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BALANCED BILINGUALISM AND EXECUTIVE FUNCTIONING IN CHILDREN

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Annotation. *This extant research suggests bilingualism is associated with enhanced cognitive effects, most evident in attention and executive functioning (EF). The current study examined the contributions of balance in the bilingualism (Spanish–English) of children to performance-based measures and caregiver ratings of EF. Participants included 30 bilingual children. Balance in children's bilingualism was correlated with caregiver ratings of task initiation.*

Keywords. *Bilingualism, cognitive control, attention, executive functioning, early childhood*

Current proof proposes openness to two languages, typically from birth, can emphatically influence the cognitive development of kids, specifically in respects to attention and chief control (see Adesope, Lavin, Thompson and Ungerleider, 2010 and Bialystok, 2011 for review). These constructive outcomes are frequently noticed on tasks including remarkable conflict/incongruence or selective attention. The mental corresponds of bilingualism have been proposed to emerge from joint language activation, which may require the presence of an attentional or inhibitory control component to permit one to go to and utilize what is happening

significant language framework (Green, 1998.) Consideration and leader control are commonly considered to be parts of the more extensive domain of chief working (EF). This term alludes to those capabilities liable for arranging and organizing behavior and controlling one's activities, sentiments, and thoughts (Gioia, Isquith, Kenworthy and Barton, 2002). In their broadly acknowledged solidarity and variety model, Miyake, Friedman, Emerson, Witzki, Howerter and Wager (2000) partitioned the leader capabilities into three core parts: hindrance, refreshing/working memory, and moving, underlining that these parts can be differentiated from each other yet in addition contribute toward unified EF.

Adjusted Bilingualism.

Balance in youngsters' bilingualism, or the degree to which one has comparable proficiency in both acquired languages, is related with their exhibition on some cognitive assignments (Bialystok and Majumder, 1998). Bialystok and Majumder analyzed the presentation of two bilingual groups of youngsters, one with adjusted bilingualism and one without (depicted as "to some extent bilingual"). The balanced bilingual group beat their partially bilingual peers on errands requiring visuomotor construction and arranging. All the more as of late, Vega and Fernandez (2011) and Bialystok and Barac (2012) made files of balance in the bilingualism of their examples, using these records to anticipate execution on undertakings. Vega and Fernandez (2011) tracked down that offset in bilingualism was connected with perseveration on the Wisconsin Card Arranging Test (WCST; Heaton, 1993), suggesting a expected connection between adjusted bilingualism and moving. Bialystok and Barac (2012) found that a ratio of adjusted bilingualism was significantly related to performance on metalinguistic tasks. While these outcomes are promising, further research is expected to analyze the connection among balanced bilingualism and mental improvement in kids. In addition, no examinations to date have analyzed the cognitive correlates of bilingualism considering the everyday applications of EF abilities. To address these holes in knowledge, this study analyzed the commitment of balanced bilingualism to

execution on EF assignments and daily EF appraisals in Spanish-English talking bilingual children. Given past findings, it was hypothesized that balance in bilingualism would significantly predict performance on an errand requiring attentional control.

Executive functioning tasks.

Each child completed three EF tasks: the Children's Stroop Task, the Tower task and a selective attention task. The Children's Stroop task involves working memory and inhibition and requires children to respond to cards that have a white face with a picture of a sun or a black face with pictures of the moon and stars. They are to say "Night" when seeing the sun card and "Day" when seeing the moon and stars card. The total number of initially correct responses was used to measure performance on this task. The Tower task from the NEPSY involves inhibition, working memory, and shifting and requires children to move three colored balls to match a target position on a set of pegs. They must achieve this target position within a set number of moves and a time limit while also following specific movement rules. The total number of trials passed was used to measure performance on this task. The selective attention task was included as a measure of attentional control. In this task, children are briefly presented with a stimulus card (four per condition), after which they are asked to immediately select two shapes that match those on the stimulus card. The two shapes appear as a pair on the stimulus card and must be matched by shape (circle, square, triangle or star) and color. The task increases gradually in difficulty and involves four conditions, which vary by the form of the distraction presented. The first condition involves no distraction and only one pair of presented shapes to match. The second condition involves the placement of a mirror immediately next to the stimulus. The third and fourth conditions involve the presentation of extra shapes on the stimulus cards that vary in the number of their groupings (simple distracter condition) and by the number of their groupings and their size (complex distracter condition). In all of these conditions, the child is instructed to attend to and match only the two small shapes that are grouped together. Before beginning this task, the child

participants were asked to name each shape and color to ensure they possessed the necessary prerequisite skills to complete the task. The total number of correct responses was used to measure performance on each condition.

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LINGUISTIC COMPETENCE

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Abstract. *This thesis examines the idea of linguistic competence in relation to learning a second language, with an emphasis on how people acquire and show mastery of a new language. The study looks at the several aspects of language*