

The Influence of the Bilingualism on the Social Development of a Person

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Received: April 4, 2020

Accepted: May 6, 2020

Online Published: May 27, 2020

doi:10.5539/ijel.v10n4p132

URL: <https://doi.org/10.5539/ijel.v10n4p132>

Abstract

During the last decades, the social development of a person through bilingualism has drawn consideration attention from the researchers. The present study reviews the influence of the bilingualism on the social development of a person. According to the classification of the linguists such as F. Veysalli the four types of the social development of a person are mentioned to be important each of which has an impact on the social development of a person.

The article highlights the social sides of the language. The various social activities are said to be realized by means of the language. The article underlines the possibilities of people's speaking various languages not mixing them.

The bilingualism is explained to be understood in many various meanings such as the control of a person on two languages, the ability of using two languages in the same way, the ability of saying meaningful phrases in both languages, the proficiency of code switching, etc.

Keywords: socio-cognitive, psychological, speech, development, influence, language

1. Introduction

The development of a child's language shows how complex the process of human language and language learning in general is. F. Veysalli writes: 'Language is the realization of numerous connections of various cognitive activities' (Veysalli, 2015, p. 83). According to the research, the development of human language has a history of about 50,000 to 250,000 years (Veysalli, 2010, p. 100). During this time, language has always been active in the verbal communication of various cognitive processes. A person can speak not only one language, but several languages at the same time, and can use languages without confusing them. It is true that in some cultures, speaking several languages fluently has become a way of life. In 2000, 18% of the population in the United States was known to be bilingual. India, Canada and some other countries are known to have the majority of the population to be bilingual. For example, more than 100 languages are spoken in India. There are many bilingual people in our country, for example, the number of Russian-speaking people in Azerbaijan is very high. In addition, Lezgi, Talysh, Tatar, Avar, etc. are also people who speak different languages in Azerbaijan.

Bilingualism has been an area of interest in linguistics for many years. Academician L.V. Sherba distinguished between *coordinative*, *subordinative* and *mixed* bilingualism (Sherba, 1974, p. 10).

In coordinative bilingualism, a person is observed to be fluent in both languages. A person can make a spontaneous report in any topic in any of these languages; he/she is able to explain his/her opinion, and so on. This is actually a difficult task and not possible for everyone.

Subordinate bilingualism means that if a person speaks fluently in one language, he/she cannot maintain the same freedom and fluency in other one. Mixed bilingualism means that a person often moves from one language to another, starting a sentence in one language and ending in another (Sherba, 1974, p. 11).

When L. Bloomfield spoke bilingualism, he understood it as human bilingual control. This means that both languages should be used in the same way (Bloomfield, 1933, p. 56). E. Haugen writes that bilingualism begins with the fact that a person who speaks one language uses meaningful expressions in another one (Haugen, 1969, p. 7). F. Y. Veysalli expresses the following attitude to the issue: "A person can give scientific lectures in two languages clearly and intelligibly at the same point of communication, for example, in the audience. Sometimes

a person does not speak the language completely, but understands what is being said (Veysalli, 2015, p. 85). Linguists in this case distinguish between passive or receptive bilingualism (10, p. 85). J. Hackett uses the term ‘semi-bilingualism’ in this case. L. V. Sherba called it ‘the clash of languages’ (Sherba, 1974, p. 16).

F. Y. Veysalli writes: ‘In the modern world, bilingualism is considered to be a social issue’ (Veysalli, 2015, p. 85). Cultural, economic, trade, military, etc. in the international arena the increase in contacts and the free movement of individuals from one country to another make it inevitable to use different languages, especially English, which has become an international language. However, a certain part of the population is reluctant to face this situation. For example, in Canada, where the main language of communication is English, 50% of students in many schools accept English as their first language (Veysalli, 2015, p. 85).

Natural language learning occurs without special training. According to experts, in the study of natural language, several areas of the brain, such as the right hemisphere, left hemisphere, etc. by acting together, it causes a person to speak. In some cases, such as injury, aging, severe trauma, and so on the stuttering of the tongue, kicking of the ankles, defects in pronunciation can be observed. In scientific language, this is called ‘vulnerability’ which means *damage* (Bialystok, 1998, p. 69).

The study of the relationship between language and the brain is called “neurolinguistics”. This term is quite new. The study of this field began in the 19th century. In 1848, a craftsman named F. Keys worked in the construction near Cavendish. During construction, a piece of metal injured Mr. Key’s head. There is no change in the mood or speech of F. Keys who suffered a stroke. It is true that at first his relatives were worried about him losing his mind or having a speech impediment, but over time it became clear that there was no danger.

A large piece of metal hits a part of Keys’ brain and his language skills are not damaged. According to scientists, only the back of the master’s brain is damaged, which has nothing to do with his speech. There are many such experiences. It has been proved that the part of the brain connected with language is the anterior part of it (Benelli, 1979, p. 26).

Many discoveries have been made about the parts of speech that are related to the brain, and it is already known which parts of the brain is related to the language. It is known that the part of the brain connected with the tongue is the front part of the brain, and the part closest to the left ear. Some linguists believe that it is difficult for the brain and speech to function equally.

