, singular) in the Karakalpak language?". We can conclude from this survey that Karakalpaks are bilingual students and consider Russian as their second mother tongue.

In the second part of the survey, participants were asked to self-assess their proficiency in multiple languages. This assessment covered reading, writing, speaking, and listening skills, as well as their levels of accent, comprehensibility, and fluency in their two native (L1, L2) and foreign (L3, L4) languages.
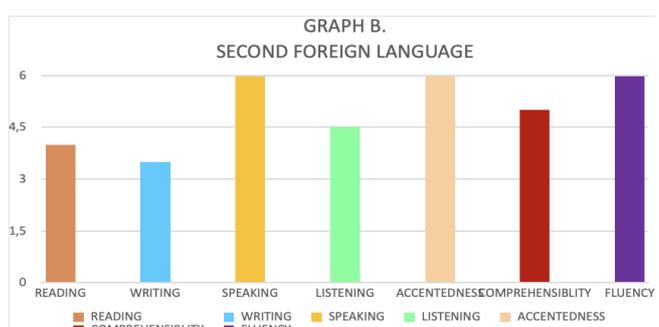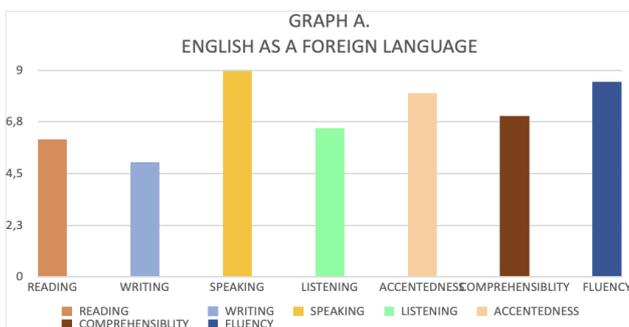

1-Picture. Students' level of English   2- Picture. Student's level of second foreign language

According to the survey results (graphs a, b), a high level of English proficiency was indicated by 90% of participants who rated their speaking, fluency and accentedness between 8 and 8.5 out of a 9-point scale and other components above 6.5. As for Karakalpak and Russian languages, they rated maximum points for almost all components. When it comes to their L4, the highest components were speaking, accentedness and fluency with the points between 6 and 7, other components were also above 5. Their competence in L4 may vary compared to their proficiency in English, given that they commenced learning L4 at a later stage than the English language.

