

THE THEORY OF BILINGUALISM IN THE ASPECT OF NEUROLINGUISTICS

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ABSTRACT

Given that every person has a unique set of bilingual traits; it might be difficult to sum up bilingualism in a few words. There could be disparities in a language's aptitude and use, or in the level of expertise between the two languages. Most people learn to speak two languages because they find it useful in their daily activities. As a result, each person's level of bilingualism will be unique. Although it is relatively typical to have a dominant language, bilinguals are not always completely fluent in both of their languages. It should be mentioned that learning to communicate in two languages takes time. One cannot become bilingual after studying a language for six months. Information on bilingualism hypothesis is included in this article.

Keywords: theory, bilingualism, neurolinguistics, critical thinking, communication opportunity, monolingualism, multilingual, dominant language, second language.

The ability to communicate in two languages is referred to as bilingualism. One could converse in Uzbek and Russian or English and Sign Language, for instance. A person might become bilingual if they grow up speaking two languages or if they pick up a second language later in life. Most individuals in the world are bilingual, and anyone can learn to speak both languages.

Bilinguals might find it difficult to switch between languages fast. This has nothing to do with their capacity to translate, but it may indicate how difficult it is to translate words because not all words in the target language have the same exact meaning. It's possible that bilinguals are better in one language than the other. Throughout a person's life, both languages might not be used equally; for instance, they might speak one language at home and another at work. People who are bilingual frequently belong to two different cultures or two languages. For instance, many Jewish families feature residents who speak Hebrew and English, while other mixed-family homes may have residents who speak both Hebrew and English.

You may already be quite familiar with bilingualism if you have parents who are of two different nations (or know someone who does), or if you have lived in a country

where the language is not your native tongue. Perhaps you yourself are multilingual or know someone who is.

The coexistence of two linguistic systems in a person or community's communication is referred to as bilingualism. The ability to speak only one language is referred to as monolingualism. Is it really so easy?

Generally speaking, yes, but there are a few other points to consider. The use of many languages is referred to as multilingualism, which is a broader term for bilingualism. Because of this, a person who is bilingual may also be referred to as multilingual. Although the term "bilingualism" can also refer to the use of three, four, or more languages, it primarily refers to the use of two languages.

When looking at bilingualism in the context of 'who it is that's able to speak more than one language?' there are different definitions to refer to one bilingual person versus a bilingual community:

Individual Bilingualism - refers to one individual being able to use two languages proficiently.

Societal Bilingualism - refers to a whole community or country being able to use two languages proficiently.

In terms of how people develop bilingualism, there are three key types of bilingualism:

Compound bilingualism is when a person acquires knowledge of and proficiency in two languages at the same time in a single setting. For instance, a child who has grown up speaking and learning two different languages from infancy will have simultaneously picked up these two languages. Therefore, they would converse with their parents in both languages on a daily basis.

Coordinate bilingualism is when a person learns two different languages in clearly distinct contexts and frequently using various methods. An English-speaking child, who starts learning French in school at a young age and becomes quite proficient in it, for instance, would be regarded as a coordinate bilingual because they have acquired both English from their parents and French through school lessons.

Sub-coordinate A person who is bilingual filters information through their original tongue as they learn a second language. For instance, a Spanish speaker will start to link the English term "book" with the Spanish word "libro" when they hear it. The Spanish speaker must use this process of association to translate the English word through their understanding of Spanish in order to comprehend the meaning of the word "book." Bilingualism is like having a superpower, as we stated at the beginning of this article! Let's examine some of the advantages of being bilingual in more detail:

Wider communicative ability - the most obvious advantage to being bilingual is the increased ability to communicate with more people and in more countries. Speaking

two or more languages opens up many opportunities for people, whether those opportunities be professional, educational, creative, or explorative.

Privacy - people who are bilingual have the ability to code-switch. If two bilingual friends found themselves in a situation where they didn't want the people around them to understand what they were talking about, they could code-switch from one language to the other in order to keep their conversation private.

The capacity to switch between various languages or language variations during a single verbal encounter is known as code-switching. Greater cultural awareness – Because culture and language are frequently so closely related, speaking more than one language may enable the speaker to get a deeper understanding of other cultures. For instance, a child who was born to Spanish parents and raised in England but who is proficient in both Spanish and English may have a much stronger knowledge of their Spanish background than a youngster who only speaks English. As a result of being bilingual, this youngster would probably have a strong understanding of both their Spanish ancestry and British culture.

Bilinguals have the rare capacity to combine the best aspects of the two languages they speak, which allows for creative expression. Bilinguals can add powerful words from other languages to their speech to give it more punch with a little bit of imaginative code-switching. Idiomatic language and other expressions in one language occasionally do not translate well into others. Being bilingual allows the speaker to continue using these powerful words and phrases without having to translate them to make sense.

The language system, which some linguists now refer to as implicit linguistic competence, or the grammar, is what is typically impaired as a result of lesions in the perisylvian classical language areas of the left cerebral hemisphere, and this is what neurolinguists and language pathologists have traditionally focused on. Additionally, the majority of second-language curriculum is likewise based on this linguistic system. But in recent years, it has come to more and more attention that language, as currently defined, is only one aspect of verbal communication.

Verbal communication is multimodal and multimodular (i.e., it incorporates various sensory modalities) (i.e., each modality is comprised of a number of neurofunctional modules). First or second, at least four neurofunctionally modulated cerebral mechanisms—implicit linguistic competence, metalinguistic knowledge, pragmatics, and motivation—are involved in language learning and usage. Language proficiency is incidentally learned, implicitly stored, automatically employed, and supported by procedural memory. It is learned incidentally because learners pay attention to something different from what is being internalized. For example, learners may concentrate on the acoustic characteristics of sounds while internalizing the

proprioception necessary for performing articulatory movements, or they may concentrate on the pragmatic and semantic features of a sentence while internalizing the morphosyntax. The fact that speakers are unaware of the computational processes used to create the sentences they speak, as well as the fact that the underlying structure of these sentences is inherently opaque to introspection, is stored implicitly.

Linguists attempt to create grammars that are systems inferred from the systematic verbal behavior of speakers, but they have no way of knowing whether these constructs actually resemble the computational processes that are activated to produce sentences. Because linguistic competence is not under conscious control, it is used automatically. Speakers could not control something they were unaware of. Procedural memory supports it, as it does for all implicit skills.

Task-specific memory is procedural memory. Language procedural memory is dependent on the cerebellum, striatum, and other basal ganglia, as well as on constrained regions of the left perisylvian cortical region. Declarative memory is utilized to support the explicit storage, regulated use, and conscious learning of metalinguistic knowledge. By observing the things you've learned, you can intentionally learn it. It is expressly stored, allowing one to recall the things they already know. It can be utilized in a controlled way, for example, by actively applying a list of memorized grammar rules. Declarative memory serves as its support. The health of the hippocampal system, the medial temporal lobes, and sizable portions of the tertiary brain are necessary for declarative memory.

Learning more than one language does not have any notably negative consequences on kids. However, on a functional level, there are certain benefits and drawbacks. People who are bilingual believe that one of the two languages they speak predominates. Even if they learnt the two languages simultaneously, this is always the case. They will therefore always have to exert more mental effort when speaking the secondary language. Additionally, they exert greater effort when speaking the second language, which is reflected in their performance. However, bilinguals nonetheless differ from monolingual speakers in specific ways even when they speak their dominant language.

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