There are many defects in the speech of the people with brain injuries. Let’s explain some of them. One of the defects of the speech is considered to be the ‘sliding of the tongue’. Let’s observe the pronunciation of some sentences observed during the sliding in English: /Ba long shory short/; correct form: /a long story short/, /use the door to open the key/ and /a fifty-poundn dog of bag food/ and so on. W. Spuner calls such brain errors ‘spoonerisms’ in English. Let’s explain the term: /spoon/ (root of the word, ‘qaşıq’ in Azerbaijani) + -er (noun-forming suffix) + -ism (noun-forming suffix) + -s (plural suffix). It is not correct to give the term in Azerbaijan. The literal translation sounds like ‘spoons’. That is, “words are slipped or slipped from a spoon.” W. Spuner worked at Oxford University. He liked to use his tongue slide and was famous for his tongue slide. In his sliding tongue, the displacement of sounds was mainly observed [www.bilingualismhistory.com]. For example,

Noble (alicənab)	Elbon
Son (oğul)	Nos
Soil (ruh)	Lios

It is noteworthy to mention that some language slips are not considered to be desirable. Some of them are words that are pronounced with haste. For example: /black boxes/ instead of /black bloxes/. In some language shifts, words are combined with the letters of the words that come after them. For example: /novel numeral/ instead of the word /notrman numeral/, or /a cup of tea/ instead of /a tup of tea/ and so on [www.languagedefect.com].

Although tongue slides are sometimes perceived as articulatory errors, they are often perceived as “brain slips”, which creates the linguistic change and is of interest to linguists. Note that along with the tongue, the ears also play a role in the sliding of the tongue. In this case, the brain receives the auditory signal received by the senses. This is called “ear slippage” (Edwards, 2004, p. 7). For example: A colleague enters the room and asks: ‘Where is the *great ape*?’

Of course, the word /great ape/ surprises us yet we don’t know about the ear slips. But we need to know that /great ape/ has slipped and actually means /gray tape/ (boz bant). Such tongue slides are mainly observed in children. For example, in one of the English families we face such a situation. A mother sings a song about a

bear to her son. The song 'Gladly who was cross-eyed' is used for the bear depicted in the song. The history of the tongue slide used in this song goes back to an ancient religious song. The correct variant is: /Gladly the cross I'd bear/.

Learning a second or more languages along with the mother tongue is as old and constant as history. The human brain is considered to be the source of human language, and the study of its cognition dates back to about 200 or 300 years ago (Chomsky, 1986, p. 120). The ancient Egyptians believed that there was a connection between the brain and the mind in human's ability to learn a language, but neither Plato nor Aristotle touched on the important function of the brain in the language or in the cognition. V. Fromkin and R. Rodman contradict Aristotle's idea that '... the brain is considered a cold sponge used to cool the blood' (Fromkin & Rodman, p. 190). They support Hippocrates' view that the brain is 'the herald of understanding', and claim that the knowledge of the brain and thinking is based on human's conscious ability.

The connection between the brain and the mind is studied in a long way through the development of the language. The study of the human and non-human brain has been linked to anatomical, psychological, and sociological factors, leading to neurological research. The study of human bilingualism is related to the study of the language on a biological and neurological basis, which led to the emergence of neuro-linguistics. Research called the brain mechanism of human language learning has created psycholinguistics.

In today's fast-paced world, the term bilingualism is very common.

One of the terms used for another language defect is aphasia, which we are already familiar with. It should be noted that aphasia is translated from the Greek as 'negative particle' and 'manifestation, reflection'. Aphasia is a speech activity that occurs in the cerebral cortex or left hemisphere of the brain and is already formed and defective. Aphasia occurs when the speech centers of the cerebral cortex are organically damaged during trauma, tumors, strokes, parenting, and several mental illnesses (www.afazyadefect.com).

Emphasizing the congenital role of the brain in the study of the neuropsychological basis of bilingualism, V. Fromkin and R. Rodman write: 'The brain is considered to be a pillar of human language ability and is a reserve of memory' (Chomsky 1986, p. 191). The brain, which forms a person's language ability, consists of two parts. They are known to be right hemisphere and left hemisphere. One of them is considered to be the Brock Center (named after the French neurologist P. Brock), and the other is named after the German neurologist K. Wernicke. The first is located behind the left hemisphere of the brain, and it may control the speech. Particular attention should be paid to the phrase 'control the speech'. Thus, if this hemisphere is damaged, then in human speech there is a simplification of syntactic structures, the omission of morphological structure and auxiliary parts of speech.

The stuttering and slurred speech that some people experience is the result. Here is an example: *Ah ... Monday ... ah Dad and Paul ... an Dad ... hospital. Two ... ah ... doctors ... and ah ... thirty minutes ... and yes ... ah ... hospital. And er Wednesday ... nine o'clock. And er Thursday, ten o'clock ... doctors. Two doctors ... and ah ... teeth* (Googleglass, 1976, p. 278).

Damage to the center of the Wernicke, located in the right hemisphere, semantically affects the speech. In both cases, the normal functioning of the brain is disrupted. There is difficulty in pronunciation and comprehension. The study of the neuropsychological basis of brain bilingualism began to attract attention in the mid-nineteenth century. In this case, there is a direct link between the ability to learn a second language and the brain. In the language of N.Chomsky: 'In the neuropsychological basis of bilingualism, the connection between competence and performance is directly observed in the center of unity of both cerebral hemispheres' (Chomsky, 1986, p. 86).

In the early nineteenth century, F. J. Gall put forward the theory of localization, which studies the basics of human second language learning abilities and behaviors in specific parts of the brain. According to his theory, the frontal part of the brains of people learning a second language is the location of the ability to speak a second language. He connects this with his observation.

When F. J. Gall was young, he noticed that the eyes of those who were smarter and more creative than his peers were slightly more advanced. F. J. Gall writes that this face shape is related to the weight of learning a second language. This theory, which F. J. Gall claims, results in one of his colleagues, Spruzheim, developing a theory called sydeno-science, called "prenology." This theory mainly examines a person's individual language learning habits, intellectual abilities, and the functions of other parts of the brain. It is true that prenology has not been accepted as a science, but it is claimed that the right hemisphere of the brain plays a role in the development of human bilingualism.

