



**O‘ZBEKISTON RESPUBLIKASI OLIV TA‘LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT
O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

**O‘ZBEK TILI TARAQQIYOTI VA
XALQARO HAMKORLIK
MASALALARI**

**XALQARO ILMIY-AMALIY
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2025-yil 18-oktabr



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MULTILINGUALISM AND BILINGUALISM IN TURKIC-SPEAKING COUNTRIES: CONTEMPORARY CHALLENGES AND DEVELOPMENT PROSPECTS

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Annotation. *This article analyzes the phenomenon of multilingualism and bilingualism in Turkic-speaking countries, where the coexistence of national, regional, and international languages has historically developed. It examines the current challenges related to the preservation of ethno-cultural identity and integration into the global educational and communication space. Special attention is given to the sociolinguistic processes in Kazakhstan, Kyrgyzstan, Uzbekistan, Azerbaijan, and Turkey, as well as the specifics of the interaction between Turkic languages and Russian, English, and other global languages. The paper presents the opinions of researchers on language interference, sociolinguistic dynamics, and the prospects of bilingual education. It concludes that there is a need for a comprehensive language policy aimed at preserving national languages and developing a multicultural personality.*

Keywords: *multilingualism, bilingualism, Turkic-speaking countries, language policy, interference, education, globalization.*

Despite the common origin of their languages, Turkic-speaking countries have a wide variety of language policies and educational strategies. Historically, these countries have experienced a multilingual situation, with Russian, English, and, in some cases, Arabic, Persian, and other languages being actively used alongside their native Turkic languages. In the context of globalization, the language situation has become particularly relevant as national states strive to preserve their identities while also integrating into the global community.

The problems of multilingualism are discussed in the works of many researchers, as they affect not only the linguistic sphere, but also a wide range of sociocultural, pedagogical, and psychological aspects. As noted by E. G. Azimov



and A. N. Shchukin, even the linguistic and pedagogical terminology used to describe the processes of language interaction already demonstrates certain difficulties. These difficulties are related to the fact that researchers use different approaches to defining the concepts of "multilingualism," "bilingualism," "interference," and "language environment," as well as to their correlation in educational practice. Azimov and Shchukin emphasize the need to systematize the terms used so that they are clear to both researchers and practitioners in the field of foreign language teaching [1, 12]. Without such systematization, it is impossible to build a unified conceptual framework that would allow for an objective analysis of the processes of linguistic interaction in different countries, including the Turkic-speaking world.

Special attention in the study of multilingualism is paid to the phenomenon of linguistic interference. According to I. I. Arbusova, interference occurs whenever different linguistic systems collide in the learner's mind, and this process can have both positive and negative consequences [2, 145]. On the one hand, interference is an obstacle: errors caused by the influence of the native language hinder the accurate acquisition of a foreign language. On the other hand, it can become a resource if the teacher knows how to use the similarities and differences between languages to facilitate the learning process. Thus, interference has a dual nature: it can both slow down and speed up the learning process, depending on how the teaching process is organized. This duality makes the study of bilingualism in Turkic-speaking countries particularly relevant. Here, the interaction of languages has a historical background: Turkic languages have been in contact with Russian, Arabic, Persian, and later English for centuries. As a result, a significant portion of the population has developed the ability to switch between multiple language codes depending on the situation. However, this presents a risk: if the interference becomes uncontrolled, national languages may lose their stability and be replaced by more prestigious global languages. On the other hand, if bilingual education is properly organized, this same interference can become a powerful resource for cognitive development and cultural enrichment. This is why modern researchers consider it necessary to develop a holistic approach to the problem of multilingualism. This approach should take into account not only linguistic specifics, but also cultural, social, and educational factors. In Turkic-speaking countries, this approach will not only help to preserve national languages, but also turn bilingualism into a tool for integration into the global space, without losing ethno-cultural identity.

One of the main problems of the modern multilingual space is language interference, which inevitably occurs in conditions of close contact between



