Guli Ergasheva – DSc, professor

Uzbekistan State World Languages University (Tashkent, Uzbekistan)
ORCID: https://orcid.org/0009-0000-2019-1121

Iroda Ibrakhimova – PhD, senior teacher

Jizzakh State Pedagogical University (Jizzakh, Uzbekistan)
ORCID: https://orcid.org/0009-0002-6225-6522

LINGUISTIC IDENTITY AS AN OBJECT OF STUDY IN APPLIED LINGUISTICS

Abstract. This article examines the concept of identity, with a particular focus on linguistic identity as an object of study in applied linguistics. It explores the theoretical foundations of identity, its dynamic and multidimensional nature, and the influence of sociocultural, historical, and political factors on its formation. The study highlights the relationship between language and identity, demonstrating how linguistic choice, usage, and proficiency shape both personal and social identities. Drawing on classical and contemporary research by scholars such as R. Jenkins, D. Block, J. Gee and others, the article analyzes various types of identity including ethnic, national, gender, and linguistic, and discusses approaches to investigating linguistic identity in multilingual contexts. The article emphasizes that linguistic identity is both a reflection of self-perception and a socially constructed phenomenon shaped by interaction, context, and cultural frameworks.

Keywords: identity, language identity, personal identity, social identity, multilingualism, sociolinguistics, applied linguistics.

Guli Ergasheva – f.f.d., professor
O‘zbekiston davlat jahon tillari universiteti (Toshkent, O‘zbekiston)

Iroda Ibrakhimova – PhD, katta o‘qituvchi
Jizzax davlat pedagogika universiteti (Jizzax, O‘zbekiston)

LINGVISTIK IDENTIFIKATSIYA AMALIY TILSHUNOSLIKDA TADQIQOT OBYEKTI SIFATIDA

Annotatsiya. Ushbu maqolada identifikatsiya tushunchasi tahlil qilinib, uning amaliy tilshunoslikdagi tadqiqot obyekti sifatida lingvistik identifikatsiyaga alohida e’tibor qaratiladi. Unda identifikatsiyaning nazariy asoslari, uning dinamik va ko‘p o‘lchovli tabiati, shuningdek, uning shakllanishiga ta’sir etuvchi ijtimoiy-madaniy, tarixiy va siyosiy omillar yoritilgan. Tadqiqot til va identifikatsiya o‘rtasidagi o‘zaro bog‘liqlikni ochib beradi hamda til tanlovi, undan foydalanish va tilni egallash darajasi shaxsiy va ijtimoiy identifikatsiyaning shakllanishiga qanday ta’sir qilishini ko‘rsatadi. R. Jenkins, D. Block, J. Gee va boshqa olimlarning klassik hamda zamonaviy tadqiqotlariga tayangan holda, maqolada etnik, milliy, gender va lingvistik identifikatsiya kabi turli identifikatsiya turlari tahlil qilinadi hamda ko‘p tillilik sharoitida lingvistik identifikatsiyani o‘rganish yondashuvlari muhokama qilinadi. Maqolada lingvistik identifikatsiya nafaqat shaxsning o‘zini anglashining aks etishi, balki muloqot, kontekst va madaniy me’yorlar ta’sirida shakllanuvchi ijtimoiy konstrukt sifatida talqin etilishi ta’kidlanadi.

Kalit so‘zlar: identifikatsiya, lingvistik identifikatsiya, shaxsiy identifikatsiya, ijtimoiy identifikatsiya, ko‘p tillilik, sotsiolingvistika, amaliy tilshunoslik.