Beginning in 1861, it was claimed that the left hemisphere of the brain played a role in the language acquisition. Speaking at a scientific conference in Paris, Brock said: "We speak to the left hemisphere of our brain. The role of the right hemisphere in the language acquisition and speech was not so great. Looking at this claim, it can be concluded that language is a cognitive ability located in the brain. For this reason, it is claimed that the left hemisphere is more consistent in the cerebral hemispheres of bilingual people than the right hemisphere. The localization of language learning in the brain involves cognitive functions located in both hemispheres. Depending on the individual, genetic, cultural neuropsychological status of the person, the distribution of language localization by hemispheres is distributed" (Chmosky, 1986, p. 223).

From our observations, we can claim that some people do not have the ability of learning a second language at all. No matter how hard they try, no matter how good the teachers are, it is impossible to get any results. This is due to a deficiency in the cerebral hemispheres of these people. Damaged parts of the brain of patients who suffer from this type of brain damage (even if they do not consider themselves sick) are called 'Broka's aphasia'. Aphasia is considered to be a neurological term. Its meaning reflects the lack of language as a result of any defect in the brain. People with Broka's aphasia often have difficulty finding words and arranging them in order. Bilingualism is not observed in such patients. Broka's aphasia is dominated by syntactic deficiencies.

In 1873, K. Wernick made a presentation claiming that certain parts of the left hemisphere of the brain could reveal people's ability to learn a second language. Unlike Brock's aphasia, K. Wernick's aphasia is characterized by intonation and pronunciation clarity in language learners. It is true that they can make such extreme lexical and phonological errors not only in the language they learn, but also in their mother tongue.

The most important change in the language is called Broca's aphasia. In this type of aphasia, articulation is slow and speech is low, and lexical morphemes (e.g., nouns, verbs, etc.) are used in the speech. Functional morphemes (eg, articles, words) are often omitted. In addition, in "Broka's aphasia" the plural suffix is often added to the end of nouns, and the past indefinite suffix /-ed/ is omitted. Some scholars call this defect 'agrammatic' (www.afazyiadefect.com). As we have seen, the use of grammatical markers is not observed in such a language defect.

Let's look at the following example:

/I egg and eat and drink coffee breakfast// (Mən yumurta və yemək və içmək kofe səhər yeməyi).

The phrase reads, 'I eat eggs for breakfast and drink coffee'.

Broca's aphasia is characterized by hesitation and long breaks. For example:

It is also clear from this example that the patient complains of the pain in the parts of the body.

Some patients with Broca's aphasia have difficulty pronouncing single words. For example, /steamship/ word /a stail ... you know what I mean ... tal ... stail// and so on in Brock's aphasia, the comprehension is better than pronunciation.

2. Literature Review

Language is considered to be unique to the human species. So, its way of arising has always been asked. It is not a secret that all religions and all mythologies have their own narratives related to the origin of language. The philosophers around the various parts of the world thought on this question and of course, the argument was always observed. Various variants dealing with the divine origin of the language, its evolutionary development, and the invention of the language have been suggested by various linguists throughout centuries.

There is a fact that is introduced by anthropologists that the human species existed nearly six or seven million years. But according to the writings of the Sumerians of 4000 B.C.E. the earliest deciphered written records have six thousand years old. It is noteworthy to underline that these records are considered to have the late history of the development of language that they do not give any key to their origin. Because of this, often, the origin of language is called "hard science" and many scientists have put this science outside of discussion. Even there exists a fact that the Linguistic Society of Paris prohibited the discussions about the origin of the language in 1886 (Fromkin & Rodman, 1993, p. 22).

Despite the difficulty of the stated problem some scientists did not avoid to state their point of view about the origin of the language.

Genesis 2:19 writes: "And out of the ground the Lord God formed every beast of the field, and every fowl of the air, and brought them unto Adam to see what he would call them; and whatsoever Adam called every living creature, that was the name thereof". According to the belief of Christians, it was the God who named all things by giving Adam the power. It is not deniable that nearly most of the religions have the similar beliefs. For

instance, Egyptians believe that the creator of speech was the god Thoth. The god Nabu was believed to give the language to the people. The people's language ability was related to a female god in the Hindu religion. According to their belief the wife of Brahma, Sarasvati, gave the language to the people. Some religions suggest special language for prayers and rituals. For example, the original pronunciations of Vedic Sanskrit were offered by the Hindu priests in the fifth century B.C.E. It is necessary to state that after the hymns of the Vedas appeared their language had changed greatly. It is one of the reasons which led to crucial linguistic study of the language (Fromkin & Rodman, 1993, p. 23). Panini who is known to have written a detailed grammar of Sanskrit is the first linguist known to people. That grammar of Sanskrit had phonological rules which demonstrated the earlier pronunciation for the people in religious worship. All of these beliefs have taken their sources considering the magical properties of the language and the spoken word. Of course, the various beliefs, myths, customs, and superstitions cannot tell us very much about the origin of language, they make us understand the importance of the investigation of the language. It is necessary to state that the divine origin of the language does not need to be argued about.

