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## ЛИНГВОДИДАКТИЧЕСКИЙ АСПЕКТ БИЛИНГВАЛЬНОЙ СИСТЕМЫ В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

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### Аннотация

Интеграционные процессы, происходящие в современном мире, ставят новые задачи перед лингводидактикой в процессе межкультурной коммуникации. В статье рассматривается билингвальная языковая система как лингводидактический аспект, который формирует иноязычную коммуникативную компетенцию у студентов, позволяющую достигать взаимопонимания с представителями разных культур, владея иностранным языком, а также на основе знания, понимания и соблюдения универсальных правил и норм поведения, составляющих международный этикет общения.

**Ключевые слова:** билингвизм, билингвальная система, коммуникативная компетенция, иностранный язык, родной язык, межкультурная коммуникация, межкультурное взаимодействие.

## LINGVODIDACTIC ASPECT OF THE BILINGUAL SYSTEM IN THE FORMATION OF FOREIGN-LANGUAGE COMMUNICATIVE COMPETENCE

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### ABSTRACT

Integration processes occurring in the modern world pose new challenges for linguodidactics in the process of intercultural communication. The article considers the bilingual language system as a linguodidactic aspect that forms foreign-language communicative competence in students, allowing them to achieve mutual understanding with representatives of different cultures, speaking a foreign language, as well as on the basis of knowledge, understanding and compliance with universal rules and norms of behavior that make up international communication etiquette.

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**Keywords:** bilingualism, bilingual system, communicative competence, foreign language, native language, intercultural communication, intercultural interaction.

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The theory and practice of intercultural communication is one of the most rapidly developing and popular branches of science in the modern world. It fully reflects the objectively existing contradiction between globalization and ethnicization, which finds its expression, in particular, in interlingual communication.

For mutual understanding and full-fledged intercultural communication, a future specialist must have a formed foreign-language intercultural competence in the field of professional communication. Foreign-language intercultural competence is a set of knowledge about both a foreign-language and native culture. It also includes skills and abilities in using intercultural vocabulary, the ability to perceive and understand it, using knowledge in professional intercultural interaction and in situations of foreign-language communication.

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Intercultural learning is an educational and developmental process in which both cultures (native and foreign) play a significant role and manifest themselves both as cultural distances and as cultural convergences, resulting in the emergence of a third culture characterized by a new view of one's own personality and an intermediate position between the native and foreign cultures [2].

Mastering a foreign language influences the students' worldview, enriching them with new information about the language and, through the language, about the world around them and themselves. In developing students' foreign language intercultural competence, in addition to the practical task of teaching a foreign language, educational, general and developmental tasks are also performed. Students develop the ability to interact interculturally and to use the language they are learning as a tool for this interaction. Within the framework of these tasks, there are several aspects of teaching a foreign language:

the pragmatic aspect is associated with developing the student's communicative competence;

the cognitive aspect is associated with using a foreign language as a tool for learning another linguistic culture and, accordingly, as a means of developing intercultural competence and the personality as a whole;

the pedagogical aspect involves developing such qualities of a bicultural personality as independence, activity, empathy. Communicative competence is considered as a general concept integrating a number of specific competences and presupposes the subject's ability to intercultural interaction and to use the language being studied as a tool for this interaction.

Thus, when teaching a foreign language as a real means of communication, the main task is to develop communicative competence in students, which includes, as is known, in addition to linguistic, sociocultural, discursive, sociolinguistic, social, and strategic competences. At present, the problem of developing intercultural competence is central, for example, for the Council of Europe, which recommends conducting classes in any language as tolerance lessons. As a result, students should develop a whole range of abilities:

perceive foreign cultural phenomena with a sense of empathy, accept another culture as an objective value, understand the initial foundations of the cultural life of its representatives;

take into account differences in cultural norms, values, and conventions;

interpret foreign cultural phenomena in a multi-perspective context;

understand the processes that occur during interactions between representatives of different cultures;

in the process of communication, build your verbal and non-verbal behavior based on an understanding of cultural differences [3].