Гули Эргашева – д.ф.н., профессор
Узбекский государственный университет мировых языков (Ташкент, Узбекистан)

Ирода Ибрахимова – PhD, старший преподаватель
Джизакский государственный педагогический университет (Джизак, Узбекистан)

ЛИНГВИСТИЧЕСКАЯ ИДЕНТИЧНОСТЬ КАК ОБЪЕКТ ИССЛЕДОВАНИЯ В ПРИКЛАДНОЙ ЛИНГВИСТИКЕ

Аннотация. В данной статье рассматривается понятие идентичности с особым акцентом на лингвистическую идентичность как объект исследования в прикладной лингвистике. Освещаются теоретические основы идентичности, её динамический и многомерный характер, а также влияние социокультурных, исторических и политических факторов на её формирование. В исследовании подчёркивается взаимосвязь языка и идентичности, демонстрируется, каким образом языковой выбор, использование языка и уровень владения им формируют как личную, так и социальную идентичность. Опираясь на классические и современные исследования таких учёных, как Р. Дженкинс, Д. Блок, Дж. Ги и других, в статье анализируются различные виды идентичности этническая, национальная, гендерная и лингвистическая, а также рассматриваются подходы к изучению лингвистической идентичности в условиях многоязычия. Подчёркивается, что лингвистическая идентичность является не только отражением самовосприятия личности, но и социально конструируемым феноменом, формирующимся под влиянием взаимодействия, контекста и культурных рамок.

Ключевые слова: идентичность, лингвистическая идентичность, личная идентичность, социальная идентичность, многоязычие, социолингвистика, прикладная лингвистика.

INTRODUCTION

In recent years, the acceleration of globalization and its impact on human lifestyles has intensified the attention of sociologists and sociolinguists to the concept of identity and its role in people's lives. Studying identity from personal, societal and political perspectives has become increasingly significant. Globalization has led to growing similarities in the lives, clothing, consumption patterns, art and culture of nations, which in turn has resulted in identity crises in several countries. Consequently, individuals feel a heightened need to demonstrate their unique identities. Expressing oneself reveals how a person differs from others while highlighting the commonalities shared within a society. Given its complex nature and global relevance, the study of identity has become increasingly crucial.

LITERATURE REVIEW AND METHODOLOGY

This study is based on a qualitative analysis of theoretical and empirical research in the field of identity and applied linguistics. The methodology involves a comparative and interpretative review of classical and contemporary scholarly works, including contributions by R. Jenkins, D. Block, J. Gee and others. The study synthesizes these approaches to identify key characteristics and classifications of linguistic identity in multilingual contexts.

This research focuses on identity from a linguistic perspective within the framework of applied linguistics, aiming to determine the role and significance of language in the formation of identity. The term "identity" originates from the Latin word *idem*, meaning "the same". Dictionaries such as Collins define it through terms like individuality, self-awareness, sameness and oneness. According to the Cambridge Dictionary, identity is "who a person is, or the qualities of a person or group that make them different from others," whereas the Oxford Learner's Dictionary also notes that it can signify "the feeling or condition of being the same as someone or something else." Identity simultaneously addresses the question "Who am I?" and reflects how others perceive an individual. It acts as a marker of belonging to specific nations, cultures, or social groups while indicating both similarity and dif-

ference, incorporating external recognition and self-expression (Siebenhütter, 2023).

Given its complexity, identity cannot be universally classified using a single theoretical approach. Any discussion of identity is inherently linked to the notion of the "self", which is dynamic, multifaceted and continuously evolving across time and space (Wenger, 1998). Identity is shaped by multiple factors, including religion, ethnicity, race, social class, education, and environment, as well as an individual's understanding and respect for these elements (Nuessel, 2005). It encompasses unique traits, beliefs, personal characteristics, appearance and expressions that describe individuals or groups. Identity is significant because it allows individuals to feel a sense of belonging, which is essential for confidence and psychological well-being. Language, particularly speech, plays a central role in revealing identity, whether at the individual or group level (Sabri and Minwas, 2022).

Individual identity evolves over time, even as physical and psychological changes occur, allowing us to understand ourselves. Our identities exist horizontally, in relation to other individuals with similar traits and vertically, in relation to past and future selves, preceding and subsequent generations, and different places. Identity is never static; it constantly changes (Skutnabb-Kangas, 2000). Contemporary social sciences and applied linguistics, particularly poststructuralist approaches, view identity not as a fixed product but as a socially constructed and contextually emergent phenomenon. R. Jenkins emphasizes that identity gradually forms rather than being immediately possessed, requires time and space for its development, and is relative, being understood only in relation to similarities and differences with others (Block, 2006).