The third section of the survey consisted of nine statements (1-picture) that focused on the participants' attitudes towards pronunciation (graph c). They were asked to respond to these statements using a scale of 1 to 9, where 1 indicated complete disagreement (in red in the table) and 9 indicated complete agreement (in green in the table). In this segment, 100% of students indicated that both their first language (L1) and second language (L2) are significant aspects of their identity, with a unanimous 100% agreement. They use both their L1 (Karakalpak) and L2 (Russian) equally at home. It is evident that Karakalpak students consider accent and pronunciation crucial based on their complete consensus on statements 5, 6, 8, and 9. A significant 90% of their foreign language pronunciation acquisition is through imitation, where they emulate the speech of native speakers to enhance their pronunciation.
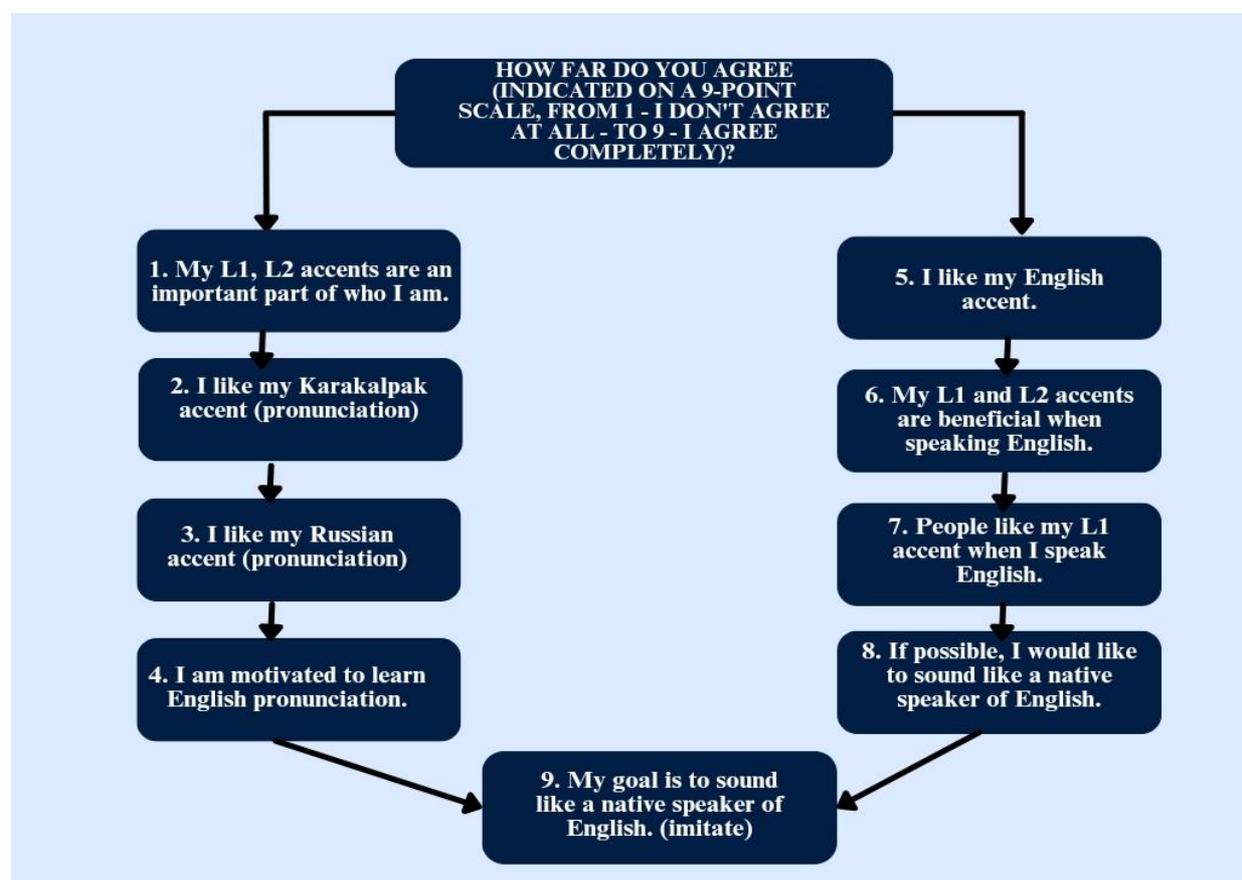
3-picture. A questionnaire assessing phonetic competence with nine statements
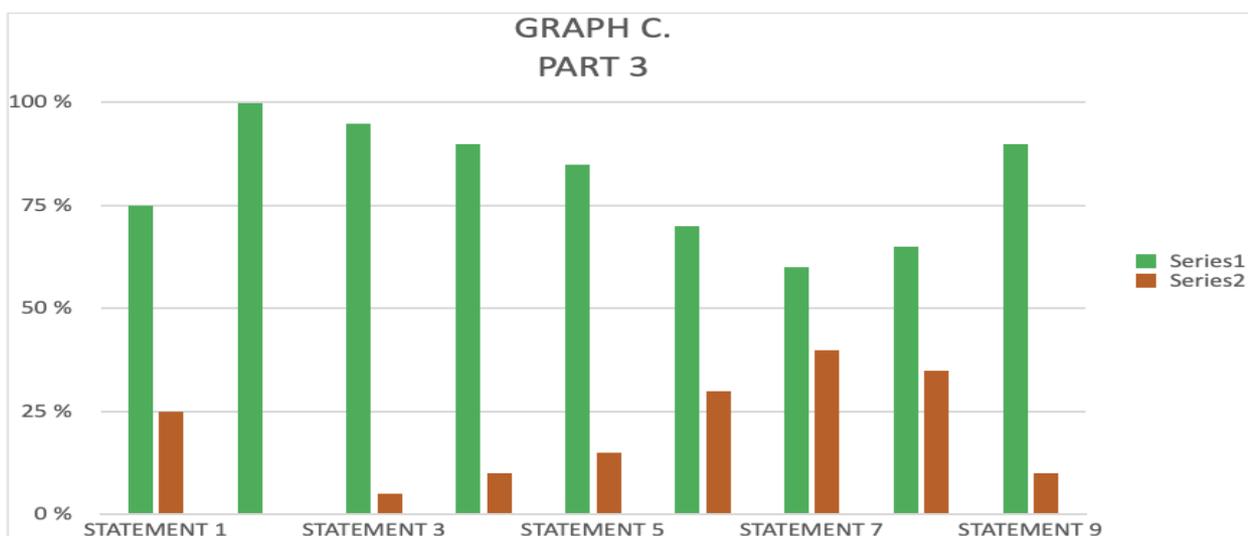
4-picture. The outcome of the nine-statement phonetic competence assessment

