

**ЎЗБЕКИСТОН RESPUBLIKASI OLIY
VA ЎRTA MAHSUS TAʼLIM VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI
INGLIZ TILSHUNOSLIGI KAFEDRASI**

ТИЛ ВА ТИЛ ЎҚИТИШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ

**(Инглиз тилшунослиги кафедраси олимаси
М.Қ.Абдуллаева таваллудининг 80 йиллигига
бағишланади)**

**мавзусидаги Университет миқёсидаги ОНЛАЙН
илмий-амалий анжумани материаллари
ТЎПЛАМИ**

BUXARA STATE UNIVERSITY

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2020-yil**

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БУХОРО – 2020

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ
ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ
ИНГЛИЗ ТИЛШУНОСЛИГИ КАФЕДРАСИ**

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ТЎПЛАМИ**

БУХОРО – 2020

Тил ва тил ўқитишнинг замонавий муаммолари (Инглиз тилшунослиги кафедраси олимаси М.Қ.Абдуллаева таваллудининг 80 йиллигига бағишланади): мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; “Дурдона” нашриёти, 2020 йил, 273 бет.

Тўпланда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспекти, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпланда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

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MULTILINGUALISM AND ITS IMPORTANCE

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Contrary to what is often believed, most of the world's population is bilingual or multilingual. Monolingualism is characteristic only of a minority of the world's peoples. Five to eight thousand different ethnic groups reside in approximately 160 nation states [1, 35]. Plus, researchers estimate that there are over 5000 distinct languages spoken in that amount of nation states. What is clear from these figures is that few nations are either monolingual or mono-ethnic. This article looks at the definitions and scope of multilingualism and its importance in this civilized world.

When people hear the term bilingual many imagine an individual who speaks two languages perfectly. For them someone who is 'truly' bilingual is two native speakers in one. They imagine that such a person can speak, understand, read, and write in two languages at the highest levels. For others, the term bilingual means something quite different [2, 68].

When newly arrived immigrant children entering U.S. schools, for example, are described as 'bilingual children,' the term is often used as a euphemism for 'poor' and 'uneducated'. In this case, newly arrived immigrant children do not yet function in two languages. They are monolingual speakers of their first language and not bilingual at all. The term bilingual here is used to convey a very different set of meanings from what linguists intend. In this era, multilingualism is a rather common phenomenon all over the world. This is to be expected, considering that there are almost 7,000 languages in the world and about 200 independent countries [3, 87].

It is not only that there are more languages than countries but also that the number of speakers of the different languages is unevenly distributed, meaning that speakers of smaller languages need to speak other languages in their daily life.

The question of how to define bilingualism or multilingualism has engaged researchers for a very long time. Some researchers have favoured a narrow definition of bilingualism and argued that only those individuals who are very close to two monolinguals in one should be considered bilingual.

More recently, however, researchers who study bilingual and multilingual communities around the world have argued for a broad definition that views bilingualism as a common human condition that makes it possible for an individual to function, at some level, in more than one language. The key to this very broad and inclusive definition of bilingualism is 'more than one'.

From the perspective of this framework, a bilingual individual is not necessarily an ambilingual (an individual with native competency in two languages) but a bilingual of a specific type who, along with other bilinguals of many different types, can be classified along a continuum. Some bilinguals possess very high levels of proficiency in both languages in the written and the oral modes. Others display varying proficiencies in comprehension and/or speaking skills depending on the immediate area of experience in which they are called upon to use their two languages.

According to this perspective, one admits into the company of bilingual's individuals who can, to whatever degree, comprehend or produce written or spoken utterances in more than one language. Thus, persons able to read in a second language (e.g. French) but unable to function in the spoken language are considered to be bilinguals of a certain type and placed at one end of the continuum. Such persons are said to have receptive competence in a second language and to be 'more bilingual' than monolinguals who have neither receptive nor productive abilities in a language other than their first. The judgment here is comparative: total monolingualism versus a minor degree of ability to comprehend a second language.

Because there are very different kinds of bilinguals and multilinguals, much effort in the study of bilingualism has gone into developing categories which might make the measurement and description of these differences possible.

The categories used to describe different types of bilinguals reflect different researchers' interests in focusing on specific aspects of bilingual ability or experience. Researchers concerned about the age of acquisition of bilingualism, for example, classify bilingual individuals as either early or late bilinguals and further subdivide early bilinguals into simultaneous bilinguals (those who acquired two languages simultaneously as a first language) or sequential bilinguals (those who acquired the second language (L2) after the first language (L1) was acquired). Researchers, on the other hand, concerned about the differences between persons who choose to study a second language and those who grow up in communities where several languages are, folk, and circumstantial bilinguals for the latter. spoken have used the terms elite, academic, and elective bilinguals for the former and natural.

There are several benefits of being a multilingual person nowadays. In this article, I emphasize three most important ones. First of all, knowing more than two languages is better for your brain. Because, being multilingual actually changes your brain structure, and this can help you in multiple ways. It improves your memory, helps you process information better, and helps with multitasking skills.

But the biggest brain benefit is that speaking multiple languages can actually delay the effects of dementia by “an average of 5 years” (BBC). Besides, it opens up your travel opportunities in a maximum way. Take a trip overseas and you’ll likely need a tour guide to get you from place to place. This might hinder you from going to a place you’ve only dreamed about going. But, if you could speak the native tongue, you could ask just about anyone where to go, what to do, and how to get there. The last one, it really helpful for your work life as it expands your employment opportunities.

Nowadays, businesses look for people who are bilingual or multilingual due to the diversity in today’s population. Some companies are globally operated and hiring a person who knows many languages can give them an edge when it comes to direct sales. Social workers and school teachers who are multilingual can make a world of difference to those who are new to the country.

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To conclude, regardless of the industry you work in, learning a second or third language can be extremely beneficial not only for career development, but also your overall wellbeing. Acquiring another language enables us to develop a variety of mental abilities at all ages. So, being a multilingual opens door to the better world.

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