



BILINGUALISM- AS A PHENOMENON OF BILINGUAL COGNITIVE COMMUNICATION

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Article history:	Abstract:
Received: 10th October 2021 Accepted: 11th November 2021 Published: 15th December 2021	The article is devoted to bilingualism phenomenon – which is considered as one of the most investigated phenomena of modern times. Taking into consideration modern society condition, increased demands of international communication, problems of language and culture interaction, importance of multicultural and bi/polylingual development of linguistic identity, special attention is paid to some bilingualism problems.
Keywords: Bilingualism, world view, mind, polylingual model, polylingualism, artificial bilingualism, cognitive bases, interference, linguistic world view.	

The global process of informatization of society is manifested not only in the fact that it covers all aspects of life and professional activity of people, but also the most important aspects of the development of human society, forming a fundamentally new global information environment, which represents the basis for new geopolitical processes, such as the globalization of the economy, science, education, culture.

The problem of informatization of culture is of a fundamental nature, since it unites the processes of information-industrial society, technological, social and spiritual modernization. Traditionally, the "dialogue of cultures" and "dialogue of experiences" are carried out largely for the knowledge of foreign languages. The language policy of the Council of Europe puts forward as the main goal in the field of teaching foreign languages multilingualism, which "arises as the cultural aspect of an individual's linguistic experience expands from the language used in the family to the language used in society, and further to the mastery of the languages of other peoples"

The problems of the relationship between language and culture require a complex and multifaceted approach. The picture of the world not only reflects in the language the surrounding reality, morality, value system, mentality, national character, but also forms the language and its carriers too. The monolingual model of the representation of the world is the most widespread and studied in modern linguistics. Nevertheless, it is necessary to take into account the real diversity of forms of existence and mixing of ethnic groups, the interaction of languages of ethnic, interethnic and international communication, which can only be represented by a multilingual model of the linguistic picture of the world. Bilingualism is considered as a form of the existence and development of language, occupies a significant place in the theory of linguistics.

The problem of bilingualism and multilingualism in different features are studied both in mother tongue and foreign literature (A. Baudouin de Courtenay, L.S.Vygotsky, A.R. Luria, L.V. Shcherba; M. Vereshchagin, I.I. Gorelov, F.I. Buslaev, A.D. Alferov, Yu.A. Zhuktenko, E.A. Karlinsky, V.Yu. Rosenzweig, S.N. Zeitlin, A.M. Shakhnarovich; U. Weinreich, V. Leopold, D. Slobin, J. Piaget, R. Jacobson; E. Pill and W. Lambert (Peal, Elizabeth, & Lambert, Wallace E.), E. Bialystok (E., & Martin, MM), Krashen C. (Krashen S), Jong (Jong de Ester J.), etc.).

Bilingualism arises where language contacts develop and communication arises. In the modern age, the problems of interethnic communication have acquired particular relevance, which led to an increase in the scale of the spread of bilingualism, since the needs of interethnic communication have increased. This is of particular importance in the post-Soviet union, as in the countries of Central Asia, the Caucasus, the Baltic States and in Russia itself lives more than 200 peoples and nationalities. At the same time, the problems of discrimination and displacement of the languages of small peoples have become acute. In connection with the assimilation of a few ethnic groups in the twentieth century, the process of the disappearance of languages from the linguistic map of the world noticeably intensified. The possibility of preserving indigenous languages is provided only by the bilingualism of small peoples, who for various purposes of communication, along with their native language can use an intermediary language. The Big Encyclopedic Dictionary defines bilingualism as "bilingualism, possession and alternate use of two different languages or different dialects of the same language by the same person or group. According to the age at which the acquisition of a second language occurs, distinguish between early and late bilingualism. There are distinguish bilingualism also with receptive (perceiving), reproductive (reproducing) and productive (producing), which is latter of