The research offers a comprehensive exploration into the relationship between bilingualism, linguistic identity, and pronunciation proficiency among Karakalpak students. Grounded in the broader context of communication as an essential tool for understanding, the study sheds light on the intricate interplay between language proficiency, psychological factors, and cultural identity. The first section of the research delves into the biodata of Karakalpak students, emphasizing the prevalence of individuals aged 19-22 who commenced learning English during their adolescent years. A majority initiated Russian language acquisition during critical periods, establishing a bilingual foundation. This aligns with the broader understanding that those proficient in more than one language are more successful in cross-cultural interactions, forming the basis for the study's exploration of bilingualism among Karakalpak students.

The study's focus on bilingualism is reinforced by the participants' engagement in learning various languages, emphasizing the multifaceted linguistic abilities of Karakalpak students. The familial use of the second-person singular pronoun "sen" in both addressing adults and spouses solidifies the notion of bilingualism, affirming the dual linguistic identity of KSs. The research concludes that Karakalpaks are indeed bilingual students, identifying Karakalpak as their native language and considering Russian as their second mother tongue.

In the second part of the survey, participants self-assessed their proficiency in multiple languages, revealing a high level of English proficiency among 90% of respondents. This aligns with the broader statement that those who speak more than one language are more successful in their interactions, emphasizing the practical advantages of bilingualism. The variation in proficiency in their fourth language (L4) compared to English underscores the impact of the timing of language acquisition on overall proficiency.

The third section focuses on attitudes toward pronunciation, where 100% of students affirm the significance of both their first (L1) and second (L2) languages in shaping their identity. The unanimous agreement on the importance of accent and pronunciation reflects the conscious effort among KSs to refine their language skills.

The study highlights their propensity for imitation, acknowledging that 90% of foreign language pronunciation acquisition is through emulating native speakers, showcasing the active role of bilingualism in their language development. The inquiry into the psychology of a person and their "speech portrait" as potential influencers on phonetic competence adds a psychological dimension to the study, enriching our understanding of the intricate relationship between language learning, identity, and cognitive processes.

The results revealed that using the simulation strategy by KSs whose linguistic identity is different helped the students to develop phonetic skills and affected speaking micro-skills in terms of body language, fluency, intonation, grammar, and vocabulary usage positively. Moreover, it was observed that KSs become motivated to speak spontaneously in classes. At the same time, the revelation of specific features related to speech and the phonetic portrait of a secondary linguistic identity makes it possible to reveal his/her belonging to a particular social group.

CONCLUSION

1. The impact of bilingualism on the acquisition of a foreign language and bilingual education was investigated. The theories of foreign language acquisition provided a foundation for comprehending the factors that influence the process of bilinguals acquiring a new language. We identified difficulties and strategies involved in foreign language acquisition by bilinguals, recognizing the importance of bilingual education components.

2. Language identity has emerged as a crucial component of social and personal identity. We discovered the intricate relationship between language and identity formation through an examination of language identity theories. The effect of bilingualism on language identity was investigated, with a focus on the dynamic relationship between language use and language identity formation. Also highlighted were cultural distinctions and the significance of cultural identity in second language acquisition.

3. It was discovered that bilingual individuals possess superior language skills, including improved grammar, syntax, metalinguistic awareness, and communicative abilities. The benefits of bilingualism in terms of cognitive development were readily apparent, demonstrating the positive influence of bilingualism on cognitive abilities and cultural awareness.

4. The impact of socio-psycholinguistic factors on the acquisition of phonetic competence in a foreign language was investigated. The positive effects of bilingualism on pronunciation in foreign languages were acknowledged, highlighting the significance of language in determining one's identity. The unique challenges and dynamics of multilingual identity and pronunciation were discussed, while the importance of personality in English language acquisition was acknowledged.

