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TYPES OF BILINGUALISM AND THE POSSIBILITIES OF THEIR PRACTICAL APPLYING

The analysis of modern linguistic literature shows that considerable attention is paid to this problem. In recent years, new classifications of bilingualism have emerged, including those directly related to technological innovations. Today, scientific judgments about the rapidly changing language situation in other countries and regions of the planet seem relevant. Significant changes have taken place in almost all areas of public life, which have affected the system of development of the native language with the parallel study of the second, including the language of another state. The theory of bilingualism in the broadest sense of the word will always be relevant for students of all age groups and objectively has a special significance in the modern world. Bilingual communication often focuses on direct speech. In general, the question of determining the signs of bilingualism becomes a priority. Any objective knowledge provides for one or another system in the study of the phenomenon of interest. The more complex the object being studied, the more important is the clarity of the individual provisions that make up the chosen system. And of course, it is impossible to study such a complex phenomenon as language outside the system. Today there are few countries in the world whose populations are characterized by monolingual. Azerbaijan belongs to the countries where multilingualism reigns. One ancient wisdom says: in order to better understand a person, you need to know him better. Any objective knowledge provides for one or another system in the study of the phenomenon of interest. The more complex the object under study, the more important the clarity of the individual provisions that make up the chosen system. And of course, such a complex phenomenon as language cannot be studied outside the system. Especially when it comes to a foreign language, studied on an equal basis with the native outside the homeland. The system, in turn, always involves the allocation of different types. Many types have also been created in the description of languages.

Key words: *bilingualism, the history of the formation of bilingualism, bilingualism in different social groups of the population.*

The problem statement. To date, there are very few countries in the world whose population is characterized by multilingualism. At the beginning of the third decade of the XXI century, the language situation began to change rapidly. There have been important changes in almost all spheres of life, including in the system of improving the native language with parallel learning of a second language.

This is all the more important given the fact that at a younger age, many children, as a rule, have great potential for perception of the second language system. This is due to certain changes taking place in the emotional, volitional and mental development of children, in their motivational sphere, in communication with their peers and adults.

The purpose of this article is an attempt to determine the content of the concept of bilingualism accepted at the present stage of the development of linguistics as a science and the possibility of using the generally accepted paradigm in the education of high linguistic culture among native speakers, teach-

ing foreign languages, forming new cognitive thinking capabilities and mastering the world with its help.

The main material. On the typology of types of bilingualism. There is a well-known fact of interference, both linguistic and cultural, which most naturally appears in the process of learning a foreign or other language, whose native speakers live on the same territory with bilinguals. E.A. Zemskaya believes that "... in the speech of bilinguals in their non-native language, it is quite possible to create some pronunciation variants of the sound, which is associated with the phenomenon of prosodic interferences of the already native language in the oral speech of bilinguals" [4, p. 111]. Moreover, this is observed at almost any age, in any cultural environment. In the case of bilingual communication, attention is most often focused directly on speech as such. That is why the question of proper linguistic and psycholinguistic characteristics of bilingualism becomes a priority. They also lead us to the need to enumerate all types of bilingualism.

H. Bytens-Verdsmor took the painstaking work to calculate the total number of bilingual types. As a result, the scientist identified more than thirty: acquired, concomitant, progressive, attributed, symmetrical, asymmetric, balanced, simple, pure, complex, etc. [15].

It is not difficult to see that the types identified by scientists are listed not only for the sake of differentiation, but also for their unification. It is clear that x. Batens Beardsmore arranges these types in a certain sequence in order to identify various areas of their use, including time periods. For example, passive and active bilingualism is associated with the figurative and characterological scope of its application. Progressive and regressive – indicate an evaluative approach to bilingualism. The names “complete” or “incomplete” without additional comments speak for themselves. Horizontal and vertical – about diachronic sections. Early, late, children’s – this is the designation of time periods. All the others are of an activity nature and are distributed according to their individual functions.

E.P. Bayartueva, referring to the complex and extensive system of tenses in the English language, writes: “Every Englishman knows perfectly well that there are seventeen tenses in his native language, but it has been noticed that he never practically uses them all, both in written and oral speech. Therefore, it is unlikely that in modern linguistic science it is possible to find a painstaking analysis of all English times at the level of monographs or dissertations” [1, pp. 49–50].

