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BILINGUALISM IS A SECRET NUTRITION OF OUR BRAIN

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Cover Page Footnote

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Erratum

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BILINGUALISM IS A SECRET NUTRITION OF OUR BRAIN

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Abstract: *The article clarifies bilingualism in graphs and explains its usefulness. The author describes how language is acquired in mother tongue in examples. Furthermore, it provides some proposals how to develop children`s active bilingualism.*

Key words: *bilingual, bilingualism, mental capacity, additive bilingualism, subtractive bilingualism, simultaneous early bilingualism, successive or coordinate early bilingualism.*

IKKITILLILIK (ZULLISONNAYLIK) MIYYANING YASHIRIN OZUQASI

Dadamirzayeva Barnoxon Otamirza qizi Namangan davlat universiteti

Ingliz filologiyasi fakulteti

Ingliz tili o`qitish metodikasi kafedrasida o`qituvchisi

Annotatsiya: *Ushbu maqolada ikkitillilik (zullisonnayinlik) tasniflangan, grafiklarda ko`rsatilgan va uning foydaliligi tushuntirilgan. Muallif onatilida nutq rivojlanish jarayonini misollar asosida tasvirlaydi. Shuningdek, aktiv va passiv ikkitillilik va aktiv ikkitillilikni bolalarda shakllantirish bo`yicha ta`vsiyalar berilgan.*

Kalitsozlar: *Ikkitillilik (zullisonnayinlik), bilingual (zullisonnay), aqliyqobiliyat, bir vaqtning o`zida erta egallangan ikkitillilik, ketma-ketlik yoki muvofiqlik asosida erta egallangan ikkitillilik, qo`shimcha ikkitillilik, fundamental ikkitillilik*

БИЛИНГВИЗМ СЕКРЕТНОЕ ПИТАНИЕ НАШЕГО МОЗГА

Дадамирзаева Барно Отамирза кизи, Преподаватель Наманганского

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кафедра методики преподавания английского языка

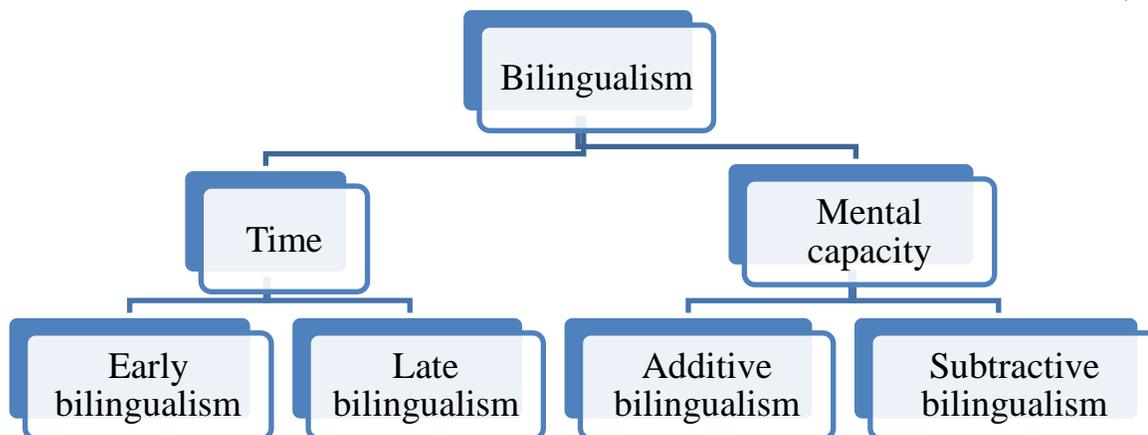
Аннотация: *В данной статье классифицировано билингвизм и в графах показана его польза с пояснением. А также, освоение первого языка поясняется в примерах. Таким образом, сообщается о пассивном и активном билингвизме и способах развития навыков у детей.*

Ключевые слова: *двуязычный, билингвизм, умственные способности, аддитивный билингвизм, субтрактивный билингвизм, одновременный ранний билингвизм, последовательный или скоординированный ранний билингвизм.*

To learn foreign language is today`s world demand. Mainly, English language is becoming the most learned one. Knowing a foreign language additionally to L1 (mother tongue) brings bilingualism. A bilingual is a person who is able to use two languages

equally well. (We classify bilingualism according to the periods into 2 groups. They are early and late. According to the mental capacity we can divide into two, additive and subtractive. In this table you can see the classification clearly.

