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LANGUAGE SITUATION AND LANGUAGE CONDITION FOR THE EMERGENCE OF BILINGUALISM

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Annotation

Of all mankind's manifold creations, language must take pride of place. Other inventions - the wheel, agriculture, sliced bread - may have transformed our material existence, but the advent of language is what made us human. Compared to language, all other inventions pale in significance, since everything we have ever achieved depends on language and originates from it. Without language, we could never have embarked on our ascent to unparalleled power over all other animals, and even over nature itself.

But language is foremost not just because it came first. In its own right it is a tool of extraordinary sophistication, yet based on an idea of ingenious simplicity: 'this marvellous invention of composing out of twenty-five or thirty sounds that infinite variety of expressions which, whilst having in themselves no likeness to what is in our mind, allow us to disclose to others its whole secret, and to make known to those who cannot penetrate all that we imagine, and all the various stirrings of our soul. This was how, in 1660, the renowned French grammarians of the Port-Royal abbey near Versailles distilled the essence of language, and no one since has more eloquently the magnitude of its achievement. Even so, there is just one flaw in all these hymns of praise, for the homage to language's unique accomplishment conceals a simple yet critical incongruity. Language is mankind's greatest invention - except, of course, that it was never invented. This apparent paradox is at the core of our fascination with language, and it holds many of its secrets.

Keywords: mixed bilingualism, educational bilingualism, asymmetric bilingualism, intelligence, skill, adaptation, heuristic theory, intuitive thinking.

Under investigation are children of 8 and 10 years old from the families of immigrant parents, children born and raised in a Spanish-speaking environment. We analyze the very process of learning non-native languages as part of the acquired coordinated artificial bilingualism of a mixed type with the elements of educational bilingualism for the final purpose of solving interference problems in the context



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of the four languages used by bilinguals as components of a comprehensive description of the research material. The problem is characterized in general terms of main concepts of bilingualism phenomenology in the context of globalization and migration processes. The research material is specified and the methods of description and analytical observation of learners in the process of mastering non-native languages are selected. Based on the identified typological characteristics, types,

components, functions, bilingualism model has been constructed and the type of bilingualism defined using the research material as an example, the main problems of students' motivation are highlighted, recommended solutions to emerging problems and interference control at the stage of early, complex asymmetric bilingualism are predicted. The emotional-

cognitive component, the value of intellectual adaptation, and skill in the framework of heuristic theory in the process of developing the bilinguals' intuitive thinking in (1) overcoming the interference problems of switching to non-native languages, (2) in establishing the absolute bilingual competence, are substantiated. It has been outlined the perspectives of the current study of bilingualism with a component value of the languages. Multilingualism used in communicative/ educational practice, gaining relevance in the process of general globalization and trends in immigration processes in society.

The phenomenon of bilingualism is of interest for research in various fields of scientific knowledge up to physiology, in particular, the involvement of the right hemisphere of the brain in language processes in bilingualism. It is quite possible that the physiological differentiation of bilinguals from monolinguals will be proved not only in the field of language, but also in the field of physiology of the brain. The basis for this study of motivational factors under conditions of a manifested complex type of bilingualism on the example of children aged 8 and 10, born and raised in a Spanish-speaking environment in a Russian-speaking family immigrant parents in the process of mastering non-native languages of bilingualism, for example, represent the achievements of cognitive and neurosciences: factor biological adaptation, intuitive knowledge in constant perception, passive automatic mechanisms identified by Jean Piaget (Piaget, 2010).

The work (H. Baetens-Beardsmore, 1980) identifies more than 30 types of bilingualism. Below we present some selected types, since the case of our research material represents a complex type of bilingualism and requires a comprehensive



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specification of features to identify problems associated with the inhibition of the formation of students' language competence. Thus, among other things, the following types of bilingualism are distinguished: acquired (achieved), accompanying (additive), progressive (ascendent), asymmetric (asymmetrical), complex (compound), sequential (consecutive), coordinative (coordinate), diagonal (diagonal), early (early), functional (functional), horizontal (horizontal), nascent (incipient), individual (individual), children's (infant), late (late), passive (passive), absolute (perfect), productive (productive), receptive (receptive), regressive, residual, secondary, subordinate, subtractive, successive, symmetrical, true, vertical. As for the general classification, we agree with its tripartite general classification, namely: 1) mixed (two languages merge into one system); 2) coordinative (two language systems remain separate without a dominant language. At the same time, a bilingual thinks in the language he speaks.); 3) subordinate (the presence of two separate language systems using the "translation method" with the presence of a dominant language (the main language of thought). This is incomplete second language proficiency is typical for beginning bilinguals with accompanying elements of coordinating and mixed bilingualism.

In psychological theory, the "bilingual mechanism" is important for a bilingual individual, following Piaget, we call such a mechanism a "passive automatic mechanism". This is the ability to switch from one language to another due to "biological adaptation" (Piaget, 2010) within the framework of "constant holistic perception".

To date, there are many unresolved problems: "a bilingual individual as a linguistic personality: distinguishing features of his consciousness from a monolingual, whether bilingual is a combination of two monolinguals in one consciousness with a coordinated type and two consciousness in one monolingual with a mixed one." The explanation of the second language acquisition process has also evolved substantially over the past half century.

In the learning process of bilinguals, motivation is of great importance, namely, an internal incentive to study. Cognitive abilities that are involved in the process of solving current problems of the formation of language competence, intention - a motive for solving a problem / overcoming obstacles to understanding / reproducing a language. In the activity of a linguistic personality, the cognitive component manifests itself simultaneously as a consequence of the formed and stimulated motivation.[8: 2]



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In conclusion. We define the latter as an acquired, coordinated type of artificial bilingualism of a mixed type with elements of educational bilingualism, as children learn English and French (English is fluent with limited communication skills in certain systems of social knowledge, which is dictated by insufficient background knowledge, children do not live in an English-speaking but Spanish-speaking environment).

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