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INTRODUCTION

Bilingualism is a real socio-linguistic situation, the essence of which is the coexistence and interaction of two languages within one language group. A person who is able to use two different language systems in communication situations is bilingual, and a set of relevant skills is bilingualism. Bilingualism is a central problem of linguistics, psychology, education in accordance with the dynamics of cognitive approaches to the description of language phenomena and speech processes. According to the famous polyglot writer I. Franko, "A person who speaks two languages, moving from one to another, changes both the nature and direction of the development of his thought, and so that the efforts of his will not only changes the path of thought, but further its direction affects only indirectly" (Dziuba I, 2005, p.260).

The relevance of this study is that the situation of bilingualism is very common at the moment. Two or more foreign languages are studied in almost all secondary schools in the country. According to the "Law on National Education of Children and Youth", "foreign languages form in students a stable motivation to learn languages, culture of the country - the expansion of its cultural and cognitive interests." But under certain circumstances, such a study can be quite a difficult activity. The bilingual situation in schools provides an opportunity to develop students' cultural perceptions, to enable them to understand intercultural and interlinguistic connections, and thus to educate and teach them.

Ukraine's entry into the European educational space strengthened the requirements for the level of foreign language training, and the urgent need for knowledge of foreign languages of ordinary citizens prompted the search for new approaches to foreign language learning and the actualization of those forms and methods used in the education system of Ukraine. One way to achieve the goal is to introduce various forms of bilingual education. The experience of Ukraine, which is in the process of reforming the education system and seeks to implement the concept of multilingualism, including through a variety of forms of effective models of bilingual education, can be useful for Ukraine, so it needs detailed study.

Problems of bilingual education are studied in the scientific literature of many countries, including the domestic scientific space. The problem of bilingualism was studied by O. Akhmanov, K. Baryna, E. Vereshchagin, A. Gerd, D. Gudkov, Yu. Desheriev, P. Donets, V. Zhayvoronok, I. Zimna, Yu. Kostomarov V. Krasnykh, L. Nikolsky, I. Olshansky, Y. Stepanov. Bilingual education became the subject of research in the works of T. Bodnarchuk, N. Duda, O. Slonovskaya, A. Shirin, who offered the typology of bilingual education. In these works the data on the structure of linguistic education are given and the modern approaches to teaching foreign languages and the experience of their study in the educational system of European countries are

considered. Among foreign researchers are M. Wildhage and E. Otten, who dealt with the development of theoretical principles of bilingual education and integrated teaching of specialties and languages, as well as their implementation in the practice of school education. Some aspects of bilingual education have been the subject of research by foreign scholars such as Butzkamm, D. Wolff, W. Hallet, I. Chris), H.- J. Krechel, S. Lamsfuß-Schenk, A. Rössler, H. Vollmer.

The relevance of the problem of bilingualism, its theoretical and practical significance, the need to comprehend the accumulated experience and form a sound theoretical approach and practical recommendations led to the choice of the topic of this thesis: "Effect of bilingualism on foreign language acquisition"

The study **aims** to determine the features and influence of bilingualism on mastering a foreign language.

The object of the thesis is bilingualism as a psycholinguistic phenomenon.

The subject of the thesis is the influence of bilingualism on the acquisition of foreign languages.

In accordance with the goal of the study the following **tasks** were set:

1. to explore the concept of bilingualism in the scientific literature;
2. to analyze psycholinguistic research on the problem of bilingualism;
3. to analyze the process of mastering a foreign language as a psychoneurolinguistic problem;
4. to study features and essence of bilingualism in educational institutions;
5. to study the impact of bilingualism on student achievement;
6. to analyze advantages and disadvantages of bilingual education in Ukraine and the world.

The following **methods** were used to solve the set tasks:

- theoretical - problem-comparative analysis of philosophical, psychological, pedagogical, cultural, methodological literature on the research problem, analysis of previously completed dissertation research;

- empirical – a survey research design and a questionnaire method.

The structure of the thesis: this thesis comprises an introduction, two chapters (theoretical and practical), conclusions, references and appendices.

PART 1

**METHODOLOGICAL FOUNDATIONS OF THE PROBLEM OF
BILINGUALISM**

1.1. The concept of bilingualism in the academic literature

The attention of linguists to the problems of bilingualism and multilingualism in various manifestations is observed both in domestic and foreign literature. As Zalevska A.A. and Medvedeva I.L., a special aggravation of attention to the consideration of bilingualism issues (in the natural environment and in the educational environment) led to the publication of a number of articles and a number of monographs that are difficult to see.

Bilingualism is becoming one of the most popular and widely studied phenomena of our time. Despite the apparent unambiguity of the term "bilingualism", we still found some discrepancy. Following some scientists, we drew attention to the coexistence of actually two terms denoting the same phenomenon: bilingualism and bilingualism. Usually both terms are used as synonyms. At the same time, they talk about "bilingual communication", "bilingual vocabulary", "bilingual situation", but recently they began to promote "bilingual education", meaning such an organization of student learning when it becomes possible to use more than one language as a language teaching. However, the use of a foreign language ranges from its occasional use in regular subject teaching to its long and continuous use in subject teaching in one of the many disciplines throughout the education system. And a person who speaks two languages is again called bilingual, and sometimes even bilingual. True, the term bilingual individual has recently appeared (Burda T, 2002, p.34).

The situation with the content of the term is much more complicated. Bilingualism is understood as the knowledge of two languages, when both languages are quite often actually used in communication (L.L. Nelyubin calls bilingualism the same knowledge of two languages), R.K. Minyar-Beloruhev speaks of bilingualism as knowledge of two languages, Schweitzer A.D. specifies that the first language is usually taken as the native language, while the second language is unrelated, but widely used by one or another ethnic community. At the same time, the degree of proficiency in two languages can be different: proficiency in oral spoken or written literary or both forms.

U. Weinreich calls the practice of alternate use of two languages bilingual, and V.Yu. Rosenzweig elaborates: "Bilingualism usually refers to the knowledge of two languages and the

regular switching from one to another depending on the situation of communication." (Weinreich U., 1979, p.17)

According to the Concise Ethnological Dictionary, bilingualism is the functioning of two languages to serve the needs of an ethnic group and its individual members; It differs from a simple knowledge of another language on a par with the native and implies the ability to use different languages in different life situations. At the same time, it is emphasized that the concept of "bilingualism" has 2 aspects - psychological and social. Bilingualism can characterize each individual (psychological aspect) or mass or group bilingualism can take place (social aspect). Bilingualism in the narrow sense is the equally perfect knowledge of two languages, in the broad sense - the relative knowledge of the second language, the ability to use it in certain areas of communication. All the above definitions are correct and at the same time contradict each other.

What does "fairly frequent actual use" of two languages in communication mean? This is when a person from birth speaks two languages in the family or in the family in one language, and in society in another. In this case, people who speak a foreign language, but do not use it really often, cannot be called bilingual. What does "equal proficiency in two languages" mean? There is evidence that a person can still speak one language better than another. According to A.A. Burykin, different definitions of bilingualism are essentially in conflict with each other, and the very reasons for different definitions reflect certain common everyday or professional ideas.

Different views on the nature of bilingualism are associated with its various classifications. So, L.V. Shcherba understood bilingualism or bilingualism as the ability of certain groups of the population to communicate in two languages. This meant, in his opinion, to belong simultaneously to two different groups, i.e. one language is used in the family, another in social circles. In this case, bilingualism was called pure. When people constantly switch from one language to another and use one or another language, without noticing what language they use in each given case, they speak of mixed bilingualism. A.A. Zalevskaya and I.L. Medvedev distinguish between the concepts of natural (everyday) and artificial (educational) bilingualism (bilingualism) (The linguistics encyclopedia, 1995, p.78).

The study and analysis of the scientific literature on the study of bilingualism have identified three main approaches to its study: sociolinguistic, linguistic and psycholinguistic. Sociolinguistic approach to the study of bilingualism was developed in the works of G.D. Basova, I.V. Borisjuk, S.I. Trick and others.

Thus research of specificity of functioning of the second language focuses on features of its use in various social and age groups and provides the decision of such problems: definition of volume of social functions of two languages in bilingualism; identification of ethnic, socio-economic, historical, psychological and other prerequisites for the emergence and development

of mass bilingualism; identification of factors that stimulate or hinder the development of bilingualism, determining the role of educational institutions, the media and communication in the workplace, team, family in this process.

This approach most comprehensively studies the main attributes of a bilingual situation: social spheres of bilingual communication, the nature of bilingualism and its social consequences, language policy on bilingualism, the specifics of the interaction of language systems in a bilingual situation. Most sociolinguistic studies of bilingualism, says Yu.I. Guly, consider mainly phonetic phonological material based on orthoepic norms, so the texts are studied, their dependence on a specific bilingual situation, although the emphasis is on the need to study the psychological components of bilingualism "(Common European Framework of Reference for Languages: learning, teaching, assessment, 2001, p. 4).

Sociolinguistic approach also solves the problem of choosing the language of communication in different situations, its dependence on socio-psychological factors.

For example, S.L.Vekilska considering this issue from the standpoint of activity approach, argues that bilingual speech behavior is closely related to socio-psychological functions of society and the place of speech act in the general system of social group, so there are differences between language choices as a means of communication and language as a means of realizing the need for activity.

The author notes that in the first case the choice is made on both emotional and rational levels, and in the second - on a rational level and depends on the nature of communication (informal - formal). As a modern trend, she notes the narrowing of the scope of the native language to family and domestic communication. The second language begins to play the role of the main means of communication in all other areas (educational, socio-political, industrial, etc.) and becomes the language of socialization, and the formation of the psyche of bilinguals, and the main language of interethnic communication (Herdina,2002, pp. 16-18).

The sociolinguistic approach offers several classifications of bilingualism depending on such criteria as the carrier of bilingual ability and the conditions of language acquisition. According to the bearer of bilingual ability, there are national (individual use of several languages in a particular social community) and individual (use of several languages, each of which is chosen according to the current communicative situation) types of bilingualism. According to the conditions in which language acquisition takes place, natural (mastering a second language in the appropriate language environment due to speech practice) and artificial (mastering a second language in the conditions of systematic learning with volitional efforts) distinguish between types of bilingualism. Linguistic approach to the problem of bilingualism is

being developed by such researchers as V.M. Britzin, L.P. Didkivska, V.I. Kononenko and others (Edwards, 1994, p.56).

The content of the linguistic approach to this problem is covered in different ways in the scientific literature. Some scholars point to the need for comparative analysis of languages in contact in order to identify differences between them and further prevent interference. Others focus on the problem of describing speech communication in contact with multilingual communities.

