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O.Shukurov	
Neym neologizmlar xususida	244
G'.Abduvaxobov	
Amaliy tilshunoslik: elektron lug'atlar yaratish konsepsiyasi.....	250
N.Maxmudova	
Ornitonimlarning qiyosiy tahlili: o'zbek va ingliz tillarida qush nomlari bilan bog'liq birliklarning ishlatilishi.....	257
H.Davlatova	
Bolalarning aqli va nutqi rivojlanishida oilaning ta'siri.....	262
V.Abdurahmonov	
Alternativ so'roq gaplarning uslubiy-semantik tasnifi.....	267
F.Temirova	
Badiiy diskurs va diskursiv tahlil	271
A.Mirzaev	
Ko'p tillilik va uning yangi tilni o'rganishga ta'siri	276

PEDAGOGIKA

B.Khodjaev, B.Baydjanov	
Ta'lim-tarbiya jarayonida o'quvchilarni zararli axborotlar tahdididan himoya qilishning pedagogik asoslari va muammolari.....	280

ILMIY AXBOROT

M.Abdukamolova	
Yangi O'zbekiston: xotin-qizlar maqomi	288
P.Ro'ziboeva	
"Gilam paypoq" va "Onamning yolg'onlari" hikoyalarida ona obrazining o'xshash va farqli jihatlari	292
Sh.Uralova	
O'zbek va ingliz tilshunosligida idish-tovoq va oshxona anjomlari nomlari tadqiqot obyekti sifatida.....	295

FANIMIZ FIDOYILARI

Ilmga baxshida umr	302
Sermaksimal ilmiy ijod	303
Bibliografiya	305

KO'P TILLILIK VA UNING YANGI TILNI O'RGANISHGA TA'SIRI

МНОГОЯЗЫЧИЕ И ЕГО ВЛИЯНИЕ НА ИЗУЧЕНИЕ НОВОГО ЯЗЫКА

MULTILINGUALISM AND ITS AFFECTS ON LEARNING A NEW LANGUAGE

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Annotatsiya

Maqolada til o'rganuvchilarga ularning ikkinchi tillari qanday ta'sir ko'rsatishi ilmiy tadqiqot natijalariga asoslangan holda tadqiq etiladi. Samarali va tegishli natijalarga erishish uchun anketa va intervyu tadqiqot usullaridan foydalaniladi. Tadqiqot ma'lumotlaridan shunday xulosa qilish mumkinki, multilingualism til o'rganuvchilarga aqliy yengillik berishdan tashqari, ko'pchilik tillar leksik va grammatik jihatdan bir-biriga yaqin va ko'plab o'xshashliklarga ega, shuning uchun bu omil til o'rganuvchilarga yangi tilni o'rganishda ko'plab qulayliklar yaratishi mumkin.

Аннотация

В этой статье мы пытаемся исследовать вопрос о том, легче ли освоить новый язык, если более компактный язык является многоязычным, а не одноязычным. Методы анкетирования и интервью используются для получения эффективных и релевантных результатов. Из данных исследования можно сделать вывод, что помимо умственной релаксации, большинство языков лексически и грамматически близки друг к другу и имеют много общего, поэтому этот фактор может создать множество удобств для изучающих язык при изучении нового языка.

Abstract

In this paper, we try to research on the question if it is easier to acquire a new language if the language learner is multilingual rather than monolingual language learner. The questionnaire and interview research methods are utilized in order to gain effective and relevant results. From the research data, it can be concluded that in addition to mental relaxation, most languages are lexically and grammatically close to each other and have many similarities, so this factor can create many conveniences for language learners in learning a new language.

Kalit so'zlar: til o'rganish, ulg'ayish, keys stadi, zamonaviy hayot, bilingvizm, monolingual, ko'p tilli olam, ona tili.

Ключевые слова: изучение языка, взросление, кейс стадии, современная жизнь, билингвизм, монолингвист, многоязычный мир, родной язык.

Keywords: language learning, growing up, case study, contemporary life, bilingualism, monolingual people, multilingual world, native language.