Throughout centuries the language used by God, Adam and Eve were interested in. It took millennia that "scientific" experiments have been investigating the theories of the first language. The Egyptian Pharaoh Psammetichus (664–610 B.C.E.) was considered to be the man who tried to determine the most primitive "natural" language. This fact gave by the Greek historian Herodotus in the fifth century B.C.E. He tried to get answers to his determination by carrying out experimental methods. He put two infants in an isolated mountain hut, and a mute servant took care of the infants. He wanted to experiment whether the children might develop their own language without any linguistic input. He believed that the experiment on the isolated children could lead him to the secret of the original tongue of a man. The Egyptians waited patiently till the time that the children grew up and began to speak. The first uttered word that they uttered was the word "bekos" for "bread" in Phrygian. It is necessary to state that the language spoken in Phrygia is Turkey (Fromkin & Rodman, 1993, p. 24).

There are other proposals in the history. For example, the similar experiment was carried out by the Holy Roman Emperor Frederick of Hohenstaufen in the thirteenth century. Unfortunately, from the unknown reasons those experimented children died before they uttered a word, and the experiment was not repeated any more. James IV of Scotland was said to have carried out the experiment with the surprising results. The experiment was on the direction that the Scottish children "spak very guid Ebrew," providing "scientific evidence" that Hebrew was the language used in the Garden of Eden (Fromkin & Rodman, 1993, p. 25).

There exist opposite opinions too. Some consider their language perfect and insist that it was their language that was created firstly. For example, in the sixteenth century J. G. Becanus claimed that German was the primeval language. He argued that German was a perfect language, and God used it. In 1830 the term "proto-language" was used by the lexicographer N. Webster. He stated that "proto-language" may have been Chaldee (Aramaic). That language was spoken in Jerusalem during the time of Jesus. "There is no other language which can be more reasonably assumed to be the speech first used in the world's gray morning than can Chinese" the phrase was stated by Joseph Elkins in 1887 (Fromkin & Rodman, 1993, p. 24).

All of these beliefs make us be sure that all languages originated from a single source. The monogenetic theory of the origin of language was not only observed in the Tower of Babel story in Genesis, but also in a similar legend of the Toltecs, early inhabitants of Mexico, and in the myths of other peoples as well.

Plato's *Cratylus* is considered to be the treatise dealing with the origin and nature of the language. There was a dialog between Socrates and Hermogenes. Socrates was considered to be "legislator" who named everything. The names were correct and natural. According to the meaning of the dialog realized between Socrates and Hermogenes the words "echoed" the essence of their meaning. It shows that though there are some other opposite opinions the earliest form of language was believed to be imitative, or "echoic". The main purpose of the imitative theory nearly in the twenties centuries was called the bow-wow theory. The purpose of the theory was that a dog sounded the word bow-wow as it sounds of his bark.

The other point of view means that the earliest form of the language covered the emotional ejaculations such as pain, fear, surprise, pleasure, anger, and so on. This is why sometimes the earliest manifestation of language was named "cries of nature". The term was firstly used by Jean Jacques Rousseau in the middle of the eighteenth century (Fromkin & Rodman, 1993, p. 25).

There exists another hypothesis about the "invention of the language". This idea suggests that the language was developed by the rhythmical grunts of men working together. Otto Jespersen considered the language to have been derived from song as expressive rather than a communicative need, with love being the greatest stimulus for language development. Otto Jespersen writes: "Language was born in the courting days of mankind; the first

utterances of speech I fancy to myself like something between the nighty love lyrics of puss upon the tiles and the melodious love songs of the nightingale” (Yespersen, 1923, p. 16).

The beliefs about the origin and the development of the language are untestable. The hypothesis about the divine origin of language may be continued. So, the discussions about it are not considered to have an end. There are many things that we need to know about the origin of the language. Linguists began investigating the nature of and the origin of the language dating back at least 1600 B.C. in Mesopotamia. Fromkin V. and Rodman R. suggest the following facts that pertain to all languages:

- 1) There is a language wherever human is.
- 2) There is not a language that can be called “primitive”. All languages are almost complex, and they can express any idea in the universe. Each language vocabulary can contain new words for new concepts.
- 3) The changing process throughout the history refers to all languages.
- 4) The relationships between the sounds and meanings of spoken languages and between the signs and meanings of sign languages are for the most part arbitrary.
- 5) A finite set of discrete gestures (or sounds) are used to form meaningful elements or words are used by all human languages. These finite set of discrete sounds are able to form an infinite set of possible sentences.
- 6) The formation of words and sentences of a similar kind can be observed in all grammar of the languages.
- 7) The discrete sound segments such as *p, n, a*, etc. are included by every spoken language. These segments can be defined by a finite set of sound properties or features. A class of vowels and a class of consonants can be observed in every spoken language.
- 8) All languages have similar grammatical categories such as nouns, verbs, etc.
- 9) The semantic universals such as “male”, “female”, “animate” or “human” may be found in all languages of the world.
- 10) A way of referring to past, present and future may be seen in all languages of the world. Besides, the speech acts such as questions, commands, issuing, etc. may be observed in all languages too.
- 11) An infinite set of sentences may be used by the speakers of all languages. Every language is capable of revealing a way of forming sentences such as
 - ① Language is an interesting topic to be investigated.
 - ② I am sure that language is an interesting topic to be investigated.
 - ③ You know that I know language is an interesting topic to be investigated., etc.
- 12) Every healthy born infant in any part of the world not depending on its nation, race, religion, etc. is able to learn any language he or she is exposed. That is why the differences among the languages cannot be explained basing on biological reasons (Fromkin & Rodman, 1993, p. 25).

Ingrid Pufahl writes: “For decades, U.S. policy makers, business leaders, educators, and research organizations have decried our students’ lack of foreign language skills and called for better language instruction”. Yet, despite these calls for action, we have fallen further behind the rest of the world in preparing our students to communicate effectively in languages other than English.

