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**Research Paper**

**A Study of the Predictors of Code-Switching Behaviour in Among Young Bilinguals in Uzbekistan**

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**ARTICLE DETAILS**

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**ABSTRACT**

The study of code-switching predictors among young bilinguals encompasses a complex interaction of cognitive, linguistic, environmental, and emotional factors. Broadly, the predictors of code-switching in children involve aspects like linguistic proficiency, cognitive flexibility, sociocultural environment, and emotional context, which interact in distinct ways depending on individual child characteristics and language settings. Most of the non-English speaking countries considered English as an important subject in the syllabus but although most of the researchers were mystic in the beginning the survey showed a drastic improvement in their language proficiency and easiness of adapting a novel language with in pace account. The goal of this study is to extrapolate the trend of code switching among Gen Z and to explain how it will affect the country's linguistics socio-psychologically as a result of code switching. Even though Uzbek as the official language has been the most widely spoken language in the region for many years, and Russian as the lingua franca has been the most widely spoken language, a new trend of replacing Russian as the communicative language and English came to the scene widely among the younger generation. As the English language becomes increasingly prevalent as a language of instruction in academic and professional settings, the reason for this phenomenon can be attributed to the fact that English is gradually becoming a more and more predominant language. This research was done using a quantitative methodology in the sense that a Google form has been created for the purposes of gathering the data and the researcher recorded the results from over 300 people from the different regions of Uzbekistan. Based on the result of the research, it has been found that nearly 70 percent of Uzbeks switch codes on a daily basis. Most of these young people are either millennials or Gen Zers. Ultimately, the research concluded by concluding that code switching is a common practice among Uzbeks, whereas code mixing is most commonly done in Russian.

**1.Introduction**

Bilingual speakers usually tend to switch some words or phrases from one language to another during conversation, which is called "code-switching". According to Heather Coffey, code-switching is the practice of moving between variations of languages in different contexts. Code-switching is also intentionally or unintentionally practiced frequently in class<sup>†</sup>. This research will focus on code-switching practice among new generations in Uzbekistan, how it is performed, what effects it might create as well as some suggestions for this problem. Techniques for this research such as observations, interview and taking of field

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<sup>†</sup> Scholars in applied linguistics have advocated for offering a choice of language and enabling code-switching (CS) within interviews (Pavlenko, <https://www.tandfonline.com/doi/full/10.1080/01434632.2023.2199000>)

notes are used as means of data collection. English ranks second in top 10 Most Spoken Languages in the World. In Uzbekistan, learning English now is becoming more popular than ever before. For those who know English, they tend to mix the two languages, i.e. English and Uzbek or Russian, in conversation. Code-switching, the practice of moving back and forth between two languages or between two dialects or registers of the same language, so it is inevitable and sometimes unconscious, especially when they are having English classes. The frequency of finding code switching practice inside classrooms is very high and it is worth paying attention to work on. That is the reason why I would like to take on this problem to investigate. Nowadays, English is an obligatory subject at school, a means of international communication, and a second language in Uzbek society<sup>‡</sup>.

## 2. Global Perspective: Studies on code-switching in bilingual children.

Code-switching is being thoroughly examined in this era of globalization in order to identify the unique features of the contemporary sociolinguistic environment by recognizing the specific features of two or more languages being used in a single utterance. Through an analysis of the main linguistic change trends and directions in the globalization era, it offers insight into these developments. Code-switching mechanisms are a common and popular topic in the field of code-switching research, according to this analysis<sup>§</sup>. These include the capacity to switch between English and other languages, the function of inhibition, and the methods by which highly skilled bilinguals process information. From a linguistic perspective, code-switching remains fascinating to researchers who are working to determine the grammatical structure of the exchangeability of multiple languages in a single sentence. Given the dynamic multicultural environment in which we live and the ever-evolving nature of language, code-switching is a crucial ability that everyone should acquire. Moving from one social group to another while altering the way we speak allows us to progress in both our personal and professional lives, avoiding potentially awkward situations and using language to find common ground.\*\*

### 2.1 Bilingualism in Uzbek Society

In Uzbekistan, the ability to speak more than one language has long been a feature of the bilingualism phenomenon, which includes Uzbeks. As a result of the linguistic and extralinguistic influences between Arabic and Uzbek in Central Asia, the phenomenon of bilingualism in the nation was formed in the seventh and eighth centuries. The Persian-Tajik language's usage and potential grew throughout Central Asia in the XIV–XV centuries. By the 20th century, when Central Asia was unified under the Russian Union, the Uzbek language was increasingly influenced by Russian. Uzbek-Russian and Uzbek-Arabic and Uzbek-Tajik bilingualism developed simultaneously in Central Asia. By this time, the Uzbek population had considerable increases in both bilingualism and plurilingualism.<sup>††</sup> The development of the Uzbek-Arabic, Uzbek-Tajik, and Uzbek-Russian languages was significantly influenced by extralinguistic factors in addition to linguistic ones. The prestige of the Uzbek language has increased along with its reach during the years of independence. Nonetheless, the lexical layer of Uzbek uses language units that have some of the characteristics of the previously mentioned languages. The situation with multilingualism is improving, people's desire to learn languages is increasing, and other developed world languages are being studied. Similar topics will be discussed all through the study.<sup>‡‡</sup>

