

## ДВУЯЗЫЧИЕ КАК ПРЕИМУЩЕСТВО В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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**Аннотация.** Статья посвящена вопросам двуязычной среды при изучении и преподавании иностранных языков, так как нахождение (проживание, преподавание, обучение) в среде двуязычия и диглоссии имеет ряд преимуществ, которые необходимо рассматривать для оптимизации процессов преподавания и учения.

**Ключевые слова:** двуязычие, преподавание, обучение, иностранный язык.

A great number of languages existing in the world and a high level of immigration lead to a widespread phenomenon of modern society – bilingualism. Nearly all European countries, for example, contain linguistic minorities – groups of speakers who speak a language other than that which is the official, dominant or major language in the country where they live. And in some cases, where the minorities are relatively large, the nation-state usually has more than one official language: for example, Belgium (where Dutch and French are official languages), Belarus (Russian and Belarusian) and so on [1, 101]. According to Chambers Universal Learners' Dictionary the word "bilingual" means "speaking two languages equally well" [3, 59]. But whereas every normal person masters his mother tongue with unconscious ease, people vary in their ability to learn some additional language, just as they vary in other intellectual activities. To my mind, the strongest influence on the speed and apparent ease of this learning is situational motivation. And the greatest difficulty is experienced by those who learn a language because they are told to, without supporting reasons that they can justify. Given a motive other than external compulsion or expectation, the task is achieved much more easily [2, 566]. But despite the fact that a lot of people who speak two languages face a number of problems, there are advantages as well.

There is no doubt that bilinguals may have some difficulties connected with their bilingual status. Firstly, some of them find searches for a right translation to be of long-term sorrow, and, consequently, they cannot express their ideas in a proper and clear way. Besides, it is not easy for them to speak fluently. But I think that, for example, English as a second language is best taught in natural situations, with the second language used in meaningful contexts rather than in repetitious drills of grammar and vocabulary. Secondly, bilingualism threatens to sap their sense of national identity and divide them along ethnic lines. Of course, we can partially agree with it. But in my opinion, it depends on a person, I mean if someone wants to preserve the feeling of his national identity, it is up to him, it is his choice and nobody would deprive him of that. Thirdly, it is often held that children brought up bilingually are slower in schoolwork than comparable monolingual children, as a greater amount of mental effort has to be expended in the mastery of two languages [2, 566]. Though this is by no means proved. The action of speed of general learning by bilinguals and monolinguals is left open [2, 566]. And besides bilingual education was adopted by many local school districts in the 1960 and 1970s to remedy practices that had denied language minorities an equal educational opportunity. So these are the main difficulties bilinguals may come across.

One of the advantages of being bilingual is that these people are more likely to be professionally equipped than monolinguals because of their ability to speak two languages. For example, in Wales it is found that Welsh schoolchildren make rapid progress in English, the language of further education, newspapers, television and radio, "of the better paid jobs, and of any job outside Welsh – speaking areas" [2, 567]. An employer would rather give a job to a person who can speak a foreign language, which may be of

vital importance to the company he is going to work for or a job he is going to do. So in this case (in case of applying for a job) the ability to speak two languages is regarded as one of the advantages of bilingualism.

A second advantage of being bilingual is the chance to meet and speak to wide ranges of ethnic groups and have real insight into the aspects of their life. For example, living in another country a person gets to know a lot of interesting facts about it, such as the way of life of a people, its typical behaviour, its holidays, customs, traditions, its history and so on. And at the same time all this helps him to broaden his outlook. What more, it gives a person an opportunity to talk to people living not only in the country where he stays, but also to those who live in other countries he may visit and who speak one of the languages he knows. In other words, the possibility to communicate with people who speak one of the languages you know is one more advantage of being bilingual.

In analyzing the processes taking place in different steps of bilingual continuum and processes aimed at bilingualization from the early stages we should take into consideration the point of view of E. I. Negnevitskaya. According to her, the child acquires the language not by means of imitation, but by means of analytical activity, singling out the rules, making up conclusions on the basis of his own experience, observations of the elders' speech. The point of view put forward by E. I. Negnevitskaya is confirmed by the results of the foreign scholars' investigation of bilingualism [4].