Let’s briefly focus on the central types of bilingualism: we plan to rely on them throughout the study. Academician L.V. Shcherba in his writings distinguished three types of bilingualism: “pure”, “mixed” and “grammaticalized”, believing that each of them is more often applicable in a certain field. So, the “pure type”, in his opinion, is more dominant in the home, that is, the family environment. Mixed – at work, when fulfilling any professional obligations. With this type, people alternately switch from one language to another. It is the business environment that requires this. This type also, according to Shcherba, involves learning a foreign language through the prism of one’s own, native. The third one, “grammaticalized”, fully justifies its terminological name, since it focuses on the perception and memorization of individual grammatical rules or categories of the language being studied [10, pp. 114–115].

Relying on the most essential features and signs of the third type of bilingualism, L.V. Shcherba also pointed out that the boundaries of grammaticaliza-

tion are very mobile, in connection with which words sometimes, although they denote a single subject, but represent it from different sides. That is why, in the matter of teaching a foreign language, the following requirement was a priority for a scientist: “closer to life”. In his opinion, this meant that it was best to use the natural method when learning a language. It is the simplest, accessible and natural for students, “teaches them to analyze ideas, generates thoughts using various means of linguistic expression” [10, p. 117]. As a result, a strong system of unified associations is formed and consolidated in the minds of bilinguals.

We have listed the most popular types of bilingualism that are more common in practice. (We remind you that there are significantly more of them – A.S.). However, it is quite obvious that scientists are not limited to information about their elementary enumeration or division; they seek to identify the main features of each of these and some other types, include them as parameters in models, schemes, differentiate, and then unify them.

At one time, the outstanding linguist N.D. Shmelev reasonably expressed the following idea: “Before describing anything, it is necessary to establish what, which linguistic phenomena we consider central, that is, it is necessary to find out the nature of these phenomena, interpret them and then describe them. Interpretation can be given only if a criterion is formulated to which the described phenomena must correspond” [11, p. 140].

For example, in the Azerbaijani language, the disclosure of the meaning of certain phonemes can be complete, clear and completely understandable for native speakers of this language. However, when compared with similar phonemes in German, this completeness simply disappears, in any case, it does not manifest itself in any way. It turns out that this is a completely common phenomenon in bilingualism. Accordingly, there are characteristic errors in their pronunciation, and then they pass into the speech of children learning a second language.

This position is confirmed, for example, by the opinion of Y.N. Karaulov and V. Neroznak. In one of their works, they propose for consideration the factor of “dichotomy, which, on the part of the subject and object of bilingual education, is revealed according to the signs of completeness or, on the contrary, incompleteness. By the first, they mean the objective factor of providing information, and by the second, the subjective one. For their reasons, in connection with these signs, bilingualism should be divided into intensive (continuous or immanent) and extensive (that is, unstable, intermittent, or discrete)” [5, p. 153].

In addition to what was noted about the completeness or incompleteness of the feature, the first, according to the researchers, involves the use of two languages simultaneously, moreover, with the most pronounced communicative goals and objectives. The second one is connected with a purely external, optional thesaurus of bilingual education. It is interesting to note that intensive bilingualism, according to Y. Karaulov and V. Neroznak, also gives rise to the so-called literary bilingualism, which combines various ethnocultural methods and variants of a single one [5, p. 155].

Issues of bilingual education in the paradigm of the problem. Mixed bilingualism is of undoubted interest for modern bilingual education. This phenomenon is observed in cases where a foreign language is studied through the application of certain rules and regulations of the first. Thus, mixed bilingualism in one way or another is a common case with bilingualism, whereas the “pure” type of bilingualism we have mentioned above can occur only under certain conditions. But the degree of perception of a foreign language through the native language varies in different geographical regions of the world. L.V. Shcherba argued that “with a mixed type of bilingualism, this influence is greater in some cases, and less in others. But this question, under all conditions, requires further research if scientists set a goal to resolutely compare the structure of languages, especially if we are talking about languages of unrelated groups” [10, pp. 111–112]. G. Schuchardt also wrote about the difficulties of a mixed type of bilingualism. But in addition to L. Shcherba’s words, he believed that it was advisable to solve this issue not only within the boundaries of linguistics proper, but also with the help of psychology [10, p. 129]. Moreover, he gave some preference to the latter.

Further, diglossia becomes one of the signs of bilingual education. This phenomenon manifests itself in the simultaneous existence in two languages (more often different groups) and has two areas of its application: functional and communicative. Thus, G. Shuhardt actually confirmed L.V. Shcherba’s judgment that language can be used in two situations – “home” and “official”. And this means that diglossia recognizes the non-hierarchical nature of languages. An important condition for it is the conscious and free choice of various communicative means by speakers, which they independently use in order to maximize the success of communication [12, p. 20].