As Yu.O. Zhluktenko, the linguistic aspect of bilingualism covers a number of issues related to the language and speech of bilingual communities, namely: the ratio of structures (and their elements) of two interrelated languages, the specifics of language functioning in bilingual space, standardization and linguistic regulation of functioning languages. Under these conditions, the relationship of each of the languages of a bilingual society with the same language that operates in a monolingual society. The author also notes that the linguistic approach to the problem of bilingualism is multifaceted; it can be distinguished structural-linguistic, functional, normative and other aspects (Pavlychko, 2004, p. 5).

According to many researchers (V.M. Britsyn, L.P. Didkivska, Y.O. Zhluktenko, G.P. Izhakevich), an important place in the linguistic aspect of the study of this problem is occupied by the question of interaction and mutual enrichment of languages operating in bilingual space.

Modern linguistic research shows the intensive interaction of contact systems, which is based on the formation of a stable network of interlanguage connections at all levels. As a result, the subjects (bilinguals) constantly identify the linguistic units, models, and functions of both systems. The general tendency of various interference processes in interacting languages is the direction of changes to the establishment of isophonia, isomorphy, isogrammatism and isosemia of both systems as a whole and their subsystems and microsystems (Cherednichenko, 2002, p. 162).

In the linguistic approach, the typology of bilingualism is adopted depending on the degree of preservation of the language system, according to which two types are distinguished: subordinate, in which there are violations in the preservation of the language system, and coordinative, in which bilingual speech does not differ from monolingual speech.

The development and functioning of the social environment depends entirely on the development and functioning of the language environment (Pirozhkov, Mayboroda, Shaygorodsky, 2016, p.75), so scientists are faced with the task of comprehensive analysis of the language situation, both in the historical past and present.

The analysis of the phenomenon of bilingualism requires the peculiarities of the ethnolinguistic development of Ukraine, the uncertainty of language policy, the lack of a clear idea of the phenomenon of bilingualism, its features, qualitative and quantitative characteristics.

In Soviet sociolinguistics and in the linguistic literature in general, the issue of bilingualism / multilingualism has long been politicized. The functioning of the Russian language as the state language in the USSR allowed scholars to talk about the possibility of the existence of two native languages (V. Aurorin).

The terminology introduced the obligatory models of creation common with the Russian language (I. Bilodid). Instead, the phenomenon of bilingualism / multilingualism is being actively studied abroad by linguists, socio- and psycholinguists.

Linguists O. Espersen and A. Meyer paid attention to practical aspects of areal interaction of languages, M. Usseler proposed a classification of linguistic variability depending on the level of linguistic competence of the individual, J. Fishman, A. Ferguson, R. Jakobson joined the analysis of functional features of bilingualism.

Russian scientists V. Vinogradov, R. Potapova, V. Potapov, N. Mechkovskaya, V. Mikhhalchenko, L. Nikolsky, Georgian researcher N. Imedadze and others made efforts to study the social and psychological foundations of the formation of bilingualism. Recently, domestic researchers L. Antoshkina, E. Borinstein, V. Demchenko, A. Kavalero, G. Krasovska, T. Kuznetsova, L. Masenko, Y. Saplin have been actively researching theoretical and practical aspects of language development, language situation and language interaction. P. Sigeda, O. Sukhomlinov, O. Shinkarenko, N. Shumarova, O. Cherednichenko. The generally accepted definition of bilingualism or bilingualism (from the Latin *bi* "two" and *lingua* "language") was given by the American linguist W. Weinreich.

He calls bilingualism the practice of alternating use of two languages, and defines those who use it as bilingual (Masenko, 1999, p.22). Such an extremely broad understanding of bilingualism is supported by D. Edwards, defining everyone as bilingual because there are no people in the world who do not know any foreign words (Mykytenko, 2018, p.55).

F. Grosjean tends to recognize bilingual people who use two or more languages in everyday life (Bagirokov, 2004, p.31). According to the generally accepted position in linguistics (V. Vinogradov), language acquisition occurs depending on socio- and psycholinguistic factors, such as the acquisition of language by a child and language learning by adults.

The first factor is related to the formation of primary language competence, ie the development from "absence of language to monolingualism".

The second factor opens the connection with the formation of a new (secondary) language competence on the basis of the already acquired primary, ie the movement "monolingualism - bilingualism" (Demchenko, 2001, p. 289).

In a monolingual environment, people rarely pay attention to language problems, but the situation changes dramatically when a person is in a situation where the interlocutors communicate in different languages. In multilingualism, two natural but always opposite needs always interact. V. Alpatov calls them "the need for identity" and "the need for mutual understanding." The need for identity is to try to use "one's" language, mastered in the first years of life, under any circumstances. The need for mutual understanding is that each of the participants in any communication situation wants to communicate freely with their interlocutors. Only under the condition of mutual understanding communication is successful (Masenko, 2008, p.10-11).

Both Western researchers of different times and directions (V. Matezius, L. Bloomfield, W. Weinreich, H. Putnam) and Russian (V. Mikhailchenko, O. Akhmanov, T. Kuznetsov, O. Mitrofanov) and modern domestic (L. Antoshkina), G. Krasovska, L. Masenko, P. Sigeda, O. Sukhomlinov, N. Shumarova) - agree that for the individual and society as a whole it is more comfortable to communicate in one language, which is mastered first, define it as "native language", "main" or "functionally first" in a bilingual / multilingual environment (Belikov, Krysin, 2001, p.45).

The concept of "native" mother tongue is filled with a clear social meaning. Not always, but in most cases the mother tongue is the language of one's ethnic group, one's culture. The use of "foreign" language is associated with feelings of ethnic, cultural and social inferiority. Of course, the possible existence of a compensating factor - a sense of special prestige of "foreign" language (Demchenko, 2001, p.11).

N. Shumarova, drawing attention to the proposal of the Russian researcher O. Shakhnarovich to distinguish between "potentially native language" and "actually native language" in the situation of bilingualism, when the languages of the individual and ethnic group do not coincide, notes that it is revived, the idea of two native languages. It seems that the essence of the discrepancy between the language of the individual and society (ethnicity), changes / changes in language under the influence of objective or subjective circumstances is better conveyed through the concepts of functionally first and functionally second language used in relation to the individual.

The subject of language transmission can act in several guises - mother, family, society, ethnicity. In monolingual environments, these components interact in one stream, and the

definition of the native language is not difficult, and at least in bilingual there are contradictions between the language of mother and family, mother and ethnic group, family and ethnic group.

This contradiction is actualized in cases of self-identification, when there are differences between a person's ideas about his native language and his nationality. The choice demonstrates the desire to emphasize the connection of the individual with a particular national group. It is based on various criteria of identification, among which, in addition to language, which may recede into the background for the individual, there are others - political, territorial, family, ethical, aesthetic, and so on.

The discrepancy between the chosen nationality and the native language of the individual reflects the diversity of types of national-linguistic identification and communication and necessitates the introduction of the already mentioned concept of "functionally first language".

Functionally, the first is the language that a person uses in most communicative situations, which he often thinks in a certain period, meets their own cultural and information needs, and which is a means of its accommodation in various spheres of society.

Functionally, the first language is mostly dictated by society, language ordering by state-administrative institutions, socio-cultural norms of the environment, speech collective, etc.

At some stage, functionally, the first language may not be the language that a person knows best, but it is always the language of adaptation, value orientation, expressed in the effort to become an equal member of society. Most often it is a language with high demographic power, a language with more functions or one that is considered more prestigious in society (Masenko, 2001, p.30-33).

Along with the dynamic model of bilingualism, bilingualism as a double monolingualism is actively analyzed by Western psycholinguistics (Bezpalko, 2012, p.7). Domestic researchers E. Borinstein and A. Kavalero v pay attention to productive and receptive types of bilingualism (Barabash, 2008, p.75).

As a rule, bilingualism is productive, ie bilinguals are able to actively use a second language, it is active language behavior. A special case of bilingualism is passive (receptive) bilingualism - such mastery of a second language, when the individual understands it, but he does not produce texts in it.

For "two-way" passive bilingualism, when each communicator uses his or her own language but understands the language of the other, the term dual-lingualism is sometimes used. This phenomenon occurs on the borders of the spread of different (usually related) languages.

One of the types of bilingualism is the so-called asymmetric bilingualism, in which in one or another social group there is no proportional, harmonious correspondence between productive (active) and receptive (passive) competence (Duda, 2006, p.118).

Depending on the level of proficiency in both languages, N. Mechkovska distinguishes symmetric (an individual speaks both languages) or asymmetric (one person speaks one language better) individual bilingualism (Borinstein, Kavalero, 2001, p.171).

But even the French linguist A. Meyer noted that bilingualism can not achieve the same level of knowledge of two languages. Most researchers of bilingualism, including the Ukrainian scientist Yu.Zhluktenko, believe that in the vast majority of situations the two languages spoken by bilinguals are in different positions (Edwards,1994, p.7).

A. Zagnitko, like Russian researchers V. Belikov and L. Krisin, identifies three main types of individual bilingualism: coordinative, subordinate and mixed (Shumarova ,2000, p.178-188).

Under coordinative (pure) bilingualism, the two languages are completely autonomous, each has its own set of concepts, and the grammatical categories of the two languages are also independent. In subordinate bilingualism, speakers perceive the second language through the prism of the native language: the concepts are correlated with the lexical units of the native language, and the latter - with the units of the second language. Mixed bilingualism ideally provides a single mechanism for analysis and synthesis of speech, and coexisting languages differ only at the level of surface structures (Pirozhkov S.I., Mayboroda O.M., Shaygorodsky Yu. Zh., 2016, p.56-57).

In the case of autonomous bilingualism, bilinguals use language means only in the corresponding language, in mixed language - the language that the individual knows is worse built using the means of the first (main) language (Demchenko V,2001, p.171-173).

O. Cherednychenko significantly expands the understanding of the phenomenon of bilingualism, in his proposed classifications (by qualitative and quantitative characteristics) bilingualism / multilingualism is considered by the degree of prevalence, value orientation, level of differentiation of language systems, the nature of communicative inclusion.

Individual and collective (mass) bilingualism differ in the degree of distribution. In terms of value orientation, bilingualism can be horizontal (when languages are evaluated equally) and vertical (when one language is preferred on a scale of values over another). According to the level of differentiation of language systems in contact, the already mentioned coordinative (pure) and subordinate (mixed) bilingualism are distinguished. By the nature of communicative inclusion there is active and passive bilingualism (Kravchuk L, 2008, p.67).

According to N. Shumarova, the untranslatable type of bilingualism is the most optimal for a person, but it requires great efficiency and is stimulated by immersion in the language environment whose language is being studied. It is a manifestation of the fact that a person

begins to think in the language to which he aspired to master during his studies. This applies to pure, or coordinative, bilingualism.

In real bilingual, one concept corresponds to two forms, which he uses depending on the selected code. But since the strength of connections in both cases is mostly different, the type of language competence in the field of second language can be called translatable, when the search for a connection between extraverbal reality and its linguistic equivalent goes through the word functionally first (or most actively used) language (Dziuba I, 2005, p.22– 23.43).

N. Mechkovskaya draws attention to the "underwater reefs" of closely related bilingualism, noting that in such situations the individual learns a foreign language quite easily, "naturally" and in full. However, this ease has the opposite side - the wide interference of two language systems. Interference, as a consequence of multiculturalism, occurs in cases where a bilingual individual identifies the phoneme of the secondary system with the phoneme of the primary, applying the rules of the latter (Edwards John, 1994, p.163).

At the supra-individual level, mass interference leads to the formation of surzhik - a spontaneously Russified version of the national language (Cherednichenko O, 2002, p.107-108).

Analyzing the above-mentioned features of bilingualism V. Demchenko complements the classification of bilingualism: the degree of language proficiency (in terms of compliance with the literary norm) distinguishing normative bilingualism, when the speaker adheres to the norm in both languages; non-normative, when functionally the second language is realized with violations. The etymologically transparent terms target and everyday are determined by the nature of the use of languages - components of bilingualism, or the fact of relative proficiency in a functionally second language or the ability to use it only in certain areas of communication is fixed along with partial.

In other words, the degree of mastery and use of a second language determines language competence (potential bilingualism, inactive communication in a second language) and actual bilingualism (when a second language is actively used in the communication process).

There is also a distribution of quantitative characteristics, which determines the individual, mass, regional, national varieties of bilingualism (you can continue this series in breadth and depth). In this regard, when bilingualism is inherent in all socio-ethnic groups, it is complete or continuous, and when two languages are used by separate groups of speakers, it is a partial or group variety.

All the above types of bilingualism as a phenomenon of the language situation are observed in different conditions of contact between the two languages and are recorded among other factors in the formation of a particular language situation under study. V. Demchenko simplifies this differentiation by distinguishing between active and passive varieties, where the

signs of the former are a clear distinction of language codes, situational switching, the presence of interference and the active process of borrowing foreign words.

Thus, bilingual interaction can be functional (implies the presence of certain features of the two languages in the communication process, which in turn leads to the separation of the language situation as part of social policy) and structural (involves the process of mutual influence of internal language structures - components of bilingualism) (Philip Herdina, 2002, pp.14–15).

According to M. Siguan and W. Mackie, it is impossible to study the bilingualism of the individual without taking into account the bilingual society. On the one hand, a bilingual society is a society in which a bilingual society is a significant part of its representatives, which is the foundation of such a society, and a bilingual society is the result of an increase in the number of bilinguals. On the other hand, a person becomes bilingual not because of chance or whim, but because he communicates with people who speak another language in the family or in different social spheres. In this sense, the use of different languages in a particular social environment is fundamental, thus combining individual and social contexts. L. Nikolsky also drew attention to the importance of social interaction of languages in the process of bilingualism formation (Selivanova O,2006, p.89).

Social or collective bilingualism is the use of two languages in a society, group or social institution. The presence of two languages in the same social context determines the presence of bilingual people, although social bilingualism does not depend on the number of bilinguals or the intensity of bilingualism (Dziuba I.,2005, p.30-31). The same understanding of mass bilingualism is followed by domestic researcher A. Zagnitko (Borinstein E.R., Kavalero A.A., 2001, p.187).

If the languages of a bilingual society have the same status in the official, cultural and family spheres, then such mass bilingualism is defined as horizontal, if the status of the official has only one language - such mass bilingualism is called diagonal. H. Birdsmore calls diagonal bilingualism the use of a dialect or non-standard language together with a genetically unrelated standard language (Edwards John, 1994, p.5).

Diglossia is sometimes referred to the third type - vertical bilingualism, but this applies to dialects of one language and not different languages (The Encyclopedia of Language and Linguistics,1997, p.84).

In certain regions of the Middle Ages there were situations of functional bilingualism, in which languages were distributed as follows: in the church, education, book and written culture used common to a particular cultural and religious world supranational language (considered

primarily as the language of Scripture), in everyday local vernacular languages and dialects were used in communication.

Functional or cultural bilingualism is opposed to ethnic bilingualism. In the situation of ethnic bilingualism, the use of two languages in one society is associated with the contact of two peoples, when both languages are used by one people: the first is the ethnic language of the people, the second - supra-ethnic, used in special cases or performs specific functions (10, p. 76). Mass, or total, bilingualism, says L. Masenko, is a phenomenon fundamentally different from individual bilingualism. It is usually caused by the country's colonial dependence. In enslaved conditions, the dependent language community is forced to learn, in addition to the native language, another language and use it to communicate in certain circumstances. If the second language gradually takes over all the functions of the native language, there is a danger of the disappearance of the native language and the transformation of bilinguals into monolinguals (Burda T,2002, p.8).

1.2. Psycholinguistic research on the problem of bilingualism

The word "bilingualism" comes from the particle bi, which means "double", "double" and lingua - "language". Bilingualism is defined as the ability or capacity to speak two or more languages. In modern literature, two terms are used in parallel - "bilingualism" and "bilingualism". It should be noted that the concepts of bilingualism and bilingualism are equivalent, ie absolute synonyms and there are no differences between them. However, bilingualism is used in foreign scientific literature, and bilingualism – indomestic scientific sources.

There is a position, Yu.N. Sivakova, a comprehensive approach to the study of bilingualism, which combines knowledge of different areas in the model of formation and functioning of bilingualism. The center of this model is bilingual (bilingual individual), which has certain psychological features, and bilingualism as a mental property is not only objectively existing, but also a phenomenon that is subjectively experienced.

This is manifested in the bilingual's ability to assess the level of their language skills (Belikov V.I., Krysin L.P.,2001, p.20). The main distinguishing feature of a bilingual individual is the ability to use two language systems in communication, but the level of formation of this ability depends on the specific social conditions in which the language development of the individual. Bilingualism as a mental ability is a socially conditioned phenomenon. Bilingualism

as a mental mechanism can be considered in statics (language ability) and dynamics (speech activity).

The psychological aspect of the study of bilingualism is, first of all, to identify the mental processes of this phenomenon and its patterns. To find out the connection of bilingualism with different psychological features of a person, what is the place of bilingualism in the life of a comprehensively developed harmonious personality (Oxford,1994, p.78).

At the present stage of development of science, many psychologists have proven that bilingualism is a progressive social phenomenon, it enhances the development of intellectual abilities and bilingual speech, which contributes to a better understanding of the native language (Mykytenko V.O,2018, p.56).

Turning to world and domestic scientific experience in issues of bilingual research, we find features classifications of types, types and varieties of bilingualism, which reflect various criteria in its evaluation. First of all, researchers take into account the formation of bilingualism, including such features as the connection with thinking, stage or level of language proficiency, the degree of relatedness of languages, the conditions for the formation of bilingualism, communication situations and more.

Systematic development of the classification of types of bilingualism in psycholinguistic and sociolinguistic aspects begins with W. Weinreich, where he contrasted subordinate and coordinative bilingualism (Borinstein E.R., Kavalero A.A,2001, p.11).

The next step was what C. Osgood and S. Erwin opposed acquisition and utilization of different language codes.

The authors also introduced a distinction between the correlation of two language codes - mixed (compound) and coordinated (coordinate) language systems. Lennenberg and McLaughlin distinguish simultaneous - acquired in early childhood and successive - acquired later, types of bilingualism (Mackey W. F.,1968, p.50).

L.V. Scherba first formed certain provisions long before W. Weinreich or C. Osgood and S. Erwin. He speaks of two types of bilingualism mixed and pure. In pure bilingualism, both languages create two separate systems of associations that have no contact with each other, and in mixed bilingualism, two languages create only one system of associations in the head (Sokolova S.O,2013, p.32).

Further developments in the types of bilingualism involve both foreign and domestic scholars. W. McKay, already mentioned above, defined balanced and unbalanced bilingualism depending on the level of language proficiency. A. Pachev pointed to the concept of reciprocal and non-reciprocal bilingualism (Burda T.,2002, p.10).

Trying to find common features in different definitions of bilingualism and based on the theory of L.S. According to Vygotsky, the Finnish researcher O. Kuure proposes to distinguish between the following types of bilingualism: stimulus (acquired before the age of three), successive (acquired between the ages of three and six) and subordinate (acquired between the ages of seven and twelve).

S. Erwin, based on whether languages are learned simultaneously or in a certain sequence, speaks of simultaneous and consecutive (consecutive) bilingualism. L. Gardner and W. Lambert contrasted integral and instrumental bilingualism (the latter is associated with a certain pragmatic goal of language acquisition, the former - with the self-identification of bilingualism) (Mackey W. F., 1968, p.49).

The typology of modern bilingualism has found some coverage in works of domestic scientists with different conceptual positions.

E.M. Vereshchagin distinguishes types of bilingualism on the basis of psycholinguistic and methodological criteria: pure and mixed bilingualism, direct and indirect (in connection with thinking), natural and artificial bilingualism (under conditions of formation), receptive, reproductive and productive bilingualism (according to the number of actions), coordinative and subordinate bilingualism (by the nature of the interaction of contact languages in the minds of the individual) (Mechkovskaya N.B., 1996, p.11).

M.M. Mikhailov identifies the following features for the typology of bilingualism: features of the components of bilingualism, the degree of mastery of them, the nature of its connection with thinking, the degree of prevalence, the nature of prevalence, method of distribution, time of mastery, method of mastery, form of bilingualism (Edwards John, 1994, p.30).

According to these signs, the scientist speaks of homogeneous and heterogeneous bilingualism; productive, reproductive and receptive bilingualism; direct and indirect type of bilingualism; mass, group and individual bilingualism; voluntarily studied and forcibly imposed type of bilingualism; spontaneously mastered and specially studied bilingualism; oral, written and dual type of bilingualism.

Z.G. Muratova proposes to characterize the situation of bilingualism from three positions: in terms of the functioning of the components of bilingualism, taking into account the peculiarities of the origin and development of bilingualism as a social phenomenon, in terms of the level of bilingual languages. The researcher considers bilingualism not as a state, but as an evolving process (Potapova R.K., Potapov V.V., 2006, p.20).

