

CHALLENGES IN DEVELOPING LANGUAGES FOR BILINGUAL CHILDREN

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ПРОБЛЕМЫ РАЗВИТИЯ ЯЗЫКОВ ДЛЯ ДВУЯЗЫЧНЫХ ДЕТЕЙ

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Abstract: The difficulties of defining bilingualism, evaluating language proficiency, navigating sociocultural factors, and overcoming methodological obstacles are all highlighted in this annotation, which explores the intricacies of multilingual child development. In order to properly help multilingual children in their language acquisition and cognitive development, it is imperative to comprehend these challenges.

Key words: Bilingualism, multilingual, re-acquisition, code-mixing, code-switching.

Аннотация: В данной аннотации, исследующей тонкости многоязычного развития ребенка, освещены трудности определения билингвизма, оценки владения языком, ориентации на социокультурные факторы и преодоления методических препятствий. Чтобы должным образом помочь многоязычным детям в освоении языка и когнитивном развитии, необходимо понимать эти проблемы.

Ключевые слова: билингвизм, многоязычие, повторное освоение, кодовое смешение, кодовое переключение.

Annotatsiya: Ushbu maqolada ikki tillilikni aniqlash, tilni bilish darajasini baholash, ijtimoiy-madaniy omillarni yo'lga qo'yish va uslubiy to'siqlarni bartaraf etishdagi qiyinchiliklar, ko'p tilli bolalar rivojlanishining nozik tomonlari yoritilgan. Ko'p tilli bolalarga tilni o'zlashtirish va kognitiv rivojlanishda to'g'ri yordam berish uchun ushbu muammolarni tushunish juda muhimdir.

Kalit so'zlar: Ikki tillilik, ko'p tillilik, qayta sotib olish, kodlarni aralashtirish, kodlarni almashtirish.

INTRODUCTION (ВВЕДЕНИЕ/KIRISH). Our world is multilingual in the twenty-first century. Multilingualism has long been accepted in some societies, but it is becoming more prevalent in others as a result of more international mobility. People bring their languages and cultures with them when they relocate, which adds to the linguistic diversity

of the new places they live in. As a result, bilingual communities may form, where youngsters acquire bilingualism organically. Furthermore, children of immigrant families may grow up speaking one language at home and another in the community. As a result, children today are more likely than those in

previous centuries to grow up bilingual rather than monolingual.

The ability to speak or understand two languages is known as **bilingualism**, whereas multilingualism entails being proficient in more than two languages. Children may seem to find learning two languages difficult, yet it is thought that they can pick them up just as easily as learning one. Youngsters usually hear one primary language at home and pick up another through school or social contacts. In the UK, multilingual youngsters typically learn English.

MATERIALS AND METHODS (JIŦEPATYPA II METOD/ADABIYOTLAR TAHLILI VA METODLAR). The ability to use two languages in daily life is known as bilingualism. Around the world, bilingualism is widespread and growing; one in three persons may be bilingual or multilingual [2]. Language contact is common in parts of various continents, such as Africa (South Africa, Senegal), Asia (India, Philippines), Europe (Switzerland, Belgium), and North America (Canada). The states of California, Texas, Florida, New York, Arizona, and New Mexico are home to a sizable (and expanding) population of bilinguals in the US. For instance, it is anticipated that more than half of kindergarten-aged children in California would have spoken a language other than English by 2035 [1].

The potential advantages of early bilingualism have been praised in well-known publications like *The Bilingual Edge* [3] and articles like *The Power of the Bilingual Brain* [4]. One of the most significant advantages of early bilingualism is frequently overlooked: bilingual children will be multilingual, which is beneficial for travel, work, interacting with members of one's extended family, preserving ties to one's family's culture and history, and forming friendships with people from diverse backgrounds. Researchers have examined whether bilingualism offers additional non-linguistic benefits in addition to the apparent linguistic ones [1].

According to a number of research, bilinguals exhibit specific benefits in terms of social comprehension. Given that bilinguals must negotiate a complex social environment where people speak multiple languages, this is quite unsurprising. For instance, bilingual preschoolers appear to be marginally more adept than monolinguals at comprehending the opinions, ideas, aspirations, and

intentions of others [2]. Additionally, young bilingual kids are more sensitive to specific aspects of communication, such voice intonation [2].

