

PROBLEMS OF BILINGUALISM AND ITS EFFECTS ON THE LANGUAGE PERSONALITY

Buranova Dildora, EFL teacher

Toshburieva Mekhribonu, Student

Termez State University

***Abstract:** The paper will discuss these two views further regarding three main dimensions. They are as follows: bilingualism and intelligence, bilingualism and education, and bilingualism and personality. Then I will try to explain why the two views are so contradictory.*

***Keywords:** Bilingualism advantages, bilingualism disadvantages, intelligence and bilingualism, education and bilingualism, personality and bilingualism.*

INTRODUCTION

Bilingualism, or multilingualism, is alternate practical use of two (or more) languages, the extent of this use and the corresponding language carrying by different specialists and scientists determined unequally. American linguist L. Bloomfield, for example, believed that bilingualism implies equal ownership of each language at the level of the mother, according to this opinion, bilinguals include most of the inhabitants of Canada, Switzerland or areas bordering France Belgium. Another point of view expressed by W. Winerayx, consists in the fact that speech competence in their native language and knowledge of a foreign language can differ.

The process of restructuring with a single language code on the other, that is, the transition from one semiotic systems to another that is done by man new language, attracts the attention of many psychologists, psycholinguists, sociolinguists

because the reasons for such a restructuring are as a rule, extralinguistic. It interests of course, and linguists, and educators, in including and in terms of the impact of learning a foreign language on the behavior in their native language.

French scientist A. Boileau shared billing natural (unconscious) and rational (conscious). The first arises and is due to natural regular contacts living in the same territory of multi-lingual peoples and assumes that they simultaneously have two language options in the appropriate languages thoughts, feelings, etc. Natural bilingualism can discover in any of our autonomous and former union republic. Artificial bilingualism results from special education. Getting to the development of foreign strange language, a person already has the skills of mother tongue , which he/she tries to transfer to the target language.

The same kind of interference, sometimes even more degree occurs at the level of the sentence - as with translation from foreign to native, and when Research statements in a foreign language.

MAIN PART

German scientist G. Schuchardt concluded: speech communication between two language teams in view of difficulties in diachronic terms to building common languages in the direction of simplifying them.

So, today a serious threat to the preservation of idiomaticity and wealth of English national language British scientists see in his transformation into a global standardized means of international communication. Seeking to save effort, bilinguals are trying to achieve symmetry bilingual isomorphism. Maximum use all linguistic phenomena that coincide in the native and foreign languages, and ignored the fact that is filmed. The carrier of the Russian in the construction of invariably chooses the “native” model and practically never more idiomatic "English" structure. In the table given a few confirming examples from our own practice of teaching giving and communicating with native English speakers.

Uzbek	English
Буни қандай айтса булади?	How to say (this)?
Анчадан буён куришмадик!	We have not met each other for a long time!
Нималар билан машғул эдинг шунча пайтдан бери?	What have you been doing so far?

As you can see, in all cases, saving effort when the choice of translation design is intuitively speaks in favor of the usual Uzbek speech logic. There are three levels of foreign language proficiency: initial (the second language performs only information mate-communicative function) transition (among other things, expressive function manifests itself) and adequate (there is a thought process in the second language).

CONCLUSION

The last level is the most close to natural bilingualism. Regarding learning a foreign language in high school can speak only about the initial level. When learning the second language in terms of integration in the new language lectures, that is, in the country of the language being studied, probably quick and effective follow-up two levels. However, in this case there is a threat loss of own identity with native culture swarm and society. Change in linguistic identity as a serious problem and the threat of identity is viewed by sociolinguists,

ethnolinguists , cultural linguists .

It is widely believed that the most effectively learning a foreign language starting from early childhood when immersed in another lush environment as it happens, for example, in families emigrants or foster families from abroad.

USED LITERATURE

1. Aleksandrova N.Sh. Native language, foreign language and linguistic phenomena that have no name // *Voprosy linguistics*. 2006. № 3. P.88-100.
2. Vinogradov V.A. Language and culture in their ratio and interaction // *Language and culture: materials between national scientific conference*. M., 2003. P.18-19.
3. Gak V.G. Language and culture: language or culture? // *Tongue and culture: Proceedings of the II Intern. scientific conf*. M., 2001.
4. Sidenko E.A. Learning a foreign language in terms of immersion in a new language environment: communicative competence // *Municipality: innovation and experiment*. 2013. No. 4. P.15-20.