the purpose of learning a foreign language. It is studied within the framework of psycholinguistics and sociolinguistics (since mass bilingualism can be a noticeable sign of the linguistic situation). "The concept of "bilingualism" has two aspects - psychological and social. Bilingualism can characterize each individual person (psychological aspect) or there can be massive 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. Different views on the nature of bilingualism are associated with its various classifications. So, L.V. Shcherba understood bilingualism or multilingualism as the ability of certain groups of the population to communicate in two languages. This meant, in his opinion, it belongs to two different groups simultaneously, for example in family we use one language, but in social around we can use another language too. 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. By the way we distinguish between the concepts of natural (everyday) and artificial (educational) multilingualism (bilingualism). Natural and artificial bilingualism have two options: children and adults. Due to the influence of a multilingual environment, natural bilingualism arises; artificial is formed in the learning process. Natural bilingualism arises in early childhood due to natural immersion in a multilingual linguistic environment. For example, on the territory of Uzbekistan in the Bukhara region, mainly in the family they speak mainly their native language (Tajik or Uzbek), and in kindergarten, at school, in street, the child usually communicates with multilingual children (with Russians, Uzbeks or Tajiks) and for to achieve the goals of communication they use not only native language they can use foreign language too. As a result, children and adults are fluent in two or more languages at the same time. Knowing a second language or a foreign language includes a person in the socio-cultural context of the development of consciousness. Foreign cultural background knowledge is based on cognitive presupposition as a non-verbal component of communication, which is a nationally-specific indicator of intercultural communication. Cognitive consciousness is not identical to linguistic consciousness. Despite the fact that in the general and linguistic picture of the world, the same meanings for speakers of different languages are noted, national linguistic pictures of the world are very specific. When knowing a second language and especially a foreign language, there is an interference of pictures of the world - both general and linguistic. Foreign language material fits into the semantic context of the native language, and messages in it and it was interpreted from the point of view of the native culture. "The main mechanism for the formation of bilingual consciousness is the psychological mechanism of meaning generation, which implies a collision of meanings that occurs when the subject - the carrier of the internal meaning world - meets with other meaning worlds." Knowing a foreign language is associated with the restructuring of the subject's implicit picture of the world: a change in the connotative meaning of objects due to the attachment of new emotionally rich images to it; the formation of a general emotional mood of the world view; categorization of the general contours of the conceptual image of the world built in the mind; restructuring of the categorical structure of individual consciousness, forms of ordering and classification of objects of the surrounding social reality. Learning another language is possible only through the prism of national culture, when at the same time the image of the world inherent in the corresponding people is assimilated.

As T.Yu. Pozdnyakov noted that in the linguistic consciousness of a bilingual, not the entire set of designations of a given concept is represented, but the part of that is closest to the denotation: a new set of variations is formed in the series of lexical-semantic variants, and more than 9 neutral conceptual content. There is a redistribution of lexical and semantic variants according to the degree of their communicative significance.

T.K. Tsvetkova notes that when knowing a second language, changes occur in linguistic consciousness, formed on the basis of the native language. The result of this study is the formation a kind of hybrid structure that contains of two sign systems. At the same time, the later sign system as if embedding into the already existing one and it is being introduced into the linguistic consciousness of the individual. In addition, the assimilation of a new language system also affects the overall picture of the world in the cognitive sphere.

