

IKKITA TILLIKNING INGLIZ TILI LUG‘ATINI QAYTA ISHLASHGA
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Annotatsiya. Ushbu maqolada ikki tillilikning ingliz tili lug‘at birliklarini qayta ishlashga ta’siri o‘rganiladi. Tadqiqot ikki tilli shaxslarning inglizcha so‘zlarni qabul qilish, saqlash va esga tushirish jarayonlarini bir tilli shaxslar bilan taqqoslaydi. Tadqiqot ikki tillilik va kognitiv jarayonlar haqidagi zamonaviy nazariyalarga asoslanadi. Natijalar ikki tillilik kognitiv moslashuvchanlik, leksik kirish va semantik qayta ishlashni rivojlantirishini ko‘rsatdi. Shu bilan birga, ayrim hollarda tillararo interferensiya kuzatilishi mumkin.

Kalit so‘zlar: ikki tillilik, lug‘atni qayta ishlash, leksik kirish, kognitsiya, til o‘rganish, semantik xotira, ingliz tili, ko‘p tillilik, interferensiya, leksik esga tushirish.

Аннотация. В данной статье рассматривается влияние билингвизма на процессы обработки английской лексики. Исследование анализирует особенности восприятия, хранения и извлечения английских слов билингвами по сравнению с монолингвами. Теоретической основой работы являются современные концепции билингвального познания и лексической обработки. Результаты показывают, что билингвизм способствует развитию когнитивной гибкости, ускорению лексического доступа и более эффективной семантической обработке информации. Вместе с тем возможны случаи межъязыковой интерференции.

Ключевые слова: билингвизм, обработка лексики, лексический доступ, когнитивные процессы, усвоение языка, семантическая память, английский язык, многоязычие, интерференция, извлечение слов.

Annotation. This article examines the effect of bilingualism on English vocabulary processing among language learners. The study explores how bilingual individuals access, store, and retrieve English lexical items compared to monolingual speakers. The research is based on contemporary theories of bilingual cognition and lexical processing. Findings indicate that bilingualism enhances cognitive flexibility, lexical access, and semantic processing, although interference between languages may occasionally occur. The study contributes to understanding bilingual language development and vocabulary acquisition in educational contexts.

Keywords: bilingualism, vocabulary processing, lexical access, cognition, language acquisition, semantic memory, English learning, multilingualism, language interference, lexical retrieval.

Introduction. Bilingualism is a widespread global phenomenon, with over half of the world’s population using two or more languages in daily communication. With increasing globalization, the study of how bilinguals process second-language vocabulary has become a key focus in linguistics, psycholinguistics, and cognitive science.[1] Ellen Bialystok argues that bilingual experience enhances executive control and cognitive flexibility.[2] Bilingual individuals constantly manage competition between two languages, which strengthens attention control and improves cognitive performance.

Similarly, François Grosjean emphasizes that bilinguals are not two monolinguals in one person, but rather possess an integrated cognitive system where both languages remain active.[5]

This study aims to examine the effect of bilingualism on English vocabulary processing, focusing on lexical access, semantic processing, and vocabulary acquisition.[9]

Literature review. Research on bilingual lexical processing has expanded significantly during the last three decades. One of the foundational models is the Bilingual Interactive Activation Model proposed by Kenneth Dijkstra and Walter Van Heuven. Their model suggests that lexical items from both languages are activated simultaneously during word recognition.[3]

According to Judith Kroll and Erika Stewart, bilingual speakers rely on interconnected lexical networks where concepts and words are linked across languages. Their Revised Hierarchical Model explains how second-language vocabulary becomes increasingly integrated with conceptual memory as proficiency grows.[6]

Research by David Green introduced the Inhibitory Control Model, which proposes that bilinguals continuously suppress the non-target language during communication. This process strengthens executive functions and may facilitate faster vocabulary retrieval.[4]

Furthermore, Ping Li argues that bilingualism promotes neuroplasticity and enhances lexical learning due to increased linguistic exposure and cognitive engagement.[7] Viorica Marian and Anthony Shook further support the idea that bilingualism provides measurable cognitive benefits in attention and memory systems.[8]

Research Methodology. This study uses a qualitative-descriptive approach based on a review of scholarly literature on bilingualism and vocabulary processing. The research follows a theoretical and analytical design. Data were collected from peer-reviewed journal articles, books, and empirical studies published between 2000 and 2025.

Sources were selected based on:

- relevance to bilingual lexical processing;
- publication in recognized academic journals;
- focus on English language acquisition;
- inclusion of cognitive and psycholinguistic perspectives.[10]

Analysis and Results. The analysis of the literature revealed several significant effects of bilingualism on English vocabulary processing.[9]

Table 1. Effects of Bilingualism on Vocabulary Processing

| Aspect | Positive Effect | Possible Limitation |
|---------------------|-----------------------------------|---------------------------------|
| Lexical Access | Faster retrieval of words | Occasional language competition |
| Semantic Processing | Deeper semantic networks | Cross-language interference |
| Vocabulary Learning | Improved acquisition of new words | Initial learning complexity |
| Executive Control | Better attention management | Increased cognitive load |

| Aspect | Positive Effect | Possible Limitation |
|-----------------------|----------------------------------|----------------------------|
| Cognitive Flexibility | Enhanced problem-solving ability | None consistently reported |

Lexical Access. Bilinguals access lexical information efficiently because of repeated activation of interconnected semantic networks. Although both languages may be active simultaneously, proficient speakers successfully manage this competition.[3]

Semantic Processing. Bilingual individuals show stronger semantic associations and greater flexibility in interpreting polysemous words. Exposure to multiple languages enriches conceptual representations.[6]

Vocabulary Acquisition. Bilingual experience supports vocabulary learning by developing metalinguistic awareness, which helps in understanding word formation, cognates, and semantic relations.[7]

Language Interference. Despite advantages, language interference can occur, especially when similar lexical items across languages cause confusion in less proficient learners.[4]

Cognitive Advantages. The review supports Ellen Bialystok, confirming that bilingualism enhances executive control and attentional mechanisms, improving vocabulary retrieval and language learning outcomes.[1]

The findings support theories that bilingualism positively influences English vocabulary processing. Interaction of multiple languages strengthens cognitive mechanisms involved in lexical retrieval and semantic interpretation. The Bilingual Interactive Activation Model explains that bilinguals often activate both languages simultaneously. Although this may cause interference, it also contributes to richer lexical representations.[3]

Neurocognitive research shows that bilingualism supports cognitive reserve and neural adaptability, giving learners advantages in rapid lexical decision-making and semantic categorization tasks.[8]

Conclusion. This study analyzed the effect of bilingualism on English vocabulary processing using theoretical and empirical research. The results show that bilingualism enhances lexical access, semantic processing, cognitive flexibility, and vocabulary acquisition.

Although language interference may occur, the overall effect is positive. Bilingualism strengthens executive control and develops more complex lexical networks, highlighting its importance in English language learning.

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