



THE BENEFITS OF BILINGUALISM AMONG SCHOOLCHILDREN

Ismailova Fayzakhan Mustafa kizi
English Teacher at School Number 30
Khorezm Region, Urgench City

Abstract

The article examines the main advantages of bilingualism among schoolchildren in terms of cognitive, academic, cultural, social and psychological development. It notes the positive impact of bilingualism on the development of critical thinking, academic performance, intercultural communication and adaptive abilities of children. The role of bilingualism in the formation of tolerance, self-confidence and competitiveness in the educational and professional spheres is emphasized. Particular attention is paid to the need to support bilingualism in the educational system.

Keywords: Bilingualism, schoolchildren, cognitive abilities, academic performance, intercultural communication, tolerance, education, language development, social adaptation.

Introduction

In the modern world, where globalization and international cooperation are becoming an integral part of everyday life, knowledge of two or more languages is of particular importance. Thus, today there are many opinions "for" and "against" the phenomenon of bilingualism. Thus, some children growing up in such families often start speaking either late, or there is a mixture of languages, which initially causes fear in parents. Bilingualism can cause a delay in speech development - this is what some speech therapists in our country think. Despite the fact that there are a huge number of opinions of respected scientific organizations around the world that have thoroughly studied all aspects of bilingualism, as well as professional speech therapists whose specialization is aimed at working with bilingual children and who have the appropriate



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 01, **Issue** 02, May, 2025

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

knowledge and qualifications, the vast majority of speech therapists have a negative attitude towards a child mastering two languages at the same time. Thus, many foreign specialists have come to the conclusion that if a child has speech and language problems, they are not necessarily associated with learning two languages. It has been studied that bilingual children also go through all stages of speech development and in the same timeframes as their monolingual peers. It's just that many children growing up in such families often either start speaking late or mix languages, which causes fear in parents at the initial stage. Mental function - speech - depends directly on the development of the central nervous system, and not on the number of languages learned. The speech of a bilingual child consists of a set of words from both languages. Usually, easier to pronounce words from another language are inserted at first. Sometimes the child does not understand the difference or does not attach importance to the belonging of lexical units to different languages, which leads to a violation of the use of words and phrases. In this case, you should not correct the child's speech, since later in the process of acquiring and learning new words, he himself will learn to recognize which of the words belongs to a particular language. Also, the pronunciation of certain sounds in different languages causes difficulty, which leads to incorrect articulation in the child.

Often, bilingual children initially suffer from literacy problems due to the fact that many words from different languages have similar spellings, and sometimes meanings, children have to be more careful when translating and pronunciations. Difficulties with the structure of sentence construction and, accordingly, with grammar and spelling begin. Moreover, many children do not understand which of the two languages is their native language. The transition from one language to another can also cause difficulties in communication. Often, the transition to another language is associated with a longer process of word selection and a limited vocabulary in both languages. The “weak” language will generally limp, since less time will be devoted to it, unlike the “strong” language that children speak at home, within the family.



On the other hand, bilingualism is the ability of a person to speak two languages at a high level, which gives schoolchildren a number of undeniable advantages both in the learning process and in life in general.

