

**BILINGUALISM, MULTILINGUALISM AND LANGUAGE POLICY IN THE  
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**Abstract:** This article analyzes the impact of globalization processes on the language system, in particular, on multilingualism and language policy. In today's era, knowing several languages not only expands the social, economic and cultural opportunities of an individual, but also makes the issue of strengthening the position of the national language relevant. The article highlights the advantages of multilingualism, the main directions of language policy and the experiences of different countries. Also, the need to learn foreign languages while maintaining the prestige of the state language is justified on the example of Uzbekistan. The conclusion of the study emphasizes the importance of conducting a stable language policy in harmony with supporting multilingualism and protecting the national language.

**Keywords:** Globalization process, language system, multilingualism, language policy, research, foreign languages, types of bilingualism.

The 21st century is the century of globalization, information and technology, which has a profound impact on all aspects of human life, in particular, on the sphere of language and culture. As a result of the expansion of Internet networks, international education and economic integration, languages are interacting with each other, forming a new communicative environment. In such conditions, the issue of language policy acquires strategic importance for each state. Globalization has an impact on the language sphere in two directions:

1. Positive aspect - interlingual communication expands, opportunities for learning foreign languages increase, international cooperation strengthens.
2. Negative aspect - the status of some national languages is declining, some small languages are facing the threat of extinction.

Therefore, through language policy, each nation, while preserving the prestige of its own language, must also master the languages of global communication. Multilingualism is the need of the hour. This is a phenomenon of the active use of several languages by an individual, society or state. It is not only a means of communication, but also acts as a bridge between cultures. Today, the growing international role of English, Chinese, Russian and Arabic languages intensifies the need to know them. At the same time, perfect knowledge of the native language and its development is the basis of national identity. Psycholinguistic studies show that multilingual people have a broader mindset, a higher culture of communication and a higher level of social adaptation.

Bilingualism and multilingualism are complex, multifaceted linguistic processes. They are multifaceted phenomena that combine sociological, philosophical, psychological, pedagogical and linguistic features. Only those aspects of bilingualism or multilingualism related to

language formation are subject to linguistics and are studied as a linguistic phenomenon. Its aspects that are not related to language formation are studied by social sciences, philosophy, psychology and pedagogy. Bilingualism or multilingualism is a historical and social phenomenon that is characterized by the characteristics of the “social spirit” of different stages of human history. For example, bilingualism or multilingualism, characteristic of primitive communist, slave-owning, feudalistic and capitalist societies of humanity, differ from each other. Therefore, other aspects of bilingualism or multilingualism that are not related to language formation acquire a class and ideological character. It is also worth noting that the foundations of bilingualism or multilingualism, which are factors in language development, are proportionally related to the society, language community, and a particular social and political system. The linguistic system of bilingualism and aspects related to its construction are studied in the Sociolinguistics branch of linguistics. Bilingualism and multilingualism are among the most basic concepts in the content of sociolinguistics. It is not without reason that special attention is paid to this issue in world linguistics. Bilingualism was considered the main issue on the agenda of international congresses and conferences held in different countries of the world. The VIII Congress held in Oslo and the IX Congress held in Cambridge are vivid examples of this. Also, the All-Union Scientific Conference held in Ashgabat in October 1969, jointly organized by the Institute of Linguistics of the Academy of Sciences of the former USSR, the Institute of the Russian Language and the Institute of Language and Literature of the Academy of Sciences of Turkmenistan, was devoted to the topic “Problems of Bilingualism and Multilingualism”. The conference was attended by prominent linguists, literary critics, educators, historians, philosophers, sociologists, ethnographers, and psychologists from Moscow and Leningrad, as well as from the former Soviet republics. The conference materials were later (1972) published in a separate book by the Moscow publishing house “Nauka” under the title “Problems of Bilingualism and Multilingualism” (“Problemi dvuyazhichia i mnogoyazhichiya”). The conference materials focused on the theoretical and practical issues of bilingualism and multilingualism [Berdialiev A. 2024].

