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.

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.

Список использованных источников:
BENEFITS OF BILINGUALISM IN FOREIGN LANGUAGES TEACHING AND LEARNING
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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.