

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

**Ijtimoiy-gumanitar
fanlarning dolzarb
muammolari**

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2024

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 5/9 (4) - 2024

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2024

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahammadovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafuz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar bo'yicha falsafa doktori (PhD), O'zbekiston Respublikasi Sudyalar oliy kengashi huzuridagi Sudyalar oliy

maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O‘zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo‘limi psixologik xizmat boshlig‘i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

SodiqovaShohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayeov Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

OAK Ro‘yxati

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BILINGUALISM AS A PROMISING FORM IN CHILDREN'S EDUCATION

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Abstract. The given article is focused on the bilingual education of children and its peculiarity. There's also highlighted the scientists that carried out a research on this issue and the result of their scientific works.

Keywords: bilingual, bilingualism, bilingual education, monolingual, repetitive elements, speech development.

IKKI TILLILIK BOLALAR TA'LIMIDA ISTIQBOLLI SHAKL SIFATIDA

Tursunboyeva Mukhlisa Anvar kizi

Farg'ona politexnika instituti

O'zbek va chet tillarini o'qitish yo'nalishi

Annotatsiya. Ushbu maqola bolalarning ikki tilli ta'limoti va uning o'ziga xos xususiyatlariga bag'ishlangan. Shuningdek, ushbu mavzu bo'yicha tadqiqot olib borgan olimlar va ularning ilmiy ishlari natijalari ta'kidlab o'tilgan.

Kalit so'zlar: bilingual, bilingualizm, ikki tilli ta'lim, monolingual, takroriy elementlar, nutqni rivojlantirish.

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Introduction. The system of modern secondary vocational education is included as an important component in the educational field of Uzbekistan. A distinctive feature of recent years has been its essential modernization. Crucial projects are being developed and implemented, as well as the Government-approved strategy for the development of education in the country.

The relevant presidential decrees have begun to take effect, contributing to the solution of those problems that have been waiting for their solution, especially in the children's education system for a long time.

Modern educational system is distinguished by increased attention to the development of its content, the development of children's cognitive thinking, the improvement of culture in a variety of its aspects (legal, informational, communicative), and the ability to analyze the effectiveness of what is carried out as an activity in the process of reflection.

Literature analysis. There are discussions about bilingual education among politicians, theorists, scientists, and philosophers. They also include parents and teachers. In the study, under the term "bilingual language education" we understand the interrelated and equivalent

mastery of two languages by pupils (native and non-native), the development of native and non-native/foreign language culture, the development of a child as a bilingual and bicultural (multicultural) personality and their awareness of their bilingual and bicultural affiliation.

N.Y.Novitsky [1] believes that the study and use of additional languages has a direct impact on the general cognitive functions of a person, the mechanisms of which are little known. N.G.Sushko, E.G.Kazantseva [2] draw attention to the fact that a bilingual child is able to maintain the activity of both languages. However, D.S. Medvedeva and V.Y.Khotinets [3] indicate that bilingual preschoolers have difficulties in qualitative information processing, in particular, a decrease in the speed of lexical access, a decrease in the volume of passive and active vocabulary in each of the languages used.

L.A.Shaigerova, R.S.Shilko, Yu.P.Zinchenko [4] consider bilingualism and multilingualism as an interdisciplinary phenomenon. The results of their research showed that the influence of bilingualism on cognitive processes and personality traits is contradictory and determined by the attitudes of researchers, a set of factors and additional variables that are difficult to control due to various methodological problems. The results of their research showed that the influence of bilingualism on cognitive processes and personal characteristics is contradictory and is determined by the attitudes of researchers, a set of factors and additional variables that are difficult to control due to various methodological problems.

According to a study by A. Marini, N. Eliseeva and F. Fabbro, aimed at studying whether learning a second language affects phonological short-term and working memory and the development of the first language in 4-5-year-old consecutive bilinguals, the bilingual group showed higher results than monolingual children in terms of phonological short-term and working memory characteristics. However, bilingual participants performed worse than monolinguals in the lexical comprehension test.

The scientists of education around the world are increasingly wondering: how to teach students in a language that is not their native language. Due to the expansion of the migration movement, many families have appeared who, for various reasons, found themselves in a different language environment. As a rule, these families are not ready for facing to the problems that arise when raising a child in such a situation.