INTRODUCTION

Language learning is not so easy process, if it doesn't happen naturally when a child grows up. There are approximately more than 6000 languages in the world [1,9]. Many of those languages are spoken by people as a native language, some of them as a second or third language. We are living in a multilingual world. According to Victoria Marian & Anthony Shook [11,9] there are more bilingual and monolingual people than the people who can speak only in their native languages. They cited that according to the recent research conducted by European Commission [3] 56 percent of the respondents responded that they have more than one language which are available for them to socialize with people. In some countries for example, 99 percent of Luxembourgers and 95 percent of Latvians can speak two or more languages.

Having the ability to speak in two languages is called bilingualism which is very important in our contemporary life while controlling more than two languages is known as multilingualism and in this case study, the influence of multilingualism on learning a new language will be observed in the form of case study.

LITERATURE REVIEW

In the field of monolingualism and its upsides and shortcomings there have been several researches conducted by well-known linguists, educators and other researchers. Some of them focused on the cognitive benefits while others analyzed the possible downsides of speaking more than one language. For example, according to Viorica Marian and Anthony Shook [11,12] monolingualism can help students in some ways, for example, in co-activation. Co-activation is a

TILSHUNOSLIK

process in which happens in when a listener hears the first letters or the first syllable of the word, certain part of the brain activates to expect the rest of the word. For instance, when you hear “can” our brain thinks about possible choices which can probably be the rest of the word like “candy” or “candle”. In monolingual students this process is not limited by one language. They can correspond this to learn other language as well. While Portuguese instructor Madalena Cruz-Ferreira [6] documented that monolingualism can be cause to delay. This can happen by confusing the choices and overwhelming among words from two or more languages. In reality this seen in multilingual primary or secondary school students when they are acquiring a new language plus their native and second languages. Another researcher Richard Trucker [9,120] stated that multilingualism is essential in many countries because the lingual heterogeneity, specific social or religious attitude towards certain languages is a reasonable trigger for the people to learn a new language in addition to L1. What Richard means by this is that some ethnic groups usually tend to learn the official language as well in order to communicate with the people who are majority of the country/region.

Some researchers have been conducted works on the topic of the effects of the multilingualism on study performance of mastering a new language. For example, Thomas and Collier [10,25] conducted a research on comparing the grades of multilingual students with those monolingual students. They examined 42 000 grades and achieved these findings: the students who speak only one language performed less successful than those who speak two or more languages (only 11 percent of the monolingual students performed better than multilingual students). However, Michael Evans who cited the statistics in his article “Advantages of Multilingualism: What is the impact on school learning?” puzzled by the inquiry that he stated there are some aspects which need more analysis [7,16].

METHODS

The participants chosen to involve in this case study are two girls who have mastered threes languages except from their L1. They have been learning the English language for six months and they are shifting to pre-intermediate level. In the group in which they are studying there are overall 12 students. All of the students are undergraduate students. Classroom environment are well-organized and they are beginning to communicate with each other in the target language. At the beginning of the course, they all tended to use Uzbek to socialize.

The objective of the research was to analyze the impacts of multilingualism on learning a new language.

The process of data collection started with gathering academic materials which are journal articles, internet articles, chapters from books. These questions were asserted according to the objective of the topic. For example, the first three questions were written to identify whether multilingualism helped to the multilingual student or not. The next three questions specifically formed to know the negative effects of multilingualism.

RESULTS AND DISCUSSIONS

Results have been shown in the table below.

