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Nowadays we are surrounded by language during nearly every waking moment of our lives. We use languages to communicate our thoughts and feelings, to connect with others and identify with our culture, and to understand the world around us. And for many people, this rich linguistic environment involves not just one language but two or more. In fact, the majority of the world's population is bilingual or multilingual. It goes without saying that the languages you speak are closely related to your identity. It helps shape how you see the world. In most situations, being bilingual makes you feel at home at a variety of social contexts, giving you the ability to look at things from another viewpoint.

Bilingualism is a difficult area to research, a dense forest of confounding variables, of which sampling, education levels, tasks used, variations in the languages themselves and different outcomes from different language combinations, are but a few. There is evidence, however, that expertise in more than one language provides cognitive benefits on top of increased opportunities. Findings in neurology have related language acquisition with structural changes in the brain that assist with executive functions such as cognitive flexibility, creative thinking and attention management.

According to Cambridge Assessment International Education a «bilingual learner» is, in its broad sense, a student who uses their first language at home/in the community and is learning through a second language, for example English, at school. Their learning may take place in a variety of educational contexts. They may be learning all subjects through the second language, or, if they are on a «bilingual education» program, they may be learning only some subjects through the second. Many people therefore use the term «bilingual learner» instead of «second/additional language learner» to highlight the value of two languages. However, others use this term to refer only to students on bilingual education programs.

Thus, bilingual education is a broad term that refers to the presence of two languages in instructional settings. The term is, however, «a simple label for a complex phenomenon» that depends upon many variables, including the native language of the students, the language of instruction and the linguistic goal of the program, to determine which type of bilingual education is used [1, p.9]. Students may be native speakers of the majority language or a minority language. The students' native language may or may not be used to teach content material. Bilingual education programs can be considered either additive or subtractive in terms of their linguistic goals, depending on whether students are encouraged to add to their linguistic repertoire or to replace their native language with the majority language.

However, the bilingual form of education is not a new invention. It has been around for the longest time now. It dates back to as early as the 19th century when the communities in the US began to bring children together to teach them. Usually, the learning process would take place in other languages, mostly German, Dutch, French and Spanish.

According to the recent researches in the linguistic sphere there are 4 main types of bilingual education, such as maintenance bilingual education, transitional bilingual education, immersion bilingual education and two-way (or dual-language) immersion bilingual education, which mainly differ in methods of immersing students in their second languages [2, p.156].

The analysis of these forms of bilingual education shows that they may have such potential benefits as increased cognitive development, better academic achievement, improved memory, resistance to dementia, improvements in the executive function of the brain and more cultural opportunities.

Nevertheless, the authors underline some potential drawbacks, for example, high tuition prices, difficulties in learning specific content, a lack of qualified teachers and assistants, possible shift of a student's focus and so on.

It is estimated that between 60 and 75 percent of the world is bilingual and bilingual education is a common educational approach used throughout the world. It may be implemented in different ways for majority and/or minority language populations, and there may be different educational and linguistic goals in different countries.

Having compared the main objectives in the field of language teaching of its citizens in the UK and Germany we have noticed that a common goal in this field is that every citizen should know at least two foreign languages, in one of which he or she should be fluent. But there are some similarities and differences in teaching methods, concepts and systems.

First of all, teachers who work in German bilingual schools believe that when learning a non-native language, it's better to rely on the knowledge of the native language and the comparison of two languages is valuable and useful because many facts are better perceived and assimilated by comparison. In its turn, the UK's nations seem to be taking actions to provide students with a quality environment to develop their language abilities and cultural agility as important employability skills for the 21st century.

Our research has shown that teaching concepts in the UK and Germany depend mainly on their location. For example, in Wales, the Bilingual strategy is the official language policy of the country; in England and Northern Ireland schools provide 7-to-11-year-old students with up to 60 weekly minutes of so-called «Modern Foreign Language» learning, with French and Spanish being the main languages taught. On the other side, in Germany there are also differences in teaching concepts in its federal districts, each of which has its own school system. For example, while such districts as Bremen, Lower Saxony, Northrhine-Westphalia give possibilities of offering these lessons, only Mecklenburg-Vorpommern does not take part in the bilingual system at all.

Nevertheless, there are some conceptions that both the UK and Germany's establishments of bilingual education try to follow, for example, a thorough study of the culture of the pupil's nation to get acquainted with other cultures after, the formation of a child's positive attitude towards cultural differences, the development of skills of interaction with representatives of different cultures, the creation of conditions for exploring other cultures and others [3, p.146].

It is undeniable that the world is a place to people of different religion, culture and language. With some parts of the globe becoming melting pots, there is a need for people even in the dominant culture to learn another language. This necessity is characterized by the sprouting of language schools offering lessons on the most popular languages of the world. Many institutions of learning have also included foreign languages as part of the curricula. The need to understand the grammar, structure and vocabulary of the language being learned is necessary to achieve bilingual status.

Thus, being a bilingual person opens opportunities to develop sensitivity, flexibility and perspectives of the world and its people. It enhances understanding of the culture and its citizens. Additionally, it can deepen one's appreciation for the native tongue. The knowledge of other languages and the ability to convey and understand messages through that medium can boost personal, educational, social and employment opportunities. Knowing another language improves linguistic and metalinguistic abilities, enhances cognitive flexibility, reasoning and critical thinking in general.

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