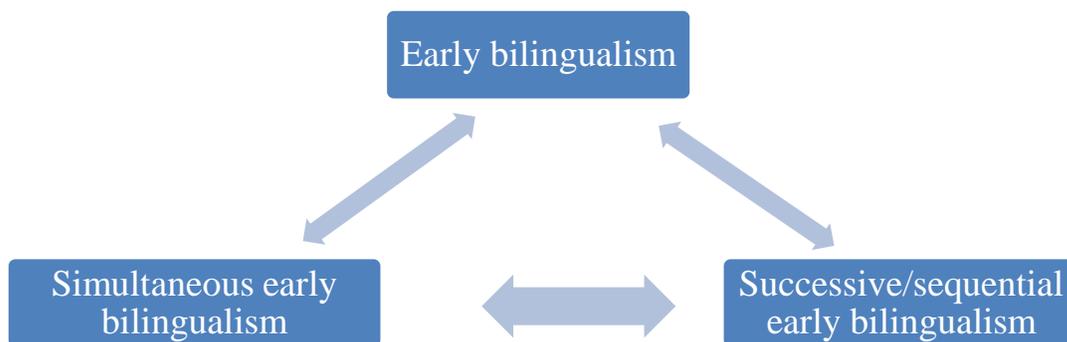
(Form A)



Colin Baker. (2001) Foundations of bilingual education and bilingualism (3rd edition). Printed by Biddles Ltd P.71

According to the starting time of learning second language, we classify bilingualism into two main groups (you can see in **the Form A**).

Form B



Colin Baker. (2001) Foundations of bilingual education and bilingualism (3rd edition). Printed by Biddles Ltd P.87

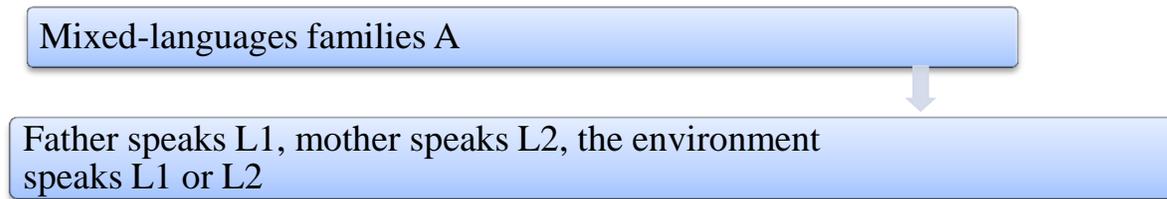
Simultaneous early bilingualism relates to a child who learns two languages at the same time, from birth. The type of bilingualism is considered as a strong bilingualism and is also called compound bilingualism. For example, the child was born in multi-language parent family (the father of child speaks in Russian and mother of child speaks English or like that). But successive or coordinate early bilingualism refers to a child who has already partially acquired a first language and then learns a second language early in childhood. For example, a child move with his/her parents to other foreign country. There she/he will live in the environment and learn the native language which is used there [2;85]. The first language acquisition differentiated in three categories

The first category:



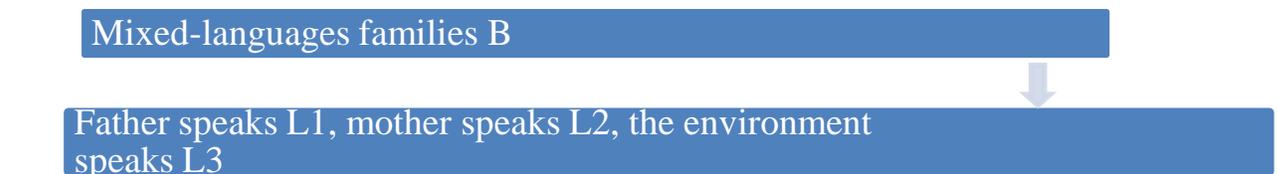
www.smart-words.org//what is bilingualism

