



## PSYCHOLINGUISTIC PROBLEMS OF TEACHING THE RUSSIAN LANGUAGE OF STUDENTS-BILINGUALS

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**Abstract:** *The paper considers the problem of bilingualism and its effect on the personality of the speaker. Various types of bilingualism are described along with the factors determining the bilingual competence formation: age, individual experience, socio-cultural conditions of the native and foreign language interaction. The author points out both the positive and negative impact on the native language as the result of the second language learning. The special emphasis is on language interference in the process of learning a foreign language. To make sure the students achieve the adequate degree of its authenticity, and therefore the bilingual competence, the teacher should take into account the specificity of national styles, communicative strategies and speech tactics of both languages.*

**Keywords:** *bilingualism, language competence, natural and artificial bilingualism, bilingual competence, language interference, linguistic self-identification, linguistic authenticity.*

Bilingualism is the alternating operation of two language systems. There are two central variations of bilingualism: late (acquired) and childhood (congenital). Such a phenomenon as "bilingualism" has always worried people's minds. The first mention of bilingualism was in ancient times. In the last century, people thought that those who speak two languages will confuse the languages, will not be able to learn them equally well. In today's world, we can confidently say that people who speak two or more languages are incredibly talented and make up almost half of the world's population, and bilingual students are the student of the future. Bilingual students are most often successful students, because thanks to their developed abstract thinking, they learn science, literature, and foreign languages better, they have language intuition, and the ability to quickly switch from one language to another if the situation requires it. Of course, all of the above is really possible if the student already knows how to read, count, and perform minimal linguistic analysis in both languages at once by the beginning of training [1, p. 27].

That is why today we can observe a special interest in the study of bilingualism. At the end of 2007, the linguist, methodologist, teacher of the Russian Language School A. L. Berdichevsky put forward the thesis of "intercultural education" as opposed to the accepted "language training". At the beginning of 2011, another Russian linguist and methodologist, V. I. Shlyakhov, put forward the "metasense" discursive paradigm as an ideal methodological basis for teaching RCT in the future. In this article, we have compiled some practical recommendations that can be used when teaching Russian to bilingual students. So, undoubtedly, to master the Russian language, you need to have a sufficiently developed "speech" hearing, that is, be able to distinguish sounds in words. It also requires systematic work on modeling (from sound-letter to syntactic). Pay special attention to tasks for independent systematization. The student should be aware that when a word changes in



form, the ending will also change, and this is a very important moment for communication.[5, 6, 7, 8].

Of course, it is not easy for bilingual students to learn Russian, because it is considered one of the most complex in its structure. Therefore, given the presence of several cases, genders, declensions, conjugations, and specific constructions, it is not surprising that the end is not given to students immediately. It is useful to use small texts in your work. Complex and disjointed sentences are not the best helpers in teaching bilinguals. Memorizing easy quatrains also improves memory. You can even offer them a "letter from memory". It is important to choose a form of rule construction that is convenient for students of a particular group – algorithms, tables, and diagrams. Undoubtedly, a huge role in teaching Russian to bilingual students is played by tasks-games. Here it is important to remember that the game does not become the main way of learning, but is only an additional motivating form.

It is also important to use an activity-based approach that will allow students to engage in learning and actively perceive information.

To achieve this goal, you can use brainstorming ("Guess..."), an imaginary situation ("Invent..."), guided (topics are suggested in advance) or free (topics are not known to students) discussion, role-playing, interviews, transcoding information from one form of its presentation to another.

Differentiation is another effective tool in teaching bilinguals the Russian language [2, p. 35].

However, it is not always necessary to divide students into groups based on their language level. It is possible to maintain the flexible, mobile nature of groups, since students who know that they have been assigned to a team of "poor language proficiency" are unlikely to make an effort to leave it. Therefore, to master complex topics, it is preferable to divide students according to their level of knowledge of the language, and to implement some creative idea, it will be useful to connect groups so that each group includes students with different levels of knowledge, but who are able to implement this or that idea in teamwork. The main thing is that when differentiating in Russian language classes, students should not end up in a group by accident.

You can use a division based on interests, language proficiency, and interpersonal relationships in the team. But this is always a scenario work of the teacher, which ensures the achievement of different goals. Here it is important not only to know psychology and pedagogy, but also to analyze the causes of previous failures when dividing into groups.

Another feature of teaching bilingual students is their careful attitude to those who combine languages of different systems. These children have a high result in various types of diagnostics of the level of verbal thinking. By switching from an analytical way of perceiving information to a synthetic one or from a polysynthetic one to a synthetic one, the student provides the structures of intelligence with the same cognitive flexibility.

Today, the number of bilinguals in the world is constantly increasing. But despite many years of studying this phenomenon, today the topic of learning in bilingual settings remains and will become more and more popular.



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