Many foreign authors are inclined to think that the main components of a comprehensive description of bilingualism are the number of languages used by bilinguals (number), relations

between languages (type), conditions for learning and using languages (function), the nature of the influence of one language on another (interaction), level of proficiency in both languages (degree), switching from one language to another (alternation) (Borinstein E.R., Kavalero A.A.,2001, p.19).

The classification proposed by H. Baetens-Bierdsmore is quite detailed and deep. The scientist identifies more than 30 types of bilingualism, namely: secondary, achieved, additive, ascendent, ascribed, asymmetrical, balanced, compound, consecutive, coordinate, diagonal, early, functional, horizontal, incipient, individual, infant, late, passive, perfect, productive, receptive, recessive, residual, vertical, true, symmetrical, successive, subtractive, subordinate, semi-bilingualism, societal.

The types of bilingualism identified in this classification are based on psychological, linguistic, methodological and other factors. However, in our opinion, such a classification is somewhat chaotic and requires a clearer structure for its use (Mechkovskaya N.B.,1996, p.10).

Types of bilingualism also include the following: closely related - related - unrelated; general - mass - group - individual; national - territorially limited - socially limited - age; total - functionally limited and others. The above types of bilingualism have a fairly clear semantics, which reveals the meaning of relevant concepts.

In our opinion, this classification complements those already mentioned, it introduces a clearer structure on the one hand, but on the other - taken into account most of the social parameters of bilingualism (Pavlychko D.,2004, p.20).

Widespread classification of bilingualism depending on the method of language acquisition and their use in communication. Thus, S. Romain identifies six main types of child bilingualism, depending on three main criteria - the native language of parents, the dominant language in society, the language of communication with the child in the family.

Analyzing the views of the scientist, we can say that he tried to take into account the main factors influencing the formation of bilingualism. It should be noted that for adults such a classification is not entirely correct, especially when bilingualism does not belong to the childhood of a bilingual individual (Cherednichenko O.,2002, p.10).

N.V. Imedadze proposed a typology of bilingualism based on two criteria: first, the level of language proficiency - balanced and dominant, and secondly, the degree of autonomy of the languages used - coordinate and mixed bilingualism.

That is, in our opinion, N.V. Imedadze correlates the quantitative indicator in the first case and the qualitative one in the second, and this makes it possible to take into account both the psycholinguistic features of bilingualism and socio-cultural ones (Belikov V.I., Krysin L.P., 2001, p.43).

In one of the works on the problems of bilingualism K.Z. Zakiryaynov describes typology of bilingualism. He says that often types and species bilingualism, although distinguished on different grounds, but often overlap.

K.Z. Zakiryaynov identifies the following criteria: the epistemological characteristics of the components, the functioning of languages in one form, the level of speech, the level of language proficiency, the nature of communication with thinking, the way of mastering a second language, the degree of distribution, time formation of bilingualism and the form of functioning. These features are not exhaustive and require further improvement of this classification (Shirin A.,2007, p.20).

At the present stage of development of psychological science, the problem of studying the psychological characteristics of bilinguals remains unresolved and requires detailed study.

The psychological aspect of the study of bilingualism considers the following issues:

- 1) the relationship between non-native language and bilingual thinking;
- 2) the place and role of bilingualism in the intellectual development of man;
- 3) about different ways of acquiring bilingualism, their advantages and disadvantages;
- 4) the place and role of the native language in the study of non-native and mastery of non-native speech;
- 5) about the best time to learn a second language;
- 6) on the mechanism of functioning of native and non-native language in the early and late bilingualism;
- 7) the impact of bilingualism on the overall intellectual development of the child and the development of the native language.

Currently, there are a large number of classifications of types of bilingualism, but the classification of E.M. Vereshchagin, although a single terminology for defining types has not yet been developed. In some works, the types of bilingualism are interpreted more generally.

Conducting a comparative analysis of domestic and foreign classifications of types of bilingualism, we conclude that none of the existing models does not fully reveal the essence of this phenomenon. The classification, which, in our opinion, is complete, depends on the specific purpose of the study of bilingualism.

After analyzing existing research and classification models bilingualism, it should be noted that we follow a comprehensive approach to the problem of bilingualism, which integrates data from different directions into a single theory. At the same time, the choice or creation of a certain classification of types of bilingualism is completely subject to research in the field of bilingualism.

Psychological research of bilingualism should be conducted not only on the basis of defining the typology of bilingualism as a phenomenon, but by identifying specific types and categories of bilingualism. The primary task of such research is to study the psychological characteristics of bilinguals of different types, because only on the basis of consideration of certain categories of bilinguals and their correlation can determine the impact of bilingualism on personality development.

Thus, considering the qualities and types of bilingualism, we say that for psychological research it is necessary to identify categories of bilinguals and study the psychological differences of bilinguals of different types.

Prospects for further research. In future works a more detailed comprehensive consideration of the issue of bilingualism is planned with further study of the psychological characteristics of specific types of bilingualism

1.3. Mastering a foreign language as a psychoneurolinguistic problem

Psycholinguistic approach to the study of this problem is being developed by such researchers as V.P. Belyanin, E.M. Vereshchagin, O.O. Zalevska, L.V. Zasekina, I.O. Zimnya, O.O. Leontiev, T.M. Ushakova, R.M. Frumkin and others. In psychological science, bilingual development is studied in the context of general speech development and in connection with the theory of personality development.

At the present stage of development of psycholinguistics, the study of bilingualism focuses mainly on general theoretical concepts developed within the framework of activity and cognitive approaches. From the point of view of the activity approach, the problem of bilingualism is considered from the point of view of the functioning of the speech activity of an active subject of cognition, which is in constant interaction with the physical and social world. From the standpoint of the cognitive approach, bilingualism is studied in the context of the representation of human knowledge, which reflects the features of his individual picture of the world. According to O.O. Leontiev, the activity approach to the study of bilingualism is leading, because it covers both the active subject of knowledge and representation of reality (7, p. 33).

In psycholinguistics there are several classifications of bilingualism depending on the age at which language acquisition takes place; degree of language proficiency; correlation of two language mechanisms; and how speech connects with thinking. Depending on the age at which language acquisition takes place, bilingualism is divided into early, due to being and living in a bilingual cultural environment; and late, in which mastering the second language occurs at an older age, after mastering the native language. According to the degree of language proficiency

and the number of speech actions, there are receptive, reproductive and productive types of bilingualism.

Receptive bilingualism exists in situations where a person only understands a foreign language, but cannot generate independent messages. Reproductive bilingualism allows not only to perceive foreign texts, but also to reproduce what is read and heard. Productive bilingualism allows you to both reproduce speech and generate independent messages in a foreign language.

According to the correlation of language mechanisms, pure bilingualism is distinguished, in which a certain language is used in each separate sphere, and mixed - the use of two languages in the same situation. According to the method of connecting speech with thinking, bilingualism is divided into direct (primary and secondary language are related to thinking directly) and indirect (secondary speech skills are related to thinking through primary speech skills).

The subject of many psycholinguistic studies was the acquisition of a second language, which established the general laws of formation of the second language system (I.O.Zimnya, O.O.Leontiev, O.K. Markov), specific conditions for learning a second language in systematic learning (Nosenko, N.F. Shevchenko), specific features of bilingualism (N.A.Alfimova, N.A.Vinnichenko, Y.I.Guly, V.V.Pundev). The scientific literature distinguishes between the concepts of second language (SL) and foreign language (FL), taking into account that in the first case language acquisition occurs spontaneously, in natural communication conditions, and in the second - in artificial learning situations under the guidance of a professional.

In psycholinguistics the most developed is the problem of learning a foreign language, identifying patterns of this process. Opinions of scientists on the relationship between the mastery of FL and SL have changed from the focus of researchers mainly on the differences between these cases to the recognition of their identity. In recent times, it is generally accepted thesis (O.O. Zalevskaya, L.V. Zasekina, I.O. Zimnya, etc.) that between the processes of mastering FL and SL more common than different, that the mechanisms of speech activity at home and in foreign languages the same, and students go through similar stages of speech development, make similar mistakes (The linguistics encyclopedia, 1995, p. 293). Also within the psycholinguistic approach, scientists have studied the role of bilingualism in the formation of personality.

Thus, some researchers (L.S. Vygotsky) point out that the study of several languages contributes to the mental development of children, and the use of two language systems improves the understanding of the native language. Some scholars (I. Epstein) note the possible negative impact of bilingualism on mental development due to the emergence of uncertainty and mediocrity in the use of languages, because a person learns not two languages, but the formation of one hybrid language, and uncontrolled and undifferentiated switching from one language to

another leads to the mixing of the two language systems, and, finally, to the formation of surzhik. Conclusions and prospects for further research.

The conducted scientific analysis of theoretical and empirical research on the problem of bilingualism allows us to draw the following conclusions:

1. In modern science there are three main approaches to the study of bilingualism: sociolinguistic, linguistic and psycholinguistic, which study various aspects of this phenomenon. In our opinion, it is difficult to make a clear distinction between the problems of these approaches, due to the complexity of the phenomenon under study. This is confirmed by the fact that researchers consider bilingualism as a subject of study in various branches of science: ethnopsycholinguistics (V.P. Belyanin), sociolinguistics (L.O. Kalmykova), psycholinguistics (E.M. Vereshchagin).

2. Within the sociolinguistic approach, correlations between the social and linguistic aspects of bilingualism are revealed. The linguistic approach focuses on the interaction and mutual enrichment of languages that function in the bilingual space.

In the psycholinguistic approach, the attention of researchers focuses on the study of general patterns of formation of the second language system. Each approach offers its own classification of types of bilingualism. Prospects for further work include in-depth study of the problem of bilingualism, its role in the formation of linguistic personality and the formation of ethnic identity and ethno-national identity.

For the effective study of foreign languages, extensive research is conducted on many aspects of learning, and not only purely linguistic. They should be studied not only within one science, but also to take into account the intensive development of modern linguistics with other sciences, such as psychology, biology, sociology, medicine (neurophysiology, neurosurgery, neurology, psychiatry), etc. At the junction of these sciences with linguistics, separate intersectoral sciences have developed: linguopsychobiology, neurolinguistics, ethno-, socio-, psycholinguistics, mathematical linguistics, ecolinguistics, and others (Burda T., 2002, p.40).

Various neuro- and psycholinguistic aspects play an extremely important role in learning and mastering a foreign language.