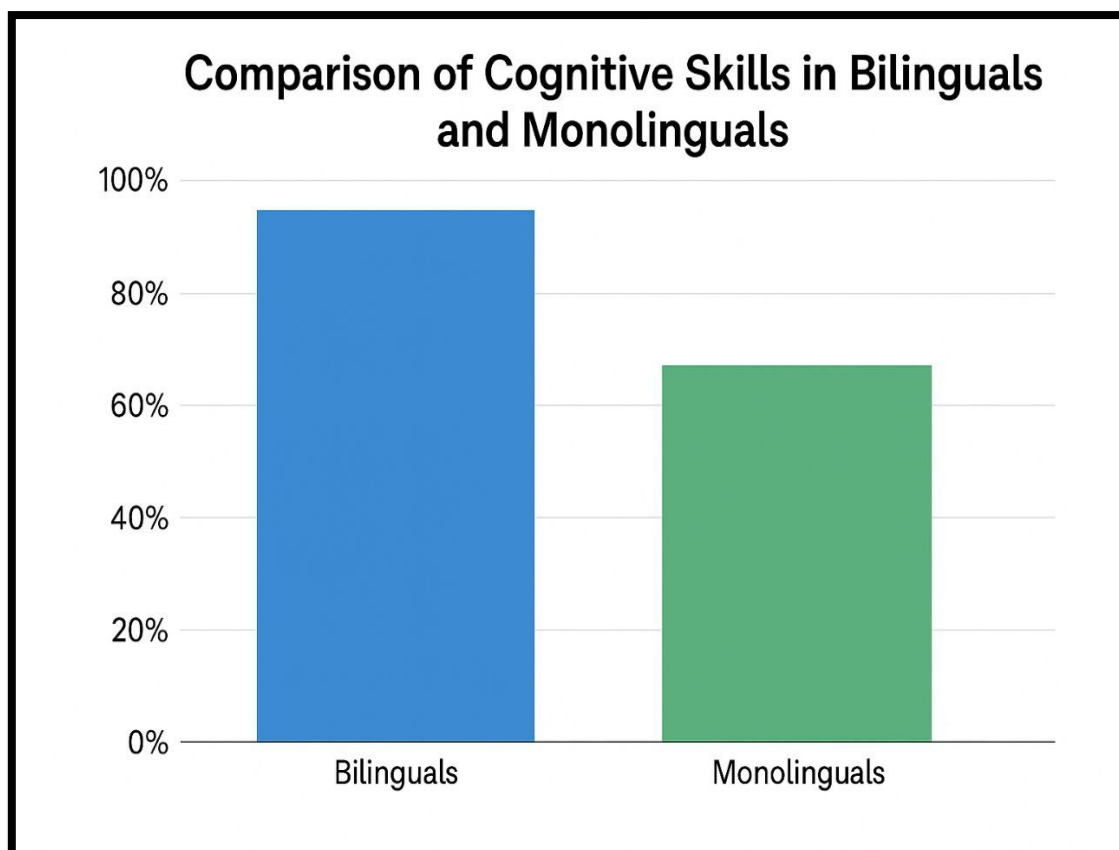


Fig.1. Comparison of cognitive skills in bilinguals and monolinguals

Let us consider the key aspects of the benefits of bilingualism for schoolchildren from scientific, pedagogical and social points of view:

- **Cognitive benefits.** One of the most studied aspects of bilingualism is its positive impact on a child's cognitive development. Research shows that children who speak two languages: have more developed critical thinking, cope more easily with tasks that require concentration and switching attention, demonstrate better multitasking abilities, and master abstract concepts faster.

Bilingual children are able to flexibly switch between languages, which helps to develop so-called cognitive control. This skill helps them solve complex problems that require logic and analysis more effectively.



- **Improving academic performance.** Bilingualism directly affects students' academic performance in various subjects. This is especially noticeable in the humanities: knowledge of a second language helps to better understand the structure of the native language, expands vocabulary, and improves writing and reading skills. There is also a positive impact on the learning of other foreign languages, since the child has already developed the skills of grammatical analysis and phonetic perception. Research shows that bilingual children have a higher level of metalinguistic awareness, or understanding of how language works as a system. This helps them learn grammatical structures, spelling rules, and syntax more easily.

