BILINGUALISM AS A PSYCHOSOCIAL AND SOCIO-CULTURAL PHENOMENON IN THE MODERN EDUCATIONAL ENVIRONMENT

Abstract. The multidimensional studies of bilingualism problems in the framework of pedagogy, psychology, sociolinguistics are considered. It was found that bilingualism is, first of all, a sociocultural phenomenon that needs to be studied in various aspects, first of all in sociolinguistic, psycholinguistic, and, in fact, linguistic. It was found that today there is an ambiguous attitude to bilingualism: sociologists assess it mostly negatively, arguing that bilingualism within the borders of one country leads to social instability; psychologists draw our attention to the negative impact of bilingualism on the child's psyche. In defense of bilingualism, there arises the argument, that a bilingual personality is a personality with two language codes, two language tools, two tools of thinking that enhance the capabilities of the individual, increase the intellectual level of the individual, his/her culture under the condition of the right educational conditions and means of achieving the bilingualism itself or the educational environment.

Keywords: bilingualism, sociocultural phenomenon, bilingualism, bilingual personality, language code, sociocultural competence, bilingual student, child bilingual, education in a bilingual environment.

Bilingualism is usually understood as the possession and usage of more than one language, and the degree of proficiency in a particular language may vary widely. The highest degree of bilingualism occurs when a person speaks and recognizes a second language as a mother tongue. The perfect bilinguals, whose existence is possible according to P. Bloomfield, are people who lived in the territory of the former USSR. Individual bilingualism is rather a phenomenon that manifests itself primarily in the linguistic minorities. The functional distribution of languages in one or another sphere is often different. Bilinguals use each of the languages they speak in different social contexts and are unable to use each of the languages they know in all contexts equally.
Contacting bilingualism is bilingualism which appears in the emergence of the language of interethnic communication. And it is also necessary to distinguish non-contact bilingualism, which is different from "natural bilingualism", which was the result of the purposeful study of a foreign language in artificial conditions, as methodically close as possible to natural ones, reproducing a real communicative situation:

- in the family (at the initiative of one of the parents who is not a native speaker) (in the author's interpretation - artificial or violent bilingualism);
- in the kindergarten;
- in the school;
- in the university;
- on the language and special courses.

But if we consider the problem of bilingualism globally, we must also mention that bilinguals can be not only individuals but also entire nations or social layers of society. As mentioned above, the people of Ukraine, Belarus, Kazakhstan and Georgia have been fluent in two languages since childhood.

The concept of "bilingual education" in a particular type of secondary school includes (according to the modern approach):

- the first is studying a subject and the student's mastery of subject knowledge in a particular area through the interrelated use of two languages (native and non-native) as a means of educational activity.

- the second is learning a foreign language in the process of mastering a certain subject knowledge through the interconnected use of two languages and mastering a foreign language as a means of educational activities.

First of all, in such method of tuition language is considered as a tool for attracting to the world of special knowledge and the content of teaching differs in the combination of subject and language components in all parts of the educational process. [9]

Luke Prodromou in one of his works referring to the role of the native language and offers several metaphors, each of which is true in its way, if not perceived as the
truth in the last instance: [1]

“The native language on a foreign lesson is:

1. Medicine (surely useful, but which have some contraindications and cause dependence);
2. The well from which knowledge is drawn;
3. A wall that interferes with teaching;
4. A window to the wider world (it allows you to consider the previous experience of students, their interests and knowledge of the world, their culture);
5. Crutch (it helps to move forward, but at the same time shows helplessness);
6. Oiling whereby the gears of the lesson move in unison, as the only mechanism in this way saving time.

The same author allegorically lists some functions of the native language. It would not be appropriate to write another paper on the subject if it were not for the desire to show that the use of the mother tongue holds many possibilities that have not been fully explored. We will demonstrate this with many examples, where language acts in the functions most often mentioned in methodical works.

Native language is:

1. A means of explaining grammatical material. Here the role of the native language is twofold. This is both the language in which the explanation is conducted and the material of the comparison.
2. A means of semantizing lexical items. In this function, the native language is used only when the methods of demonstration, guessing the shape of the word, or otherwise interpreted meaning do not work.
3. Control of comprehension of knowledge of grammatical structures or lexical units. This is especially important in cases of polysemy or homonymy. When listening, you often have to control the understanding of intonation patterns.
4. Providing the educational process (commands, instructions for tasks, formulation of the lesson goal, presentation of the language situation). However, the native language here is quickly replaced by a foreign one, especially in oral communication in the classroom, and the most experienced teachers from the very beginning do not use their native language at all in this function. However, written
instructions and comments in their native language are necessary at least during the initial period of study to ensure the independent work of students.