national and global languages. In Turkic-speaking countries, it takes on a special significance, as there has been a historical coexistence of Turkic languages with Russian, and in recent decades, with English. In such conditions, national languages are constantly under pressure: they lose their positions in education, science, and the media, as well as in everyday communication among young people, who often switch to more prestigious languages. E. Jeranowska-Gronczewska, in her research on Russian-Polish interference, emphasized that the contact between a native and a second language always leads to a redistribution of semantic structures and changes in the thinking of native speakers [3, 17]. This conclusion is also valid for Turkic sociolinguistic realities, where similar processes can be observed in the relationship between Kazakh and Russian, Kyrgyz and Russian, and Azerbaijani and English. For example, in Kazakhstan, the influence of Russian has become so strong in the urban environment that many Kazakh speakers use mixed constructions, borrow vocabulary, and modify their phonetic features, resulting in a hybrid form of speech. In Kyrgyzstan, the situation is similar: the Russian language continues to play the role of a language of interethnic communication, and this leads to an increasing number of transliterations from Russian to Kyrgyz in the oral and written speech of students. In Azerbaijan, the interference manifests itself differently: the growing influence of the English language leads to an active penetration of Anglicisms into professional, business, and even everyday vocabulary. These processes pose a challenge to national identity, as language interference not only changes grammatical and lexical norms, but also forms new cognitive models among native speakers. On the one hand, it facilitates the acquisition of foreign languages, accelerates adaptation to globalization, and makes communication more flexible. On the other hand, excessive penetration of foreign structures can weaken the position of national languages, deprive them of their functional completeness, and reduce their prestige. This is the paradox of interference: it is both a threat and an opportunity. If language policy and education are focused on using interference as a tool for developing a bilingual personality, its negative impact can be minimized. However, in the absence of control and support for native languages, there is a risk of their gradual displacement from important areas of public life. This is why the problem of interference is particularly acute today and requires comprehensive consideration in both academic and practical educational policies.

The sociolinguistic situation in Central Asia is complicated primarily by the fact that bilingualism here is mostly asymmetrical, with one language having a higher level of prestige, functionality, and social opportunities than the other. In the post-Soviet space, the dominance of the Russian language is particularly



noticeable: it remains the leading language in the fields of science, education, medicine, the legal system, and mass communications, which limits the functional capabilities of national languages. E. D. Artyomenko, analyzing the dynamics of Khakass-Russian interaction, emphasized that the persistent leadership of the Russian language in official spheres is gradually pushing the national language to the periphery and may eventually threaten its full-fledged preservation [4, 296]. These findings can be easily extrapolated to the Kazakh language, which, although it has the status of a state language, has yet to establish a strong presence in all areas of business and academic communication. In Kazakhstan's cities, the Russian-speaking environment often remains the primary language for conducting business and official interactions, creating a significant imbalance between the symbolic status and the actual practice of using the Kazakh language. Similarly, in Kyrgyzstan, the Kyrgyz language holds the status of a state language, but Russian has official recognition and is widely used in parliamentary proceedings, education, and the media. Uzbekistan is taking active steps to strengthen the role of the Uzbek language, but Russian still holds a significant position in the fields of science and diplomacy, while English is gradually gaining influence in education. The asymmetry in bilingualism is also reflected in everyday speech: many young people are fluent in two languages, but they prefer Russian or English for their professional self-realization, considering them more promising for career growth. This situation creates a kind of "dual reality": on the one hand, national languages are officially supported and declared as the foundation of cultural identity; on the other hand, their actual role in key areas of public life remains limited. In the long term, this could lead to the consolidation of national languages only in the domestic and cultural spheres, while strategic areas are increasingly dominated by global and regional languages. To address this threat, a consistent language policy is needed that focuses not only on formalizing the status of national languages but also on expanding their functional use. Without this, asymmetric bilingualism will persist and deepen, reducing the chances of national languages to fully develop in the 21st century.

W. Weinreich rightly emphasized that language contacts are a natural and inevitable element of the historical development of peoples [5, 30]. However, in his opinion, it is a competent language policy that determines whether bilingualism will become a factor of development or a threat to ethnic identity. This thesis is especially relevant in modern Turkic-speaking countries, where language policy is directly related to nation-building processes.

The prospects for development are primarily related to educational policy. Kazakhstan is implementing a trilingual model that includes Kazakh, Russian, and



English. This approach aims to simultaneously strengthen the status of the national language and enhance the competitiveness of young people on a global scale. Experience has shown that well-organized bilingual education can contribute to the development of cognitive abilities. According to O. A. Gnatyuk, grammatical interference in bilingualism not only presents challenges but also presents opportunities for the development of new language competencies [6, 67]. That is why bilingualism should not be perceived as a threat, but rather as a resource. In addition, the prospects are related to digitalization. The creation of online courses, mobile applications and digital libraries in Turkic languages will expand the scope of their use and make them attractive to young people. Interstate educational projects (for example, within the framework of the Organization of Turkic States) can contribute to the formation of a unified cultural and linguistic space where the preservation of national languages will be combined with openness to world languages.

In conclusion, multilingualism and bilingualism in Turkic-speaking countries are a complex and multifaceted process. On the one hand, they pose risks of interference and a decline in the status of national languages, but on the other hand, they offer ample opportunities for cultural and educational development. The current challenges lie in finding a balance between preserving ethno-cultural identity and integrating into the global community. Research findings suggest that bilingualism can be an effective tool for fostering a multicultural personality, provided that a well-thought-out language policy is implemented. The focus on national languages, the development of bilingual education, and the active use of digital technologies should be the main areas of strategy in Turkic-speaking countries. This is the only way to ensure the sustainable development of the language situation and preserve the rich heritage of the Turkic peoples in the 21st century.

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