Language policy is a set of strategic measures taken by the state in the field of language. Its main goal is to strengthen the position of the state language, protect national languages, and create conditions for learning foreign languages. For example: in France, the priority of the French language is firmly established by law; in Switzerland, there are four official languages, and a multilingual policy is being successfully implemented; in Uzbekistan, the Uzbek language is recognized as the state language, and at the same time, the study of English and Russian is widely promoted. These examples show that the language policy of each state is formed on the basis of national interests, historical experience, and international requirements. The main goal of language policy in the Republic of Uzbekistan is to increase the prestige of the Uzbek language, strengthen its international position, and at the same time encourage the younger generation to master several foreign languages. Today, English, Russian, Korean, Chinese, and Turkish are actively taught in schools, lyceums, and higher education systems. This is consistent with the country's openness and competitive personnel training policy. Bilingualism, as a sociolinguistic concept, has a specific system character. It is known that in order for a certain phenomenon to be a system, the internal aspects that unite within this phenomenon must be distinguished according to a certain characteristic - its properties. In other words, the system must be classified, that is, classified, based on certain aspects. This feature is also characteristic of bilingualism, that is, bilingualism. There are several types of bilingualism, that is, bilingualism. One of these is active and passive bilingualism. Below we will get acquainted with brief information about each of them:

Active bilingualism. This type of bilingualism is characteristic of the speech of people who have mastered the oral and written forms of another language at the same level as their native language. Such people can communicate in the written and oral forms of the second language. An example of this is Alisher Navoi, Sadriddin Aini and their mastery of Zullisona. Because these writers created with equal skill in the Uzbek and Tajik languages. Sadriddin Aini wrote the novel "Slaves" in Tajik and translated it into Uzbek. In our time, there are many creative people in Uzbekistan and Tajikistan who have mastered two languages equally. There are Uzbek-speaking artists such as Jamol Kamol, Sayfullahon Qorikhanov, Odilkhon Ikromov, Sultanmurod Hojibaev, Hakimjon Zokirov, Sulaymon Ermatov, Egamnazar Sohbnazarov, and Haji Ne'matullah Ibrohimov, who create in Uzbek and Tajik languages at the same level. This group is further expanded by a number of scholars and journalists who work in Uzbek and Tajik. Active bilingualism is widely developed in Uzbekistan and Tajikistan. The leaders of these republics and states are paying special attention to this, especially now [Berdialiyev A. 2024].

Passive bilingualism. This type of bilingualism occurs in the speech of people who have partially mastered the second language. In passive bilingualism, the speaker, that is, the owner of two languages, has unilaterally mastered another language that is not considered his native language: he fully understands the thoughts of the person speaking in another language, but cannot respond to him in this language. For example, let's say two people belonging to the Uzbek and Tajik language communities enter into a dialogue. A person belonging to the Uzbek language community can receive 30 pieces of information in Tajik with understanding, but he cannot fully express his thoughts in Tajik. In turn, a person belonging to the Tajik language community also understands the thoughts expressed in Uzbek in a normative way, but he cannot express his thoughts to the addressee in Uzbek. Therefore, unilateral knowledge of the second language is called passive, that is, passive bilingualism. Active and passive bilingualism are associated with both direct and indirect language contacts. Active bilingualism is characteristic of direct language contact conditions, while passive bilingualism is associated with indirect language contacts. In particular, indirect language contact is associated with the introduction of informative materials, such as newspapers and magazines, written in another language through various means, in which the bilingual reads and understands these materials, but cannot speak or write them fluently in this language [Berdialiev A. 2024].

The existence of interethnic tolerance between different ethnic groups, classes, and groups of people in a multilingual environment confirms the protection of the right of peoples to self-determination, to preserve their national languages and cultures, as it is a necessary condition for maintaining peace and stability in the world. After all, the development of a culture of tolerance and humanity, strengthening interethnic and interconfessional harmony, civil harmony in society, creating equal rights and opportunities for all citizens regardless of their nationality and religious beliefs, and educating the younger generation in the spirit of patriotism, respect for national and universal human values, love for the Motherland and loyalty are among the important priorities of state policy in Uzbekistan [Decree of the President of the Republic of Uzbekistan No. 4947].

In conclusion, it is worth saying that in the process of globalization, the issue of language has become an important direction of state policy. Bilingualism is not only a linguistic phenomenon, but also a necessary factor for the cultural, social and economic development of society. It broadens a person's worldview, strengthens mutual respect and understanding between nations. Therefore, special attention is paid to the study of foreign languages in the modern education system. The correct orientation of bilingualism and its integration with national

values is the key to the cultural development of every society. Multilingualism opens a person to the world, but in this process, it is the duty of every citizen to protect their native language and contribute to its development. Therefore, a sustainable language policy is a combination of national values and global competencies. Only in this way can we preserve the national language and form a competitive nation on the world stage.

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