Since the study of a foreign language or second language directly affects the content of the subject's consciousness, it is necessary to recognize that a foreign language consciousness does not exist in its pure form, and during the formation of bilingual consciousness "two linguistic pictures of the world coexist, being in some relationship". The development of the communicative consciousness of an artificial bilingual is accompanied by the expansion of its cognitive space. So, external influences (in the course of language learning) stimulate dynamic internal cognitive processes. An artificial bilingual has a fairly flexible cognitive space: the linguistic picture of the world of his own language is supplemented by new keno concepts, as well as new formations in the form of integrated cognitive structures. At the same time, the apparent qualitative differences are actually the result of quantitative changes, which can be measured in terms of distance, duration and amplitude (for sounds) and in terms of the number of significant features for concepts. The mechanisms of understanding and producing speech are the same and the differences are only in the content of the processed. Supporters of the psychological approach (L.V. Shcherba, E.M. Vereshchagin, Yu.D. Desheriev) analyze the features of speech psychophysiological mechanisms in a situation of language contact; describe the mechanisms of storing speech skills in the brain of bilinguals and the patterns of functioning of various language systems. At the same time, the significant impact of bilingualism on thinking is emphasized. The communicative environment for the formation of a communicative personality of an artificial bilingual is teaching communication, characterized by a quasi-communicative nature, since the artificiality of the process is set by the conditions for the formation of a communicative personality and its basic 10 characteristics.

An example to follow, first of all, the teacher of a foreign language himself, for whom the dominant is also his native culture and, therefore, he can be considered a quasi-standard of communicative behavior in an intercultural format. One of the products of intercultural communication is the expansion of the communicative-behavioral horizons of the individual as a whole, an increase in the possible repertoire of behavioral reactions, the enrichment of emotional baggage, the improvement of the individual communicative style of an artificial bilingual, which is characteristic of the advanced stages of the formation of the communicative personality of an artificial bilingual. According to the results of many studies, bilinguals are more sensitive to the communicative intentions and needs of their interlocutors, more flexibility in communication and use a wider range of communication strategies. Bilingualism enhances metalinguistic abilities. Metalinguistic competence / awareness imply awareness of the form of language, i.e. about the sounds of language (phonological awareness), grammatical "rules" (syntactic awareness) and grammatical markers (morphological awareness).

Such awareness is an essential component of cognitive development due to its connection with language ability, with general literacy. According to K. Baker, knowledge of two languages inevitably encourages a person to think about language as about its functions, pay attention to the characteristic features and signs of both languages, perceive it as a subject of reflection, and not just as a way of expressing thoughts. A similar point of view was expressed by L.S. Vygotsky, who believed that the ability to express one thought in several languages gives a child the opportunity to see his language as one definite system among many others. While studying bilingualism the difficulties of a certain features arise. The languages spoken by the child can be similar or very different in phonetics, grammar, syntax and modality. It is necessary to take into account the context of linguistic communication, the social status of the language, the relationship between language acquisition and socio-economic status, and the dominant language. When the child begins to speak, the unit of measurement is the average duration of the utterance (Yip V., Matthews S.) and the number of understood / pronounced 11 words in a particular language. The age of language acquisition is taken into account too. A child can be bilingual from infancy, many children learn two languages in some sequence, and the age of knowing a second language is directly related to the age of knowing. Adults who studied both languages at the same time from birth cope with a number of language tasks better than those who studied them in turn, even if a second language was added before the age of 3 years (Navarra J. et al.) Interference is inevitable in bilingualism (Shcherba L.V., Vinogradov V.A., Weinreich U., Vishnevskaya G.M., Haugen E. and others). Here you should pay attention to the features of the so-called "Interference errors". Errors arising from similarities and differences in the grammatical structure of languages are not only the result of ignorance of any rules of the target language, but also the "avoidance strategy". E.A. Karlinsky say that the meaning that bilinguals avoid complex structures of the secondary language, when using which they experience constant difficulties and make mistakes. The manifestation of "interference-without-ignorance" has a deep psycholinguistic character. Therefore, even in the case of excellent proficiency in certain structures, a bilingual may make mistakes when using them in speech, although they immediately correct them. An error should be considered interferential if it is the result of the transfer of grammatical rules from one language to another (most often from native to foreign, since the system of the primary language is more stable in relation to the secondary language). Depending on the linguistic level of interaction of languages, phonetic, grammatical and lexical-semantic interferences are distinguished. Phonetic interference is characterized by a violation and distortion of the language system and norms of the target language as a result of interaction in the mind of the speaker of phonetic systems and pronunciation norms of the native and foreign languages (definition by N.A. Lyubimova). Cases of phonetic interference are possible in situations when the studied elements of a foreign language are absent in the native language or differ from those available. Grammatical interference occurs when the rules for placing, agreeing, choosing or changing grammatical units that are part of the system of one language are applied to approximately the same 12 strings of elements in another language. "