5. The study emphasized the significance of language identity and bilingualism. Bilingualism was not merely the acquisition of a second language, but rather a repertoire of language practices that represent the individual resources of language users for meaning-making. The participants' proficiency levels and language exposure in their native language, Russian, and Karakalpak influenced their English proficiency and attitudes toward pronunciation.

6. The results revealed that the participants had a relatively high level of English proficiency, demonstrating the efficacy of formal education and exposure to English in a university setting. The participants also reported varying levels of proficiency in their second, third, and fourth languages, with their native languages exhibiting the maximum level of proficiency. This finding is consistent with previous research suggesting that individuals typically have a higher level of proficiency in their first language, which they acquired during infancy and continue to use regularly.

7. Intriguingly, there was an inverse correlation between the age at which participants began acquiring English and their attitudes toward pronunciation. Participants who began learning English at an earlier age demonstrated more favorable attitudes toward pronunciation. Potentially as a result of protracted exposure to English phonetic patterns, early exposure to the English language may contribute to the development of a positive attitude toward pronunciation.

8. It is essential to recognize that language is more than a communication system; it is entangled with social, cultural, and cognitive elements. Understanding the meaning of language in a social context from a social perspective is essential for acquiring a comprehensive understanding of language functions. In addition, the study emphasized the importance of considering specific linguistic characteristics, such as the use of second-person singular pronouns, which can reflect distinct concepts of "uniqueness," "subjectivity," and "individualization" in various languages.

9. The impact of bilingualism on other aspects of language development, such as vocabulary acquisition, syntactic competence, and discourse skills, could be the subject of additional research. In addition, examining the impact of bilingualism on Karakalpak students' executive function, theory of mind, and social skills would shed light on the broader cognitive and socioemotional benefits of bilingualism.

10. This research paper enhances our knowledge of bilingualism and its implications for language education. By investigating theoretical perspectives, empirical findings, and sociocultural context, we have gained valuable insights into the multifaceted nature of bilingualism and its influence on language identity, cognitive abilities, and phonetic competence acquisition. These findings provide a basis for future research and enlighten educational practices that promote effective language acquisition and intercultural competence in bilingual individuals.

11. The dissertation results show the need for a deeper study of the complex issues in bilingualism and the language education process. Based on the research findings, future investigations should focus on a more thorough examination of the particular characteristics of bilingual individuals within the context of language policy.

12. The importance of the interaction between language and culture as a significant component of bilingualism in the educational process should be particularly emphasized. In shaping their speech portrait while learning a foreign language, understanding the relationship between one's native and other languages helps language learners strengthen their language identity.

13. Multilingual identity is not just an accumulation of language-specific identities. A linguistic individual can be identified with multiple cultures or languages and may possess various linguistic identities. Language identity is a constantly changing process that is comprised of cultural identity, social role, and discursive factors. The complex trajectories of their individual experiences, affective and cognitive processes, self-knowledge, and comprehension of their relationship with a target language spirit as well as perceptions and attitudes resulting from learning multiple languages, all play significant roles in developing the linguistic identity of multilingual individuals. In this context, the level of pronunciation skills is related to identity and is one of the most important indicators for self-expression among all the language features acquired by students.

РАЗОВЫЙ НАУЧНЫЙ СОВЕТ ПРИ НАУЧНОМ СОВЕТЕ DSc.03/30.12.2019.Fil.27.01 ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ УЗБЕКСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ МИРОВЫХ ЯЗЫКОВ

САМАРКАНДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ ШАРАФА РАШИДОВА

ХУШМУРОДОВА ШАХНОЗА ШАЙМОНКУЛОВНА

ЛИНГВИСТИЧЕСКИЕ И КОГНИТИВНЫЕ ОСОБЕННОСТИ ФОРМИРОВАНИЯ ВТОРИЧНОЙ ЯЗЫКОВОЙ ИДЕНТИЧНОСТИ СТУДЕНТОВ БИЛИНГВОВ

10.00.11 – Теория языка, прикладная и компьютерная лингвистика

АВТОРЕФЕРАТ
ДОКТОРСКОЙ ДИССЕРТАЦИИ (DSc) ПО ФИЛОЛОГИЧЕСКИМ НАУКАМ

ТАШКЕНТ - 2024

Тема диссертации доктора наук (DSc) по филологическим наукам зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инноваций Республики Узбекистан за B2023.3. DSc /Fil614.

