

BILINGUAL APPROACH IN TEACHING FOREIGN LANGUAGES

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Nowadays, a model of bilingual education is practiced and considered to be an exemplary one, according to which the main subject is taught in two languages since graduates of non-linguistic specialties who have skills in the field of professional foreign language communication are in increasing demand. The growing role of intercultural contacts requires the creation of new methods aimed at the parallel formation of professional and linguistic competence, the foundations of which are laid in the system of secondary education.

The modern methodology determines the definition of «bilingualism» as the knowledge of two languages at the level of native. According to researchers, bilingualism is the ability of an individual to use two languages in everyday life effectively. «Natural» and «artificial» types of bilingualism are distinguished. Bilingualism is most common in small countries where knowledge of a second language is necessary for the daily activities of the population, especially if communication takes place in the native language at home and in the second language outside the home. These cases represent natural bilingualism. Artificial bilingualism is acquired as a result of learning a second language after the first language being acquired confidently. In case when the speaker creates a single conceptual system for two languages «mixed bilingualism» is distinguished.

The concept of bilingual education is ambiguous, as well as the phenomenon of bilingualism itself. Bilingual education as a form of artificial organization of a controlled educational process depends on such factors as language, social and cultural policy, social prestige and the practical need to speak languages. Depending on the language model and the goals, various conceptual approaches can be implied. Bilingual education can be interpreted as both teaching bilingual learners and teaching monolingual learners to develop their bilingual competence. Each of these conventionally designated types, united under the concept of «bilingual education», involves different didactic ways of their implementation.

The bilingual type of education is one of the approaches to teaching foreign languages, depending on the opposition of the subject of the education and aim. The bilingual type of education singles out the restructuring of speech mechanisms and the creation of a mechanism for switching from one language to another as the subject of training.

While organizing the educational process, the information above should be taken into account if it is necessary to create conditions for the development of the creative personal potential of the student and the expansion of opportunities for in-depth language education.