Research scope Code-switching is a broad topic since it occurs in many aspects of our lives. However, in this research, I only focus on code-switching in Uzbekistan performed by Gen Z and others. I think it is more practical and feasible. A trend among Generation Z in Uzbekistan is the use of code-switching in their daily communication as a means of adapting to the various social contexts in which they live. Depending on the socio-economic context in which Gen-Z makes use of codeswitching, one type of code-switching may be more prevalent than another type in the Gen-Z population. The Gen-Z generation uses informal and casual communication styles to communicate with peers, which may include the use of slang and non-formal language as well as informal and informal code switching.<sup>§§</sup> The contexts in which code-switching occurs in Uzbekistan are varied, ranging from family gatherings and social interactions to educational settings, workplaces, and digital media. At home, individuals may use Uzbek as the primary language, especially when interacting with older family members. However, in urban settings, particularly in educational and professional environments, the use of Russian or English is increasingly common. For instance, in educational institutions, English-medium instruction is prevalent in many private schools and universities, promoting bilingualism and enhancing the frequency of code-switching in classroom discourse. In professional settings, English is often used to align with international standards, facilitate business interactions, and participate in global networks. This tendency to switch between languages depending on the context reflects the adaptive nature of code-switching as a communicative

<sup>‡</sup>The national database of legislation of the Republic of Uzbekistan Lex.uz, The national database of legislation of the Republic of Uzbekistan Lex.uz, [https://lex.uz/en/user\\_guide](https://lex.uz/en/user_guide)

<sup>§</sup>The document has approved Uzbekistan's Five-Area Development Strategy for 2017 -2021, <https://tashkenttimes.uz/national/541-uzbekistan-s-development-strategy-for-2017-2021>

<sup>\*\*</sup>Selvi, A. F., Galloway, N., & Rose, H. (2023). *Teaching English as an international language*. Cambridge University Press. Shay, O. (2015). *To switch or not to switch: Code-switching in a multilingual country*. *Procedia-Social and Behavioral Sciences*, 209, 462-469. Sophocleous, A. (2011). *Switching code and changing social identities in face-to-face interaction*. *Sociolinguistic Studies*, 5(2), 201.

<sup>††</sup>Language policy of Uzbekistan, <https://www.refworld.org/legal/legislation/natlegbod/1989/en/16836>, <https://cis-legislation.com/document.fwx?rgn=770>

<sup>‡‡</sup>Sachdev, I., Giles, H., & Pauwels, A. (2012). *Accommodating multilinguality*. In *The handbook of bilingualism and multilingualism* (pp. 391-416).

<sup>§§</sup>Tay, M. W. (1989). *Code switching and code mixing as a communicative strategy in multilingual discourse*. *WorldEnglishes*, 8(3), 407-417.

strategy. On social media platforms, such as Facebook, Instagram, and Twitter, young Uzbeks often mix Uzbek, Russian, and English in their posts, creating a unique linguistic blend that reflects their identities, interests, and social affiliations. This online behaviour provides a rich source of data for examining how code-switching is used to construct identity, express individuality, and connect with diverse communities. The digital sphere, in particular, highlights the fluidity of language use among younger generations, showcasing their comfort with moving seamlessly between languages to suit different purposes and audiences.\*\*\*

In Uzbekistan, the motivation to learn and use English is high, driven by aspirations for academic success, career advancement, and social mobility. The desire to be seen as part of a global community or to project a modern, sophisticated image can lead to the increased use of English in various contexts. This motivational factor is closely linked to the concept of "linguistic capital," where proficiency in English or Russian is perceived as an asset that can enhance one's social and professional standing. The emphasis on English language education in Uzbekistan is a significant factor influencing code-switching practices. The government's educational policies have increasingly promoted English proficiency as a vital skill for economic development, international collaboration, and access to global knowledge. As students' progress through their educational journey, they often engage in code-switching between Uzbek, English, and Russian to facilitate learning, clarify concepts, and communicate complex ideas. In classroom settings, code-switching can serve as a pedagogical tool, helping students to bridge linguistic gaps and enhance comprehension. Moreover, the growing demand for English language proficiency in the job market reinforces the practice of code-switching in both educational and professional environments.

