



## MULTILINGUALISM - AN INTERDISCIPLINARY CONCEPT OF SCIENTIFIC RESEARCH

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### ABSTRACT

This article will focus on terms in the framework of the concept of multilingualism and plurilingualism, revealing aspects of them that are not only linguistic or methodological, but also related to other areas of research.

Psychological and psycholinguistic studies within concepts such as multilingualism and bilingualism are analyzed.

### KEYWORDS

Multilingualism, plurilingualism, bilingualism, interference, diglossia, code switching, language acquisition, linguistics, methodology, psycholinguistics.

### INTRODUCTION

Defined as complex connections between linguistic competencies and languages, the term plurilingualism is neologism. However, theories about multilingualism appeared much earlier in linguistics.

E.M.Veretshagin, Haugen E. , Sherba L.O, Djusupov M. others have done research on multilingualism . Zarate G., Cramsch S. , Moore D. , Prasad G. , E. Piccardo, A. Galante and others have done research on plurilingualism .

The evolving multilingual paradigm suggests that people develop a network of skills and practices that several languages use for different purposes in interconnected different contexts. Multilingualism and the use of language are viewed by people as a cross-linked system in selected contexts based on their own needs.

### THE MAIN RESULTS AND FINDINGS



In modern linguistics, the phenomenon of multilingualism is closely linked to concepts such as interference, diglossia, code switching,

Interference is the most studied concept of multilingualism and is researched in the fields of linguistics, methodology, psycholinguistics.

Interference (Latin. inter-between + ferens-carrier) the interaction of language systems, the influence of the mother language system on the language being studied in the process of its acquisition.

In this situation, under the influence of the native language, the second language system is expressed in deviations from the norm. Interference can be cross-lingual and intra-lingual. Inter-linguistic interference arises due to the presence of differences in the mother and systems of the languages being studied and occurs at the level of meaning and use.

Until the 50s of the last century, interference in the framework of psycholinguistics was considered only a negative phenomenon, which negatively affected the acquisition of foreign languages.

From a psychological point of view, interference is seen as the influence of the skills and abilities of the native language to form new skills of those who previously learned in the study of another language.

From a linguistic point of view, interference is seen as the result of a linguistic process and interactions.

In the methodology of teaching foreign languages, great attention is paid to such phenomena as transposition and inter-linguistic interference, which significantly affect the process of acquisition a foreign language.

Negative impact or interference when the influence of the mother tongue leads to errors in the process of acquiring or using the language being studied,

deviations from the norm under the influence of the mother tongue and expressed in the second language system.

When the influence of the native language does not lead to a violation of the norm in the language under study, but stimulates the laws contained in it (that is, allows the language learner to use what his previous experiences in language activities used to solve similar problems), this phenomenon is a transposition.

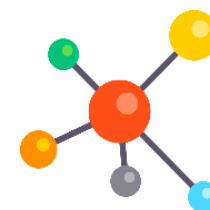
Thus, interference is a phenomenon that negatively affects the acquisition of a new language. This is expressed in deviations from the norm of the second language system under the influence of the native language.

In multilingualism, it is necessary to distinguish between the concepts of bilingualism and diglossia.

Diglossia (from Greek δυο – "two", γλωσσα/γλωττα – "language") is the existence in society of two languages at the same time, or two forms of the same language used in different functional areas. The concept of diglossia was introduced by Ferguson. Diglossia is characterized by an unbalanced bilingualism state, since one of the languages or variants manifests as "high" and the other as "low".

In his study, Ferguson noted the functional difference between diglossia and bilingualism: if languages are functionally equal in bilingualism, in the case of diglossia, one of the languages is "high" (high variety) and non-everyday "high" (religion, book-written culture, science, education) areas and communication situations, and is not used in everyday communication; another language (low variety) is "low", that is perceived in everyday communication, and functional speech styles

According to Uspensky, diglossia is a stable linguistic situation that is characterized by the mutual



complementarity of the functions of standard and local versions of the language and can persist in this form for many centuries.

Bilingualism and diglossia differ from each other in that diglossia is a stable linguistic situation, with speakers consciously choosing between different language options, using only the best options that ensure the transmission and perception of information.

Russian scientist Stepanov V.G. divides cases with the diglossia form into two types: 1) related languages in the bilingualism case, 2) Non-related languages case. The first category described Galician and Spanish, Catalan and Spanish, Provençal and French as coexistence. The latter exemplifies German, Italian and French in Switzerland or French and English in Canada.

A. D. Schweitzer believed that "diglossia" meant "the interaction of socially opposite subsystems of a language".

One of the phenomena that occurs in the context of multilingualism is code-switching, which is the transition from one language (language variety, dialect, style) to another, depending on the context of communication during speech. The concept of code-switching is studied in the framework of such scientific directions as retired linguistics but also Sociolinguistics, Psycholinguistics. Research within this concept began after 1970.

In sociolinguistics, the concept is seen as a means of ethnic self-identification, expression of independence, or elimination of ethnic barriers. The characteristics of these communication participants are a leading factor in the choice of language code.

Code substitution is divided into three main areas in linguistics: external, extralinguistic (K.R. Becker, A.C. Zentella, N.M. Kamvanganimalu et al.) or sociolinguistic (J.J. Gumperz, K. Calteaux, M. Heller, A. Lo et al.);

internal, psycholinguistic (K.R. Becker, F. Grosjean, P.A. Colers, J.M. Lipski et al. R. Becker).

Multilinguals generally use language according to the circumstances in which communication occurs in the use of the language, in the formal setting the language is used one, in everyday life, in the family and in other contexts other languages are used.

For bilinguals, code switching is a natural way of speaking.

Code switching J. Gumpers studied within the fields of sociolinguistic, linguistic anthropology.

J. Gumpers did his research in northern India and focused mainly on Hindi and its dialects. It distinguishes Hindi from uchga i.e. rural dialects, regional dialects and Standard Hindi in 1958. Gumpers wrote that "mostly the majority of men, especially those who travel a lot, speak both rural and regional dialects."

J. Blum and J. Based on style switching, Gumpers distinguish between two types of code switching. The first type is situational code switching, in which language switching occurs when the Speaker's position changes without changing the topic of the conversation. If the subject has changed, this is already a metaphorical code switching.

Code switching involves the exchange between cross-language or language varieties, within a conversation context or sentence.

A multilingual person, when speaking one language, adds phraseological units, modal words, vocabulary specific to another language to his speech, and such an addition occurs in very short parts of the speech chain.

Another concept within multilingualism is the phenomenon of convergence, understood as the convergence of languages as a result of long-term communication. This implies that language assimilation



is the mixing of one language with another. This can lead to the formation of Creole and Pidgin languages.

## CONCLUSION

The concept of multilingualism is researched not only within linguistics but within areas such as methodology, psychology, psycholinguistics and sociolinguistics. And contains a significant number of terms, which are also researched within several areas.

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