Combining together several of the most productive types of bilingualism to date, E. Vereshchagin identified three stages (levels) in its development:

receptive (perception of speech compositions by people learning a second language), reproductive (direct reproduction of what they read and heard), productive (building whole meaningful statements based on the first two levels (stages) of understanding and reproduction of what was read and heard) [12, pp. 188–189].

So, from a brief overview of the various types of bilingualism, it becomes clear that they are distinguished by specific features and signs. And there are more of them as they increase in quantity. So the emergence of new types is a natural and natural process. But the question involuntarily arises: who is considered a bilingual? Where are the exact and clear criteria for separating monolingua from bilingua? (In the XXI century, European scientists actively introduce the term “trilingualism” into the critical and monographic literature, meaning knowledge of three or even more languages at the same time, but its analysis goes beyond the scope of this study).

Meanwhile, hardly anyone these days will dispute that about 50% of the world’s population are bilinguals. In a number of European countries, two or more languages are spoken. In addition, it is an absolutely immutable rule for residents of almost any European state to know English as an international language. However, there is no need to dwell on bilingualism in Europe. This is a long-standing tradition and is not subject to discussion. In our opinion, multilingualism in the countries of the Middle and Far East, Asia, Indonesia is more instructive for the chosen topic. In them, the local population uses a number of dialects in speech.

In one of the works of art we meet a strictly scientific fact: “Let’s take at least, for example, Kenya. Its coast covers Tanzania, partly Mozambique, and other nearby islands. And the people of East Africa inhabit this territory. The largest and most important of the languages here is “Bantu”, but the population meanwhile also actively speaks “Swahili”. Not only that, they interfere with the words “safari”, “kikuyu”, as well as English, Portuguese and Spanish words, thereby clearly demonstrating their multilingualism in a relatively small geographical area” [6, pp. 7–8].

The combination of geographical and linguistic factors is easily explained: the whole life of people, regardless of race, religion, nationality and even the level of culture, is held in close communication with each other. And in different parts of the world there is a kind of diffusion of languages. V.N. Yartseva simply and easily expounds this well-known truth: “Bilingualism by its nature is the ability of individuals, nations and nationalities as a whole to communi-

cate. Only in this way is it possible to achieve mutual understanding between people who speak two or more languages" [13, p. 5]. The same point of view is shared by many other linguists: N.B. Mechkovskaya, G. Zograf, etc. Thus, statistical data, eyewitness accounts and the work of scientists in the direction we are interested in clearly indicate the advantages of bilingualism [8, p. 8].

However, we are convinced that no theoretical propositions directly or indirectly explaining the causes of the emergence and spread of different types of bilingualism, approaches to them, levels of development, will have real force without giving concrete facts, examples. We will turn to them now. Thus, Nizami Ganjavi, who was one of the greatest poets of the medieval East, was also widely known as a romantic poet, a deep connoisseur of Persian epic literature. It is well known that he wrote exclusively in Persian. He also made a significant contribution to Persian epic poetry, colloquial speech and realistic style.

All this is the official point of view on Nizami's work, which, unfortunately, has not yet been refuted by anyone. Meanwhile, some Azerbaijani linguists and literary critics assure that the poet did not refuse to use the national language of the people, only the works are lost. It is proved, for example, that Nizami originally intended to write "Leyli and Majnun" in his native language. Indeed, he wrote in Farsi, but the general content of most of the works met the needs of Azerbaijani residents of his time.

So, Nizami wrote, it would seem, in a foreign language, but did not depart from the origins of folk life. The flip side of the coin is the need to learn a second language for a better comparison with the rich possibilities of your own. L. Leonov once said: "All great victories begin with victory over oneself" [11, p. 111]. To paraphrase the classic of Russian literature, we can say that the first moral victory of a person is knowledge of not only his native language (which is natural, logical and natural), but also other languages. On this occasion, I.V. Goethe said: "He who does not know foreign languages does not know anything about his own" [3, p. 124]. Juan Paul tells in his own life description that he constantly studied the grammar, words and texts of the Latin language by heart. Goethe wrote in his autobiography that for him poetry is a sacred concept, equivalent to the truth, that he rejoices in rhyme and rhythm, grammatical rules and departs from boring, pedantic Latin lessons. Juan Paul, referring to the data he found out related to Goethe's work, also notes that Latin lessons with the participation of the great German poet-playwright were held in excellent classrooms. I.V. Goethe advo-

cated that all progressive-thinking writers thoroughly study foreign languages [3, p. 125].

