PROBLEMS OF BILINGUAL CONSCIOUSNESS FORMATION

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Annatation: In this article the authors consider the problems of bilingual language consciousness formation. This topic is relevant due to the fact that people can not develop in isolation, and the diversity of languages and their close proximity simply do not leave any choice to man, how to learn foreign languages. The study of other languages allows not only to establish communication and information, but also to enrich the culture of their own people through the introduction of a part of the culture of the people of the studied language.

Keywords: bilingualism, language consciousness, foreign language, language ability.

Today, practical requirements of teaching foreign languages require using “the communicative focused methods, which are directed to formation of abilities adequately to express thoughts in concrete language” [1, p. 60] Moreover, as N. Dauletova states: “Формирование интеллектуального потенциала общества невозможно представить без изучения иностранного языка” [2, p. 87].

Despite of the unambiguity of the term “bilingualism”, we still found some discrepancy. Two types of this phenomena (pure bilingualism and mixed bilingualism) require two types of language acquisition. The first type takes place in the assimilation of the second language “without translation” by its native speakers and, therefore, nationally specific cognitive structures are assimilated, being represented by units of language, without distortion. In case of mixed bilingualism, the studied language is perceived through the prism of the native one. The structure of the studied language is distorted by categories of native language, because there are no absolutely identical concepts among speakers of different languages, moreover, words can denote the same subject, but represent it in different ways, so the translation is never accurate. As N. Nikolina states, “Мышление и речь могут быть рассмотрены только в совокупности” [3, p. 43]. Issues of typology of modern bilingualism are covered in detail in the works of Uzbek and foreign scientists from

different conceptual positions. Thus, one of the most common criteria for identifying types of bilingualism is the level of proficiency in the language code.

According to this parameter, it is common to distinguish the following types:

1) receptive bilingualism (level of perception, understanding and interpretation of the received message);

2) reproductive bilingualism (level of reproduction of what is heard or read);

3) productive bilingualism (level of proficiency in all types of speech activity).

Studying the features of the formation and functioning of cognitive structures in the minds of emerging artificial bilinguals, one should take into account the level of language proficiency. We adhere to the interpretations of the studied phenomena from the standpoint of cognitive linguistics. Within the framework of this scientific paradigm, language consciousness is the property of the individual, so the question of language/speech ability of a person must inevitably be touched upon. We list the basic properties of the language ability of the individual, allocated researchers: the dynamism of language ability, the interaction of developing language ability and speech skills, the complexity of the mechanism of language ability in the emerging linguistic personality.

The problems of bilingual linguistic consciousness formation were considered in the theory of bilingualism, although the term itself was not used by the authors. Thus, we may state that every person, being a native speaker, has a certain set of skills of coding and decoding information in his language. When a person begins to learn a foreign language, he forms new skills of coding and decoding, which come into some interaction with existing ones. When bilinguals move from one language to another, the two systems of coding and decoding skills come into more or less conflict. In this regard, the author considers the concepts of mixed and coordinate bilingualism. According to our theory, a mixed type of bilingualism is characterized by the presence of one common semantic basis for two languages in bilingual consciousness, that is, one system of meanings serves two language codes at once. This type of bilingualism is formed in the process of traditional foreign language teaching, and is typical for children brought up in bilingual families.

Thus, based on the analysis of the concepts of bilingual linguistic consciousness formation proposed by different authors, it can be concluded that the knowledge of a foreign language is carried out through the native language, as a result, a hybrid structure is formed in the consciousness of the subject, represented by the integrated unity of the two pictures of the world.

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