



## PSYCHOLINGUISTIC ASPECT OF STUDYING THE PROBLEM OF BILINGUISM

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### Abstract

The article discusses the changes in the content of images of linguistic consciousness in the process of teaching artificial bilinguals a foreign language.

**Keywords:** bilingualism, philosophy, cultural linguistics, psychology, sociology, physiology.

### Introduction

The phenomenon known as bilingualism is of exceptional interest not only from the point of view of linguistics, but also from the stand point of philosophy, cultural linguistics, psychology, sociology, and even physiology. "The psychological aspect of bilingualism is that from the point of view individual two languages - these are two types of activity in which the same organs are involved. Therefore, an adequate psychological theory should explain the state when an individual uses each of the two languages separately with full efficiency, and, on the contrary, when interference from the other is manifested in one of these languages "[2].

### Methods, results, discussions

In psycholinguistic studies, the phenomenon of bilingualism is considered by the method of comparing languages existing in the mind of a bilingual individual; at the same time, the following types of bilingualism are distinguished: 1) mixed bilingualism, in which two languages merge into one system; 2) coordinate bilingualism, in which the two language systems are kept separate; 3) subordinate bilingualism, which, like coordinative, assumes the presence of two separate language systems, but differs from the latter in that its complex sign (metasign in semiotic systems) contains a single concept, and a bilingual of this type often learns a second language using the translation method [4]. Three dedicated type of bilingualism, of course, are ideal simplifications, and in a real bilingual one of them prevails. Subordinate bilingualism by its nature means secondary, incomplete knowledge of a second language and is characteristic of novice bilinguals, but already in the early stages of language acquisition it is accompanied by elements of coordinative and mixed bilingualism. With effective bilingualism, coordinative and mixed bilingualism





actually exist (and often elements of subordinate) with the predominance of one of them [3]. Within the framework of psycholinguistic research, the most developed area is the study of the mental vocabulary of the bilingual. "The main controversy in this direction is carried out between the supporters of the hypothesis of "double storage", according to which the bilingual has two relatively independent mental lexicons [5], and supporter's hypothesis of "single storage", postulating the presence of a single mental vocabulary [1]. M. Paradis put forward the hypothesis of "triple storage".

According to which the bilingual has two relatively independent mental lexicons (keeping words in the unity of their expression plan and content) and a single "language-independent" level of conceptual (conceptual) representations, correlated with the units of both lexicons [6].

Today, there are still many unresolved problems: "what is a bilingual as a linguistic person, is his consciousness different from that of a monolingual, is a bilingual a combination two monolinguals in one consciousness with a coordinated type and two consciousnesses in one monolingual with a mixed one" [1].

Until now, among scientists there is no single involvement of the right hemisphere of the brain in language processes in bilingualism. And if such a phenomenon is confirmed, then it will be necessary to recognize the significant difference between a bilingual and a monolingual, not only in the sphere of language, but also in the sphere of consciousness in general [5]. Explaining the process of mastering a second language is also essential. has evolved over the past half century. Thus, the behaviorist theories of the 1950s - 1980s explained the acquisition of a second language in accordance with the general laws of the influence of various factors on human behavior (imitation, experience, trial and error). Nativists (1960s - 1990s) believed that there was an innate universal grammar, thanks to which a person understands how the language functions, which makes it possible to single out important parameters in the flow of the incoming language and use them when constructing the language. By now, this theory has lost its significance, there has been a reorientation to the cognitive and psychological properties of a person, which make it possible to recognize significant signs and carry out communication using highlighted linguistic parameters. However, the entire process of mastering a second language and functioning several languages in an individual have not yet been revealed.

