

УДК 81'246.2

N. M. Orlova

*Lecturer of the Foreign Languages Department
of the Far Eastern Law Institute of the Ministry of Internal Affairs
(Russia)*

THE INFLUENCE OF BILINGUALISM ON PEOPLE'S BEHAVIOUR AND THEIR THINKING

The author of the article attempts to analyze the concept of «bilingualism» from different scientific points of view. The considered definition is multidimensional and has variability in definition and functions. Bilingualism as a predominant phenomenon in the system of competitive relations in society significantly affects the development of a person's mental activity and his speech behavior. Deep links between communication abilities and behavioral landmarks are also considered in this paper.

Such a phenomenon as «bilingualism» has existed for a long time. Even in ancient times, peoples spoke several languages. The concept of «bilingualism» is being studied by scientists from the point of view of various theoretical approaches in the context of its multidimensionality. The problem of bilingualism is studied within the framework of such disciplines as sociology, sociolinguistics, linguistics, philosophy, ethnology, social psychology, sociopsycholinguistics. The methodological basis for the analysis of this concept and its functioning is described in the scientific works of V. A. Vinogradova, M. I. Isaeva, A. Yu. Rusakova, E. B. Taskaeva, H. G. Gadamer, M. K. Mamardashvili, S. G. Ter-Minasova, N. Chomsky, O. A. Kolykhalova and others.

From the point of view of philology, bilingualism is considered as a phenomenon of the long-term influence of a prestigious language, expressed in the creation of a relatively stable culture of bilingualism [1]. Bilingualism is also interpreted as mastery of the native language and the basic skills of speech activity in a foreign language. Bilingualism begins with the ability to understand a foreign language interlocutor, the ability to capture the meaning of his statements or the meaning of the text and carry out various kinds of accuracy translation into the native language, and vice versa. The criterion of its formation is the level of interactional competence development [2].

The problem of bilingualism is also interesting from the standpoint of philosophy. The philosophical approach to the problem of the concept under study allows us to consider the functions of bilingualism not only in the possibility of implementing communication between peoples and cultures, but also in a significant expansion of the potential, means of verbalization of thinking. If we proceed from the evidence that human thinking is formed in a bilingual environment, then this is explained by the fact that language and thinking are one. Accordingly, the variance,

polysemy of the language should lead to the variability of thinking [3]. Bilingualism is also presented as a cultural phenomenon and a way of being a person in the modern world, interacting in a certain social community and influencing the linguistic behavior of various social groups using languages in certain communication areas depending on the social situation [4].

In sociology, «bilingualism» is studied within the framework of the socio-communicative process. Its social essence lies in the fact that at the present stage of the information society development it is a global social process that includes all the problems of information and communication exchange and covers the whole gamut of social relations. Bilingualism is becoming an integral social quality of a modern specialist. A higher educational institution that creates an information culture of future professionals appears to be the main institution for the formation of bilingualism [5].

In foreign scientific literature, bilingualism appears as a process that allows people who belong to different strata of society and age groups to be equally proficient in two languages. In other words, knowledge of two or more languages is dual or multiple monolingualism («native like control of two languages») [6]. Bilingualism is also defined as the ability to produce meaningful utterances in two (or more) languages, or at least one language skill in reading, writing, speaking, listening (Beatsen-Beardsmore, Hakuta, Haugen, Romaine, etc.). In this regard, the importance of studying this concept in the context of its influence on the behavior and thinking of a person in society increases.

It should be noted that previously bilingualism was considered a phenomenon that has a negative impact on the development of the individual. There was an opinion that when knowing two languages, the associations of many words that are present in a bilingual person interfere with each other, i. e. bilingualism is an obstacle to the formation of ideas and their transmission. Many parents were convinced that the two streams of information mixed in the child's mind also hindered his mental development. Children were thought to have poor learning outcomes, bad behavior, and self-doubt. Some people believed that bilingualism would lead to schizophrenia and split personalities. However, in 1962, this point of view was called into question, since psychologists E. Peel and W. Lambert proved that such a characteristic does not limit the development of mental abilities. Recent experience shows that, by contrast, children growing up in a bilingual environment outperform their peers on attention-related tasks and are about a year ahead of their peers in development. E. Tripp concluded that human thinking develops within the framework of the linguistic mentality and that people who speak two languages have different ways of thinking depending on the language used. Many bilinguals have confirmed this idea and found that they feel different when they speak another language [7].