“I believe the main reason for this disparity is that foreign languages are treated by our public education system as less important than math, science and English. In contrast, E.U. governments expect their citizens to become fluent in at least two languages plus their native tongue. ...

“(F)oreign language instruction in the U.S. is frequently considered a ‘luxury’, a subject taught to college-bound students, more frequently in affluent than poor school districts, and readily cut when math or reading test scores drop or budget cuts loom” (Pufahl, 2010).

3. Research Methodology

The body of this research is taken from the English and Azerbaijan sources. The sources are observed to be various theoretical books, newspapers, magazines, etc. Representative samples of literature are conducted to be used as a preparatory pilot study. The sources that were chosen as sources are needed to be underlined to have been published for specific purposes.

The samples have been selected from the sources that address a large variety of audience and materials. The English source titled “Googleglass”; ‘The aphasia defect’ and the Azerbaijan source ‘The bilingualism and the

bilingual' and some other sources have been observed to be chosen as the main sources of this article.

The corpus of this material is noticed to cover two parts:

Part 1—the source chosen from 'Googleglass'; 'The aphasia defect';

Total articles: 31

Total words: 372,624

Part 2—'The bilingualism and the bilingual';

Total articles: 16

Total words: 81,632

As a result, 31 linguistic devices functioning as bilingualism in English and 16 in the Azerbaijani were subjected to the analysis.

It is necessary to underline that the investigation of the study of the influence of the bilingualism on the socio-cognitive development of a person is known to be a new branch in linguistic study. This is conditioned with the fact that the theses put forth in the article are not categorically proved.

The following methods have been chosen in order to study the influence of the bilingualism on the socio-cognitive development of a person:

- The method of experimental studies;
- The method of descriptive studies;
- The method of correlational studies;

4. Discussion

It is well known that language acquisition is an innate ability of the human body. It is easier to observe the developmental stage of language acquisition in children's language learning. Children's language acquisition covers the preschool age. F. Y. Veysalli writes: 'It is possible to analyze and determine the neurocognitive basis of language learning abilities of children of preschool age with the help of neurolinguistic methods' (Veysalli, 2015, p. 72).

It is well-known that communication is a characteristic of living things, especially humans. Behavior in the social environment is a need of human society. Through the social environment, each individual transmits information to the environment, as well as receives information from the environment, adapts to the environment and grows. According to experts, there is no specific 'language field' in the human brain (Veysalli, 2015, p. 72), but language arises and develops depending on the environment. J. W. Piaget claims that cognition and human language are related and writes: "... The cognitive development of a child is characterized by a specific perception of thinking and language. Thinking and cognition are related to the movement of the mind, respectively. Thinking is in itself a form of action as a result of action" (Piaget, 1988, p. 107).

J. W. Piaget proposes four stages of mental development: 1) the stage of sensomotor mind (from birth to 2 years); 2) stage of intuitive thinking (from 2 to 7 years); 3) stage of specific operations (from 7 to 12 years); 4) stage of abstract, formal operations (for other age states) (Piaget, 1988, p. 193). Unlike N. Chomsky, according to J. W. Piaget, language skills are not innate, but the result of cognitive activity.

Currently, the study of children's language is in the center of attention. E. Benvenist, R. Jakobson, D. Crystal and others are among the researchers of children's language learning. Among them, we would like to touch upon R. Jakobson's opinion. The author researched the works on the study of children's language and came to this conclusion: 'Our predecessors noted a strange correspondence between the development of the child's language and the development of the languages of ethnic peoples' (Jakobson, 1987, p. 64).

The interrelationship of these two processes was highlighted. Romanticism marks a creative beginning in a child's development. W. Wundt and R. Meringer, who call themselves realists, on the contrary, explain the mental and special language activity of the child only by imitation. Both directions are both right and wrong". Now let's analyze E. Benvenist's opinion: "A child is born and develops in human society. The adults around him, first of all his parents, teach him/her to speak. Children's language experience goes hand in hand with the creation of symbols and the construction of objects. The child learns those around him with their names, and by learning those names, he appropriates those things. At the same time, the child discovers that he also has a name, and thus he says something to those around him. Thus, the child develops an idea of the environment in which he lives, and this environment shapes his spirit through language" (Ben-Zeev, 1977, p. 1009). R. Jakobson wrote

that the last encounters in the diachronic sequence of language are the oppositions that are finally mastered by children (Yakobson, 1987, p. 20). D. Crystal also studies the process of children's language acquisition and writes: 'Children can say' the first words 'at the age of one' (Crystal, 1988, p. 150). This scientist divides the child's language acquisition into several stages:

- 1) 0–8 weeks. He calls this period the period of biological sounds;
- 2) 8–20 weeks. At this stage, some sounds are recorded in the light. For example: /qa-qa-qa/ and so on.
- 3) 20–30 weeks. At this stage, the child /ba, ta/ syllable sequence, as well as *bgl*, *fff*, etc. can say the sound sequence.
- 4) 25–50 weeks. At this stage, you can come across a sequence of sounds in which the child uses the consonants /h, b, d, m, g, v, j, r, f, z/.
- 5) 9–18. This is a time when a child can master all the sounds of the language, as well as rising and falling tones. At this stage, the child already asks questions, gets answers, tries to understand what is being said.

It should be noted that the experience of these stages, put forward by the English scientist D. Crystal, was observed by F. Veysalli during the birth and growth of his granddaughter Nargiz and he was able to obtain accurate facts. Therefore, referring to F. Veysalli, we also accept the reality of these stages (Veysalli, 2015, p. 75).

