



## Bilingualism as a Linguistic Phenomenon and Features of its Functioning

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**Abstract:** *This article gives more information about Bilingualism and the coexistence of two languages in a person or in the whole people, usually the first - native, and the second - acquired. If knowledge of two languages is characteristic of individual members of society, then this is individual bilingualism, if for large contingents of speakers, then this is mass bilingualism.*

**Keywords:** *Bilingualism, society, individual members, speakers, mass bilingualism.*

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Mass bilingualism can cover the population of one of the regions of the country (administrative-territorial region or economic region), or maybe the whole nation (nationality). In the first case, one speaks of regional bilingualism, in the second, of national bilingualism (bilingualism). If bilingualism is characteristic of all, without exception, socio-cultural groups of the people, then such bilingualism is called complete or continuous, if it is characteristic only for certain social strata (traders, transport workers, sailors, scientists, etc.), then it is called partial or group.

Not with every bilingualism there is an interaction between coexisting languages. If a bilingual (a native speaker of two languages) freely translates from one language to another, i.e. if two words correspond to one concept in his mind, then mixed bilingualism takes place (according to L.V. Shcherba - "a mixed language with two terms"), if this is not the case and languages function as two autonomous sign systems, then here is the so-called pure bilingualism (it happens very rarely - only as an exception).

Bilingualism is a multifaceted phenomenon and can be studied in different aspects. Three aspects of the study of bilingualism stand out most prominently: 1) linguistic (sociolinguistic), 2) psychological, 3) pedagogical. The methodological basis for the study of bilingualism in all these aspects should be the doctrine of nations, national language policy, language construction in a multinational and multilingual state.

In the sociolinguistic aspect, the question of the functional load of the second language is important - about the areas of its use (in comparison with the first language), about the degree of freedom of proficiency in it (several stages are distinguished here - initial, transitional, higher), about a specific set of used socio-functional components of the second language, i.e. its forms of existence (literary language, koine, dialect, etc.), on the distribution of communicative functions between the first and second languages, including all available forms of their existence), about the contingents covered by bilingualism, about the breadth of the use of the second language and its perception (for example, about the adoption of the Russian language as a second native language), about the assessment of bilingualism as a socio-linguistic phenomenon.

In science, bilingualism is recognized as a positive phenomenon. In the conditions of our reality, the highest goal of the development of bilingualism (and, above all, the main type of bilingualism in our country - national Russian) is to promote in every possible way the close rapprochement of peoples, the mutual enrichment of their cultures, the mastery of all peoples by the highest achievements of culture, science and technology. This is facilitated by the mastery of the Russian language - one of the most developed languages of international and interethnic communication.

Just as the combination of forms of existence of a language within a "language state" gives different variants of diglossia, the coexistence of functionally different languages gives different variants of bilingualism that form different language situations.

Among the variants of bilingualism, the following are noted: 1) bilingualism arising from the use of two local languages (most often their territorial dialects). Usually it is bilateral, for example, Tajik-Uzbek and Uzbek-Tajik bilingualism, etc.; 2) bilingualism arising from the use of the native local language and the language of regional communication, for example, in the cities of Africa (in Kenya, along with local, ethnic languages, Swahili is widely used as a regional means of interethnic communication); 3) bilingualism arising from the use of the local language and the macro-intermediary language (international language); fundamentally different situations arise here: a) in antagonistic (socially heterogeneous) societies, where the macro-intermediary language, often imported, is imposed on the local population and can lead to the displacement of native local languages, b) in non-antagonistic (socially homogeneous) societies, where the macro-intermediary language, for example, the Russian language, and the minor languages of the country are legally equal and there is a harmonious national-Russian bilingualism; 4) bilingualism, consisting in the use of a regional language and a macro-intermediary language, for example, the language of the indigenous population of the union republics (in Azerbaijan - Azerbaijani, in Uzbekistan - Uzbek, etc.) and Russian as the language of all the peoples of our country; for example, Mordovian artisans from the village of Seliksa near the city of Penza, in addition to their native language, used slang ("Ponatian language").

Bilingualism is the result of a child's language contact with the surrounding society. This language contact contributes to the comprehensive development of the child's personality, which, in the process of parallel assimilation of several languages, develops, cognizes the world and itself.

Since bilingualism occurs where there is contact between several cultures, it contributes to the enrichment of the child's personality with the cultural values of different peoples.

However, the phenomenon of bilingualism can cause a contradiction in the personality of a child studying several foreign languages, since different languages and different cultures express different attitudes towards the same phenomena in the life of society.

In this paper, problems are solved that affect only some aspects of this problem. It seems that consideration of the problem of bilingualism will allow solving not only linguistic, but also methodological problems that arise in the course of a child's assimilation of two or more foreign languages.

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