The process of bilingualism goes through all levels of the speech stage of brain activity, including such types as speech, word choice, stress, intonation, etc. The mental functions of a person contribute to the formation of the basis for understanding and awareness of the surrounding reality. When a person thinks, he receives messages from the universe. According to the psycholinguist G. Markus, in a person learning a second language, this function is performed by the brain as an important source in the study of languages, which has innate language activity [8].

It is worth mentioning the influence of socio-cognitive development on the bilingual thinking of a person during his involvement in social communication. The sociocultural context of the society in which the individual is socialized has a positive effect on bilinguals. This leads to discussion questions:

– is there a difference in monolingualism and bilingualism between people in terms of understanding the communicative requirements of interlocutors?

– what is the difference between monolingualism and bilingualism in human cognitive development?

At present, the socio-cognitive development of a person is the focus of researchers, since the cognitive knowledge obtained as a result of the combination of two languages affects the use of words and thoughts. Researchers believe that a person's social-cognitive thinking can change depending on the context situation in any language environment [9]. There is an opinion that bilingual people are more likely to build communicative relationships with their interlocutors, which is directly related to human thinking. Bilinguals respond faster to understanding ambiguous or contradictory situations in communication [10]. Moreover, a bilingual person has a number of cognitive advantages associated with a system of reality comprehension, and mental functioning develops a certain flexibility and a person more easily interacts socially with subtexts and abstract concepts, having a diverse language repertoire.

There is also a point of view that bilingual people are better at reasoning, multitasking faster, grasping and coordinating dual ideas. They also use less energy and retain their cognitive abilities longer as they age, while delaying the onset of dementia. Moreover, it turns out that the brain can be bilingual even before birth, since the human auditory system has been functioning since the third trimester, and the intrauterine child can clearly hear the voice of his mother, speaking in any language or languages that she speaks. Such sounds, with their characteristic rhythms and phonemes, penetrate directly into the child's brain and become familiar [11].

Based on the opinion of the authors of the book «The Bilingual Edge» K. King and E. Mackey, it is worth emphasizing the main idea of the potential advantage of bilingualism (especially early language learning) and its cognitive competitiveness in the real world. This is the so-called metalinguistic ability of a person to consciously and intelligently reflect on the nature of the language and, knowledge of a second

language is the best for their creativity and academic success. E. Belstock in his book «Bilingualism in development: language, literacy and cognition» points out the bilingual features of a person, coming from national roots, ethnicity and cultural heritage of the family. This ethnic, cultural and national context of bilingual families is also comprehended by generations through the study of a second language through family interaction in the context of the language environment. It is the bilingual language environment in the family and other social communities that allows a person to become bilingual.

With the constant communication of a person in another foreign language, he or she enters into cognitive and mental relationships with various types of social situations, thereby transforming formal learning into a more advanced stage of language cognition. This means that the constant reinforcement of language codes (dialects, slang, stylistic varieties of language) contributes to the development of the ability to reason, think, which is a trait of the rational (mental activity) of a person. It also maintains his brain to function consciously; comprehend and process information in the cognitive system of socio-professional relations; manage internal mental representations in the process of intellectual activity, consisting of the existing experience and the one received when establishing social, cultural, ethnic ties in society.

In our opinion, taking into account the above reasons, a bilingual person assimilates deeper socio-cultural levels of his competitiveness in society and, in a wider range of his capabilities, improves the essence of the boundaries of human knowledge. Literacy is achieved not only in the structure of society's behavioral patterns, but also in the ability to read, write, analyze, understand various information subtexts in order to further the knowledge of globalization information flows.