Scholars have proposed various classifications of identity. D. Block identifies ethnic, racial, national, gender and linguistic identities, with linguistic identity reflecting an individual's self-concept through language, dialect, and sociolect (Block, 2003). J. Gee distinguishes natural, institutional, discursive, and affinity-based identities, equating linguistic identity with discursive identity shaped through interaction (Kadirova, 2020). K. Deaux categorizes social identity into ethnic and religious, political, occupational, hobby-based, personal relationships, and marginal groups (Deaux, 2001). D. Zimmermann identifies discursive, situational, and transferable identities, noting that an individual may adopt different identities in varying social contexts (Zimmermann, 1998).

The absence of identity is culturally stigmatized. In Turkic languages, a person without self-awareness is termed *manqurt*, as vividly depicted in Ch. Aitmatov's *The Day Lasts More Than a Hundred Years (Aytmatov, 2000)*. Modern identity crises are observable even in developed nations, with individuals publicly claiming identities that deviate from societal norms, demonstrating the enduring relevance of identity research. Identity is a multidimensional construct encompassing self-understanding, group affiliation and societal recognition, influenced by personal characteristics, family background, historical factors, cultural norms and social-political conditions. Personal identity defines how individuals describe themselves, emphasizing unique traits, family, religion, or interests, whereas social identity reflects group membership, including nationality, religion, language, socioeconomic class, or gender. Life changes, such as career shifts, immigration or serious illness, can trigger identity reformation, requiring adaptation to new social and cultural contexts.

Identity research spans multiple disciplines, including psychology, anthropology, sociology, literature, cultural studies, religious studies, political science, philosophy and applied linguistics. Within applied linguistics, linguistic identity is studied in the context of bilingualism, second language acquisition, foreign language teaching and teacher professional development. Russian scholars such as D. Khilkhanov (Khilkhanov,2007), R. Borisov (Borisov, 2007), E. Kremer Kremer, 2010), and A. Kazaryan (Kazaryan, 2013) have examined the interrelationship of language and identity. V. Karasik proposes a three-dimensional model capturing personal, social and cultural vectors of linguistic identity, highlighting its manifestation in virtual communication and the influence of language policies (Skutnabb-Kangas, 2000).

In Uzbekistan, identity studies have been conducted mainly in social philosophy, religious studies, sociology and political science. Re-

searchers like Sh. Iskandarov (Iskandarov, 2019), Z. Odinayeva (Odinayeva, 2020), D. Kalandarova (Kalandarova, 2020), and H. Kadirova (Kadirova, 2020) have explored identity from various perspectives. However, linguistic identity as a primary research focus has received limited attention. Notable exceptions include Sh. Khushnazarova's doctoral research on the formation of secondary linguistic identity among bilingual students, examining phonetic competence and prosody to reveal social and psycholinguistic factors (Xushnazarova, 2024). G. Rahimov's monograph analyzes the global spread of English in Uzbekistan, exploring sociolinguistic and pragmatic dimensions relevant to linguistic identity (Rahimov, 2017).

RESULTS

The analysis demonstrates that identity is a dynamic and multifaceted construct shaped by both internal and external factors. The study reveals that linguistic identity functions as a central mechanism through which individuals negotiate social belonging and self-representation. Linguistic identity emerges as a key dimension of identity, reflecting the interaction between language use, social context, and individual self-perception. The study identifies multiple classifications of identity and highlights that linguistic identity is particularly fluid in multilingual environments, where individuals continuously negotiate their identities through language choice and use.

Applied linguistics studies of identity also address issues such as ideology, race, gender, writing, L2 learners and teacher professional identity. D. Block classifies research into immigrant L2 identity, second language context L2 identity, and foreign language context L2 identity. Linguistic identity is frequently referenced in sociolinguistic literature (Dressler, 2014; Hansen Edwards, 2020; Palviaynen & Bergrot, 2018; Gayton & Fisher, 2022), sometimes without clarification or as part of social identity (Kuo, 2009; Park, 2012; Sung, 2022; Wing et al., 2015). G. Payman defines linguistic identity as highly unstable, contextually manifested, and linguistically expressed across different environments (Payman, 2018).