Thus, in the study of the problem of bilingualism, there are still many unsolved problems that require more detailed development. The attention of linguists to the problems of bilingualism and multilingualism in different manifestations is observed both in domestic and foreign literature. As noted by A.A. Zalevskaya. and Medvedeva I.L., a special sharpening of attention to the consideration of issues of bilingualism (in





the natural environment and in the educational setting) has led to the publication of a hard-to-see number of articles and a number of monographs. Bilingualism is becoming one of the most popular and widely studied phenomena of our time. Despite the seeming unambiguity of the term "bilingualism", we nevertheless found a certain discrepancy. Following some scholars, we drew attention to the coexistence of actually two terms denoting the same phenomenon: bilingualism and bilingualism. Usually both terms are used interchangeably. 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. At the same time, the use of a foreign language ranges from its periodic use in regular subject teaching to its long and continuous use in subject teaching in one of the many disciplines within the entire education system. And a person who speaks two languages is again called bilingual, and sometimes even bilingual. True, recently the term bilingual individual has appeared. The situation with the content of the term is much more complicated. Bilingualism or bilingualism is understood as possession of two languages, when both languages are quite often actually used in communication (L.L. Nelyubin calls the same proficiency in two languages bilingualism), R.K. Minyar-Beloruchev speaks of bilingualism as a knowledge of two languages, A.D. Schweitzer specifies that the first language is usually taken as native, for the second - 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. U. Weinreich calls bilingualism the practice of alternating use of two languages, and V.Yu. Rosenzweig clarifies: "Bilingualism usually means knowing two languages and regularly switching from one to another depending on the communication situation."

According to the Concise Ethnological Dictionary, bilingualism is the functioning of two languages to serve the needs of an ethnic community and its individual members; differs from simple knowledge of another language on an equal basis with the native one 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 person (psychological aspect) or there can be mass or group bilingualism (social aspect). Bilingualism in the narrow sense is an equally perfect command of two languages, in a broad sense - the relative command of a second language, the ability to use it in certain areas of communication. All of the above definitions are correct and at the same time contradict each other.





What does "fairly frequent real use" of two languages mean in communication? 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 know a foreign language, but do not really use it 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 conflicting 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 bilinguality 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 is used in social circles. In this case, bilingualism was called pure. When people constantly move from one language to another and use one or another language, without noticing which language they use in each given case, they talk about mixed bilingualism. A.A. Zalevskaya and I.L. Medvedev distinguishes between the concepts of natural (everyday) and artificial (educational) bilingualism.

Artistic foreign language communication also has a teaching potential, which is realized through the actualization of the interpretation mechanism: penetration into the communicative intentions of the author and heroes, drawing attention to the linguistic form of their actualization, expanding the educational sphere of the reader. Samples of communicative behavior, reconstructed in a work of art, acquaint with the communicative culture of the country of the target language and are perceived at the cognitive-emotional level, as models for imitation.

On the one hand, teaching communication is presented as educational intercultural communication that prepares for real intercultural communication, developing the communicative competence of the emerging bilinguals. On the other hand, this is interpersonal communication, which actualizes and also increases the general communicative competence of speech partners. Both interpersonal and artificially carried out intercultural communication in teaching communication are characterized by controllability by the mediator of the dialogue of cultures, in the role of which the teacher acts as an elite artificial bilingual, a linguistic expert.

The teacher is a native speaker of two languages, applies his skills in professional activities and transfers to students the knowledge of the languages that he speaks. In this case, the implementation of bilingualism will be qualitatively different than in a translation situation. In the classroom, full-fledged communication in a second language is not fully realized, it is only modeled with a greater or lesser degree of



success. At the same time, for both parties, bilingual communication in the learning process will be different: for the teacher, this is full-fledged bilingualism, for students - forced bilingualism, associated with efforts, willpower, memory, and also the organs of speech due to the presence of communicative obstacles. The most typical communication option will be the one in which the foreign language is such for both the students and the teacher. S. G. Nikolaev believes that "from the point of view of theoretical and practical pedagogy and methods of teaching languages, a deep and versatile study of bilingualism in the educational process contributes to a better understanding of the mechanisms of the fastest and most effective assimilation of foreign language material, effective removal of traditional difficulties in mastering a second, foreign language "

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