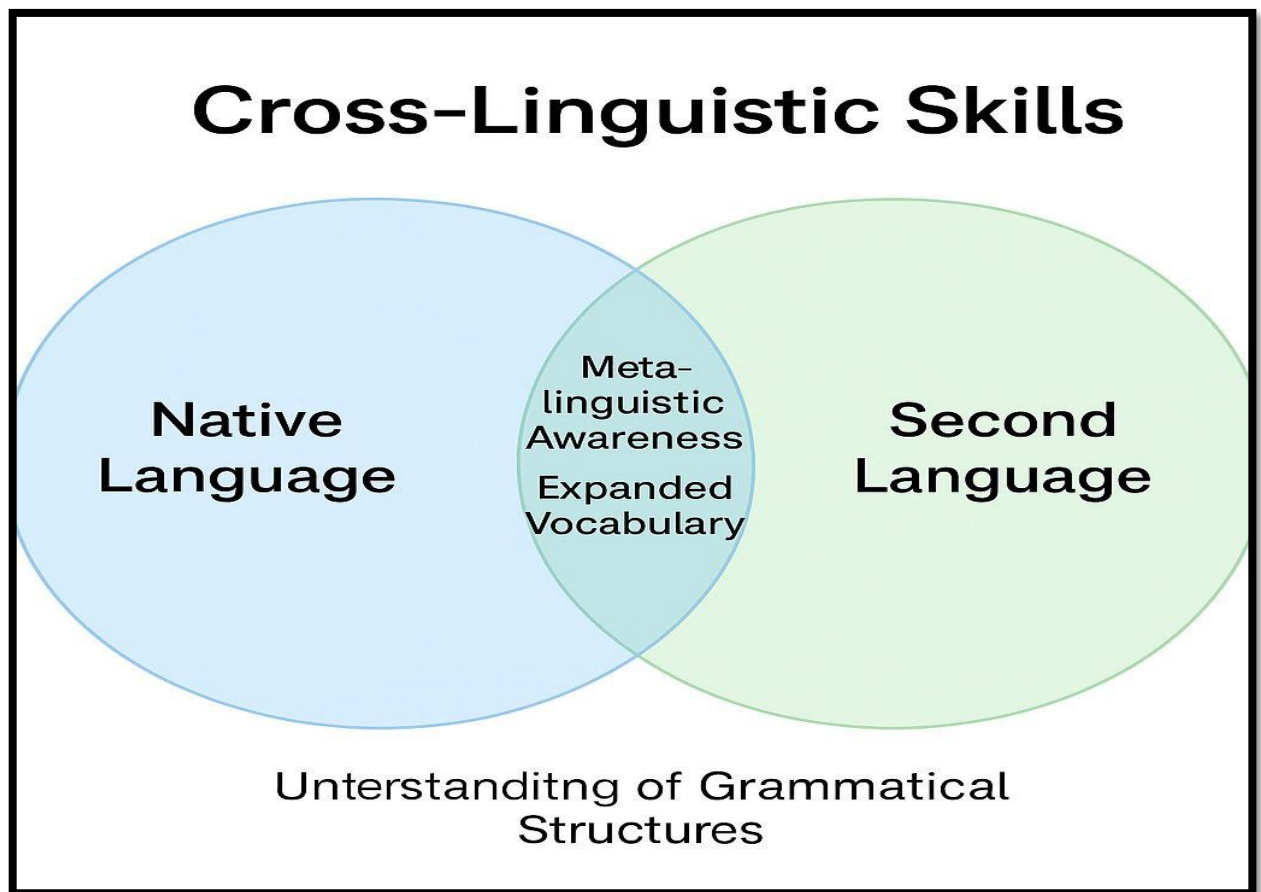


Fig.2. Cross-Linguistic skills

- **Cultural awareness and tolerance.** Schoolchildren who speak two languages are most often also familiar with two cultures. This promotes the development of



empathy, openness to other points of view, and respect for cultural diversity. Such children grow up more tolerant and receptive to differences in the world around them, which is especially important in a multicultural society.

Bilingualism helps a child not only integrate into another culture, but also preserve their ethnic identity if the second language is the family's native language. This helps strengthen family ties and a sense of belonging.

- **Increased competitiveness.** Knowing two languages significantly expands professional prospects. Even at school age, bilingual children have more opportunities to participate in international exchange programs, Olympiads, and competitions. In the future, knowledge of two languages opens doors to prestigious universities and increases the chances of employment in international companies.

In addition, in the digital age, many resources, educational platforms, and scientific articles are available primarily in English. Bilingual students have the advantage of free access to these materials, which has a positive impact on their self-education and academic development.

- **Social adaptation and communication.** Bilingual children adapt to new conditions more easily, can communicate with representatives of different cultures, and make friends in an international environment. This helps them feel confident in various social situations.

Schoolchildren who speak two languages become a kind of cultural bridge, capable of uniting different groups and creating an atmosphere of mutual understanding. They often play the role of mediators in classes with a diverse ethnic composition, which makes them important participants in school life.

- **Psychological benefits.** Research shows that children who speak two languages have higher self-esteem and resistance to stress. This is due to the fact that they feel confident in different language environments, cope with challenges more easily, are not afraid of making mistakes, and also receive positive reinforcement from others for their language achievements.

Bilingualism also contributes to the development of self-esteem, especially in children from migrant families, for whom it is important to maintain a connection with their native roots and culture.