Bilingualism also plays an important role in the development of human behavioral strategies, since it is extremely necessary for a person to communicate with other socio-professional groups of society in order to take advantage of competitive advantages in knowing a second language in a career, in a social elevator when changing their position in the structure of social inequality, etc. Our behavioral strategies are some form of communication. The effectiveness of behavior from the language trends in the world and the manner of speech behavior and its language frame accepted by the rules and standards. You can express aggression, restraint, sadness, depression, silence, dissatisfaction, etc., which are signs of your behavioral upbringing and speech. You can compare cultural patterns of communication and interaction in other languages, thereby choosing a further path in demonstrating your linguistic and cultural identity. All this, in turn, is laid down from an early age, including when learning languages. The linguistic differences of bilingualism sometimes provoke a person to resolve more complex life problems, associating them with problems in their

society when compared with other social communities. Sometimes the reduction of stress in behavior depends on the degree of language barriers; thus, bilingualism is sometimes the best language support and adaptation to new challenges of social relations.

Therefore, bilingualism is currently an integral topic for scientific research and discussion platforms. Globalization processes, migration processes and socio-professional mobility contribute to self-development, cultural enrichment and cognitive perception of the world through experience, knowledge, beliefs and linguistic variability of different cultures. Bilingualism as a product of the social and communicative process and interaction expands the boundaries of personal cognition, directly related to thinking, speech, behavior, memory, writing (as components of the cognitive process).

Thus, the concept of «bilingualism» has a positive effect on the mental development of a person and his behavioral strategies in society. In a socio-cognitive environment, it functions as part of a culture in which it is formed, self-determined and expands its capabilities in a bilingual language environment in different global networks. However, such an assumption does not detract from the degree and level of mental, cultural and intellectual development of monolingual people: among them, there are also quite a few geniuses.

1. Дианова Л. П. Русский язык в речевой культуре билингвов : автореф. дис. ... канд. филол. наук : 10.02.01 ; Рос. ун-т дружбы народов. М., 2011. 28 с. [Вернуться к статье](#)
2. Остапенко А. С. Дискурсивно-лингвистические аспекты искусственного билингвизма : дис. ... канд. филол. наук : 10.02.20. Тюмень. 2008, 255 л. [Вернуться к статье](#)
3. Кольхалова О. А. Социокультурные и философские аспекты билингвизма : дис. ... д-ра философ. наук : 09.00.11. М., 1999. 275 л. [Вернуться к статье](#)
4. Таскаева Е. Б. Билингвизм в бытии человека и культуры : автореф. дис. ... канд. философ. наук : 09.00.13 / Сибир. гос. ун-т путей сообщения. Челябинск, 2020. 22 с. [Вернуться к статье](#)
5. Ковалева С. С. Билингвизм как социально-коммуникативный процесс : дис. ... канд. социол. наук : 22.00.04. М., 2006. 144 л. [Вернуться к статье](#)
6. Блумфилд Л. Язык / пер. с англ. М. : Прогресс, 1968. 608 с. [Вернуться к статье](#)
7. Эрвин-Трипп С. М. Язык. Тема. Слушатель. Анализ взаимодействия // Новое в лингвистике. Вып. VII. Социолингвистика. М., 1975. С. 336–362. [Вернуться к статье](#)
8. Fromkin V., Rodman R. An introduction to the Language. New York : Harcourt Brace College Publishers, 1993. P. 190. [Вернуться к статье](#)
9. Hamers J. F., Blanc M. H. A. Bilinguality and bilingualism. 2nd ed. Cambridge : Cambridge University Press. URL: <https://doi.org/10.1017/CBO9780511605796> (date of application: 23.03.2023). [Перейти к источнику](#) [Вернуться к статье](#)

10. Nicoladis E., Genesee F. A longitudinal study of pragmatic differentiation in young bilingual children. *Language Learning*. 1996. № 46 (3). P. 439–464. [Вернуться к статье](#)

11. Kluger J. The Power of the Bilingual Brain / Monday, Jul. 29. 2013. [Вернуться к статье](#)

Н. М. Орлова

Двуязычие и его воздействие на поведение и мышление людей

Автор статьи пытается проанализировать термин «двуязычие» с разных научных позиций. Рассматриваемое определение является многомерным и проявляет вариативность в определении и функциях. Билингвизм, как доминирующее явление в системе конкурентных отношений в обществе, оказывает существенное влияние на развитие интеллектуальной деятельности человека и языкового поведения. В этой статье также рассматриваются глубокие связи между коммуникативными навыками и поведенческими чертами.