DISCUSSION(ОБСУЖДЕНИЕ/МУХОКАМА) When discussing the topic of difficulties in conceptualizing bilingual children, it's important to take into account a number of factors that may impact their language development and educational experiences. **Multilingualism** is the ability to speak multiple languages, which some children possess. In some cases, multilingual children may experience language delay or disorder, similar to what occurs in bilingualism. We recognize language difficulties in multilingual children when they struggle in all of their languages, including their native language.

Language Delay or Disorder: Children who are bilingual may suffer from a language delay or disorder that impairs their capacity to learn and utilize language. This can happen for a number of reasons, such as a lack of exposure to language input or linguistic structures that differ between their native tongue and the language they are learning [1].

Children that are bilingual frequently move between languages or combine aspects of several languages into a single utterance, a practice known as **code-switching and code-mixing**. These behaviors can occasionally be misinterpreted or seen as an indication of linguistic misunderstanding, even though they are normal and show linguistic flexibility.

Language Dominance and Proficiency: Depending on variables including age of acquisition, exposure to the language, and usage patterns, bilingual children may exhibit varying degrees of proficiency in each of their languages. Teachers can adapt their lessons to each student's unique needs by having a thorough understanding of the language dominance of the students [3].

Cultural Identity and Belonging: Children who are bilingual may have to manage complicated identities that span several linguistic and cultural contexts. Peer connections, familial dynamics, and cultural perceptions of bilingualism can all have an impact on their feeling of identity development and belonging.

Support and Educational Strategies: Teachers are essential in helping bilingual kids succeed academically and enhance their language skills. Promoting bilingualism and bi literacy, offering chances for meaningful language usage in a

variety of circumstances, and cultivating favorable attitudes toward linguistic and cultural diversity are some examples of effective teaching practices [4].

Bilingualism offers many advantages, and it's important to recognize that language difficulties in bilingual children are not solely related to speaking two languages. Children can typically learn two languages as effectively as they learn one. If a youngster encounters linguistic difficulties in their first language, they may also face challenges in their second language. In such cases, consulting a speech and language therapist is recommended to address any underlying language issues. Bilingual kids may have receptive (understanding) or expressive (speaking) language challenges. It's helpful to monitor and document any issues observed in the primary language to advise the speech and language therapist. To ascertain whether the child has any language skills, the therapist will evaluate both the native and second languages [2].

RESULTS (PEZUYLYTATY/NATIJALAR). A child is considered bilingual when they can speak and understand two languages. Being bilingual is not a language issue. If a child experiences language difficulties in both of their languages, it's classified as a language problem. However, if a youngster suffers with English but not their original language, it's not deemed a language issue or delay. Instead, it may be a natural component of learning a new language, which may be addressed by education and additional exposure to the new language. Our speech and language therapists are qualified to screen bilingual children for language difficulties and give individualized intervention to support the child in managing and overcoming their language challenges.

Teaching multilingual children might present a number of challenges, but you can overcome them by focusing on the following crucial points:

1. Disparities among Children: Children that are bilingual may have different learning styles, cultural norms, and knowledge. This includes giving teachers individualized instruction for their students [3].

2. Language learning procedures: Children may learn a second language and their native tongue in different ways. Teachers must comprehend each student's unique learning style in order to do this.

3. Re-acquisition of the language: Children must re-acquire the language in order to preserve

their degree of reliance. This could serve as an illustration of making the most of the time and experience invested in learning each language.

4. Language reviewing: Up until a certain point, children may struggle to acquire the language. Teachers must maintain and assist pupils in their learning in order to achieve this.

5. Parental partnership: Parents are crucial to the educational process. It is necessary for them to interact, assist their children's learning, and support themselves.

6. Specialization of Learning Texts: Bilingual kids need specialized learning resources. Children should find these resources engaging and comprehensive, according to their individual learning preferences [1].

CONCLUSION (ZAKLYUCHENIE / XULOSA).

To sum up, the ability to speak and comprehend two languages is known as bilingualism. Although some children may struggle in both languages, bilingualism itself is not a linguistic issue. In this instance, SLT for Kids' speech and language therapists can do an evaluation and offer therapy to improve a child's language use or comprehension as well as boost their self-esteem and confidence when speaking.

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