There is no doubt that the neurophysiology of the human brain is a hereditary phenomenon. Everyone is born with certain inclinations, and the development of his abilities depends on how active a person is in one or another sphere of his activity. We are not talking about innate abilities, because abilities, as we know, are not inherited, but about the innate talents of man, which, given his active life in a particular area, are transformed into acquired abilities. Thus, human abilities are the result of its development. Therefore, the makings can be considered as an innate "language gene" (N. Chomsky), the presence and functioning of which depends on

the further development of human language abilities. This theory originates in the considerations of modern philosophers of the XVI-XVII centuries, namely the representatives of the rationalist trend (R. Descartes, B. Spinoza, B. Pascal). Taking into account all the contradictions of the opinions of modern philosophers, it is quite possible to agree that a person is born with certain inclinations that are genetically encoded in his brain and, evolving, are transformed into abilities.

Neurolinguistic factors in the study of foreign languages come to the fore: language and speech, thinking and memory, which are closely related to the activity of the human brain and its entire central nervous system. It is known that from a philosophical point of view, language and speech are in dialectical unity (general, abstract - separate, specific). From the ontological point of view, language belongs to mental phenomena, and speech - to psychophysiological. Thus, language is associated with thinking, which is the basis of various mental processes and which, in turn, are not always verbalized. O. Potebnya (the presence of the triad: language-thinking-speech) also pointed out the connection between language and human thinking and psyche. Memory makes language, speech and thinking the means of thinking, cognitive and communicative activities. Academician Anokhin P.K. in 1970 put forward the hypothesis of the presence in the human brain of the so-called "second brain". From here, researchers build a hypothesis about internal and external memory. External (procedural) memory (right hemisphere of the brain) is associated with skills and habits, is responsible for perception, image processing, mnemonics, it depends on the tempo, tone, timbre, manner of speech, pitch, articulation and more. Non-verbal means of communication are dominated by the right hemisphere. It provides mainly the process of concrete thinking (Masenko L.T., 1999, p.30).

Internal (declarative) memory (left hemisphere of the brain) provides the way out of thinking in speech, associated with complex forms of memorization, the preservation of numerous facts. Verbal-logical thinking (verbal, discursive) takes place here.

Since internal memory is associated with memorizing a large amount of vocabulary, it can be described as "verbal" memory. The process of abstract thinking takes place in the left hemisphere.

Thus, a person's ability to learn a foreign language depends on how developed a person's "verbal" memory is. The process of learning a foreign language, which occurs differently in different people, also depends on the neurophysiology of an individual's brain. Hence the various inclinations, abilities, mnemonics and mental abilities. The nature and mode of functioning of brain cells (neurons) are genetically encoded and therefore hereditary. The constancy of hereditary traits is due to the peculiarities of nucleic acids (DNA and RNA), which accurately transmit the information encoded in them. Heredity changes with changes in individual genes in the structure of DNA. This process is very complex and concerns purely medicine.

Thus, the study of a foreign language in particular and knowledge of the native language in general depends on the functioning of the brain mechanisms of speech activity in the cerebral cortex. The degree of mastery of the native language (lexical and grammatical correctness of speech, its stylistic richness) creates the prerequisites for successful mastery of a foreign language. Here the problem of bilingualism comes to the fore, which with the development of psycholinguistics has acquired special significance. Comparative study of two languages (native and foreign) helps to know the common and different in the functioning of both languages.

At the practical level, these theoretical positions and conclusions allowed to conduct the most common psycholinguistic experiment associated with the method of free associative connections (AC) for certain stimulus words. Data AC, available in the human mind at all or present at some point, are associated with the flow in the cerebral cortex of certain mental processes on which human thinking depends in general. The answer (word-reaction) to the given word-stimulus allows to trace the dynamics of AC in the human mind, to determine how the objective reality in the mind is reflected with the help of language signs; what connections it establishes between individual objects and phenomena, semantic connections between words, what type of thinking dominates it (Yagupov V.V.,2007, p.20).

The results of the experiment allowed to establish the associative series (AS) and the associative field (AF) on the given words-stimuli, to determine the frequency of AS, to establish their types (specific / abstract), to show their location by degree of primary / secondary, by distance Connection), to establish the connection of an associative pair, to show the semantic "stimulus" that caused the effect of deceptive expectation (element of low associative probability), to investigate the level of abstraction of individual associative words in the plane of individual AF and AS.

Further research in the course of this experiment could be: the establishment of AF-parallels, which are automated in the native language and the relationship of dissociation between them in the process of learning a foreign language; show syntagmatic, paradigmatic and epidigmatic relations of the lexical-semantic field; set AF depending on the age dynamics of the participants of the experiment; show AF in connection with gender differentiation; outline the emotional contours of thinking (ameliorative vocabulary - positive emotions, peerative vocabulary - negative emotions, mixed emotional and evaluative vocabulary - ambivalence of feelings) in order to determine on the basis of different AF emotional and evaluative neuropolis a certain type of verbal behavior.

Thus, the individual features of the neurophysiology of the human brain: its ability to think, encode and decode information, the ability to perform logical and intellectual operations (conjunction, disjunction; comparison, inference, generalization, etc.) are based on two main

processes - integration and differentiation .Due to special areas of the brain, the so-called. "Language centers", a person speaks one or another language, the ability to carry out the process of communication.

1.4.Methods of research of bilingual competence

Bilingualism is mainly considered as a constituent unit of social space that has a significant impact on the formation and development of personality. Scholars such as E. Vereshchagin, V. McCoy, and M. Imedadze consider bilingualism as aspects of the cognitive and functional method. Moreover, it is important to have a correct understanding of bilingualism. M. Imedadze wrote the following: "... a person who speaks two languages, ie an individual who uses two language systems for communication, ie when consciousness is focused on the meaning of expression, and form is a means" (Mackey W. F.,1968, p. 136). Bilingualism must be defined as equal fluency at the same level. Only under the condition of equality of knowledge of the second language with the first bilingualism takes place (Osaulenko O.G.,2003, p. 172).

Studying the theoretical foundations of bilingual communicative competence, we must remember the need for the formation of basic psychological and pedagogical theories of development of the concept of continuous, personal orientation-intellectual, bilingual language education. As well as a comprehensive competent approach that allows to achieve the goal, implementation of educational and professional bilingual programs, adherence to the principles and criteria of designing content and program bases of bilingual, methodological and practical training for the formation of levels of professional bilingual competence of the future specialist.

The structuring of the content of the discipline includes modular, vocabulary and lexical-terminological approach. They are especially effective in language adaptation. Personality-oriented and socio-cultural approaches help to overcome the difficulties of the language barrier in learning. The principles of continuity and professional orientation of novelty and variety of means, forms and methods of teaching were laid down for the educational activity of the bilingual basis. Modular learning, in particular, works as a link in the educational process, and the learning module is a system of organizing knowledge of relevant norms and values. To achieve high results using a modular approach, the structural content of the discipline is formed on the basis of analysis of the conceptual and terminological apparatus. This leads to the formation of groups of basic concepts, and their systematic assimilation leads to the development of bilingual communicative competence. When studying them by bilingual method (Burda T.,2002, p. 152). The modular approach is necessarily accompanied by a vocabulary approach

that provides an explanation of special terminology in two languages. These methods make it possible to systematize learning, facilitate and accelerate the acquisition of material. As a result, to form bilingual competence at a significant level in the desired field. The lexical-terminological approach allows bilinguals to easily classify, structure and master the terminology of both languages, while the personality-oriented approach ensures the development of personal qualities. Communicative and linguistic opportunities in bilingual education are better combined with socio-cultural approaches. The higher the development of the individual, the better the systematic approach to bilingual learning. Bilingual communicative competence should be associated with the system of relations, the set of values of each native speaker.

"... attitudes of communicative behavior, which are defined as the readiness of the subject to actualize a clearly directed communicative activity" (Siropolko S.,2001, p. 12). These attitudes are formed throughout the life of the individual based on his experience of communication in the environment, ie people and those landmarks that focus him on any important role in contact with a bilingual person in the family, school and social circles.

Thus, from an early age a person is influenced by other people, gaining personal experience, and so on. All this is the result of existing attitudes. Tolerance, among them, plays an important role in the importance of forming the communicative competence of bilingualism.

Research in European schools shows that language subjects and bilingual competences have the following characteristics:

1. The level of success in achieving the teaching of subjects in another language is an order of magnitude higher in a bilingual school than the same level of teaching this subject in a monolingual school.
2. The language competence of bilinguals is equated to the competence of natural speakers of this language.
3. At the heart of the educational process is a positive attitude to the native language and culture, and to the language being studied, forming respect and a fine understanding of aspects of another language.
4. To bring the level of second language proficiency closer to international standards, being in the natural environment is an important factor.

Based on existing sources and recent research, we can identify several approaches to the study of "bilingualism", by linguistic and functional approaches.

The first, sociolinguistic approach, considers bilingualism as the existence of two languages within one language group. At one time, this approach was supported by A. Schweizer, A. Nikolsky, A. Mayorov and many other linguists. A. Mayorov spoke about bilingualism as a social phenomenon as follows: ".coexistence, interaction and interaction of two

languages in a single bilingual communicative space in a certain historical era of a multiethnic state" (Mechkovskaya N.B.,1996, p. 98).

V. McCoy distinguishes bilingualism within the functional approach, saying that bilingualism is "an alternative use of two or more languages by one and the same individual" (Cherednichenko O.,2002, p. 79). It provides the following characteristics of bilingualism:

- by its level;
- by its social function;
- by language situation;
- by interference.

According to V. Vereshchagin, more attention should be paid to primary and secondary language systems. A person who is able to use two language systems to communicate is called a bilingual. The fact that the concept of bilingualism implies the mandatory use of two language systems becomes immediately apparent. Turning to the study of the process of mastering two languages in the conditions of bilingualism, it is necessary to study the sources of such scientists: R. Borsuk, T. Meerovich, V. Rumyantseva, O. Bilyaeva, M. Pentelyuk and N. Bondarenko.

Bilingualism is also of interest and knowledge of the very structures of perception and formation of speech. The psychological aspect of bilingualism was studied by L. Vygotsky, E. Vereshchagin, M. Imedadze, and B. Kotyk.

To date, it has been established that the communicative scheme has a great influence on the language behavior of bilinguals. In his research, T. Burda describes the factors influencing the code switching of language. In articulated speech in diglos bilingualism, the main exogenous factors influencing the transition from one language to another are the sphere of communication, social attitudes and stereotypes and the prestige of language.

