

THE ESSENCE AND CHARACTERISTICS OF METALLINGUISTIC ACTIVITY OF BILINGUAL STUDENTS IN SPEECH ONTOGENY (ONTOLINGUISTIC APPROACH)

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Annotation. This article highlights the essence and characteristics of metallinguistic activity in bilingual students based on an ontolinguistic approach. Learning a foreign language differs from learning a native language, these two processes have many common features, with the sequential and simultaneous assimilation of two or more languages, different language relationships are observed, and the views of scientists on this matter are described.

Keywords. Native language, bilingualism, metallinguistics, ontolinguistics, assimilation, speech activity, linguistic means, transfer features, apperception problem, conversion process.

To clarify the terminology we use, we believe it is necessary to distinguish between "metalinguistic ability" and "metalinguistic activity." Traditionally, in the works of different authors, they are used twice or gratuitously, which allows for the presentation of these terms, including in a unified field. "metalinguistic (metalinguistic) activity" (eng. metalinguistic awareness - metalinguistic consciousness). However, in this article, we will focus on both concepts separately. It should be noted that using these terms, the number of local works devoted to studying the metalinguistic abilities and metalinguistic activity of younger university students, especially bilinguals, is very limited. This is likely due to the fact that the term "metalinguistic (metalinguistic) " is still considered a novelty in teaching methods, previously not widely used in the aspect of learning multiple languages. However, since the 1970s, psycholinguistics and linguistics have been associated with the study of various terms either indirectly ("linguistic consciousness," "linguistic reasoning," "linguistic feeling," "spelling literacy") or directly ("metalinguistic consciousness," "metalinguistic reflection"). Then metallinguistics emerged as a separate branch of linguistics. For example, psycholinguist N.I.

Zhinkin, describing the manifestation of metalinguistic consciousness, emphasizes the impossibility of realizing the ability to work with the signs and methods of the native speaker. But if he encounters a foreign language or reads a text in his native language, he feels the need to replace the meanings of some lexemes with others in order to better understand them, paying attention to the semiotics of his language. Thus, a person switches to a metatil. Also, R.O. Jacobson, discussing the dual nature of language, defines the virtue of symbolic logic for language science in the separate distinction between language-object and metalanguage.

Despite a clear scientific interest, metalinguistic activity has not been sufficiently studied from a linguodidactic and methodological standpoint within the framework of higher education institutions for bilingual students.

From the perspective of the theory of metalinguistic consciousness, the terms "simple metalinguistic consciousness" and "simple linguistics" are often used in relation to adults who speak a foreign language.

Given the interaction of ordinary metalinguistic consciousness with politics and linguistics (linguopolitology) on the Internet, language acts as a means of organizing political discourse as long as the discussion of states and statements, which are the subject of direct statements and discussions in its various manifestations, continues. Traditionally, the properties of the metalinguistic consciousness include antinomies such as partial/whole (within or outside the framework of the linguistic consciousness), unconsciousness/awareness, secular/scientific, verbalization/unconditional, creativity/automation, etc. Shumarina identifies and characterizes 3 levels of the structure of metalinguistic consciousness, which we can interpret as follows:

- first level (unconscious) - nonverbal metalinguistic activity (full level);
- the second level (verbal) is related to oral metallinguistic activity, prediction, error correction and evaluation statement, unreadiness (definite level);
- the third level (creative) - includes creative metalinguistic activity, deeper, organizational rethinking, non-standard approach, creativity, scientific nature (definite level).

In higher education institutions, linguistic terms are introduced in doses, first indirectly, and then the term itself (without signs and intermediate words). For example, in the first stage, intermediary words are given: word-object (predmet aata) - noun, word - feature (belye aata) - noun. noun participle, word-action (hayaagyn



aata) verb, auxiliary word (komo-tyl) preposition, the concept of sound (dor qoon) and the sounds themselves are given in a conditional form. symbols, spelling in the form of a sign "dangerous place." The symbols and intermediate words depend on the chosen textbook, the changing educational system. The direct transition to the terms themselves occurs after the formation of a specific concept and expression in the students' linguistic consciousness. Every academic year, ideas about linguistic concepts are supplemented and deepened, and there is an expansion of linguistic horizons.

It should be added that when producing meta-speech, it is important for the teacher not to confuse natural language with meta-language. The necessity of distinguishing between language-object and metalinguistics was first emphasized by the French literary critic and semiologist Roland Barthes.

Student speech, for example, is full of unusual spontaneous phenomena that are not characteristic of adults. Examples of such phenomena include design activities, questions about language, word-formation (word formation), speech news, language games, student etymology, and others. Word creation by students is the manifestation of the linguistic and creative essence of students' linguistic thinking in their speech. T.A. Gridina defines the playful nature of student word creation as "explication in a metallinguistic context." In other words, word formation arises as a result of reflection and reasoning in the process of metalinguistic pronunciation. Word formation also manifests itself in clarifying the metalinguistic explanations used for the state of communication and the appearance of the word.

Therefore, the aforementioned approach to the formation of metalinguistic skills allows for the consideration of psycholinguistic and ontolinguistic features of language and cognitive development in teaching students their native and foreign languages. In addition to storytelling, translation, and linguistic-creative activity, metalinguistic skills are necessary for developing an adaptive language learning strategy for younger students, demonstrating their ability to transition beyond the language, a creative and non-standard approach, as well as for transitioning to a qualitatively new level of language learning, activating their cognitive information as much as possible.

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