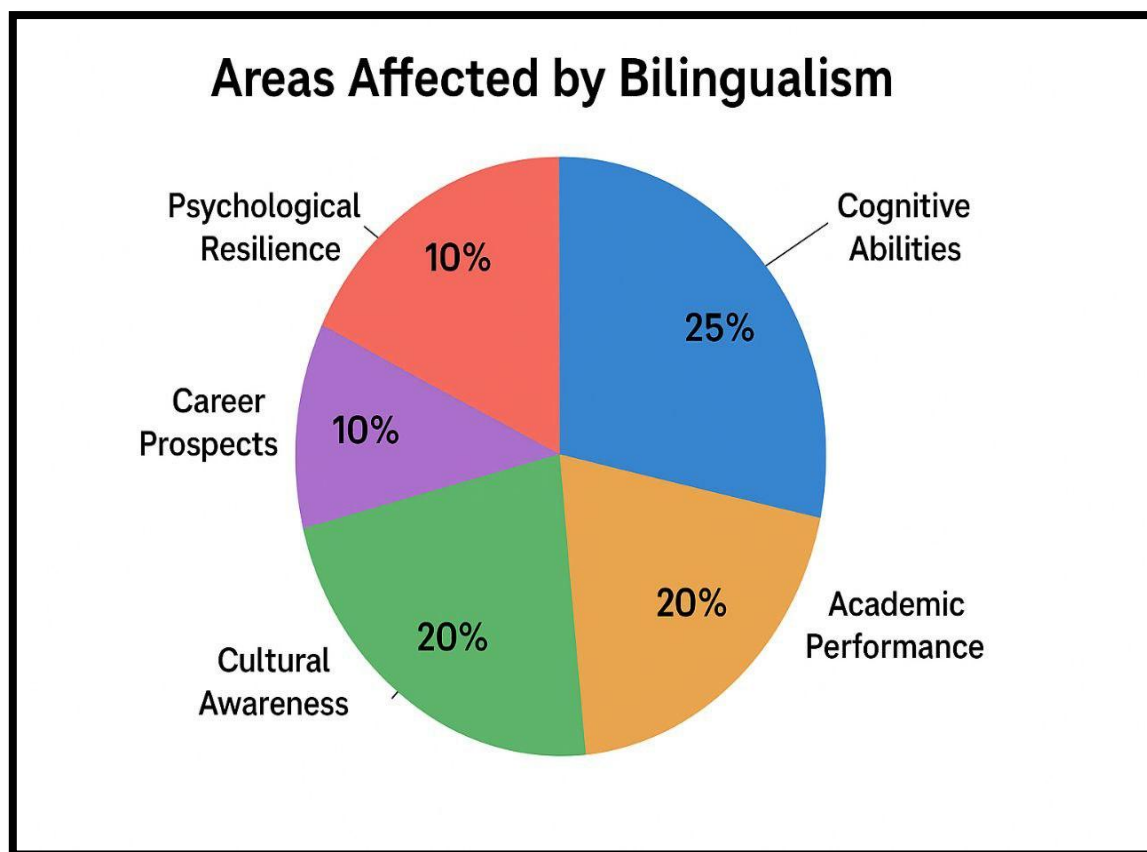


Fig.3. Areas Affected by Bilingualism

Conclusion

Thus, the benefits of bilingualism among schoolchildren are manifold and cover cognitive, academic, cultural, social and psychological spheres. The development and support of bilingualism in children should become a priority for parents, teachers and the education system as a whole. The earlier a child begins learning a second language, the higher the likelihood that he will benefit most from this unique skill, which will open doors to broader horizons of knowledge, communication and opportunities in the future.



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 01, **Issue** 02, May, 2025

Website: usajournals.org

This work is Licensed under CC BY 4.0 a Creative Commons Attribution 4.0 International License.

References

1. Grosjean F. Living with Two Languages: An Introduction to Bilingualism. - M.: Language and Culture, 2025.
2. Cummins J. Bilingualism and the Development of Metalinguistic Awareness: A Study of Children in Bilingual Education Programs. // Journal of Cross-Cultural Psychology, 1978, Vol. 9(2), pp. 131–149.
3. Bialystok E. Bilingualism in Development: Language, Literacy, and Cognition. — Cambridge University Press, 2021.
4. Thomas W.P., Collier V.P. A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. — Center for Research on Education, Diversity & Excellence, 2024.
5. Grosjean F. Bilingual: Life and Reality. — Harvard University Press, 2022.
6. Savinova N.V. Cognitive aspects of bilingualism in schoolchildren. // Questions of psycholinguistics, 2023, No. 3, pp. 145–152.
7. Khazanova E.V. Psychological features of bilingualism in children. // Preschool education, 2024, No. 3, pp. 17–22.