### 3. Literature Review

Recently, it has been shown that motivation is more important than the age of onset, with students who start later developing higher levels of motivation and quickly catching up with the proficiency of learners who started English instruction early (Pfenninger & Singleton, 2016). When multilingual speakers utilize multiple languages in a single conversation, this is known as "code-switching" (Poplack, 1978)†††. The percentage of the global population that is multilingual, i.e. E. has multilingual skills and is far more numerous than monolingual people (Tucker, 2001; Winata et al. (2021). On its own, this provides a strong case for creating natural language processing (NLP) tools that can effectively handle code-switched (CSW) data†††. According to Sitaram et al., research pertaining to CSW has gained popularity in recent years. Jose et al., 2019.2020; Dogruöz and colleagues.©, 2021).§§§

### 4. Methodology

It was decided to gather data using a wide range of questionnaires that were prepared using Google Forms and shared with the participants. An online survey was created in order to better understand the proximity of code switching in Uzbekistan, based on the data collected so far. It was primarily designed for younger generations, particularly for those students or newcomers in the field of work who were either in their early twenties or university students.

The descriptive qualitative method is the research design used in this study because it offers a methodical, factual, and precise description of a situation in the area discussed by Issac and Michael. Because all of the data for this study is verbal, it is also qualitative in nature. The study's goal of elucidating the types and causes led to the adoption of this methodology.

The qualitative approach is used in this study because the data analysis results in descriptive phenomena like words, sentences, and utterances. It was necessary to measure the actual instances of switches in more than 100 hours of spontaneous conversations that were captured on tape recorders that the kids carried in their backpacks in order to achieve this goal. In order to achieve these goals, I looked for an integrated methodology that was grounded in real-world facts and explicable in real-world terms.\*\*\*\* It is recommended that anyone interested in performing quantitative analysis in linguistics,

\*\*\* Schlyter, B. (2006). *Changing language loyalties in Central Asia*. In *The handbook of bilingualism* (pp. 808-834).

Schlyter, B. N. (2012). *Multilingualism and Language Renewal in Ex-Soviet Central Asia*. In *The handbook of bilingualism and multilingualism* (pp. 871-898).

††† Online ISBN: 9780511609787 DOI: <https://doi.org/10.1017/CBO9780511609787> (Page 34 -68, 103-143)

Book- *Bilingualism in the Community Code-switching and Grammars in Contact- Authors: Rena Torres Cacoullos, Pennsylvania State University Catherine E. Travis, Australian National University, Paperback isbn: 9781108402415 (page 4-78)*

†††† Wei, L., & Martin, P. (2009). *Conflicts and tensions in classroom codeswitching: An introduction*. *International Journal of Bilingual Education and Bilingualism*, 2(2), 117-122.

§§§ Descriptive qualitative research provides a systematic, factual, and accurate description of situation of area (Issac and Michael, 1987: 42) in (Cakrawati, 2011 Talmy (2010) wrote that research interviews as social practice view the interview process, <https://www.ajqr.org/download/a-review-and-critical-analysis-of-qualitative-methodologies-and-data-collection-techniques-used-for-12988.pdf>

\*\*\*\* Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Newbury House Publishers.

Giles, H., & O'gay, T. (2007). *Communication accommodation theory*. In B. B. Whaley & W. Samter (Eds.), *Explaining communication: Contemporary theories and exemplars* (pp. 293-310). Lawrence Erlbaum Associates.

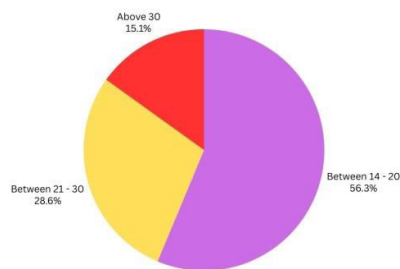
Grosjean, F. (2010). *Bilingual: Life and reality*. Harvard University Press.

particularly applied linguistics, read *Quantitative Research Methods in Linguistics*. This introductory course aims to teach students the fundamentals of quantitative research methods. It equips students with the foundational skills necessary for their studies. The topics that will be covered include data collection, description, interpretation, and reporting of study findings. The emphasis of quantitative techniques will be on their conceptual aspects rather than their mechanical arithmetic components. The principles of statistical analysis and the computer tools required to perform it will become personally familiar to the students. Survey is useful for collecting information on a range of subjects, including language preferences in academic libraries. Because surveys can be connected to email, respondents can finish them gradually. Talmy<sup>†††</sup> noted that interviews have been used for decades in empirical research, particularly in the social sciences, with reference to applied linguistics.

Furthermore, he emphasized two distinct perspectives on the research interview: (a) as a research instrument and (b) as a social activity. As power can influence discourse and voices may be muffled, interviews can be used as a research technique in conjunction with case studies, ethnographic research, and narrative research Pavlenko. Moreover, the content analysis may only produce a list of observations, elements, or categories that are emphasized by participant quotations; this list would not adequately examine the relationships among the categories or the broader context in which they might be relevant.<sup>###</sup> The contexts in which code-switching occurs in Uzbekistan are varied, ranging from family gatherings and social interactions to educational settings, workplaces, and digital media. At home, individuals may use Uzbek as the primary language, especially when interacting with older family members. However, in urban settings, particularly in educational and professional environments, the use of Russian or English is increasingly common. For instance, in educational institutions, English-medium instruction is prevalent in many private schools and universities, promoting bilingualism and enhancing the frequency of code-switching in classroom discourse. In professional settings, English is often used to align with international standards, facilitate business interactions, and participate in global networks. This tendency to switch between languages depending on the context reflects the adaptive nature of code-switching as a communicative strategy. On social media platforms, such as Facebook, Instagram, and Twitter, young Uzbeks often mix Uzbek, Russian, and English in their posts, creating a unique linguistic blend that reflects their identities, interests, and social affiliations. This online behaviour provides a rich source of data for examining how code-switching is used to construct identity, express individuality, and connect with diverse communities. The digital sphere, in particular, highlights the fluidity of language use among younger generations, showcasing their comfort with moving seamlessly between languages to suit different purposes and audiences. By using a google form and collecting data from the various regions of Uzbekistan, this is one of the most long-term assessments being conducted by the researcher.