Диссертация выполнена в Самарканском государственном университете имени Шарофа Рашидова.

Автореферат диссертации на трёх языках (узбекском, английском и русском (резюме)) размещен на веб-странице Научного совета (www.uzswlu.uz) и Информационно-образовательном портале «Ziyonet» (www.ziyonet.uz).

Научный консультант:	**Эргашева Гули Исмоил қизи** доктор филологических наук, профессор
Официальные оппоненты:	**Хайруллаев Хуршиджон Зайниевич** доктор филологических наук, профессор
	Арустамян Яна Юриевна доктор филологических наук, доцент
	Воситов Волижон Абдувахобович доктор филологических наук, доцент
Ведущая организация:	**Джизакский государственный педагогический университет**

Защита диссертации состоится «_____»_____2024 года в _____часов на заседании Разового Научного совета DSc.03/30.12.2019.Fil.27.01 по присуждению ученых степеней при Узбекском государственном университете мировых языков (Адрес:100138, город Ташкент,Учтепинский район, улица Кичик халка йули, дом 21А. Тел.: (+99871) 230-12-91; факс: (99871) 230–12–92; e–mail: uzswlu_info@mail.ru).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Узбекского государственного университета мировых языков (зарегистрированоза № _____). (Адрес: 100138, город Ташкент, Учтепинский район, улица Кичик халка йули, дом 21А. Тел.: (+99871) 230-12-91; факс: (+99871) 230-12-92).

Автореферат диссертации разослан «____» _____ 2024 года.

(Реестр протокола рассылки № ____ от «____» _____ 2024 года).

И.М.Тухтасинов
Председатель Разового Научного совета по присуждению ученых степеней, д.пед. наук, профессор

Х.Б. Самигова
Ученый секретарь Разового Научного совета по присуждению ученых степеней, доктор филол. Наук, профессор

Ж.А. Якубов
Председатель Разового Научного семинара при Разовом Научном совете по присуждению ученых степеней, доктор.филол. наук, профессор

ВВВЕДЕНИЕ (аннотация диссертации доктора наук (DSc)

Целью исследования является выявление лингвистических и экстралингвистических факторов формирования вторичной языковой идентичности учащихся-билингвов.

Объектом исследования является вторичная языковая идентичность студентов билингвов (каракалпакские студенты).

Предметом исследования является социолингвистические и психолингвистические особенности формирования вторичной языковой идентичности каракалпакских студентов.

Задачи исследования:

определение перспектив и тенденций двуязычия;

изучение аспектов лингвистической теории относительности в аспекте двуязычия;

раскрытие влияния двуязычия на овладение третьим языком;

определение природы фонетической компетенции как составляющей социолингвистической компетенции;

изучение феномена языка, идентичности и двуязычия;

выявление взаимосвязи между овладением языком и когнитивным развитием;

обоснование доминирования билингвов в изучении иностранных языков;

изучить речевой портрет студентов-каракалпаков на основе социолингвистических и психолингвистических методов анализа.

Научная новизна исследования заключается в следующем:

доказано, что теория лингвистической относительности, динамическая природа двуязычия, социальные и культурные измерения в обществе, выбор языка и когнитивные процессы в формировании уникальной идентичности личности оказывают потенциальное влияние на формирование языковой идентичности личности;

путем раскрытия просодических особенностей фонетической компетенции студентов доказаны принципы психологии личности и ее «речевого портрета» на основе сложных отношений и социолингвистических факторов в изучении языка;

путем выявления лингвистических и экстралингвистических факторов, формирующих языковую идентичность у студентов-каракалпаков, раскрыт их психолингвистический портрет, возникающий на основе таких понятий, как «уникальность» «субъективность,» «индивидуализация»;

в аспекте прикладной лингвистики доказано, что фонетический аспект речи, играющий важную роль в выражении социальной идентичности, проявляется под влиянием таких факторов, как возраст, пол, этническое и социально-экономическое происхождение;

установлено, что достижение беглости речи студентов-каракалпаков посредством определения их языковой идентичности и использования различных симуляционных стратегий в развитии их фонетических компетенций, а также специфические особенности речи студентов,

принадлежащих к определенной социальной группе при изучении иностранного языка, связаны с нормами, позволяющими раскрыть фонетический портрет личности.