The author of "Faust" studied Latin, Greek, Hebrew, Italian, French and English. Linguists and literary critics unanimously claim that in some of them he has achieved notable success. The poet-playwright also gave valuable advice to writers who created their works in Latin, Italian and other languages. Meticulous scientists who scrupulously studied biographical data from the life of I.V. Goethe from different periods show that he had a rich personal library for those times, including various dictionaries [3, p. 132].

This fact should not be surprising. The XVIII century is characterized by a lively comparison of educational ideas in Europe. The most important role in the formation of the young German poet was played by ancient languages such as Latin, Greek, Hebrew. I.V. Goethe brought up his son in the traditions of multilingualism, in particular bequeathed him to master Greek and Latin languages perfectly. The great poet taught: "one should know Greek well because Homer spoke and wrote it; Latin – remained in medicine" [9, pp. 115–116]. Add to the words of I.M. Tronsky is something that can be read about today in any university textbook on foreign literature. Throughout his life, Goethe followed his son's lectures at the university very closely, and also independently prepared Latin texts. In addition, Goethe's son already recalled that in his own curriculum, in addition to his native German, his father invariably included English and some other languages. The mentioned German linguist S. Schneider noted that "in the choice of teachers, as in many respected Frankfurt families, denomination and knowledge do not play a role. Under Goethe's guidance, his daughter Cornelia studies modern languages: French, Italian and English. The diligence with which Goethe himself plans to teach his daughter's language is unusual for that period, despite the new ideas of A.G. Frank on the education of girls" [14, p. 13].

Conclusion. It is also known that the second language is almost invariably subjected to distortions, sometimes even very significant due to quite natural interference from native language. However, these distortions are natural, since native speakers of two or more languages do not, and cannot, have absolutely identical concepts. Significant changes took place in almost all areas of public life, which were reflected in the system of development of the native language with the parallel study of the second, including the language of another state. Changes in the socio-economic and political life of the country, as well

as a significant expansion of cultural, professional and business ties of the Republic of Azerbaijan with other countries have led to certain adjustments in the goals, content and technologies of the Republic of Azerbaijan. It should be emphasized that the theory of bilingualism in the broadest sense of the word will always be relevant for students of all age groups and

is objectively of particular importance in the modern world. In its turn, bilingual communication often focuses on direct speech. That is why the question of the correct linguistic and psycholinguistic features of bilingualism becomes a priority issue. This leads us to the need to list all types of bilingualism. A person cannot do everyday activities with one language.

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Собор А. Б. ВИДИ БІЛІНГВІЗМУ І МОЖЛИВОСТІ ЇХ ПРАКТИЧНОГО ЗАСТОСУВАННЯ

Аналіз сучасної лінгвістичної літератури показує, що даній проблемі приділяється значна увага. В останні роки з'явилися нові класифікації білінгвізму, в тому числі безпосередньо пов'язані з технологічними інноваціями. Сьогодні актуальними представляються наукові судження про швидкоплинну мовну обстановку в інших країнах і регіонах планети. Майже в усіх сферах суспільного життя відбулися значні зміни, які відбилися на системі розвитку рідної мови з паралельним вивченням другої, в тому числі мови іншої держави. Теорія двомовності в найширшому сенсі цього слова завжди буде актуальна для учнів всіх вікових груп і об'єктивно має особливе значення в сучасному світі. Двомовне спілкування часто орієнтується на пряму мову. В цілому питання про визначення ознак білінгвізму стає пріоритетним. Будь-яке об'єктивне знання передбачає ту чи іншу систему у вивченні цікавить явища. Чим складніше досліджуваний об'єкт, тим важливіше чіткість окремих положень, що складають обрану систему. І звичайно, настільки складне явище, як мова, вивчити поза системою неможливо. Сьогодні в світі мало держав, населення яких характеризуються одномовним. Азербайджан відноситься до країн, де панує багатомовність. Одна давня мудрість говорить: щоб глибше зрозуміти людину, потрібно його краще пізнати. Будь-яке об'єктивне знання передбачає ту чи іншу систему у вивченні цікавить явища. Чим складніше досліджуваний об'єкт, тим важливіше чіткість окремих положень, що складають обрану систему. І звичайно, настільки складне явище, як мова, вивчити поза системою неможливо. Тим більше, якщо мова йде про іноземну мову, що вивчається нарівні з рідною за межами батьківщини. Система, в свою чергу, завжди передбачає виділення різних типів. Чимало типів створено і при описі мов.

Ключові слова: білінгвізм, історія становлення білінгвізму, білінгвізм у різних соціальних груп населення.