## 5. Results

There were more than 300 participants between different age groups who answered the survey and we were able to make sure that there was a wide mix of participants from different regions. The data is explicit and accurate and a number of questions have been designed to understand the trends in code switching among the people in Uzbekistan based on the data. Listed below are the facts and figures associated with the trend of code switching over the past few years.



**Fig 1.** Age

There was a questionnaire prepared between 14 and above 30 in order to understand the trends of code switching in Uzbekistan and one of the findings of the study was that the researcher was able to gather data from all age groups equally, and the researcher is satisfied with the result. Based on the figure-1 above the most of the participants are from Gen Z, GenX and a few are millennials. See the figure-2 to understand the educational qualifications of the participants from the different parts of Uzbekistan, as well as the data that were collected from high school graduates to doctorate candidates from the

Myers-Scotton, C. (1993). *Social motivations for codeswitching: Evidence from Africa*. Oxford University Press.

†††† Talmy (2010) wrote that research interviews as social practice view the interview process, <https://www.ajqr.org/download/a-review-and-critical-analysis-of-qualitative-methodologies-and-data-collection-techniques-used-for-12988.pdf>

†††† Zhao, L. (2022). [Retracted] *Uzbek for My Heart: Language Choice and Identity Negotiation in Multilingual Uzbekistan*. *Security and Communication Networks*, 2022(1), 8220998.

various parts of the country. According to the researcher, Gen Z is mainly focused on and more than 57 percentages of the respondents in the study are in the same age group as Gen Z, namely those born after the year 2000. Most of the participants are from school background since the researcher designed the Google form for targeting only above 15. More than percentage of them are from doing their Schooling and nearly 30 percentage are in their graduate level.

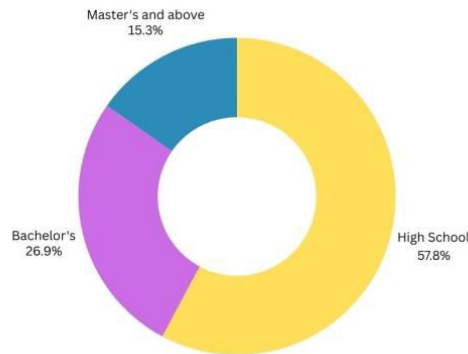


Fig. 2 Educational qualification

In the questionnaire see figure-4, the researcher attempted to understand the linguistic proficiency of the respondents. The questionnaire revealed that the majority of the respondents were proficient in Uzbek language, which is what the researcher expected. As we can see, it comes to almost 95 per cent of the respondents, and what Education level - Figure 2 is interesting is that more than 50% of the respondents speak and follow English, which is an interesting detail. At the same time, as teens become more proficient in English, Russian proficiency is rapidly declining. Detailed explanations are provided below.

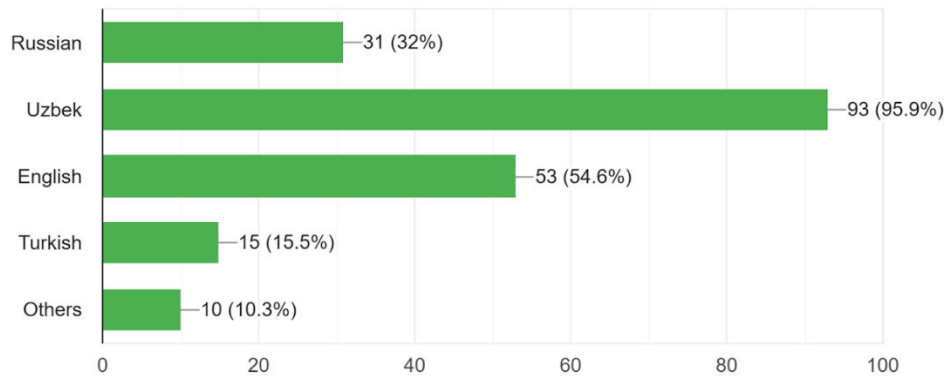


Fig 3. Languages Spoken

5.1 Language Proficiency

The purpose of the shared questionnaire figure 3 was to rate respondents' proficiency in each language on a scale of 0 (no proficiency), 1 (basic), and 5 (native-like). Only about 28% of respondents have sufficient Russian language skills; it is rare to find respondents who are nearly native speakers. Even so, Figure 6 shows the average level of Turkish proficiency in Uzbekistan, and Figure 7 shows that even with 30 percent of the candidates; their English proficiency is almost native and surpasses their Turkish proficiency. As expected many are very proficient and 90 percentage of them are opted native since it is the mother tongue. There is a figure 4 that shows the extent of Russian fluency among participants, and it is a very important part of this study since the researcher is concentrating on understanding the extent of Russian code switching among Uzbek bilinguals with respect to Russian, and it is much needed one. As is clear from the analysis, most of the Russian speakers are not proficient in the language despite the fact that it is one of the most widely spoken languages in the country.