Внедрение результатов исследования. На основе научных результатов и выводов проведенных исследований восприятия сложных взаимосвязей между языком, языковой идентичностью и культурой:

динамический характер двуязычия, определение степени владения языком и языкового превосходства человека - формирование различных средств использования языка посредством широкомасштабных определений, интерпретаций и индивидуальных экспериментов в социокультурном контексте использованы в международном проекте Erasmus + program 561624-ERR-1-2015-UK-EPPKA2- CBHE-SP-ERASMUS + CBHE IMEP: "Modernization and internationalization of Higher Education System Processes in Uzbekistan" выполненного в Самаркандском государственном институте иностранных языков в 2016-2018 годах (справка № 661/02 Самаркандского государственного института иностранных языков от 23 ноября 2023 года). В результате проведенный анализ взаимосвязи овладения языком и когнитивного развития послужил научно-теоретической основой для создания ресурсов в рамках проекта;

на основе гипотезы Сапира-Ворфа, социальные и культурные показатели двуязычия - зависимость когнитивных процессов при выборе языка и формировании его специфической идентичности от потенциального влияния мировоззрения личности использованы в инновационном проекте И-204-4-5 «Создание и внедрение в учебный процесс виртуальных ресурсов на основе информационно-коммуникационных технологий по предметам специальности английский язык» выполненном Самаркандским государственным институтом иностранных языков (справка № 656/02 Самаркандского государственного института иностранных языков от 3 октября 2023 года). В результате влияние специфических грамматических конструкций и устных конструкций каждого языка на восприятие внешнего мира стало важной основой для создания учебника, учебно-методического комплекса, методического пособия, виртуальных ресурсов, обогащенных новейшей информацией и литературой, созданной в рамках проекта;

научные выводы об определении языковой идентичности каракалпакских студентов и достижении беглости их речи с помощью различных имитационных стратегий развития их фонетических компетенций, а также что речевые особенности студентов, принадлежащих к определенной социальной группе, при изучении второго языка складываются из норм, позволяющих раскрыть фонетический портрет языка были использованы в инновационном проекте ИЛ-662204405 «Создание экспериментальной фонетической лаборатории» выполненного в Узбекском государственном университете мировых языков (справка № 75/02 Узбекского государственного университета мировых языков от 3 декабря 2023 года). Посредством применения результатов было показано, что влияние языковой идентичности на

двуязычных студентов при создании учебной литературы в рамках проекта выполняет уникальную задачу;

формирование лингвистических навыков человека при изучении третьего языка в контексте двуязычия на основе когнитивных, психологических и эмпирических фактов - через практику языкового образования, которая положительно влияет на понимание языка, идентичности и культурных отношений использовано в международном проекте Erasmus + program 561624-ERR-1-2015-UK-EPPKA2- CBHE-SP-ERASMUS + CBHE IMEP: "Modernization and internationalization of Higher Education System Processes in Uzbekistan" выполненного в Самаркандском государственном институте иностранных языков в 2016-2018 годах (справка № 661/02 Самаркандского государственного института иностранных языков от 23 ноября 2023 года). В результате созданная учебная программа и учебно-методические комплексы непосредственно послужили дальнейшему повышению знаний двуязычных студентов о том, как вопросы превосходства в изучении третьего языка связаны с познавательными процессами.

Апробация результатов исследования. Результаты исследования были обсуждены на 5, в том числе 3 международных и 2 республиканских научно-практических конференциях.

Опубликованность результатов исследования. По теме диссертации опубликовано всего 17 научных работ в том числе и 1 монография , из них 11 статьи в научных изданиях, рекомендованных Высшей аттестационной комиссией Республики Узбекистан для публикации основных научных результатов докторских диссертаций, из них 9 в республиканских и 2 в зарубежных журналах.

Структура и объем исследования. Диссертация состоит из введения, четырех глав, заключения и списка использованной литературы. Общий объем составляет 204 страницы.