In non-verbal bilingualism, exogenous factors such as the interlocutor's language, the topic of communication and the endogenous factor of lack of lexical vocabulary have the greatest influence on code switching (Oxford, 1994, p. 18). It should be noted that bilinguals at the communicative level have sufficient baggage of the main types of speech activity of both languages, which are simultaneously and simultaneously developing and improving.

An interesting factor in this article is that experts distinguish between coordinated and "false" bilingualism (Isaev M.I.,2008, p. 268).

Bilinguals with coordinated bilingualism have two language systems that are independent of each other, ie there is a dual system of the denoted. Individuals with "false" bilingualism develop only one system of meanings, and there is no clear line between types of bilingualism. Rather, there is a continuous gradation (Bezpalko O.V., 2012, p. 86-280).

The answer to the question using coordinated bilingualism works automatically. In the case of "false" it will be voiced only when the individual translates the question in their native language, ponders, and then voices it in the language in which he was addressed. These conclusions are based on the works of M. Siguan and W. Mackie.

O.I. Litvinov identifies the main objectives of bilingual education:

- building the competence of society in terms of language;
- overcoming obstacles to mastering a second language;
- achieving the culture of the population;
- expansion of bilingual programs;
- emphasizing the benefits of bilingual education (Duda N.M.,2006, p. 125).

Ways of forming the communicative competence of bilingual learning are not universal, they are modified and complicated in each situation. There are abstraction and filtering of information, interpretation, simplification, association, combination and reorganization of the material being processed. Each individual processes and explains the received information in their own way through a range of personal interpretations (Demchenko V.,2001, p. 23).

Bilingual communicative competence provides:

- self-identification of the bilingual as an individual;
- interaction of the individual with the environment;
- personal behavior of individuals with each other;
- integration of social groups and their unity in society;
- differentiation of society as separate groups;
- exchange of achievements.

All this gives impetus to the development of cultural society (Bezpalko O.V., 2012, p. 81).

N. Rogers, R. Riner, E. Burke and others made a significant contribution to the development of objective vision and analysis of communicative competence. In order to avoid pedagogical manipulation and ensure free communication, the International Board of Standards for Training, Achievement and Education defines competence as the ability to act competently, cope with an activity, perform tasks, achieve a goal. At the same time, communicative competence is the basis of knowledge, habits and attitudes that push the individual to perform specific functions, reaching the appropriate heights, the standards of the goal.

Today, bilingual education curricula are constantly being improved, as the vast majority of European countries can afford it. M. Tadeeva notes that "bilingual education" is a process where the teaching of non-language disciplines is conducted in a foreign language (Borinstein E.R., Kavalero A.A.,2001, p. 242).

This approach is common in Germany, the United Kingdom, France and many other European countries, which argue that mastering a second language is more effective when using appropriate teaching methods. Such organization of bilingual education not only enhances educational development, but also forms the worldview, cultural vision of the peoples whose languages are studied, people's communicative abilities and their characteristics.

In order to successfully achieve the set goal, the individual must occupy and, if necessary, change their communicative positions in the interests of communicative contact.

The task is to achieve a certain standard in speaking two languages at the same level. In this case, communicative behavior is important, in accordance with the conditions of the environment in which the bilingual person is. As a result, bilingual education can be interpreted as an educational system "... when learning takes place in two languages, one of which is most often, but not always - the first language of students" (Bezpalko O.V., 2012, p. 184).

PART 2

**EXPLORING BILINGUALISM IN A SECONDARY EDUCATIONAL
INSTITUTION: A CASE STUDY**

Due to the fact that foreign languages have become necessary for international communication and cooperation with other countries, the relevance of learning two or more foreign languages is very high. The best time to study is school. Therefore, it is necessary to develop such a quality as bilingualism in students from primary school. From a psychological point of view, this is not an easy task, but students follow the instructions of the teacher, who methodically invents the best pedagogical tools to develop the qualities of children.

2.1. The study

The purpose of the study was to observe pupils' perceptions of the influence of bilingualism on acquisition of English as a foreign language. For this purpose, a questionnaire in the form of a test on 13 questions was used. All questions are listed in the appendices.

In most Ukrainian schools English is the first foreign language. In Transcarpathia, where the study is set, Hungarian is the second foreign language in schools. The number of those who study English is noticeably increasing, so the number of those who are learning a foreign language is growing proportionally. Usually, when organizing bilingual education, English is the first language, and Hungarian is chosen as the second language.

2.2. Participants

The study participants were students of the Taras Shevchenko Lyceum in Berehovo. Three classes were chosen: 5-B, 6-A and 7-B. A total of 28 people took part in the survey. 10 - from 5-B class, 5 - from 6-A, 13 - 11th. During English lessons, they wrote a test to determine the results of the influence of bilingualism on their knowledge and assimilation of information while learning a foreign language.

2.3. Data collection and analysis

The research was performed in the form of a questionnaire. We conducted a survey at the place of residence, in a grammar school with the study of three foreign languages. Fifth graders learn three foreign languages: English (which they have been learning since the first grade),

Hungarian, and third Russian. The class is divided into three groups of less than 10 students, which makes language learning more effective.

The questions for the questionnaire are listed in the Appendix.

The students's attitude to the questionnaire was positive. They answered questions quickly and enthusiastically. Both open-ended and closed-ended questions were used in the questionnaire.

2.4. Results and Discussion

During the survey, it was important to find out the students' opinion about bilingualism, as well as the impact of this phenomenon on them. 26 students took part in the survey. The list of questions is shown in the Appendix. The results of the survey will be presented below. Answers to the questionnaire

Question 1. How do you assess the difficulty of learning two foreign languages?

In assessing the complexity of learning two foreign languages, students' opinions were divided. 13 found it easy, 11 - medium, 2 - difficult.

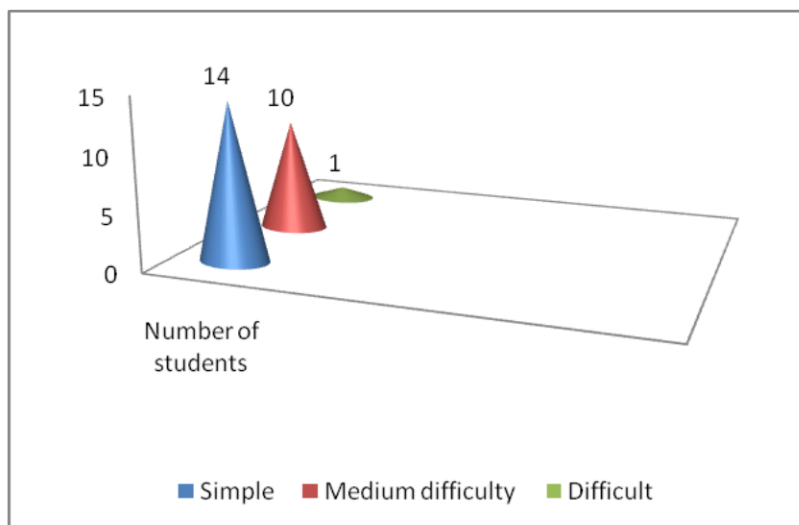


Figure 1. The perceived level of difficulty of learning two foreign languages

Question 2. Do you want to learn more than one foreign language?

Among the 26 students surveyed, only 4 expressed a desire to learn only one foreign language, others said they wanted to learn more. (Fig.2)

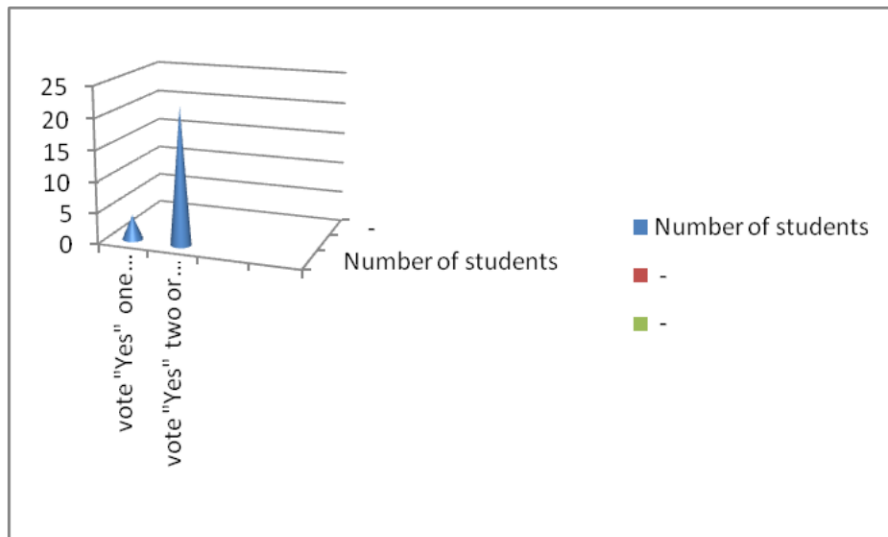


Figure 2. The number of languages pupils want to learn

Question 3. Name the reason for learning a second and third foreign language in high school.

Expressing the reason for learning the second and third foreign language in high school, students mainly referred to the rules and regulations of the school, as well as the program.

Question 4. Do you consider learning three foreign languages at school?

As for the expediency of learning three foreign languages at school, the students of these classes were determined as follows: 1 person considered the study of two foreign languages at school inexpedient, 21 - considered it appropriate, 4 - abstained.



Figure 3. Expediency of learning three foreign languages

Question 5. Do you agree with the phrase "As many languages you know, as many times you are a human being"?

The fact that students learn three foreign languages is taken for granted by them. This does not burden them and does not make them particularly happy. Therefore, most of them agreed with the expression "As many languages you know, as many times you are a human being " or refrained from answering.

Question 6. Do you want to learn a new foreign language?

Most of the respondents want to learn another foreign language. Pointing out the reason, called interest in the field, or the development of their own abilities, or the need for languages in the future profession.