With grammatical interference, changes occur in grammatical forms, patterns, relationships and functions. Under the lexical-semantic interference it is customary to understand the violation of the rules of word use, the construction of sentences existing in a foreign language, which occur under the influence of the native language (definition by A.I. Shapovalov). As the reasons for this interference, L.M. Pascar indicates the formation of erroneous word-formative associations due to a different volume of meanings, differences in combinability, and discrepancies in the rules of word order. Lexica-semantic interference is characterized by changes in the composition, functions, semantic structure and use of units of a given level. According to psycholinguistic studies, the properties of a child's memory are such that memorization of a new one occurs quickly and often unconsciously, but the volume of material is limited, it is better remembered that which is often repeated or showing of interest. It helps a lot in the stages of understanding and reproductive knowledge of the language. Adults are somewhat limited in their ability to memorize, but they have already formed skills of language analysis and synthesis, which is very useful at all stages, including at the stage of productive language proficiency. The ability of children to assimilate the phonetic system of the language exceeds that of an adult who experiences a fairly strong interference from the native language. Bilingualism does not imply absolute fluency in both languages. The language that a person speaks better is called dominant; it is not necessarily the first language to be learned. Depending on the conditions, the ratio of languages may vary. One of the languages can partially degrade (linguistic attribution), stop developing (fossilization), squeeze out of use (change of language), forget, go out of use (linguistic death). The language can be revived (revitalization), maintained (preservation), and brought to the level of official recognition and use (modernization). The reasons probably lie in

the physiology of the brain. One gets the impression that the plasticity of the brain is directed, on the one hand, to satisfy the most important need for communication, and on the other hand, it seeks to economically use the resources of the brain and return to the original (monolingual) program. Bilingualism (bilingualism), therefore, is an extremely complex phenomenon. The study of how in early childhood to know of two languages with different structural features occurs and makes it possible to understand the mechanism of using language systems for communication purposes, and also, which is very important, to obtain information about the general development of cognitive processes. According to a number of domestic and foreign psychologists, the consistent knowing of two languages is most favorable for the speech and psychological development of the child. In other words, learning a second language should begin when the child has basically to know the first. A child by the age of 5, using the example of one language, should understand what language is and how to realize his communicative intentions with the help of language. All experience of verbal communication, generalization of subject relations, grammatical generalizations and other positive skills acquired in the native language should be transferred to the second language being learned. The sensitive (favorable) period of speech development falls on 1-5 years. By the age of 6, the native language is recognized as a special case of the language system, and the child has the ability to consciously and consistently move from one language system to another. Of course, at the first stage, there will be a mechanical transfer (grammatical interference) of the peculiarities of one's language into Russian. For example, at first, children do not pay attention to gender, since in some languages there are no genders, prepositions are incorrectly used, since formative suffixes and postpositions are used in some languages. Bilingual children often have a strong human-language relationship. With some people they speak one language, and with others - in the second. Bilinguals usually have one of the dominant languages. On it, a person expresses his thoughts more easily, thinks more often, reads faster. Translation into the dominant language usually works better. It is important to take into account that all children have different abilities, including linguistic ones. Therefore, even being brought up by parents of different nationalities, the child may experience difficulties in mastering one of the languages. Most bilinguals go through a number of stages, including mixing two phonetic systems and vocabulary, simplifying words, when a child chooses units of one or another language depending on their level of proficiency, avoiding pronouncing complex structures. In some children, these features of speech disappear by school age, while in others they remain.