Discussion. The scientific formation of the problem of bilingualism took place in stages. According to the observations of many scientists, bilingualism began to be studied as a theoretical problem at the end of the 19th century, but as a social phenomenon it has roots going much deeper into the ancient world: mixing the language of the conquerors and the vanquished in the conquered territories. With the development of linguistic thought since the end of the 19th century, bilingualism has become the subject of consideration of the theory of linguistics. It was the comparatively historical method that turned the interest of linguists to the theory of language interaction. However, all studies of the late 19th and early 20th century were mainly aimed at the result of the process of language interaction, the process of language contacts and associated transformations, as well as the mechanism of such interaction, remained without due attention, the integrity of the problem was not taken into account.

Bilingual children are a new generation of children, whose number is growing every day. More and more children are born into bilingual families and understand and speak two or more languages from an early age. In many countries where more than one language is the official language, bilingualism is the norm of life.

Bilingualism is distinguished by:

- congenital (early)– when a child learns both basic and foreign languages from birth (different mother tongue from parents or moving to another country in early childhood);
- purchased (late)– when a person (adult or teenager) begins to master a second foreign direction after having formed communication skills in their native language.

In this case, even if you start learning a second language early enough, it is still positioned as a foreign language. This classification refers rather to the age at which a person begins to fully use two languages.

For this reason, the mechanism of development is distinguished by natural and artificial bilingualism:

- natural bilingualism is formed due to the real need to communicate in two languages at the same time – the need to communicate with foreign relatives, for the purpose of studying, working, or moving. This concept is somewhat broader than the concept of innate bilingualism and generally has a different character;

- artificial bilingualism – the term speaks for itself – a situation in which a person learns a language that he does not use in everyday life. Today, bilingualism is very common. The idea that only highly educated and literate people speak two languages is erroneous [5].

As the famous author of many works on bilingualism, Scutnabb Kangas, says, it is impossible to study bilingualism and bilingual education without understanding what language is. Language is a means of communication (and not only), without which it would be impossible to exchange experience in various fields between nationalities. Language is probably the only tool by which mutual understanding and interaction between representatives of various linguistic communities becomes possible [6].

The principle of a saturated learning atmosphere involves concreteness and clarity, simplification and consolidation of the material, repetition of the material in different ways, the effectification of language acquisition, the creation of a positive atmosphere, the use of repetitive elements of the lesson, the use of various pedagogical techniques, rich presentation of the material.

The principle of an open learning atmosphere is aimed at creating a comfortable socially humane environment, the development of creative abilities and creative activity of students, the transition from the principle of "education for life" to the principle of "education through life", the free development of individuality.

In linguistics, the concepts of "second" and "foreign language" are traditionally separated due to the fact that in the first case, language acquisition occurs in natural communication situations, secondly - in the educational process. Thus, the concepts of natural (everyday) and artificial (educational) bilingualism are distinguished.

In the process of learning the second language, children often have a mixture of languages. As children master spoken language, the number of grammatical errors decreases, and this happens not only due to the purposeful work of the teacher on the development and formation of the literate side of speech, but also due to the fact that the bilingual child begins to avoid speech errors himself. He is aware of the importance of full-fledged communication with teachers and peers in the language being studied. Acquiring the necessary skills for this, the child fills in a generalized scheme of speech action with mastered operations. Communication

appears to him as an interesting process of entering into a different language environment, even with a low level of language proficiency.

Of great importance in language acquisition is not only the age of the child and his abilities, but also his individual psychological and psychophysiological characteristics. Scientists have identified two types of trainees with different psychophysiological bases: with labile and inert nervous systems. In the first type, the nervous system correlates with a rational-logical, and in the second – an intuitive-sensory way of thinking. In children, each type of nervous system manifests itself differently in language acquisition. The inert type tends to the logical and grammatical aspect of language which is more successful in oral speech activity. The speed of mastering the educational material also depends on this.

Personal factors are related to learning from setting goals to organizing the training process. Paradoxically, most of these factors have a negative impact on the process of learning a second language, which is associated with an insufficiently equipped educational process: the material component is not always the desired amount of methodological equipment, lack of hours when learning a foreign language, etc.

The basic principles of organizing education in a bilingual environment are:

- The principle of continuity - allows you to highlight the basis of the content of the academic discipline of the school curriculum and its conceptual and terminological apparatus in a special module, the repeated study of which with the semantization (disclosure of the content) of terms and concepts on the languages used to study the subject are the beginning of adaptive learning of the discipline on a bilingual basis;

- The principle of entrance control of knowledge – provides for the organization of training in a discipline (for example, chemistry) in accordance with the real level formation of educational and cognitive skills;

- The principle of information semantics - helps to reveal the content, clarify the meaning of concepts, the correct use of scientific terms and their free operation in the assimilation and transfer of knowledge; holistic perception of an object or phenomenon;

- The principle of a favorable emotional learning climate – involves preventing the occurrence of various stress-forming situations in the educational process by reducing language barrier; elimination of knowledge gaps; creation of a comfortable atmosphere in the team, in the classroom;

- The principle of novelty and diversity of forms, methods and means of teaching – teachers should choose the most effective methods, means, forms of organizing the education of schoolchildren in a bilingual environment, providing for reducing the language barrier and increasing the level of their educational activities.

The principles of the development of the educational environment based on the ideas of bilingualism are the principles of multiculturalism, an open, saturated, a political learning atmosphere. The principle of multiculturalism and multicultural education are based on a dialogue between the national and universal, the integration of human knowledge and cultures, an appeal to the personal and semantic essence of a person, internal sources of consciousness, the diversity of cultures and subcultures in the world around us. The theory of multicultural education is based on the culturological concept of personality-oriented education by E.V.Bondarevskaya, theoretical and methodological foundations of multicultural education by V.P.Borisenkova, Z.A. Malkova; multicultural education by G. D. Dmitrieva, M. N. Kuzmina; the

relationship between culture and education by M. M. Bakhtin, V. S. Bybler, J. Huizinga and others[7].

There have been figured out numerous advantages of bilingual education in a secondary school or in higher educational institutions:

- bilingual education allows the student to feel comfortable in a multilingual world;
- education based on this principle is an opportunity to receive education in one of the world's languages without losing touch with ethnic linguistic affiliation;
- bilingual education expands the "boundaries" of thinking, teaches the art of analysis;
- bilingual programs allow a person to easily overcome barriers in learning a foreign language and make students more adapted to learning other languages, develops a culture of speech;
- learning in several languages at once contributes to the formation of communication skills, develops memory, makes the student mobile, tolerant, flexible and liberated, and therefore more adapted to difficulties in a multifaceted and multicultural world

The system and process in the bilingual environment of education becomes a means of actualizing and activating the value-semantic formation of a personality, helps to form generally valid guidelines, value and semantic attitudes, ensures independence and the development of responsibility in choosing a life trajectory.

Results. Along with the possibility of developing communicative competencies at a new level, the development of value-semantic competence in the preparation of secondary school students is of particular importance. As a result, the development of a bilingual environment ensures success in the formation of not only educational and cognitive competence, but also communicative, value-semantic, informational, etc.

Preschool age is a period of active speech development, the formation of regulatory functions, the formation of which is one of the most significant indicators of children's development on the basis of their readiness for school, as well as a factor of subsequent academic performance [8]. The results of previous studies examining the development of regulatory functions show that bilingual children demonstrate better inhibition and cognitive flexibility compared to their monolingual peers [9]. Nevertheless, there is evidence demonstrating the absence of differences between mono and bilingual preschoolers in the formation of their regulatory functions [10]. The contradictory results emphasize the need for further research into the features of regulatory functions in bilingual children.

It is believed that bilingualism has a positive effect on the development of memory, the ability to understand, analyze and discuss the phenomena of language, intelligence, quickness of reaction, mathematical skills and logic. Fully developing bilinguals, as a rule, study well and learn abstract sciences, literature and other foreign languages better than others.

According to R.Jacobson, switching from one language code to another is possible and is actually practiced precisely because languages are isomorphic: their structure is based on the same general principles. Other researchers also note that the error mechanism is fundamentally identical to the acquisition process the child's language, and the process of learning a second language by an adult.

For about three years, the child begins to clearly separate one language from another. At the end of the third year of life, and some people stop mixing languages at the age of four. A

child of four or five years old strives for contacts, he is attracted by the opportunity to rhyme words. He seeks to find out what a word means and names objects. At the age of six, he actively uses language in a game with peers.

Conclusion. A bilingual child, whose bilingualism is formed according to the principle of "one parent — one language", reacts sensitively to the language of communication of the interlocutor, because he gets used to the fact that he is constantly being communicated with in different languages, and sometimes he is required to choose the right language. Therefore, at the very beginning of the conversation, he establishes in which language the stranger is addressing him, and then tries to adhere to this language in communicating with him.

After describing the practice of working with bilingual preschoolers E.L. Kudryavtseva, T.V.Volkova [11], come to the conclusion that for a child his intellectual development (memory, attention, etc.) is important, while the ability to talk about himself, about the events of his life, describe his own in both languages is significant the inner state, to understand (by facial expressions, gestures peculiar to the culture of the interlocutor) the state of another person. Scientists note that bilinguals are ahead of their monolingual peers in development, demonstrating a high level of development not only of cognitive processes, but also of such personal qualities as self-confidence, self-regulation and tolerance.

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