

HISTORICAL FORMATION AND STAGES OF DEVELOPMENT OF BILINGUAL POETRY IN ENGLISH LITERATURE

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Abstract: This article, according to the information that has reached us, provides information about the existence of bilinguals of their time, the formation of bilingual history and information about the development of bilingual poetry. We know that the poem was written under the influence of the poet's enlightened views, from the choice of thematic material to the presentation system, language, and vocabulary.

Key words: Gallic languages, phenomenon of bilingualism, mixing of languages, bilingual poets, equal fluency in two languages.

Introduction: It is known in history that since the Babylonian Pandemonium legend, people who have lost the ability to understand each other have been looking for ways to communicate with each other. Peoples, society and ethnic groups cannot develop individually, and we can see that the diversity of languages and their closeness left no choice for a person to learn foreign languages. Learning other languages allows not only to establish communication and information and economic exchange, but also to enrich the culture of one's own people by incorporating a part of the culture of the people of the language being studied into it. Such a cultural-linguistic exchange exists in all eras, and today the development of the world community is gaining a new color in the literature of the period, in linguistics, in the development of science in general. In the III-II centuries BC, the Romans conquered Iberia (today's Spain) and Gaul (today's France). Local language-Latin bilingualism is emerging in these areas. The era of local language-Latin bilingualism under the influence of the Romans ended with the transition of the local peoples to the full Latin language, and the modern Spanish and French languages were formed on the basis of the Latin language. These languages retain elements of existing Iberian (in Spanish) and Gallic (in French) languages.

In order to live a full life in modern society, there is an increasing need to learn at least one foreign language. The increase in the number of people who know at least one foreign language well, intensive cultural exchange, inter-ethnic families - all this causes the phenomenon of bilingualism and biculturalism.

As the development trend of international relations is becoming stronger, the topic of the formation of bilingualism based on relations between cultures is more relevant. Nevertheless, although the concept of "bilingualism" is widely used in the scientific literature, the debate about what exactly is behind this term and what kind of person can be considered bilingual is still ongoing. According to definitions in English annotated dictionaries (eg Webster's dictionary or BBC English Dictionary), the word "bilingual" means someone who can speak two different languages fluently. Another American linguist, Leonard Bloomfield, in his work "Language" uses the following explanation, but emphasizes that it is impossible to precisely define the level of proficiency of a second language that a speaker can be considered bilingual.

Material and methods: Researchers D. Hamers and M. Blanklar use the term "bilingualism" in relation to the language society in which two languages are used, "Individual bilingualism" or "bilingualism", meaning the psychological state of an individual. François Grosjean studies the phenomenon of bilingualism (in terms of language activity) - in terms of the range of use of each language by a bilingual person. According to this scientist, it is not possible to evaluate bilinguals according to the level of language acquisition or "balancedness" in their minds. These bilinguals usually use languages in different situations for different purposes (family, work, friendship, creativity, communication) and François Grosjean expressed with the term "domains".

According to linguists, it is precisely because of the "special" use of such languages that bilinguals (users of two languages) rarely acquire them at an equal level. In the 5th century AD, the Frankish tribes conquered the territories of present-day France. As a result of mixing with the local people, the Franks adopted the customs, way of life and language of the local people. A similar incident occurred when the Turkic Bulgar clans subjugated the Slavic tribes in the Balkan Peninsula. That is, the Franks subjugated the entire region in 494. The first king of the united country was Clovis. He is known as the first king of the "Land of the Franks". The country received the Latin name France or France. The development of historical events became the basis for the development of bilingualism. At the end of the 19th century, linguists began to deal with the issues of language contact in European linguistics from the end of the 19th century.

In particular, G. Schuhardt and I. A. Baudouin de Courtenay independently introduced the concept of "mixing of languages" into linguistics. Looking again at the details of history, in the opinion of I. A. Baudouin De Courtenay, not only the borrowing of certain elements in contact with languages, but also the weakening of the degree of differentiation and strength characteristic of certain parts of the language, that is, the general simplification of the system, continued by L.V.Scherba. In 1907, at the suggestion of I. A. Baudouin De Courtenay, he began to study the Eastern Lujitskyi dialect. These studies allowed L.V.Scherba to draw conclusions that are important for the theory of modern language communication. The works of L.V.Scherba described the program of studying and describing language communication as an interference process.

Research on the problem of bilingualism has been going on for many years. The interest in the problems of bilingualism or bilingualism, which appeared clearly in the 40s of the 20th century, was connected not only with the development of linguistics and methods of its study, but also with the achievements of related sciences - sociology, psychology, ethnography.