To solve these problems, there is a bilingual language system. The bilingual system uses two languages simultaneously in the learning process. A characteristic feature is that the second language becomes a means of studying the subject.

Mastering a second language is a process of gradual transformation of the subject of educational and speech activity from a monolingual to a bilingual. It follows that the process of learning a foreign language occurs in accordance with the laws of formation of artificial bilingualism, that is, such a form of bilingualism, the formation of which is the result of specially organized training. Since the second language is studied by a student who confidently speaks his native language, such bilingualism is inevitably mixed. This means that the two languages in the subject's consciousness have a common semantic basis, that is, the subject's system of meanings and senses can be expressed by means of any of the two languages. In the process of learning a foreign language, subordinate bilingualism is formed first, in which the native language occupies a dominant position. This means that the comprehension of all information about the language being studied is carried out in the conceptual field of the native language, and the generation and perception of foreign-language utterances is carried out as a translation from or into the native language.

As the subject improves in the language being studied, he or she moves to the stage of coordinated bilingualism. In this case, the action of internal translation, necessary for the production and perception of foreign-language utterances, takes a condensed automated form, and a feeling of direct production of utterances in a foreign language appears. However, the native language retains its dominant position as an instrument of cognition, that is, the comprehension of new information still occurs in the conceptual field of the native language. Finally, the highest stage of bilingualism development, necessary for the implementation of professional activity with a foreign language, is balanced bilingualism, when both languages occupy more or less equal positions in the subject's consciousness and he or she acquires the ability to comprehend the phenomena of a foreign language and culture in their native field of meanings, without resorting to explanations in the native language.

Thus, the final task of teaching a foreign language from the point of view of developing bilingualism is for the learner to reach the stage of balanced mixed bilingualism, which is optimal for carrying out professional activities with a foreign language. Reaching this stage presupposes the formation of an additional integral mechanism of language proficiency in the learner, responsible for the production and perception of statements in a foreign language.

In the process of mastering foreign language communicative competence when studying a foreign language, it is necessary to take into account the patterns of formation and development of bilingualism. At the stage of subordinate bilingualism, mastering a foreign language occurs through establishing correspondences between the ways of expressing thoughts in the native and studied languages. The generation of foreign-language utterances is carried out through translation from the native language, this is an objective fact that is recognized by all researchers. Therefore, the main task of teaching a foreign language at the stage of subordinate bilingualism should be the formation of the action of recoding content from the native language to a foreign one, which will give the learner the opportunity to correctly express their thoughts by means of a foreign language. In addition to the fact that at the first stage of the formation of bilingualism, recoding is the basis of productive speech in the studied language, with its help, the processes of understanding foreign-language texts are optimized, which at this stage are also understood using the native language. Automation and curtailment of the recoding action lays the foundations for the mechanism of switching from language to language in the bilingual system. At the beginning

of its formation, the action of recoding is actually a translation from the native language into a foreign language. Therefore, teaching this action is, in essence, the formation of initial translation skills. In contrast to accepted practice, it should be noted that at this stage it is useless to use a foreign language to explain the rules of this language to students, they are not yet able to understand them in the field of meanings of the language being studied. They will inevitably translate explanations into their native language, and the quality of assimilation will be largely determined by the quality of the translation. Therefore, an urgent requirement is the presentation and explanation of foreign language phenomena in the native language of students [4].

Thus, the introduction of the bilingualism system as a basis for the formation of foreign language communicative competence helps students to maintain their socio-cultural identity, while they have a high level of ability and readiness for polylingual communication, necessary in the process of intercultural communication, both in everyday and professional activities [5]. The phenomenon of bilingualism consists of the fact that with its help subjects of different nationalities, who are bearers of different cultures, come into contact and achieve mutual understanding. It is also the only way to resolve the language barrier in a multilingual world.

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