	A gree	Strongly Agree	Disagree Disagree Strongly
1. My L1 and L2 helped me to learn English more easily.		+	
2. My L1 and L2 helped me often guess the meaning of the new words in the new language.	+	+	

<p>3. My L1 and L2 gave me motivation to learn L3</p>	<p style="text-align: center;">+</p> <p style="text-align: center;">+</p>
<p>4. My L1 and L2 causes frequently to stop speaking in L3</p>	<p style="text-align: center;">+</p> <p style="text-align: center;">+</p>
<p>5. As I had already reasonable amount of vocabulary of my L1 and L2, I had some difficulty in learning new words of L3</p>	<p style="text-align: center;">+</p> <p style="text-align: center;">+</p>
<p>6. Most of the time My L1 and L2 make me confuse in uttering in L3.</p>	<p style="text-align: center;">+</p> <p style="text-align: center;">+</p>
<p>7. Do you think multilingualism have some negative impact on learning new language</p>	<p style="text-align: center;">+</p>
<p>8. Provide some more benefits/shortcomings of multilingualism</p>	<p style="text-align: center;">+</p>

Graph 1. The questionnaire conducted in the case study. (Red pluses are the responses of Participant 1, while black pluses are related to Participant 2). The case study research should be conducted according to the specific rules including personal data privacy and taking approval papers before the research take place. When the process finished, six relevant inquiries generated.

According to the research results, it became clear that both students are agreeing with the statement ‘my L1 and L2 helped me to learn English more easily’.

The answers of the study participants it is apparent that L1 and L2 can be a good motivation to learn a new language. Participant 1 gives an example that the learning methods and styles which acquired in learning previous languages are really helpful and motivate to master another language using this concept. While Participant 2 mentions that differences and similarities between mastered and new languages are effective motivators to go on learning languages.

As for the question 2 answers were slightly different. When Participant 1 agreed with the statement Participant 2 showed strongly agree with the answer.

In the second question the two participants agreed that in many cases their prior knowledge which were gained in learning previous languages helped them to guess the meaning of the words. One of the participants supported her opinion with the statement that as all languages come from one mother language there are still many words which are used in more than one language languages. Participant 2 also claimed that even though the spelling of the words is quite different, the pronunciations are nearly the same. And she tried to prove this by giving an example in English and Korean languages. For the third question the subjects took the same position and justified their answers with widening outlook and better chances to go abroad. The fifth inquiry has a significant importance in this research, as it refers to analyze if there is an effect of mastered languages in

TILSHUNOSLIK

learning vocabulary. As many researchers puzzled on this issue that whether language learners have difficulty in selecting relevant word in communicating in one language. The participants in the case study showed different performance.

From the results of the questionnaire and the interview it can be concluded that multilingualism is not barrier in learning a new language. The brain is a magic that can do more than we expect. What is meant by this - as long as one multilingual student learn more than two language and keep reasonable amount of vocabulary, this does not mean (in most of the cases) this multilingual learner has difficulty in the acquisition of a new language.

Conclusion

In this research we have analyzed and conducted a research on the question 'Does multilingualism have negative effect on learning a new language?'. One can easily understand from the research results that multilingualism is not the barrier for acquiring another language. Acquiring the language the learner can associate the grammar and vocabulary of the target language with his own one. As I.Mirzaaliyev and A. Oxunov mentioned, there are not only grammatical but also lexical connection between the languages which comes from one language family [8,210]. Therefore, lexical and grammatical coincidence can help the learners in better understanding the structure of the language. As for N.Khoshimova, it is stated that as there are many lexical and grammatical similarities among languages which come from one language family, there should be created separate dictionaries which include two or three versions of one word in the similar language and one definition in the target language [5,437]. The approach suggested by H.A.Khoshimova will help understand the lexical possibilities of the target language, which is efficient when the monolingual students confuse the use of the meaning of the words.

The questionnaire conducted in the case study and the researches on the topic help in choosing the methods in the approach to educating and dealing with the problems which bilingual students can have. For example, the situation should be different in order to happen an effective code switching [4,572]. As Participant 1 mentioned there will be no problem if the multilingual learner feels the environment of the target or mastered language.

Personally, I can say that here are a few things to research in the topic which I have dealt with in this scientific work. For example, there is lack of literature in learning students' attitude towards monolingualism and learning new language along with the problems which monolingual learns are come across while study a new language. I hope there will be enough researches in the field which will be constructive enough for the language teachers who teach learners with two or more languages which have been already mastered.

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