In the analysis of cognitive preconditions put forward by D. Slovin (1984) cognitive preconditions of development of speech grammar connected with the meaning of utterances. The development of speech grammar connected with the meaning and the form of utterances [4]. As we declared at the beginning of the paragraph, the development of cognitive processes and linguistic development of a child go side by side. The child must find linguistic means for expressing his own thoughts and intentions.

For our investigation of Bilingualism the problem of bilingualism's influence on intellect is one of the primary issues. There are different points of view on this problem. In the framework of this issue one should stress the importance of the influence of bilingualism influence on intellect.

The first item in this field is the problem of "separate" or "joined" existence, localization of two or more speech mechanisms in the learners' memory. This problem has been discussed mainly in the context of the psychological approach to bilingualism.

Thus it is evident that despite different problems connected with the bilingual status of many people we can find a number of important advantages as well, such as the possibility to find a good job, because bilinguals are usually considered to be better professionally equipped, and a chance to meet and speak to different people, and consequently to know more about various aspects of their life. In fact, bilingualism is not a rare phenomenon nowadays because of immigration in particular. One can hardly live in a foreign country not knowing its language (or one of its official languages). And I think that the necessity for many people to speak two languages is an important issue nowadays, and because of this bilingual education, for instance, is being adopted by many schools in a number of countries.



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## **BENEFITS OF BILINGUALISM IN FOREIGN LANGUAGES TEACHING AND LEARNING**

*Tolkach Y.*

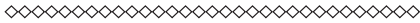
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**Annotation.** The article deals with the issue of teaching and learning in a bilingual educational environment. A large number of students at Belarusian educational institutions are bilinguals. The article gives a thorough account of the concept of bilingualism, reveals its didactic potential in teaching and learning a language.

**Key words:** bilingualism, teaching, learning, foreign languages.



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### **КОНСАЛТИНГОВОЕ СОПРОВОЖДЕНИЕ ШКОЛЫ-ЛАБОРАТОРИИ ПО СОЗДАНИЮ ПОЛИСТИЛЕВОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА**

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**Аннотация.** Консалтинговое сопровождение университетом школы-лаборатории позиционируется в качестве эффективного механизма кластерного развития непрерывного педагогического образования. Предметом консалтинга рассматривается создание полистилевого образовательного пространства, обеспечивающего повышение удовлетворенности всех участников образовательного процесса. Развивая такое пространство и являясь базой практик для студентов, школа-лаборатория вместе с педагогическим университетом работает на кумулятивный эффект подготовки современного педагога, способного ответить на вызовы образованию XXI века.

**Ключевые слова:** непрерывное педагогическое образование, концепция развития, кластерная модель развития, полистилевое образовательное пространство, консалтинговое сопровождение, эффекты консалтингового сопровождения.

Согласно Концепции развития педагогического образования на 2015-2020 годы [1], система непрерывного педагогического образования Республики Беларусь перешла на кластерную модель развития. Кластерная модель развития рассматривается в концепции механизмом преодоления имеющихся в педагогическом образовании недостатков и призвана не только усилить практико-ориентированность системы подготовки, переподготовки и повышения квалификации, но и создать среду опережающего личностно-профессионального развития педагогов.

Такая среда образуется за счет создания университетами экспериментальных и инновационных площадок на базах дошкольного, общего среднего, специального и дополнительного образования детей и учащейся молодежи и использования их в качестве баз непрерывной педагогической практики, индивидуальной и коллективной учебно-исследовательской, научной и инновационной деятельности всех участников образовательного процесса – учащихся, студентов и магистрантов, аспирантов, преподавателей вуза и учителей [2, с. 36].

Учреждению общего среднего образования, которое сотрудничает с университетом и активно внедряет передовой педагогический опыт, ведёт эффективную учебно-методическую работу, осуществляет экспериментальную и инновационную деятельность и является базой для учебно-профессиональной и научно-исследовательской деятельности студентов, магистрантов, аспирантов, может быть присвоен статус школы-лаборатории кластера непрерывного педагогического образования.