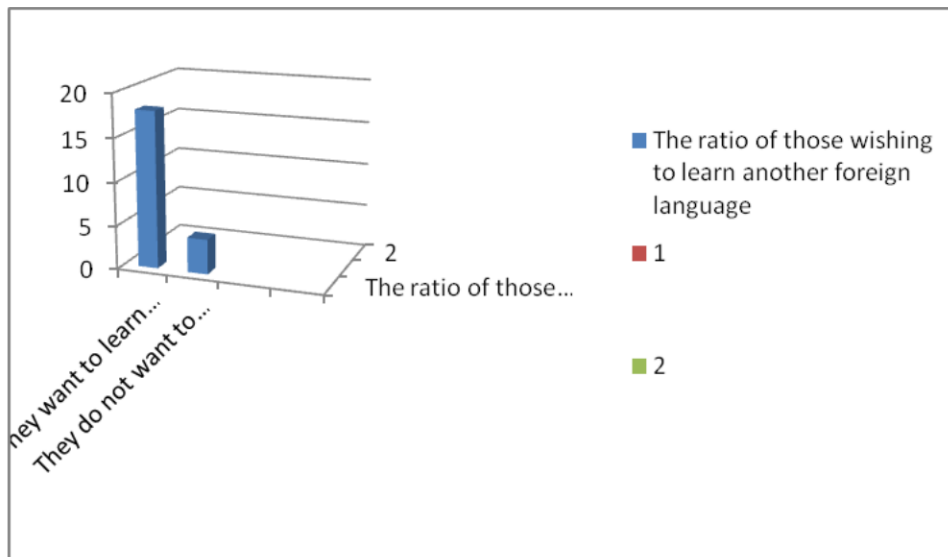


Figure 4. Students' attitude to learning another language

According to the results of the study, it can be concluded that students in adolescence and adolescence have a positive attitude to the phenomenon of bilingualism. Through a survey of students, it was determined that mastering a foreign language as a psychoneurolinguistic problem does not manifest itself exclusively in school lessons, as students responded enthusiastically and shared their experience in multiple languages as an advantage.

It has been studied that motivating students to learn one or more foreign languages has a positive effect on the student's personality, as in the future he will increase confidence in his knowledge and he will be able to use this phenomenon as an advantage in his career.

Bilingualism, as a problem of schools with two foreign languages, should not be called a problem. This is rather an advantage for the development and formation of the psyche. According to the professor of psychology, Bondarenko O.F., bilingualism, as a process of

learning two languages, can be dangerous only for the immature psyche and nervous system. However, it is important to remember that bilingualism can impair the development of motor skills and certain parts of the brain. However, the problem caused by these causes is not very common, but rather is an exception for the development of children 6-8 years.

In doing so, we are confronted with the reality that not all schools teach two foreign languages. Some teach only one, some three. However, it should be noted that the number corresponding to bilingualism is the best due to the fact that school age is favorable for such loads. Namely, two languages are the most necessary and relevant in CEE, as well as in schools of all types. In accordance with the tasks we found out the attitude of students to the study of two foreign languages.

When children learn a second foreign language, they already have some knowledge of previous language learning. Therefore, this is definitely a great advantage that must be taken into account. It is on this principle that the basic methods of teaching a second foreign language in a secondary school should be determined.

Of course, there are many advantages to learning three languages at school. Bilingualism for foreign language competence of students greatly contributes to their understanding of socio-cultural differences and gives impetus to the development of linguistic talents for learning other languages, or issues of any linguistic field.

According to this study, it was found that some students learn better because they find it difficult to learn several languages at once.

2.5. Advantages and disadvantages of bilingual education in Ukraine and the world

Bilingualism (bilingualism, Latin bi - 'two' + lingua 'language')—is the practice of variable use of two languages; knowledge of two languages and the ability to use them to communicate successfully (even with minimal language skills); equally perfect command of both languages, the ability to use them equally depending on the conditions of communication. People who speak two languages are called bilinguals, three are called polylinguals, and more than three are called polyglots. Since language is a function of social groups, being bilingual means belonging to two different social groups at the same time. (Bell,1980, p.33)

The idea of raising bilingual children today is both attractive and possible for more and more families, and raising more than one language certainly has its undeniable advantages in today's global world. However, bilingualism is not really the phenomenon that happens easily and without complications.

Successful parenting in a bilingual environment requires careful planning and serious approach. The reasons for raising children in two or more languages are as diverse as the families themselves. Even the very concept of "bilingualism" has different interpretations for different families. For some of them, it is simply an opportunity to understand two languages, but only one. For others, it is a high requirement for free and competent communication in both languages in all types of speech activities.

Regardless of the goals to be achieved for the development of bilingualism in each family, success, as it turns out, depends on what "language plan" was developed in advance. Experience has shown that those families who need some time to understand and understand how their children will develop in a bilingual environment, and who take on the necessary responsibilities, tend to be more successful in raising bilingual children.

If you are considering raising your children in a bilingual environment, it is a good idea to understand your own definition of bilingualism. Language skills can be assessed in terms of the following types of speaking activities: listening, speaking, reading and writing. A person can speak only one language, but can hear two languages. Someone can listen and speak two languages, but read and write only one.

The term balanced bilingualism, first used by W. Lambert (Pirozhkov S.I., Mayboroda O.M., Shaygorodsky Yu. Zh., 2016, p.21), is used to describe people who are equally fluent in both languages, while the term semilingualism, first used by Hensgard, is used for those with a deficiency in both languages compared to monolingualism. This deficit can be expressed in insufficient vocabulary, incorrect use of grammatical structures, difficulty thinking or expressing emotions in one of the languages, and so on.

Few people are truly balanced bilinguals using both languages in any situation. One of the languages is usually dominant. This dominance can be different for listening and speaking, or for reading and writing, and usually changes over time. In any case, it will be useful to find out for yourself what type of bilingualism is important and necessary for your family, your community and your culture in order to plan a strategy for raising children with the ability to use more than one language. Most people are able to learn a second language at any time in their lives. And although there is no critical age for bilingual development, children before adolescence are able to develop a more natural pronunciation. Scholars can classify bilingualism in different ways. E.M. Vereshchagin distinguishes between bilingualism by sociological, psychological and linguistic criteria. (Pavlychko, 2004, p.66).

Scherba puts forward the term "pure bilingualism" for the independent existence of two languages in communication.

Researchers Lambert and Ronyat (Pirozhkov S.I., Mayboroda O.M., Shaygorodsky Yu. Zh., 2016, p.55) identify two types of bilingual childhood. J. Ronyat was the first to describe the first type. (Demchenko, 2001, p.91).

The first type is the simultaneous or parallel study of two languages, which is usually influenced by four main factors:

- The ability of parents to speak one or more languages. Some parents speak only one, their native language, but do not speak the language of the school and possibly the community.
- Actual use of language to communicate with the child. Parents can speak one, two or even more languages, but communicate with the child only in a certain language.
- Language or languages used by other family members to communicate with the child. It can be a language of communication between siblings, between children and grandparents.
- The last factor is the language spoken by the child in society.

The second type of bilingualism is called consistent. It occurs when a child already knows one language before learning another. This happens in kindergarten or a little later (at the age of three, as a rule, separate and consistent language learning is separated). Some children and adults usually learn a second language in schools or language courses. When children learn two languages at the same time, parents need to develop language strategies that delineate the boundaries between languages.

Example:

- One parent–one language. Each member of the family constantly speaks one language and the other speaks another (usually the child's native language and possibly a common language with each other).
- Both parents speak the same language in the family and the other language is used in the school learning process.
- One language is used in everyday life and at school, and the other in the community.
- Both parents communicate with the child in two languages, but separate them depending on the speech situation or speak different languages every other day.

Sequence is key at the initial stage of language learning. If you mix languages in one conversation, young children will have difficulty separating vocabulary and grammar. The child can learn "mixed" language as a hybrid. Parents also need to understand how to maintain a balance between languages. If a child attends school in one language during the day and only hears another language at home for a short time, it is likely that the language of the school will be given to him or her more easily than the language spoken at home.

Parents should plan extra time to communicate in their native language in different situations and with different speakers. Extensive language experience in communicating in both

languages is important for good bilingual development. The quality of interaction in language issues is also very important. The language should not be too complicated, and parents should try to expand their child's language skills, as well as support and approve it. Parents should be good listeners and excellent interlocutors, demonstrating a rich vocabulary and a variety of conversational models.

Bilingual provision of books, music and even video is also important. Parents should also take into account the individual characteristics of their children. Each child learns a language at a different rate.

This is due to many factors, namely:

- Stability and mobility. A family that has been in a foreign language community for a long time increases their child's chances of learning the language.
- Family relationships affect a child's bilingual development. For example, if the father speaks a language other than the mother's, but is often away from home, the child will not learn his language as quickly as the mother's.
- Attitudes towards each language on the part of parents or other family members, as well as the school, the community, and especially the child, affect the development of one or both languages.

Each language should be treated with respect and dignity in all aspects of a child's life. All children have a need and desire to communicate when the language experience is positive and meaningful. Knowing two or more languages gives children many benefits in life. Bilingual children have the advantage of knowing two cultures, they are able to communicate with more people and have possible economic benefits in the future.

Studies have even shown the benefits of thinking in bilinguals. But if you decide to raise bilingual children, you should think carefully about everything, because it will affect them for the rest of their lives. When planning a bilingual upbringing, parents should focus on their child's self-affirmation and self-esteem, learning opportunities, and social factors.

Raising a child with bilingualism is a special and very valuable gift offered by parents to their children, but it should be well planned and presented with care, for further use and evaluation in the future.

Bilingual education is one of the most effective methods of upbringing and education. In countries such as the United States, Canada, and Switzerland, there are communities that use more than one language and, as a result, bilingual and sometimes trilingual education in the education system.

Let's look at these examples in more detail. U. D. Whitney, V. Labov, and D. Hymes worked on this question in American linguistics. Here, bilingual education is very widespread, in

many variants. The fact is that English, not surprisingly, is not native to more than 8 million Americans. About 6 million such children study in secondary schools. One third of them speak Spanish.

Bilingual education is insisted on primarily by Latinos and immigrants from Asia. In another country, Canada, bilingualism, ie teaching in two official languages, English and French, is even guaranteed by the Constitution. More than two thirds of the children of "new migrants" do not speak any official language, so special training in English and French is organized for them. Ottawa provides financial support to the provincial government to provide appropriate training.

As a result, such training has become popular throughout the country since the late 1980s. The method of early total immersion is widely used in Canada. It is practiced in two versions. The first option (enrichment option) is used by the English-speaking population when learning French. In this case, training is intensive with the use of French as the language of instruction.

The second option (transition option) is that children of national minorities are gradually introduced to French and English. But there are some specific problems. Thus, the French government of Quebec is concerned that new immigrants prefer English over French. In this regard, the study of French is initiated in Quebec.

Thus, we can conclude that Canada is an ideal example of the coexistence of two official languages within one country. It is also significant that the state ensures that its citizens speak both official languages by introducing bilingual education.

