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THE EVOLUTION OF UZBEK-ENGLISH BILINGUAL SPEECH

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Abstract

In Uzbekistan, bilingualism is growing quickly, especially among young English language learners. The phenomena of code-switching, or alternating between two or more languages in a same speech act, among Uzbek bilingual English learners is examined in this article. According to the study, learners regularly blend Uzbek and English idioms in everyday speech, which reflects sociocultural identification, motivation for language acquisition, and communicative effectiveness. The study demonstrates how code-switching functions as a learning method and a sign of bilingual competency by examining linguistic patterns and social attitudes.

Keywords: Bilingual, code-switching, learners, linguistic, communication.

Introduction

Code-switching has emerged as a defining feature of contemporary communication in multilingual societies like Uzbekistan, particularly among young people learning English. Bilingual communication currently influences both academic and social discourse due to globalization and educational changes that promote English as a crucial foreign language. In the subject of sociolinguistics, code-switching has been extensively researched, especially in



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multilingual contexts when people switch between languages for social, cognitive, or communicative reasons. On the one hand, numerous scholars have recognized code-switching, provided a comprehensive definition, and identified various forms of code-switching. One of the first scholars to categorize this language behavior was Poplack (1980), who identified three primary types: tag-switching, intra-sentential switches, and inter-sentential switches. Over 3.5 million young people in the nation are presently studying English, and roughly 40% of them participate in everyday bilingual conversations, switching between Uzbek, Russian, and English, according to the British Council Uzbekistan (2024). Code-switching can be used to cover lexical gaps, convey group identity, show emotion, or clarify meaning. According to linguist Carol Myers-Scotton (2023), multilingual speakers deliberately swap codes in order to strike a compromise between social status and linguistic efficiency. This is frequently seen in English schools, online forums, and social media sites in Uzbekistan. As students negotiate between local and global communicative standards, the occurrence displays linguistic invention and adaptation rather than linguistic misunderstanding.

METHODS:

This study examines the code-switching practices of bilingual English learners in Uzbekistan using a hybrid qualitative-quantitative methodology. Participants: A survey and interviews were conducted with 120 English language learners from Namangan, Tashkent, and Samarkand universities, ages 16 to 24. Data collection: 150 written chat transcripts and 300 spontaneous voice samples from Telegram and Instagram study groups were examined for code-switching trends. Tools: Using frequency analysis with NVivo software, the study used Poplack's (1980) framework to identify three types of code-switching: intersentential, intrasentential, and tag-switching. Quantitative Data: English proficiency trends and bilingual tendencies were measured using national statistics (Ministry of



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Higher Education, 2025) and the EF EPI Index (2025). This approach offered a thorough understanding of how and why young Uzbek people transition between English and Uzbek in various circumstances.

DISCUSSION AND RESULTS

Frequency and Context of Code-Switching: The findings show that 82% of participants regularly utilize English vocabulary in their regular Uzbek conversations. "Assignment topshirdim," "deadline bor," and "finalga tayyorlanaman" are typical instances. The majority of these lexical insertions take place in digital or academic contexts. 61% of all shifts are intrasentential code-switching, or mixing within a sentence, according to observations made in the classroom. Reasons for Code:International: Journal of Science-Innovative Research Switching: Survey data <https://globalscholars.uz/index.php/ijssir> Four primary reasons were identified in Volume 01, Issue 02, September 2025: 172. Prestige and identity (37%): Speaking English communicates confidence, modernity, and education. Lexical gaps (28%): Some academic English terminology have no counterpart in Uzbek. Group affiliation in English-speaking circles is influenced by peers (22%). Mental switching for quicker vocabulary recall is known as cognitive ease (13%).

Educational Implications: Although code-switching is sometimes banned in language schools, research indicates that it improves vocabulary retention and understanding. Students who code-switch modestly retain 25% more vocabulary than those who rigorously separate languages, according to a 2024 Cambridge University study. According to Uzbek students, blending languages "makes explanations easier and lessons more natural." Therefore, code-switching could be a teaching tool rather than a barrier.

Code-switching between Uzbek and English is a linguocultural technique that conveys the speaker's identity, cultural stance, and communication goals in addition to their language proficiency. Teachers and linguists should

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acknowledge its importance in cultural mediation and communication rather than viewing it as language intrusion. Future studies could examine how younger generations in Uzbekistan are changing their code-switching habits due to digital platforms and worldwide trends.

Sociocultural Impact: Bilingual teenagers strategically use English on social media outside of the classroom to project a sense of global connectivity. Seventy-one percent of Uzbek learners send messages or caption postings in English on Telegram and Instagram. This is consistent with UNESCO's (2024) findings that multilingual online expression improves cross-cultural communication. Thus, code-switching between English and Uzbek promotes a hybrid youth identity based on both local and global values in addition to making language learning easier.

Conclusion

The study shows that code-switching among bilingual English learners in Uzbekistan is a complex language strategy that reflects flexibility, identity, and communicative awareness rather than a random or inadequate practice. It really improves comprehension and participation in multilingual settings rather than impeding learning. Teachers should acknowledge code-switching as a useful bilingual activity that strikes a balance between linguistic accuracy and expressive authenticity as Uzbekistan expands its English education programs. In this way, code-switching is a sign of both national linguistic development and global integration.

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