As it is seen, a healthy baby is born with the instinct to speak step by step. At each stage, a child's ability to learn is formed gradually but not easily. Now, if we imagine the learning of two languages by children from infancy, we will encounter a very mixed picture. In this case, we come to the conclusion of F. Veysalli that the child must first learn the mother tongue, speak it fluently, and after his/her brain is formed for the stage of the mother tongue, he/she can already master the second, third or fourth language.

It is known that a child can learn any language from birth. There are two approaches to language acquisition: empirical and nativist. According to the empirical approach, language activity is the result of learning processes that take place in socialization, that is, a person learns a language from the surrounding world through his own experience. According to nativism, language activity is genetically present in the human body, that is, it is innate. According to this approach, the development of the auditory organ begins from the 3rd week of the baby's birth. By 24 weeks the embryo is already hearing the mother's voice, as well as foreign sounds, such as music and ambient noise. Now let's assume that the mother is bilingual. In that case, the embryo in the mother's womb no longer hears the sound of one language spoken by the mother, but the sound of two languages. Here, too, the fact emerges that children who are prone to bilingualism have passed it on to their mothers. Because their mothers were also bilingual, and in this case, we must not forget the socio-cognitive factors. However, there are some children who do not have the ability to learn a language at all.

I remember the words of one of the teachers I knew: 'The head of the student I teach English is like a board. No matter how hard I try, I can't make any progress. He can't learn a word of English and doesn't want to speak'. There are many such experiences. Teachers of foreign languages, in particular, are often confronted with such incidents. D. Crystal writes that a child who cannot learn a second language is connected not only with the mother's lack of language, but also with the family environment in which she was born, as well as the poor development of the left cerebral hemisphere (Crystal, 1988, p. 100). Let's turn to an experiment. Unborn children listen to the same melody twice a day, about 7 weeks before birth, that is, their mothers hear the same melody, and unborn children hear it through them.

After birth, the same experience shows that children's attitude to that melody is innate, that is, when they hear that melody, they react with different gestures, but they do not feel the attitude to the melody that they do not hear. Scientists believe that the right hemisphere of the brain is active in response to rhythm, melody and intonation. This means that the child abstracts and remembers some aspects of the process that began in the womb (Veysalli, 2015, p. 77).

Psychologist B. Skinner writes: "... a child comes into the world as an unwritten board, he has no skills, he starts language learning and general cognitive activity from scratch. Recent research shows that verbal and nonverbal communication should be considered as common language behavior, and the child develops communication from an early age. But as an activity, it begins in the womb" (Chomsky, 1988, p. 56). According to B. Skinner, the process of language acquisition is a sequence of associative learning processes, and language structures are word rings. They are interpreted as conditions for the reaction-learning processes caused by stimuli. F. Veysalli gives the following example: ... /food/ verb can be studied as a conditioned reflex, for an unconditional /bread/ reflex. Both reflexes can be taken as instrumental reactions. Speech corrected by the verb /food/ is the result of a

reaction as food” (Chomsky, 1988, p. 25).

The process of bilingualism goes through all levels of the speech stage of the brain. This includes the process of speech, word choice, emphasis, intonation, etc. The human brain is considered to be the most complex organ in the body. It is located under the skull and consists of about 10 billion nerve cells (neurons) and the billions of fibers that connect them. Neurons form the cortex of the brain surface that forms the basis of human understanding. The surface of the brain is the body’s decision-making body. That body receives messages from other bodies and transmits them to other bodies.

Psycholinguist G. Marcus writes: “For a person learning a second language, the brain performs this function. He (the brain) receives information from the senses. He then analyzes that information and commands it through the muscles”. According to G. Marcus, the function of the brain is important in learning a language. Emphasizing the role of the brain in learning other languages in addition to the mother tongue, the psychologist writes: “The brain was not created to think about the laws of mankind, nor did it create the laws that govern them. The function of the brain is to express the information transmitted to it, to reveal and speak the language learning habits of a healthy person. One of the linguists-psychologists who studied the basics of bilingualism in the human brain is the American D. Bikerton. He argues that people’s ability to learn a second or more languages is based on their implicit language skills. It is simply more pronounced in some people, depending on their personal physical, biological and psychological strength. ‘The brain never does what it shouldn’t do, because what it does is very expensive,’ D. Bikerton writes. The scientist connects this function of the brain with human innate language activity (Fromkin & Rodman, 1993, p. 190).

American scientist W. Zinser suggests that foreign bilingual students studying in the United States should be taught the principles of ‘good English’. He writes: ‘Arabic is a highly ‘luxurious’ language. It is ‘luxurious’ in the sense that it has rich adjectives, emotional words, different sayings, very instructive expressions, proverbs, proverbs. However, if we overuse this richness in a small text we write, then it will be difficult and confusing to read what we write’ (Genesee, 1989, p. 161). F. Grosjean writes that some words can be deceptive. The author calls them ‘false friends’ in English (www.francoisgrosjean.ch/myths). He writes that although some words used in a second language are similar to words in the mother tongue, they often have different meanings. For example, the word ‘library’ in English means ‘bibliothèque’ in French, which is sometimes understood by people as ‘librairie’, and means ‘bookstore’. Bilingual people should be careful in using the metaphors and idioms they use in their second language. The phrase “It’s raining cats and dogs”, which is very common in English, is ridiculously understood in Wels as “It is’ raining old women and sticks “. Many children grow and develop by hearing more than one language. Some researchers believe that the vast majority of the world’s population speak more than one language on a regular basis. Parents, educators and the legislature want to investigate whether bilingualism puts children under intellectual or emotional pressure. F. Y. Veysalli writes: “Parents want their children to grow up quickly and for some reason they are in a hurry. They want to teach their children a second language from an early age, such as 5, 6, and sometimes younger. This is not true. They put their children at risk. Because in order for a child to learn a second language, his brain must first be formed, and then, that is, after about 12 years of age, children can be taught a second language” (Veysalli, 2015, p. 100). As they say: In this case, the child is both from it and from it. F. Genesee, one of the children’s language specialists, writes: ‘The problem that worries researchers is that bilingualism confuses children’ (Genesee, 1989, p. 161). Some researchers disagree. For example, S. Montrul writes that bilingualism does not create confusion, does not negatively affect development and has many socio-cognitive advantages (Montrul, 2016, p. 141).