The second category:



www.smart-words.org//what is bilingualism

The third category:



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Here we can see mixed family A is an example for Simultaneous early bilingualism. But the first and the second are the environment which helps to develop successive early bilingualism [3;33].

Late bilingualism occurs after childhood (after the age of 6 or 7). Especially, Adults or teenagers start learning a foreign language as the second language. The distinction between late and early bilingualism is that with the first language already acquired, the late bilingual uses their experience to learn the second language.

According to the mental capacity we classify bilingualism like that (look at **Form A**) additive and subtractive bilingualism.

Additive bilingualism connects to the situation where a person has acquired the two languages in a balanced manner. This bilingualism is gained in simultaneous early bilingualism and it is a strong bilingualism.

The Other bilingualism is called Subtractive bilingualism which refers to the situation where a person learns the second language to the detriment of the first language, especially, if the first language is a minority language. In this situation, mastery of the first language decreases, while mastery of the other language (usually L1) increases. This means someone who has subtractive bilingualism cannot keep balance in both languages (L1 and L2). These expressions and their associated concepts were created by Wallace Lambert, the Canadian researcher who has been given the title of “the father of bilingualism research”.

The early research studies of Bialystok are also interesting in this respect. The researcher conducted study of kids of age five to nine. 120 kids participated in the study. The participants were given the sentences with grammatical errors. The participants were asked to construct grammatically correct sentences. The study showed that bilinguals managed to construct the sentences grammatically correctly compared to their monolingual peers (Bialystok, 1987) [1; 561-562].

The benefits of being bilingual are followings: having better attention and memory (they are the most important necessity in our life), brain development;

Scientists (in India) reveal bilingualism is beneficial for the person who suffers a stroke. The researchers of the institute of Medical Sciences of Nizam observe 608 patients who had suffered a stroke. The result shows 40.5% bilinguals recovered normal cognition, compared to 19.6 % monolinguals.

Bilingual person not only understand another language with using it he develops his brain (improving memory, attention,) avoids some health problems. Besides, bilingual has an actively penetrating the cultures expressed in both languages. However, to be bilingual is not automatically to be bicultural. Bilingualism provides the potential for, but not the guarantee of biculturalism [3;7].

There are potential economic advantages to being bilingual. Bilingual person may have a wider portfolio of job available[4;375].

In order to develop bilingualism in a child we should developing family language as an example:

We lived in France and spoke French at home but I always speak to my children in English. It's imperative that the child has consistency. They know that their English aunt will always speak to them in English and that for her to understand them they should speak to her in English.

The comment shows that creating L1 and L2 equally used family environment is essential. But outside environment should support what you do. The Recent research has found that bilingual children (around two years old) know which language to speak ‘to whom’ and in ‘what situation’ [4;22].

Moreover, the researches show that passive bilingualism may occur among children. To the contrary active bilingualism, Passive bilingualism - refers to being able to understand a second language without being able to speak it. Children who respond in a relevant way in English when they are addressed in French could become passive bilinguals, as their mastery of oral expression in French decreases.

Passive bilingualism can be occurred among children if they have some kind of psychological problems like fear, stress, anxiety, and so on. To make such kind of passive bilingual children teacher should work with them and find some useful method to make them active bilingual.

As a conclusion, bilingualism is the secret power to young generation. Learning second language is not only helpful to find good job but also it is beneficial to our brain and it helps us to get rid of some health problems. Besides, as Nelson Mandela said (If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.). Knowing and speaking to someone in his language can open the heart of the person. Briefly saying, second language is the bridge to connect two nations and secret nutrition of our brain.

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