CONCLUSION

Identity is a complex, dynamic concept encompassing personal and social dimensions, shaped by language, culture, history, social structures and individual experiences. Linguistic identity, as a facet of identity, highlights the role of language as both a medium of self-expression and social identification. Understanding identity through the lens of language provides valuable insights into human behavior, communication, and the ways individuals navigate globalized, multilingual environments.

REFERENCES

1. Aytmatov, Ch. (2000). *Asrga tatigulik kun*. Bishkek: Kyrgyzstan Publishing.
2. Block, D. (2006). Identity in applied linguistics: Where are we? In T. Omoniyi & G. White (Eds.), *The sociolinguistics of identity* (p. 36). London: Continuum.
3. Block, D. (2013). Issues in language and identity research in applied linguistics. *Estudios de Lingüística Inglesa Aplicada*, (13), 3.
4. Deaux, K. (2001). Social identity. In *Encyclopedia of women and gender* (Vols. 1–2, p. 4). Cambridge, USA: Academic Press.
5. Gee, J. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed., p. 95). New York: Routledge.
6. Iskandarov, Sh. (2019). *O'zbekiston arablari etnomadaniy identikligining shakllanishi va transformatsiyasi* (Doctoral dissertation abstract). Toshkent.
7. Jenkins, R. (2008). *Social identity* (3rd ed., p. 90). London & New York: Routledge.
8. Kadirova, X. (2020). *Qoraqalpoq xalqining milliy identiklik xususiyatlari* (Doctoral dissertation abstract). Toshkent.
9. Kalandarova, D. (2020). *Axborotlashgan jamiyat ijtimoiy identikligi shakllanishida din omili* (Doctoral dissertation abstract). Toshkent.

10. Nuessel, F. (2005). Language as/and identity. In *Semiotics 2003: Semiotics and national identity* (p. 355). Ottawa: Legas.
11. Odinayeva, Z. (2020). *O‘zbek milliy identikligi aksiologik tamoyil va qonuniyatlariga falsafiy konseptual yondoshuv* (Doctoral dissertation abstract). Toshkent.
12. Payman, G. M. (2018). Construction of linguistic identity. *International Journal of Central University of Kerala*, 90.
13. Rahimov, G‘. (2017). *Ingliz tili O‘zbekistonda: Sotsiolingvistik va pragmatik ko‘rsatkichlar*. Toshkent: Tamaddun.
14. Sabri, S., & Minwas, J. R. (2022). A review on identity from a linguistic and sociological perspective. *International Journal of Social Sciences & Educational Studies*, 9(4), 226–228.
15. Siebenhütter, S. (2023). The multilingual profile and its impact on identity: Approaching the difference between multilingualism and multilingual identity or linguistic identity. *Ampersand*, 10, 100123, 2.
16. Skutnabb-Kangas, T. (2000). *Linguistic genocide in education – or worldwide diversity and human rights?* Mahwah, NJ: Lawrence Erlbaum Associates.
17. Wenger, E. (1998). *Communities of practice: Learning, meaning and identity* (p. 163). Cambridge: Cambridge University Press.
18. Xushnazarova, Sh. (2024). *Bilingval talabalarning ikkilamchi lisoniy identivligini shakllantirishning lingvokognitiv xususiyatlari* (Doctoral dissertation abstract). Toshkent.
19. Zimmermann, D. (1998). Identity, context and interaction. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (p. 90). London: Sage.
20. Борисов, Р. (2007). *Языковая компетентность как средство выражения этнической идентичности и формирования межэтнической толерантности учащейся молодёжи* (PhD dissertation). Москва.
21. Казарян, А. (2013). *Государственная языковая политика в современной России как основа сохранения национальной идентичности в контексте мировых глобализационных процессов* (PhD dissertation). Москва.
22. Карасик, В. И. (2020). Социально-языковая идентичность: динамика, виртуализация, моделирование. *Русский язык за рубежом*, (1), 31–37.
23. Кремер, Е. (2010). *Проблемы русско-инонационального билингвизма: языковая и этническая идентичность билингвальной личности* (PhD dissertation). Москва.
24. Хилханов, Д. (2007). *Этническая идентичность: роль хозяйственно-экономических и культурно-языковых факторов* (Doctoral dissertation). Москва.