Among the most important findings in this study is shown in Figure 5 because it was extrapolated by the researcher about the proficiency level of Uzbek with English when it comes to code switching. There is an average level of proficiency in this language among most of the respondents which is around 31 % and there is a highly proficient level among around 50% of the respondents. It indicates that English is becoming the lingua franca in most of the respondents, and none of them have a low level of proficiency in English and the language is currently being used as a lingua franca. As we well know, only a few of the participants are certain about the fact that they are aware about the fact that they are not quite proficient in English at the moment. At the same time see the figure 6 is the proficiency of Uzbek and more than 85% of them native as expected.

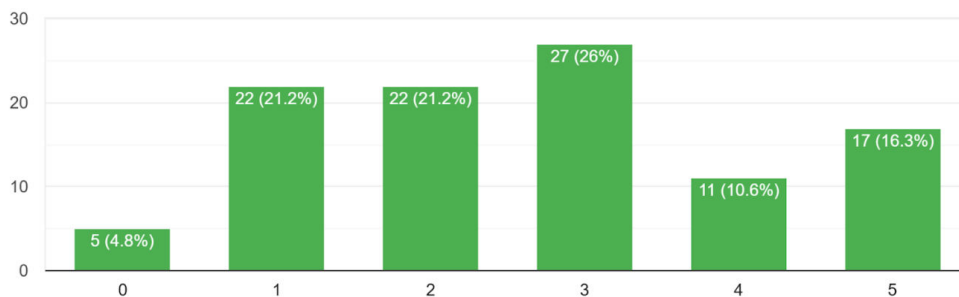


Fig 4. Russian Proficiency-

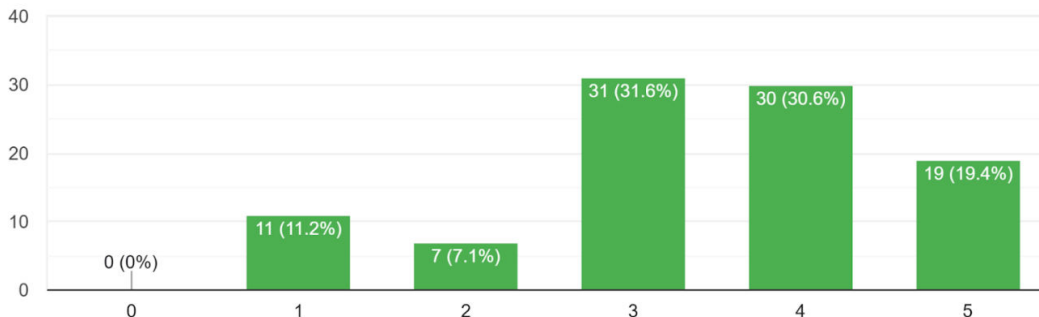


Fig 5. English Proficiency

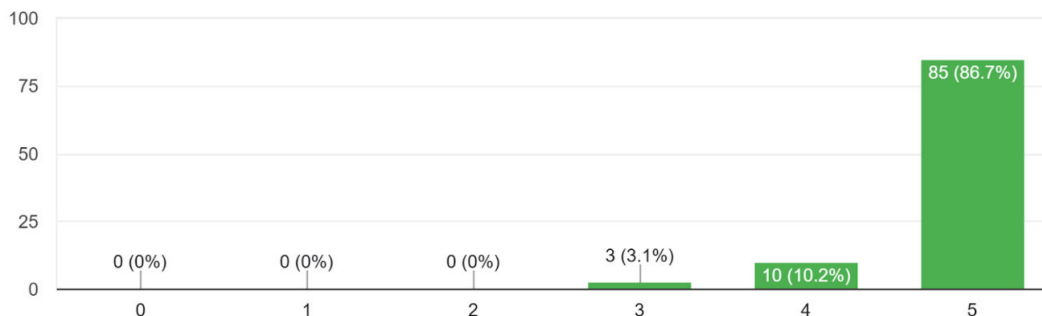


Fig 6. Uzbek Proficiency-

5.2 Frequency of Code-Switching

The questionnaire also asks how frequently you switch between languages in various social contexts. The response was, “How often do you switch between languages in the following settings?” (1 = Never, 5 = Always). Based on the respondents’ knowledge and experience, the majority of them are used in a variety of contexts, including social settings, professional settings, educational settings, and family get-togethers. Figure 7 explicit the family gatherings and the figure 8 in educational settings there more than 28% of them use in the classroom settings, almost equal to social settings see the figure 9.

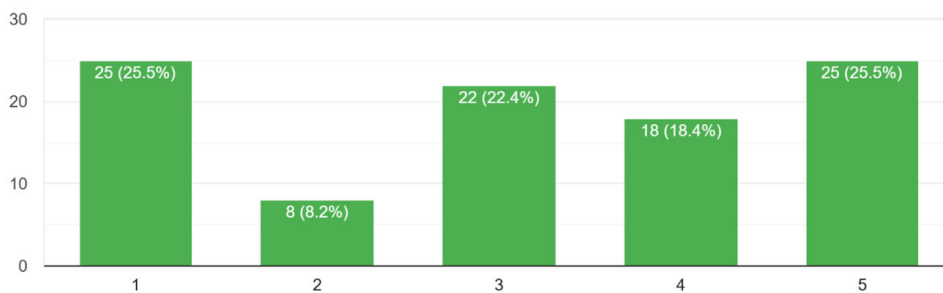
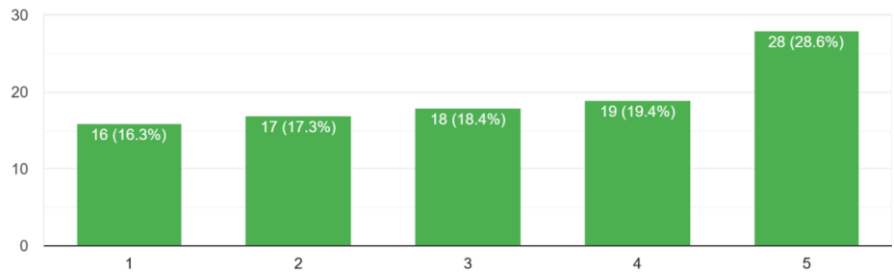
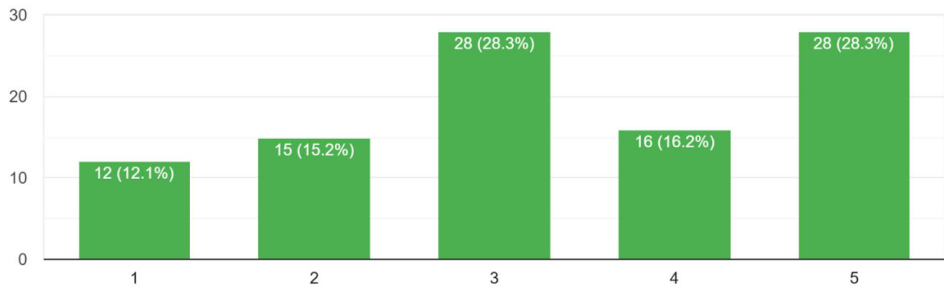


Fig 7. Family gatherings-



**Fig 8.** Educational settings (e.g., classrooms, study groups)



**Fig 9.** Social settings (e.g., with friends, social gatherings) -

**5.3 Motivational Factors for Code-Switching**

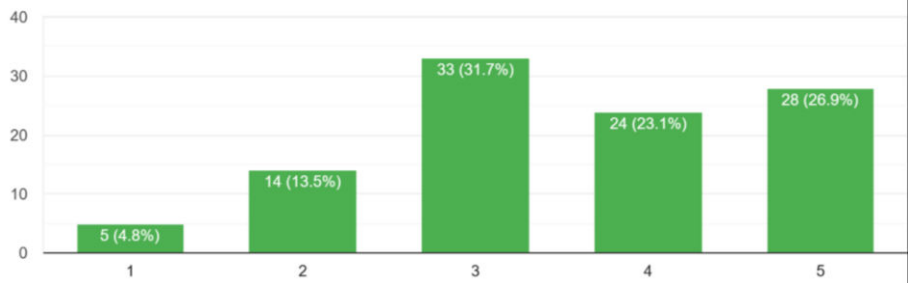
**5.3.1 Questionnaire Prepared based on the following questions.**

Social mobility (e.g., better social status or connections) - Figure -10

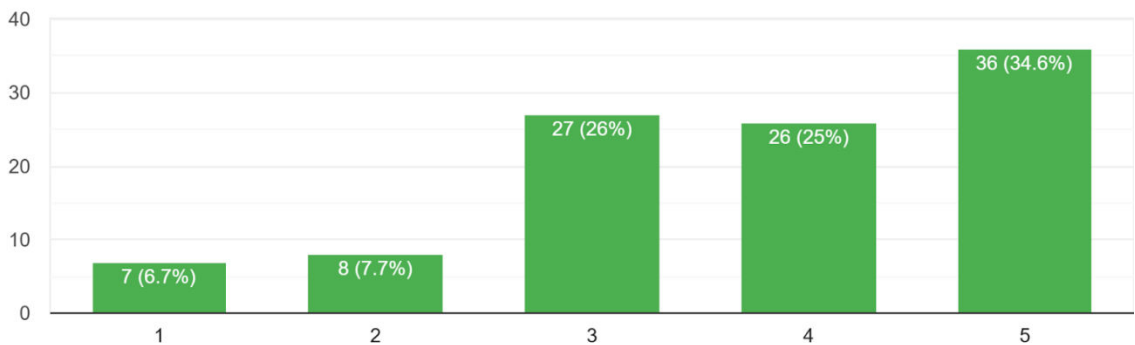
Academic success (e.g., Code Switching helps us to perform better in studies) - Figure -11

Connecting with a wider social network through language flexibility - Figure -12

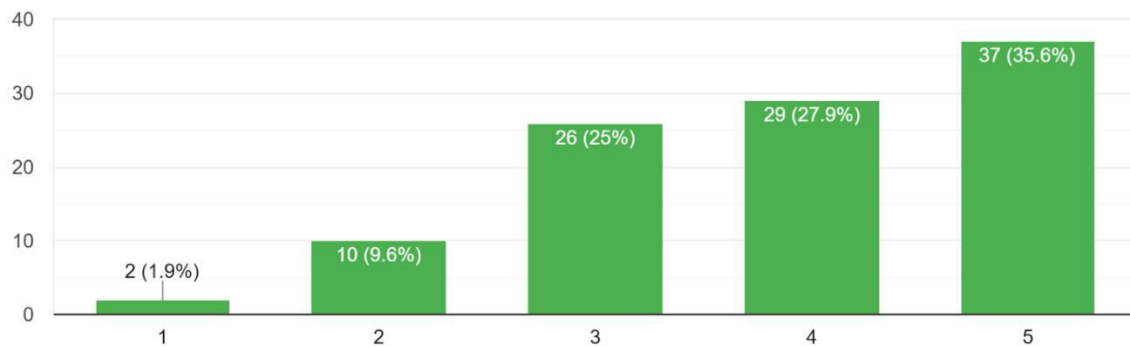
See the figures 10, 11 and 12 for better understanding the code switching trends among the teens in Uzbekistan and most of the Gen Z code switches while using social media and followed by academic success and social mobility.



**Fig -10** Social mobility



**Fig -11.** Academic success



**Fig -12.** Connecting with a wider social network through language flexibility

## 6. Findings

All of the charts as well as pie charts clearly show the clear picture of the code switching in Uzbekistan, which is a complicated issue. According to the study, it is evident that most students prefer to code switch for different situations based on their ability to speak different languages, as well as for a variety of reasons, such as family gatherings and business meetings. As can be seen in the figure above, one by one the reasons for code switching are explained in detail one by one, as well as the researcher has reviewed various research papers related to the topic in order to gain a clearer understanding of the topic. The reason behind this trend is a variety of reasons, and they are explained individually at the end of this section along with examples to make this clear. There is something quite fascinating about the cultural and linguistic diversity of Uzbekistan that makes it an interesting place to code-switch. It is worth noting that even though Uzbek is the country's official language; there are a wide variety of other languages spoken throughout the country, including Tajik, Russian, and others. Urban areas, notably those in Tashkent, have a habit of switching between these languages frequently during casual conversations between people. Due to both practical communication needs and cultural influences, the demands of practical communication are reflected in this. §§§§

Multilingual societies all over the world have begun paying attention to code-switching, or the process by which two or more languages or dialects can be switched during a conversation or discourse. The rate of code-switching has become more prevalent in Uzbekistan, a country with a wide variety of ethnicities and languages. This is especially true among the younger generations. As a way of understanding how this language habit is formed, how it affects communication and identity, and its broader sociolinguistic environment, this article discusses the reasons for this language habit. It is common for bilingual speakers to switch between languages during their discussions, or to code-switch between the languages needed for the discussion. Uzbek speakers also tend to do this, which is something that many people in the country do.

It is estimated that two out of every three Uzbeks are affected by this issue for the reasons listed below:

1. *Globalization*: A result of the globalization process, English has become one of the key languages used in business, research, and technology, with Uzbekistan integrating more and more into the global economy. A code-switching from Uzbek to English might be an effective way to express modern ideas that may not translate well into Uzbek.
2. *Education and exposure to English*: Education, the media, and the internet expose many Uzbeks, particularly the younger generations, to the language. As a result of this exposure to English, people become more comfortable communicating in English, encouraging them to switch codes when they are in informal situations.
3. *Linguistic Borrowing*: It's no secret that quite a few English terms, idioms, and phrases have been incorporated into Uzbek, especially in the domains of entertainment and technology. Code-switching may occur spontaneously as a result of this linguistic merging.
4. *Cultural Influence*: Speakers naturally employ English idioms and slang in conversation because they are exposed to them through English-language media, including music, movies, and social media. These factors affect the linguistic behaviour of Uzbek speakers, resulting in a dynamic and fluid use of both Uzbek and English in day-to-day interactions or expression is deemed more expressive or trendy, speakers may switch to English.
5. *The language's expressivity*: English frequently provides more up-to-date or exact phrases, expressions, or cultural allusions. When a word or expression is deemed more expressive or trendy, speakers may switch to English.
6. *Contextual Relevance*: When discussing certain topics, like technology, business, or global politics, English words may be more relevant or easier to understand than its Uzbek counterparts.