In Europe (W. Weinreich, M. Siguan, W. Mackie, M. Pevzner, A. Shirin, etc.) bilingual education is considered an important tool for intercultural dialogue and combating national intolerance. The peculiarity of learning foreign languages in European schools is that students are required to learn their native language, one of the working languages of the European Union, as well as one of the official languages of the European Union. There are also so-called small national groups or minorities in European countries. Students from such small subcultures often either have no or poor knowledge of a non-native language.

This is the case in Germany, Switzerland and Finland. In Europe as a whole, only 6-10% of schoolchildren in small national minority families speak the language of the dominant nation (Panasyuk L.V.,2014, p.52).

Mastering the languages of dominant ethnocultural groups significantly facilitates the assimilation of educational material and communication with representatives of other cultures for indigenous and non-indigenous minorities. Bilingual education is also considered an important guarantee for the development of small national indigenous groups.

In Spain, for example, such teaching is seen not only as a manifestation of the linguistic independence of the Basques and Catalans in the cultural and educational spheres, but also as an important basis for their autonomy. The state guarantees the right to study in both Catalan and Basque. The laws of Catalonia and the Basque Country require students to master both languages (native and Spanish). Teachers are required to speak native and Spanish languages.

In France, the problem of bilingualism was studied by the French linguist A. Meyer. Since the mid-1970s, French primary schools have been required by law to teach regional languages: Corsican, Alsatian, Breton, Flemish, Catalan, Italian, and Basque. Initially, the regional language is the language of instruction, and the "second language" (Kanak or French) is taught as a subject.

The second language is introduced after complete mastery of the native language (from 2nd or 3rd grade) and gradually becomes the language of instruction, and the native language is further taught as a subject. Wales (UK) is one of the best examples of caring for the educational needs of indigenous minorities through the introduction of bilingual education.

The 1967 Act in Wales equalized the rights of Welsh and English. By the early 1980s, Welsh was about 20% of the population of Wales (500,000).

There is a steady increase in the number of students studying the school curriculum in Welsh, the list of basic subjects of secondary education taught in the indigenous language of Wales is increasing, and special training centers for learning this language are being set up. As a result, there is a steady increase in the number of children under the age of five who speak Welsh.

In Andorra, as a result of population growth, Andorrans, for whom Catalan is their mother tongue and official language, have ceased to be an absolute majority. Students attend French, Spanish and Catalan schools. Along with teaching Spanish and French, the study of Catalan language and culture is mandatory.

In Africa, we see the following situation: in the former European colonies, education is provided in both the native language and the language of the country that previously owned the colony. Learning in local languages promotes involvement in indigenous culture. Education in the language of the metropolis contributes to the involvement of Western and world cultural values, is an essential means of national consolidation.

In Japan, bilingual education is provided for international students in international classes. Analyzing the system of secondary and higher education in Ukraine, it should be noted that the bilingual system, unfortunately, is not given due attention.

Among the reasons for this phenomenon are lacks of awareness, misunderstanding of the goals set by the bilingual system and so on. If it is implemented in some cases, it is more intuitive than planned and with the introduction of theoretical foundations of the method. It

should be noted that bilingual education can be introduced not only for the official language and the language of communication (for example, Ukrainian and Russian), but also for learning a foreign language (for example, English). In this context, bilingual education acquires numerical advantages.

It would be more appropriate to use a narrower interpretation of bilingual education and talk about the bilingual method of learning a foreign language. This method emerged as a result of criticism of the audiovisual method of learning a foreign language. It promotes the study of both native and foreign languages. In today's world, there are many models of bilingual learning, which differ in the degree of inclusion of the first or second language.

Simultaneous use of two languages is characteristic of the duplicate model. (Masenko L.T.,2010, p.2). One lexical unit can be represented in native and foreign languages. This model is used at the initial stage of learning a foreign language. Then an additional model can be used.

It is characterized by the use of additional information that expands the content that has been studied in the native language. This additional information can be presented in the form of a teacher's monologue, or printed text, audio or video file. There is also a parity model (Masenko L.T.,2010, p.2).

It is parity, ie equal use of both native and foreign languages. At the stage of learning new material, both foreign and native language can be used. But students are required to have a sufficiently high level of mastery of a foreign language. The next step is the displacing model. (Masenko L.T.,2010, p.3).

Here the dominant role is given to a foreign language. The teacher and students use it when disclosing the content of new material. It is clear that this model requires a deep mastery of a foreign language and high language competence of students. They must be fluent in a foreign language at a level that allows them to delve into the content of the new material.

Next, follows the discussion of the benefits of bilingual education. Bilingual education allows students to develop the first language in parallel with the second or global language, such as English.

There is also evidence (Burda T.,2002, p.44) that there are potential benefits of bilingualism for the individual, school and society, for example:

- increased mental flexibility;
- improving intercultural skills;
- expanding opportunities for global exchange and trade;
- the possibility of full-fledged study of a foreign language at home, in their cultural environment;

- the opportunity to feel comfortable in other countries due to good command of a foreign language;

- learning two or more languages not only facilitates their study, but also promotes the development of communication skills, mobility and flexibility.

What are the challenges for bilingual education?

- People may be concerned about innovations such as bilingual education and worry about whether all students will have sufficient command of a second language;

- Each context is different, so sometimes it is difficult to decide:

- whether there will be bilingual education in the whole school, or only in a bilingual stream;

- at what age you should start bilingual education, as there are pros and cons of early and late start of bilingual education.

Bilingual education is a complex task that requires careful guidance, such as:

- research of bilingual education;

- development of an appropriate model and policy;

- change planning and management;

- work with stakeholders;

- providing multilingual educational materials;

- search, training and retention of teachers;

- monitoring and evaluation.

Disadvantages of bilingual education:

- under the guise of bilingual education, children are weaned from their native cultural values and the values of the people whose language they study are instilled;

- Insufficient number of qualified teachers, which leads to a situation where the child does not know a foreign language perfectly, and their native language is much worse than children from ordinary schools.

- Bilingual education is a very expensive type of education that requires a lot of money to support teachers of both or more languages.

Bilingual education is a powerful tool for training future professionals in any field. With this method, students not only gain professional knowledge, but also expand their worldview. Thanks to bilingual education, students feel more free and confident in the labor market.

Despite the fact that bilingual education has certain disadvantages, we can conclude that it has more advantages. This is evidenced by studies of psychologists (Bezpalko O.V., 2012, p.345), who argue that bilinguals have better mental abilities, they are more resourceful, have creative thinking, better memory than monolinguals and flexible mind. They are characterized by

rational thinking, they learn foreign languages better, easier to socialize, more open to different cultures. Bilingualism also has economic benefits for the future. Although in the context of Ukraine we do not have such problems of preservation of indigenous languages, compared to Europe, but at the legislative level the problem of protection of indigenous languages of national minorities, as well as bilingual education using these languages is given much attention.

CONCLUSIONS

The state and society expect the education system to form an intellectual and technological platform for the rapid transition of the education system itself at all its levels to a fundamentally new qualitative state that can provide such a model of language education that would meet the needs of students and society and be effective in a particular educational environment and institutions.

There are a number of subjective reasons that determine the importance of bilingual education: the focus on the knowledge of a holistic picture of the world by an individual, the need to obtain information in accordance with individual needs, the possibility of obtaining continuous education and self-education throughout life, which in turn creates additional chances to compete in the pan-European and global market for professionals. In this regard, the motivation of parents and their children to learn not only English but also other foreign languages and cultures is growing.

In the thesis, the concept of bilingualism in the scientific literature was studied, and the works of researchers who studied this concept were discussed. In the thesis, psycholinguistic research on the problem of bilingualism was analyzed, and the results research and the process of mastering a foreign language as a psychoneurolinguistic problem were presented.

In the study, the theoretical bases and the peculiarities and essence of bilingualism in educational institutions were discussed, in particular in modern educational institutions. The study yielded results that showed the impact of bilingualism on student achievement and also analyzed the advantages and disadvantages of bilingual education in Ukraine and around the world.

There are many advantages to learning three languages at school. Bilingualism for students' foreign language competence greatly contributes to their understanding of socio-cultural differences and gives impetus to the development of linguistic skills for learning other languages or issues of any linguistic field.

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Резюме

У роботі розглянуто проблему впливу білінгвізму на оволодіння іноземною мовою. Двомовність або білінгвізм — це реальна соціально-мовна ситуація, суть якої полягає у співіснуванні та взаємодії двох мов у межах однієї мовної групи. Білінгвал — це людина, яка вміє користуватися двома різними мовними системами в ситуаціях спілкування. Білінгвізм є гострою проблемою мовознавців, психологів, педагогів відповідно до динаміки когнітивних підходів до опису мовних явищ і мовленнєвих процесів.

Актуальність даного дослідження полягає в тому, що ситуація двомовності на даний момент є дуже поширеною. Дві або більше іноземних мов вивчають майже у всіх загальноосвітніх школах країни. Проблеми білінгвальної освіти досліджуються в науковій літературі багатьох країн, у тому числі й у вітчизняному науковому просторі.

Мета даної роботи було вивчення особливостей та впливу білінгвізму на оволодіння іноземною мовою. У даній дипломній роботі було досліджено ставлення учнів старшої школи до явища білінгвізму та їх бачення щодо даного явища. Дослідження виконане із застосуванням методу анкетування. Більшість учнів відповіла, що їм до вподоби дане явище і вони не бачать перешкод під час вивчення більше, ніж однієї іноземної мови. Окрім цього, певна частина учнів зазначила, що вони хотіли б вивчити нову іноземну мову (яку не вивчали раніше) та вивчати навіть три іноземні мови, оскільки це допоможе їм у майбутньому в їх професії.

Висновковано, що явище білінгвізму позитивно впливає на учнів та переважна більшість учнів надає позитивне значення щодо цього.

Усі поставлені завдання на початку дипломної роботи були виконані, а результати дослідження описані та проаналізовані на основі теоретичних засад описаних у розділі 1.

APPENDICES**Research**

1. How do you assess the difficulty of learning two foreign languages?
 - a. Easy
 - b. Medium
 - c. difficult
2. Do you want to learn more than one foreign language?
 - a. Yes, I want to learn two or more
 - b. No, I want to learn only one
3. Name the reason for learning a second and third foreign language in high school.
4. Do you consider learning three foreign languages at school?
 - a. I think it is impractical.
 - b. It is appropriate
 - c. I am abstained
5. Do you agree with the phrase "As many languages you know, as many times you are a human being"?
 - a. Yes
 - b. No
 - c. I don't know
6. Do you want to learn a new foreign language?
 - a. Yes, I want to learn a new foreign language
 - b. No, I don't want to learn a new foreign language

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Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel. Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.