Neuropsychologists and speech therapists identify several typical problems that can affect a child's performance in school: two languages belong to different spheres of use, so the vocabulary of each of them is limited; the child cannot read and write in one of the languages; languages are emotionally colored differently for a child, which affects their expressiveness; - pronunciation has an "average" character; the child puts emphasis incorrectly. The student uses the strategy of mixing languages in communication, if he knows that his interlocutor will understand him in any case. All these difficulties can be overcome only with the help of special classes with a speech therapist. If speech problems are accompanied by cognitive problems affecting memory, perception and thinking, the help of a neuropsychologist is needed. The experience of many specialists shows that after 10-11 years, the effectiveness of classes is much lower than in older preschool and primary school age. This is especially true for the correction of pronunciation and mastering of integral linguistic constructions and phrases. Since the experience of language communication in a bilingual child is much wider, he is more interested in the etymology of words. He begins to realize early on that the same concept can be expressed in different ways in different languages. Sometimes children come up with their own etymology of words, comparing two languages. Bilingualism has a great influence on the formation of personality and ethnic identity. A child who grows up among speakers of two languages and becomes bilingual has both linguistic and social characteristics at the same time. Since childhood, he is aware of the existence of the inequality of two cultures, two languages. The Russian language in many national regions of Russia has a higher status than the native one. There are many reasons for this: the predominance of the Russian-language media, the language of instruction in schools and universities, in public opinion, etc. Of course, this position of the native language cannot but affect the formation of national self-awareness, ethnic identity and self-awareness in general. Thus, bilingualism is an ambiguous and multifaceted phenomenon. Psychologists have stated the benefits of bilingualism. According to statistics, bilinguals have better mental abilities. A bilingual person is able to simultaneously maintain the activity of both languages, concentrating on two different things, making mistakes less often, more often achieving their goals. Bilingual people are extremely attentive, more creative and resourceful. They have developed ingenuity, resourcefulness, creative thinking. Bilinguals have a strong memory and flexible mind, they remember twice as much. Learning foreign languages is the best way to train your memory. Bilinguals are protected from mental disorders because the experience of bilingualism has a beneficial effect on the brain throughout life. A bilingual person thinks rationally, attentive, observant, copes with problem solving, with the analysis of difficult situations, thinks in an orderly manner, clearly sets goals, learns new languages more easily. Each subsequent one is mastered much easier than the previous one. Bilingual people memorize new words better, learn grammar well, they are well versed in complex constructions. Bilinguals are easier to socialize; they have more developed communication skills. They are open to diverse cultures, easily integrate into multinational groups; understand emotions better, more accurately comprehend their own, thanks to knowledge in languages; are able to quickly perceive and process information. The disadvantages of bilingualism appear from childhood. According to research, these children start to speak later. They need to accumulate the required vocabulary in two languages at the same time, which may seem a daunting task even for an adult. Parents and educators should help the child at this stage. At first, a bilingual will mix words from

two languages. To avoid this, the child should hear the correct foreign speech as often as possible, at least half of the time. In most cases, by the age of three or four, the child begins to understand the difference between languages. Bilingual children are "multitasking," which is essential to the fast paced pace of modern life. The presence of two languages in a child's life can enrich his development with positive stimuli. Children are guided by different ways of expressing their thoughts, see reality in different ways, understand deeper what is constant in it and what is changeable. One of the latest trends of our time is a natural interest in learning foreign languages, regardless of age, profession and social status. Proficiency in foreign languages is increasingly dictated as one of the main requirements for the qualified training of the majority of in-demand specialists and at the same time it was understood as a personal characteristic of an individual, which entails and presupposes the presence of high communicative competence, a broad outlook, flexibility of thinking and behavior, as well as a certain level of culture. Thus, the problem of bilingual education is currently in the focus of attention of many researchers. This problem is being discussed more and more often, and the relevance and progressiveness of this technology is confirmed. Especially with the coming of the 21st century, bilingual education has come to be seen as a very promising and in-demand direction.

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