§§§§ Green, D. W., & Wei, L. (2014). A control process model of code-switching. *Language, Cognition and Neuroscience*, 29(4), 499–511. <https://doi.org/10.1080/23273798.2014.882515> McDermott, A. (2019). The linguistic landscape of post-Soviet Bishkek Region, 8(2), 227–256.  
Prčić, T. (2014). English as the Nativized Foreign Language and its Impact on Serbian: An Analysis of the Anglicization and Hybridization of Serbian under the Influence of English. *English Today*, 30(1), 13–20. Ramsay-Brijball, M. (2004). Exploring identity through code-switching: A poststructuralist approach. *Alternation*, 11(2), 144–164.



7. *Identity*: Code-switching can be used to express social identity or group membership by young people who want to demonstrate their cosmopolitanism or conform to international trends.
8. *Prestige and Status*: English is considered a major language in many countries, including Uzbekistan. Using English as a code-switch might convey sophistication or modernity.
9. *Peer Influence*: In multilingual settings, code-switching may be influenced by peers who speak English often. Switching may therefore be accepted and normalized in social groups.
10. *Educational Institutions*: Many universities and institutions in Uzbekistan use English as the medium of instruction.

Graduates often continue to use English in their professional lives, contributing to code-switching in daily conversations. In Uzbekistan, code-switching is a major factor in terms of defining the linguistic characteristics of the country. As a result of this phenomenon, the Uzbek language is being developed through vocabulary expansion, structural modifications, and the reinforcement of sociolinguistic identity. There are a number of cultural and social changes that are being reflected in this worldwide migration that have the effect of globalization and the influence of other languages. It is expected that in the years to come, code-switching will continue to have a significant impact on Uzbekistan's language policy and change the linguistic standards. There is a possibility that as a result of this trend, a unique, hybrid Uzbek may be born that combines elements of English, Russian, and other languages, reflecting the country's unique position at the intersection of East and West.

In conclusion, the phenomenon of code-switching has become increasingly prevalent among young people in Uzbekistan, reflecting the dynamic interplay between linguistic, cultural, and social factors. With the nation's growing exposure to globalization, access to technology, and an expanding emphasis on foreign language education, particularly English and Russian, the linguistic landscape of Uzbekistan is undergoing a significant transformation. Young people are at the forefront of this change, skillfully blending Uzbek with other languages to navigate various social contexts, enhance communication, and express their evolving identities.

Code-switching serves not only as a linguistic tool but also as a marker of social mobility, cosmopolitanism, and modernity. Whether in academic settings, workplaces, or social media, young Uzbeks employ code-switching to demonstrate their proficiency in multiple languages, connect with diverse audiences, and participate in global conversations. At the same time, this trend underscores the tension between tradition and modernity, raising questions about the preservation of the Uzbek language and culture amidst the growing influence of other languages. As Uzbekistan continues to develop, the rise in code-switching among its youth highlights the need for a balanced approach to language policy and education. Encouraging multilingualism while fostering pride in the Uzbek language and culture will ensure that young people can navigate a globalized world without losing touch with their heritage. Ultimately, code-switching reflects the adaptability and resilience of young Uzbeks as they bridge the gap between their local roots and the broader global community.

## 7. Conclusion

Uzbek is the official language of the linguistically diverse country of Uzbekistan, Russian still has a significant influence, and English is increasingly acknowledged as the universal language. This natural exposure promotes language mixing in everyday speech. A linguistic phenomenon that has gained popularity among Uzbek youth in recent years is code-switching. The practice of "code-switching" involves alternating between two or more languages or dialects during a single conversation or even a single phrase. This trend is primarily driven by globalization, technological advancement, cultural shifts, and the growing importance of foreign languages for academic and professional success. The reasons behind this trend and how it affects the language and cultural landscape of Uzbekistan are discussed in this article. As they grow up in multilingual environments, many young people are exposed to multiple languages simultaneously. This natural exposure promotes language mixing in everyday speech. Uzbekistan's educational system places a strong emphasis on learning foreign languages, particularly English, which has greatly facilitated code-switching. Bilingual or trilingual teaching methods are commonly used in schools and colleges to teach classes in Uzbek, Russian, or English. Social media and the internet, which are primarily filled with content in English and Russian, have a big impact on how young people use language. Young people are more likely to use foreign words, slang, and phrases in everyday conversations if they are exposed to multilingual content, such as memes, videos, and online forums. For many young Uzbeks, code-switching is an indication of modernity and cultural acceptance. It may be a sign of sophistication or membership in a global social group to speak in Russian or English. This behavior is especially prevalent in urban areas where global cultural influences are more noticeable.

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