Socio-cognitive and socio-emotional development helps and stimulates the development of bilingual social and communicative thinking in the process of children’s growth. Bilingual children form a heterogeneous group. They can speak two or more languages. For example, there is French-English bilingualism in Canada and Indo-Swahili bilingualism in India.

The development of bilingual children in school or other educational institutions is different from the development of a child who speaks the same language. The level of knowledge in both languages changes over time, and there is less use of one language.

Bilingualism has no negative impact on socio-cognitive development. However, there are some different indicators that affect the development of bilingualism. For example, the environment in which languages are learned, the parent-child relationship in that environment, the state of the language(s) in society, and the socio-cultural context in which children grow up can sometimes have a positive and sometimes a negative impact on bilingualism.

C. Hamers and M. Blank discuss the following issues (Hamers, 2000, p. 10):

- 1) In monolingualism and bilingualism, is there a difference among people, especially children, understanding the communicative requirements of their interlocutors?
- 2) Is there a difference between monolingualism and bilingualism in cognitive development?
- 3) If there is a difference in social and cognitive development between monolingualism and bilingualism, how does the difference arise?
- 4) Is there a difference between monolingualism and bilingualism in the development of emotional language? (Hamers, 2000, p. 10).

At present, there is more socio-cognitive development than socio-emotional development. Socio-cognitive development is the focus of researchers because cognitive knowledge resulting from the combination of two languages affects the use of words and thoughts. Researchers are less interested in studying the impact of the union of two languages on socio-emotional development, because the socio-cognitive thinking of differences can change depending on the context situation in any language environment. However, there are some controversial issues with the use of bilingualism and the expression of emotions in bilingual adults. According to J. Camins, we can say that bilingual children are more likely to build communicative relationships with their interlocutors (www.francoisgrosjean.ch/myths). Young bilinguals are able to communicate faster than children who know a language. In addition, bilingual children are quicker to understand that people are misunderstood than children who speak a single language. This is a very interesting fact and is directly related to human thinking. For example, consider people who speak two languages. At present, some false communities and sects have emerged and are leading people in the wrong direction. The tendency of a monolingual child to go in the wrong direction does not mean that his/her cognitive thinking is fully developed. The child's brain is full of incomplete information, and it can make mistakes in which direction to go. In contrast, a bilingual child's brain is better developed, and it is more difficult for him to take the wrong step. We often hear in Azerbaijan society: 'Students studying in the Russian department are smarter, more independent and more open-minded'. This is a clear example of the issue we are writing about now. True, exceptions are possible here! Some researchers have concluded that the ability to test in bilingual children is higher than in monolingual children. In addition to the ability to test, we can add: mental strength, ability to solve problems orally, quick understanding of the origin of names, distinguishing semantic and phonetic similarities, attention to grammatically correct sentence construction, etc. (Narkman, 2011, p. 12). Another advantage of bilingualism is that bilingual children reduce interference between two languages in order to speak the same language. Bilingual children are able to respond more quickly to appropriate changes in the situation. They are able to more quickly understand the ambiguity or contradiction of the information given to them (Nicoladis, 1996, p. 439).

Some scholars claim that the minds of bilingual children are incomplete. Because they do not fully master both languages, they have incomplete knowledge of how to express everything. M. Bond and M. Lai are of this opinion (Bond, 1986, p. 179). However, many, including us, do not agree with their opinion. If bilingualism begins in time, bilingualism can have no negative effect on the development of the brain and way of thinking.

There are a number of external factors influencing bilingual socio-cognitive development: the environment in which languages are learned, parents' attitudes towards bilingualism, the place of bilingual languages in society, and the socio-cultural environment in which children grow up. Respect and enthusiasm for the language (or languages) that bilingual children learn play an important role in a child's development, attitude towards external influences, or attitudes toward their surroundings.

In some cases, bilinguals pay attention to interference in order to speak only one language, which can be considered as an advantage of bilingualism.

Bilingualism allows people to be aware of relevant changes in their language environment, especially when such people pay attention to the ambiguous and contradictory nature of the information they receive, pay attention to them, and this can be seen as an advantage of bilingualism.

Bilingual children have a high level of cognitive ability, which allows them to demonstrate a high degree of representation or leadership, conversation, and conversation in the environment in which they find themselves. For example, unlike children who speak one language, if a child (or person) who speaks two languages knows two names of an object, it means that he has information about two different concepts and can observe and distinguish between them if necessary. For example, (Correspondence between two young people)

The monolingual young man writes in response to a letter from a friend who studies in London:

- There are some words in the message you wrote to me that I did not understand their meaning. For example, you write, 'It's raining cats and dogs in London every day'. What does it mean?

Bilingual youth:

- I thought you could remember the word we learned at school. This is an idiomatic expression used to mean 'heavy rain'.

Such situations can be encountered in different situations.

In general, writing in more than one language can be confusing.