Analysis and results: It should also be noted that the concept of "bilingualism" was first introduced in 1938 by V.A.Avrarin describes it as "equal fluency in two languages". In other words, bilingualism begins when the level of proficiency in the second language approaches the level of proficiency in the first language. It should be noted that since the early works on bilingualism, this phenomenon was considered as a complex, systematic intrapersonal formation,

which includes a certain linguistic (sign) structure, the ability to use the acquired sign system in a communicative situation. The complexity of this phenomenon determines the complexity of its study. The study of different aspects of the language is part of a whole, complements and deepens the development of the problem of bilingualism. The sociolinguistic aspect is related to the formation and interaction of the main components of bilingualism, the study of the influence of social factors on the formation and development of this phenomenon, as well as the determination of the role of bilingualism in social life. The sociolinguistic aspect is closely related to the current linguistic or intralinguistic aspect, which is intended to describe the internal structural processes in the context of the development of bilingualism. If we look at the perspective of bilingual artists, we can see the flourishing of bilingual poetry. In the history of world literature, it is not unusual to use two different languages in poetry.

It should be noted that bilingual poetry has been associated with the interpretation of ancient times. If we consider bilingual poetry from a historical sociolinguistic point of view, then we see that in some periods it is connected with the task of distinguishing sacred and secular, male and female poetry. For example, in Japan, for a long time, men's poetry was written in Chinese, while women's poetry was written in Japanese. The coexistence of two poetic texts within the same culture can show that languages can exhibit complex dynamic diglossic relationships or change over time.

Bilingual poetry, that is, the ability to write equally important texts in two languages, is rare in Russian poetry. For example, the Silver Age poet Y. Baltrushaitis wrote both in Lithuanian and in Russian, and in the late 20th and early 21st centuries, the Estonian poet Y. Kaplinskyi wrote a book of poems in Russian. A bilingual poet may not be a bilingual poet in the strict sense of the word, meaning he may choose only one language for poetry. In this case, his reflection on language is often described as not metalinguistic or metatextual, but socio-cultural in nature. According to a number of researchers, there are more bilinguals than monolinguals in the world. It is known that about 70% of the world's population can speak two or more languages at some level.

Bilingualism in poetry using elements of two languages. Multilingualism is an interesting and complex topic that contains many questions. Including what type(s) and level(s) of writing, when and how effectively the creator, translator or editor uses the elements that determine the different language capabilities of a person, and questions related to historical and cultural research, social- it is clear that economic and geographical events, political and social sensitivities in cultural borders and others are formed within the influence. Not to mention questions about the feasibility of using one language over another and the market demands and specifications of publishers.

The truth is that many poets today are writing in languages other than their mother tongues—for various reasons and with varying degrees of success. Bilingualism (multilingualism), in contrast to monolinguals, refers to the coexistence of several language systems within an individual. The question of how two languages interact at the cognitive and behavioral levels has long been of interest to psycholinguists as well as neuroscientists, clinicians, and research scientists.

Bilingualism as an individual condition is situated and shaped within the distribution of wider social conditions that produce language contact. There are many different manifestations of this variability. Bilingualism can be the result of growing up in a bilingual community, such as a bilingual neighborhood of an immigrant community in New York. However, it is different from bilingualism, which comes from growing up in an officially bilingual country like Canada, where the two official languages are separated by geographic regions. Bilingualism, which is

accompanied by literacy in both languages, is different from bilingualism, in which a school exists in one language (which also has social prestige), but not the other, without the burden of tariffs. Although language contact is a necessary condition for bilingualism at the social level, it does not automatically lead to bilingualism at the individual level. For example, Belgium, Canada, Finland, India, Luxembourg, Paraguay and Singapore, to name but a few countries, are bilingual or multilingual, but the level of bilingualism among the population of these countries varies considerably. Luxembourg, Paraguay and Singapore have large numbers of bilingual or multilingual individuals, but much less in other officially bilingual or multilingual countries. Bilingualism is defined as the ability of a speaker to use two languages for communication.

Because of its complex nature, the study of bilingualism draws on several fields of linguistics, anthropology, psychology, neuroscience, and education. Bilingual language studies describes the language behavior of bilingual speakers, social and pragmatic patterns of bilingual use, language development and acquisition and loss, and other issues. Researchers are trying to explain the effects of bilingualism on human cognition, social relations, and the education of bilingual children.

Conclusions: Learning each other's languages, religious leaders, colonial administrators, and the local population of the center became bilingual and mediated the creation of revised local histories and knowledge. Over time, Spanish was promoted as the sole substitute for indigenous languages, even as many indigenous languages survived into the early twenty-first century, with increasing numbers of speakers.

In this and other ways, language-specific communication was promoted through bilingual brokers. Travelers, soldiers, missionaries, and immigrants often learned new languages to facilitate these communications. Of course, in cases of language contact, individual bilinguals in different languages played a key role in civil relations between nations. If the language situation is more complex, involving three languages, Pidgin has emerged as a "common" language, often to mediate communication between groups. In the 20th century, popular school development in multilingual situations was often organized with bilingual or multilingual teaching.

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