ELON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHYED WORKS

I bo'lim (I часть; Part I)

1. Khushmurodova. Sh. Sh. Essential linguistic problems of intercultural communication, // Samarqand davlat universiteti chet tillar instituti nashriyoti, Monografiya, 2023. 10 b.t

2. Khushmurodova. Sh.Sh. Двуязычное явление: Перспективы и тенденции в двуязычии. // Xorijiy Filologiya, Til. Adabiyot. Ta'lim. 2, (87), 2023. Samarqand Davlat Chet Tillari Instituti, Scientific-methodological journal., – P. 43-53. (10.00.00 № 10)

3. Khushmurodova. Sh.Sh. Language identity and cultural differences. // Namangan Davlat Ilmiy Axborotnomasi 2023-yil, 8-son, – P. 409-416. (10.00.00 № 26)

4. Khushmurodova. Sh.Sh. Impact of bilingualism on third language acquisition and bilingual teaching. // SamDU ilmiy axborotnomasi, № 2/2 (138), 2023, Gumanitar fanlar seriyasi, – P.138-146. (10.00.00 № 6)

5. Khushmurodova. Sh.Sh. Языковая личность: Формирование индивидуальной и социальной личности. // So'z san'ati xalqaro jurnali. – Toshkent, 2021. – 6 jild, 2 son. – B. 42-52. (10.00.00 № 31)

6. Khushmurodova. Sh. Sh. bilingvizm aspektida lisoniy nisbiylik nazariyasi. //Til va adabiyot ta'limi, 2023-yil, 7-son, P.11-14. (10.00.00 № 9)

7. Khushmurodova. Sh.Sh. Language, identity and bilingualism, // Til va adabiyot ta'limi, 2023-yil, 8-son, – B.30-14. (10.00.00 № 9)

8. Khushmurodova. Sh. Sh. Phonetic competence as the foundation of the linguistic and socio-cultural competence, // Xorazm ma'mun akademiyasi, 2023/9/4, – P. 79-83. (10.00.00 № 21)

9. Khushmurodova. Sh. Sh. Language and Bilingualism Essential linguistic problems of intercultural communication, // Xorazm ma'mun akademiyasi, 2023/10/4, – B. 70-76. (10.00.00 № 21)

10. The influence of personality on learning English language (in the example of bilingualism), //O'zMU xabarlari, ijtimoiy-gumanitar fanlar turkumi, 2023, 1/11/1, – B. 430-432. (10.00.00 № 15)

11. Khushmurodova. Sh.Sh. Advantages of being bilingual in terms of cognitive development //International Scientific Journal Theoretical & Applied Science. Year: 2023 Issue: 07 Volume: 123, – P. 238-242. (Impact Factor: 6.317)

12. Khushmurodova. Sh.Sh. Theory of linguistic relativity in the aspect of bilingualism // American Journal of Language, Literacy and Learning in STEM Education, Volume 02, Issue 01, 2024, – P. 351-356. (Impact factor: 10.23)

II boʻlim (I часть; Part I)

13.   Khushmurodova. Sh. Sh. "Language Identity and Bilingualism: Nurturing Individual and Social Personalitiyes", // "Conference on universal science research 2023", Volume 1, №8, 2023. – P. 16

14.   Khushmurodova. Sh. Sh. "Unrevealing the cognitive advantages of bilinguals in acquiring English as a third language: a focus on linguistic and metalinguistic awareness", //Actual problems in higher education in the era of globalization: International scientific and practical conference, Volume 3, 2023, – P. 24-26.

15.   Khushmurodova. Sh. Sh. "Exploring the Correlation between Language Identity, Executive Function, and Language Competence: Implications for Multilingual Education"//International conference on multidisciplinary science. Volume 1, №1, 2023 – P. 13-15.

16.   Khushmurodova. Sh. Sh. "Bilingualism's Multifaceted Impact on Language Acquisition and Sociolinguistic Competence" // "Yangi Oʻzbekistonda Tabiiy va Ijtimoiy Gumanitar Fanlar" Respublika ilmiy amaliy konferensiyasi, Volume1, Issue 3, August 2023, – B. 5-7.

17.   Khushmurodova. Sh. Sh. Bilingual experience in constructing language identity, // XXI asrda Innovatsion texnologiyalar, Fan va Ta'lim tarqqqiyotidagi dolzarb muammolar: Respublika ilmiy amaliy konferensiyasi, – B.126-130.

Avtoreferat "Tahririyat-nashriyot bo'limi" MChJga qarashli "Toshkent tibbiyot akademiyasi axborotnomasi" ilmiy jurnali tahririyatida tahrirdan o'tkazilib, o'zbek, rus va ingliz tillaridagi matnlar o'zaro muvofiqlashtirildi