Most bilinguals know that the meanings of words in the languages they speak may not always be the same. The same is true in aspects of language. For example, if we say 'schadenfreude' in German, it does not mean that the compound word in English means 'harm-joy'.

If you want to use more than one language when writing, you need to be sure that the words you use may have different meanings in different situations.

F. Grosjean is a bilingual English psychologist (www.francoisgrosjean.ch/myths). He writes that the author of a book in French faced some difficulties. He later systematized these difficulties and brought them to the attention of his readers. F. Grosjean writes that he has no difficulty in speaking, writing and lecturing in French. However, while writing a book in a second language (French), he admits that there are some difficulties. We would like to draw your attention to one issue here. An English psychologist living in England faces a second language challenge and admits it. However, in our country, even at our university, there are teachers who write a book full of mistakes and incomprehensible meanings in Russian, even if it is not their mother tongue, and it is presented to students. We think that teachers, especially textbook writers, should be careful in this matter.

F. Grosjean writes that it is necessary to observe the differences in style, especially among languages. While it is better to express an idea in simple and concise sentences in English, it is better to use broader and more complex sentences in French (www.francoisgrosjean.ch/myths). F. Grosjean writes in his book that the French may face the same situation. If a Frenchman works as a journalist in the United States and wants to write a book in English, it is better not to write. He writes: '... because his book will be full of obstacles like mine' (www.francoisgrosjean.ch/myths). For example, it would be very difficult to explain the meaning of words such as /filibuster/ or /Libertarian Republican/ in French as they are yet they are not developed in France in the sense that they are developed in the United States.

Here the issue of distinguishing the conceptual meanings of words attract some attention. Any word in one language can have a different meaning in another language. It is worth mentioning that in some cases, some of the words we encounter differ from the meaning they express in British English and the meaning they express in American English. For example, in English, the word /underground/ means /metro/, but in American English, the word is written separately and means 'metro'. Therefore, if someone intends to write a book in a second language, it would be good to have a special dictionary at the end of the book and a list and explanation of confusing words.

Thus, during the influence of bilingualism on the socio-cognitive development of the individual, attention is mainly divided into 4 stages (Veysalli, 2015, p. 85): 1) the degree of bilingualism; 2) the function of bilingualism; 3) the alternative of bilingualism and 4) the interference of bilingualism.

Under the name of the degree of bilingualism, which of the two languages is better mastered. In this case, various experiments and questionnaires help to obtain accurate results. For example, a class curator assigns a group of students a specific topic and asks them to write an expression in the same language. The curator then analyzes the written texts and determines in which language the students write more expressively and fully. The results are then summarized and a general opinion is reached (Veysalli, 2015, p. 85).

The function of bilingualism is that it is a good tool for determining which languages play a specific role in a person's personal life. For example, at many events in the world today, speaking English is either required or forced. This means that from a functional point of view, the choice of a language depends not on the personal wishes of individuals, but on the needs of different structures.

The alternative stage means that the speaker and the author have a choice of language. For example, if I go to a conference and the choice of language at that conference is free, I choose what language I know to speak to.

The stage of interference is considered to be the main stage of bilingualism. Interference includes deviations that occur when an individual speaks another language as a result of the influence of the mother tongue on the language spoken at all levels. F. Veysalli writes: "When speaking in English, the pronunciation of Azerbaijanis by dorsal rather than apical can be given as an example of interference. In the Azerbaijan language, the consonants are dorsal. In English, these consonants are determined by the activity of the tip of the tongue"

(Veysalli, 2015, p. 85).

5. Conclusion

We come to the conclusion that bilingualism has no negative impact on the development of children and people. There is a positive impact of bilingualism on the development of society, not a negative one. It can be a little difficult for children to learn a second language or in the early stages of learning. However, this should not frighten parents. Since the child speaks only one language, another language, which at first seems difficult to him, will begin to learn and speak normally after a while. However, the shortcomings observed among both monolinguals and bilinguals are small and can be remedied if desired.

Bilinguals outperform monolinguals in socio-cognitive development. Social environment, social context and socio-cultural environment are considered to be the environment where people live and work together. This includes the culture in which people are educated or live, and so on. The role of both monolinguals and bilinguals in the social environment is undeniable.

There is a physical and social environment in the society. The main issue in learning a second language is the advantage observed in education. The knowledge acquired in the language gradually manifests itself in socio-cognitive development. This method manifests itself in the way in which bilinguals communicate with people in society.

Every individual can learn and speak two languages in both personal and professional life. There are many examples of this around us. Bilingualism is observed in more than half of the world's population. This means that mastering more than one language is within the capabilities of the human body. However, this rule is not absolute and cannot be required of all people. Even in an environment where unconsciousness is observed, we may come across a person who is not conscious.

It is known that the main issue for people to be bilingual is the language environment. The language environment, especially bilingualism, is widely observed in commercial societies, education, and the media. In every culture, children are taught a more common language, even if the parent does not know it. For example, let's not go too far. There is a strong tendency in our environment to learn Russian and English, and parents often want their children to learn a second foreign language, even if they do not know any of these languages.

Bilinguals are considered to be better at understanding any issue, making informed decisions, and responding quickly. We make this claim based on some points we have observed in society. As in any case, there may be exceptions.

We also came across an interesting claim during the research. We did not find any research on the use of emotional language by bilingual people. It is true that we have not yet begun our research in this area, but we need to voice the claims of some scientists. For example, some scholars have argued that bilingual adults tend to convey events in a more emotional way. Because their speech is rich in emotional expression in both languages, bilinguals are more likely to express emotions.

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