The study of the communicative behavior of the people begins with the study of the language, it appears in the form of a mosaic, which can be understood in comparison with the native culture. Scientists believe that it is necessary to consider the role of the native language in learning a foreign language.

Today "artificial/violent" bilingualism has become very popular among parents. As part of this process, one of the parents, usually the mother, speaks to the child in a foreign language that he is not a native speaker of. Absolutely without getting in the examples or explanations in their native language, which, according to scientists, is not correct since the child in this process of learning the language does not have the opportunity to compare and balance. This type of bilingualism restricts the child from communicating with other family members, children whose language he does not perceive or understand because he is often with his mother. Thus, the child's communication is reduced to a mother-child relationship. Such a child is linguistically attached to his mother, because the other world around him speaks another language, which he does not understand, because, as mentioned above, he does not receive instructions, examples, and translation into his native language.

According to the author, this entails many psychophysical negative factors for the bilingual child. The child can master the second language quite well, but the grammatical aspect for parents is easier to leave to the teacher. In a situation with such artificial bilingual, it is categorically not appropriate to study in a group of non-bilingual children and even children who have mastered a foreign language, because artificial bilingual does not accept instructions and explanations in the genetic native language. Such a child should be sent to study in a foreign language environment whose language he understands. If this doesn't happen, the child is lost and feels stress in a seemingly unfamiliar native language. It is important to raise bilingualism in a child in the most comfortable psychological, not violent conditions.

Observations show that younger students show great interest in people with a
different culture, these children's impressions persist for a long time and also contribute to the development of intrinsic motivation to learn a foreign language. [1, 35] During teaching younger students to listen, speak, read and write, it is important to put them in conditions that require willpower to concentrate. It is necessary to develop students' ability to consciously manage memory, namely to pay special attention to what needs to be remembered. One of the methods of meaningful memorization is the semantic grouping of material, for example, a grouping of words according to the rules of reading, by thematic affiliation, in grammatical structures by meaning, use, and formation. This ability of students should be used during foreign language learning and developed through exercises to prove the judgments of teachers and students, to model problem situations, abstract schemes to fill them with specific content. [11, 46]

The next factor influencing the specifics of the process of mastering a foreign language by children is their experience of mastering the native language. Pupils of primary school age are already relatively fluent in their native language: they can understand what they have heard in a fairly wide range, express their thoughts coherently, retell the read text, they have mainly developed skills of compound reading (80-90 words per minute) and available language and the communicative experience of children in their native language, of course, will serve as a support for teachers in the formation of their ability to communicate in a foreign language.

The complete exclusion of the translation, and exclusion of the native language in general, does not give a cognitive knowledge of the language, that is, a deep understanding of the logic and structure of the language, but forms an external, cosmetic layer: slang expressions are learned, the most commonly used phrases are memorized, facial expressions and gestures that accompany speech are formed, that only communication skills are learned. Phlegmatics and melancholics, people with a heightened sense of self-worth, who often stop studying just to get rid of stress, take this method especially painfully.

The current socio-cultural situation in the higher education system dictates the emergence of international groups of students. Which in turn requires a slightly different approach to teaching. It should be noted that this process is often
accompanied by a large number of problems related to the organization of such teaching and the definition of its objectives and evaluation of results. At the same time, there are also many psychological, organizational, pedagogical, and didactic problems, the solution of which requires scientific substantiation and the use of existing positive pedagogical experience in this domain.

Under the influence of the socio-cultural environment, the communicative and linguistic competencies of bilinguals are formed and reflected in his linguistic consciousness in the form of culturally determined mental linguistic-communicative models and norms of their actualization, which represent his socio-cultural competence.

According to scientific materials, there are four components of socio-cultural competence of bilingual students: epistemological, axiological, operational, and creative-procedural.

Epistemological component - knowledge of national and cultural features of a foreign country, the national specifics of language etiquette.

Axiological component - humane, tolerant attitude to foreign culture, native speakers of foreign languages, to certain communicative acts in different situations of intercultural communication.

The operational component assumes the adequacy of the analysis of the communicative situation (the ratio of certain situational conditions with socio-cultural knowledge, which is available), awareness and development of communicative intentions, the ability to implement intent through dialogical communication skills.

Creative-procedural components are formed in bilingual students during life, as creative abilities and abilities in learning and personal development.

In addition, we can identify the following mechanisms of socio-cultural communication, which are present in the process of bilingual education: the nature of cognition; abstraction and filtering of information; simplification; association; combining and reorganizing information; filling in the gaps; interpretation [12, 73].

**Conclusions.** Taking into account the psychological nature of bilingualism in the process of language education of students of national communities will allow
finding a way to cross-cultural communicative competence of the student, which will allow him/her to show individuality and realize his educational potential not only in the humanities but also in the technical field. , in turn, will promote the development of a creative approach to life, which means -living in harmony with the world and with yourself.

References: