Modern Approaches to the Evaluation of the Multidimensional Concept of Bilingualism and Linguodidactic Classifications of Children's Bilingualism

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Abstract
At the moment, there are already a large number of scientific papers on bilingualism, so there are different points of view regarding this phenomenon. Scientists ambiguously interpret the concept of bilingualism. The most common definition of bilingualism is that a bilingual is a person who speaks two languages equally. In the Pedagogical terminological dictionary bilingualism is "equally perfect possession of two languages". Multilingualism is defined more broadly as "the use of several languages within a certain social community (primarily the state); the use by an individual (group of people) of several languages, each of which is chosen in accordance with a specific communicative situation." These definitions do not fully disclose such a complex and multifaceted phenomenon as bilingualism. The dictionary definitions do not take into account the methods of language acquisition, the levels of individual proficiency in each of the languages, the age characteristics of children's ontogenesis, or the cultural aspects of the phenomenon of bilingualism. The article considers the current state of researching of bilingualism, provides a detailed analysis and gives a complete classification of children's bilingualism in the aspect of linguodidactic and psycholinguistics knowledge.

1. Introduction

The reason for the emergence of language contacts were the following factors:

- Migration to the territory of speakers of one language occupied by the population speaking another language;
- Lliving in the same territory of peoples, speakers of different languages; - Neighborhood of multilingual population in adjacent territories;
- Trade, scientific and other relations between peoples, speakers of different languages;

- Special study of non-native language in educational institutions.

Akhmanova O. considers bilingualism "the contact of languages arising as a result of special geographical, historical and social conditions that lead to the need for linguistic communication of human collectives speaking different languages" [Akhmanova,1966].

Clyne M. identifies four areas of research of language contacts:
1) Linguistic (field of study-language);

2) Psycholinguistic (field of study-the individual);

3) Sociolinguistics (the study of society);

4) Pragmatic (the study of communication) [Clyne, 1987].

Mechkovskaya N. identifies three planes of language contact research:

1) Sociological-interaction of multilingual societies;

2) Psychological-as individual bilingualism;

3) Linguistic – as mixing, interpenetration of two independent language systems [Mechkovskaya, 1996]. Continuing the typology of Mechkovskaya N., within the framework of mutual influence of cultures (interference, convergence, divergence and congruence), language contact can be represented in the fourth plane – linguistic and cultural.

Prokhorov Y. from the standpoint of sociology describes four types of intercultural language contacts:
- contact;
- communion;
- penetration;
- interaction

Which he associates with the type of mutual penetration of cultures:
- divergence,
- interference,
- convergence,
- congruence. [Prokhorov, 1996].

Zograf G. correlates bilingualism with the phenomenon of polylinguism and defines it as the use of several languages, depending on the "correspondence of the communicative situation" [Zograf, 1990].

The afterword of Zalevskaya's A. research of the theory of second language acquisition in the psycholinguistic aspect contains the analysis of modern problems of bilingualism [Zalevskaya, 1996]. But, when we talk about the General use of terms accepted in the world scientific community, the term multilingualism means the term bilingualism, since the latter phenomenon occurs most often, especially when it comes to daily communication.

2. Materials and Methods

Children's bilingualism also has its own characteristics, which are influenced by factors such as age, language acquisition strategy, ways of forming bilingualism, etc. Accordingly, there are different types of bilingualism development.

In scientific research, there is a traditional distinction between simultaneous and sequential, i.e., successive (successive, consequent) bilingualism [Chirsheva, 2012]. Simultaneous bilingualism is the parallel acquisition of two languages from birth, and sequential bilingualism is

the acquisition of a second language on the basis of the first language at the age of 3-4 years.

Haugen [Haugen, 1956; Chirsheva, 2012] propose a classification of bilingualism according to the age of the child:
- Infant bilingualism (0-1 year);
- Children (1-12);
- Teenage (12-17);
- Adult (17- +).

Obviously, that at the same time possession of two languages one of them dominates. In rare cases, we encounter balanced bilingualism [Protasova, 2010]. This phenomenon is quite rare, because languages are often used in different contexts, and therefore the level of language proficiency also varies. People do not often speak languages at the same level in every situation, but use one language, for example, at work, and the other – in the home environment. According to Grosjean F.: "bilinguals usually learn and use their languages for different purposes, in different areas of life and with different people." [Grosjean]. So, different languages are usually used in different life situations. Along with these types, there is also a dominant or unbalanced bilingualism, suggesting that a person speaks one language better than another.

When we talk about the differentiation of bilingualism by the methods of formation, we can distinguish natural and artificial multilingualism [Chirsheva, 2012]. Natural acquisitions of several languages without formal learning in childhood, change of residence determine the natural type of multilingualism. If the language is learned at school or any educational institution, we are talking about artificial bilingualism.

According to the methods and purposes of learning a second language, bilingualism can be classified as selective (elective) and situational (circumstantial) [Baker, 1996; Valdés, 2003]. Selective bilingualism refers to learning a language when an individual learns a new language for educational purposes. This type of bilingualism formation occurs quite often. An example is the study of foreign languages at school. Situational bilingualism is usually manifested in the study of a second language by immigrants, when a person is faced with the need to learn the language in order to get a job and education in a foreign society. In this situation, we are faced with the displacement and weakening of the native language by the second language.

According to the method of language acquisition Romaine S. [Romaine, 1995] identifies six types of bilingualism formation. The first type is called "one person - one language". This type was described by linguists Ronge J. (1913) and Leopold (1939-1949). In

this case, each parent communicated with the child in their own language, with one of the parent's native languages being the language of the environment. This method of forming functional bilingualism was considered the most effective.

The second method of mastering child bilingualism occurs when both the father and mother speak to the child in a language that is not the language of the environment. This method is defined as "Non-dominant Family Language / one Language-one environment".

The third method of formation of bilingualism "Non-Dominant Family Language without Community Support "occurs when the parents ' native language is the same, and the language of socialization is other. Therefore, parents at home communicate with the child only at their native language. This situation can be observed in immigrant families.

In that case, when the communication of parents and child is carried out in the native language of both mother and father, and the language of the environment is the third language, we are faced with the formation of trilingualism. Romayne calls this strategy "Double Non-Dominant Home Language Without Community Support".

There is a special strategy, which was justified by Saunders G. [Saunders, 1982]. This method is called "Non-Native Parents", when the parents speak the same language, which is the language of the environment, but one of the parents speaks another language, which is not his native language, and in this language he communicates with the child.

The latter type ("Mixed Languages"), highlighted by Romaine, takes place in families where the parents are themselves bilingual.

In children's bilingual development, the prestige of languages plays an important role [Chirsheva, 2012]. In this case, the additive and subtractive bilingualism are distinguished. In the first case, a society is understood where both languages are equally prestigious. Subtractive bilingualism, in turn, is used in a society where one language dominates the second. [Edwards, 2012].

According to Chirsheva [Chirsheva, 2012], additive bilingualism has a positive impact on the formation of bilingualism of the child due to the equal status of both languages. When we speak about subtractive bilingualism and occurs a negative attitude to bilingualism, barriers to the formation of children's bilingualism may arise.

These factors are basic when it comes to bilingualism in childhood, because during this period, children are easily adapted in society. Therefore, they quickly realize when a language is not accepted in society, and therefore,

can choose one of the languages. It should be added that this type of bilingualism is usually observed in the bilingual community, where languages have certain spheres of use. For example, in Malaysia, Malay and English are official languages, as in Finland, Finnish and Swedish are official languages; in Canada, English and French are official languages etc.

We also note the difference in the formation of bilingualism of the first and second child. Protasova E. and Rodina N. believe that parents pay more attention to the first children and therefore the assimilation of the native language is faster. Younger children spend more time with their older sisters and brothers, who usually use the language of the environment. Accordingly, they are more successful in learning the language of environment, which is dominant. However, this ratio may vary depending on the situation. It follows that the development of a bilingual second child depends on the speech of parents, older sisters and brothers [Protasova, Rodina, 2010].

It is important to note that the range of scientific interests of scientists who are engaged in the study of typed variants of interaction of languages at the human and environmental level includes the concept of interference. For the first time the outstanding linguist Shcherba L. defined the program of researches and descriptions of process of interaction of language contacts.

In 1948, scientists of the Prague linguistic circle (Havranek and Jakobson) introduced the term "interference". The publication of research" Language contacts"[Weinreich, 1953; Weinreich, 1979] marked the beginning of an active study of this phenomenon. According to the scientist, the cases of deviation from the norms of both languages, due to the interaction of these languages and are the reaction of the structure of the language to a new, foreign, non-systemic element, determine the main content of the concept of interference. It should be mentioned that Weinreich W. dwells in detail on such concepts as narrow and broad understanding of interference. Translation of the norm of the native language into another language in the process of speech is interpreted as a narrow understanding of interference, any types and forms of interaction of languages, explained by their structural characteristics, are understood as a broad interference [Barannikova, 1972; Akhunzyanov, 1978].

There are two approaches in the study of the concept of interference. In the first case, the scientific analysis is based on the comparison of the structures of the interaction languages, during which the complete or partial mismatch of the categories of both languages is determined. It should be emphasized that this approach is based on the principles and provisions of contrastive linguistics.

When we deal only with the analysis of interference errors considered as negative material with their subsequent comparison in the system of contacting languages, we are faced with the concept of actual interference.

In the course of studies of interference errors in the first case, contrastive analysis acts as a research tool, and in the second case, we analyze the actual deviations from the norms of both languages. Scientists believe that in order to achieve optimal results, it would be advisable to use a comprehensive study of such facts, based on two types of analysis (contrastive analysis and factual errors).

Consider the typology of interference, which offers Karlinsky A. in his monograph " Fundamentals of the theory of interaction of languages»:

1) Interference is a deviation from the norm in speech in the second language (hereinafter L 2), arising under the influence of the first language (hereinafter L 1);

2) This deviation is due to the peculiarities of bilingual speech activity on L 2;

3) The quality and quantity of interference depends on the peculiarities of relations between the systems of contacting languages;

4) Interference occurs in the process of communication in bilingualism.

According to the degree of deviation from the norm in speech on L 2, there are signative interference (violation of the plan of expression) and content, or semantic (violation of the plan of content). Each of these types is divided into different language levels (phonological, lexical, grammatical, prosodic and sound-letter).

In addition, each type is classified in terms of paradigmatic and syntagmatic plan. The following typology is distinguished by the causes of interference.

Paradigmatic interference in this case is divided into:

- Under differentiation (when a bilingual does not distinguish between several elements of L 2 due to the influence of L 1);

- Over differentiation (when the element L 2 splits into two due to the influence of similar elements from L 1);

- Re-decomposition or reinterpretation (when an element of the paradigmatic plan decomposes into two elements of the syntagmatic plan);

Syntagmatic interference can be divided into:

Pre segmentation (increase of elements in L 2 influenced by the distribution of governmental rules L 1);

- micro segmentation (reverse phenomenon);

- intercatenation (combining several elements of L 2 on the model L 1 and the appearance of a new element, previously absent in L 2);

- replication (rearrangement of corresponding elements of the model L 2 under the influence of L 1).

From the point of view of reflection of specificity of speech activity of bilinguals on L 2 the expressive interference which is connected with problems of generation of speech on L 2, and impressive connected with problems of understanding of speech on L 2 is allocated.

Depending on the influence of interference on the act of communication, communicative-relevant and communicative-irrelevant interference differ. The first is manifested if the bilingual makes too many mistakes in L 2, which either greatly complicate the understanding of his speech, or make it impossible. The second type of making mistakes is not so serious, but it helps the carrier of L 1 to identify the "foreigner", that is, to catch the accent or any other signs of the "stranger" [Karlinsky, 1990].

The issue of overcoming interference by consciously addressing linguistic facts in children's groups is the main one in the works of Bogush A. [Bogush, 1990].

Vereshchagin E. in the book "Psychological and methodological characteristics of the typology of bilingualism (bilingualism)" [Vereshchagin, 1989] examines in detail three main aspects of the study of bilingualism: psychological, sociological and linguistic.

In psychological terms, the author considers the criterion of the number of possible actions, where he distinguishes receptive, reproductive and productive bilingualism, as well as the criterion of correlation of speech mechanisms (mixed and pure bilingualism).

Receptive, or perceiving, the author considers bilinguals who can only understand the second language, or rather texts, without being able to produce the speech of this language. This type refers to people who study the dead and, for example, liturgical languages. In this case, the person can`t even internally pronounce the texts.

The next type of bilingualism is very closely related to the previous one. With reproductive, or reproducing, bilingualism, a person in addition to the usual understanding of the text can reproduce it and quote. This mainly concerns liturgical languages: classical Arabic among Muslims, Latin among Catholics and others.

The last in the "number of actions" criterion is productive bilingualism, the most common of all. With this type of second language learner can not only perceive speech, but also freely reproduce it, creatively and meaningfully. He can provide the communicative function of the language regardless of whether his speech is pure and correct or some mistakes can exist in it.

Another criterion of psychological classification is the correlation of two speech mechanisms with each other

which is divided into pure and mixed bilingualism. The first type is typical for those who communicate in two languages in isolation, in different spheres of life, without clashing languages with each other (at work and at home).

The second is for those who freely communicate in two languages in the same situation, for example, when bilingual person lives in a common territory (Switzerland, Luzhitsa).

The scientist adheres to the point of view of Belyaev B. that the thinking of an individual is closely related to the choice of language in a certain situation. In this case, bilingualism is divided into direct ("unconscious-intuitive practical knowledge" of the second language), indirect (secondary language is not directly related to thinking) and dominant (when in most situations of communication, one language is used).

Further, Vereshchagin E. also examines in detail the criteria and their types in relation to sociological parameters. The first is "the correlation of bilingualism with a certain social group". The following types are distinguished from this criterion: individual bilingualism, group and mass. The following criterion – "the way of mastering skills".

In this case, bilingualism is divided into natural, artificial and synthesized. Natural bilingualism occurs when a child is in a bilingual environment and learns the second language as well as the first-through communication. Artificial bilingualism appears due mainly to schooling. Synthesized-combines the two previous types (often founded in schools of the Soviet republics, where some subjects were taught in Russian).
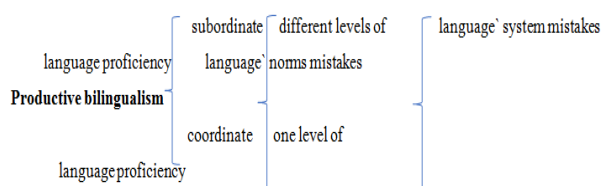

Figure 1: Linguistic typology of productive bilingualism by Vereshagin.

Now let's take a closer look at each subspecies (Fig.1). As the main type Vereshchagin chose productive bilingualism from psychological typology, then divided it from the point of view of correctness and irregularity of speech into subordinative, or subordinate, and coordinate, or composed. With coordinate bilingualism, which is of little interest to researchers, the language learner's speech is completely correct, that is, the language system of the second language is not broken or preserved. In case of subordinative bilingualism the speech of a person can be filled with different kinds of mistakes in the second

language system. Such mistakes can be systemic, that is, at different levels of the language system: lexemic, phonetic, morphological, syntactic.

Another type of mistakes is a norm errors, when a person speaks correctly in terms of the system, but not in terms of the norm.

Thus, the linguistic classification applies only to the expressive aspects of speech production.

Sinyachkin V. believes that during studying Russian language as a native or as a foreign a child needs to go from the universal meaning of language units to the image of language consciousness, which reflects the characteristics of ethnic mentality [Sinyachkin, 2009].

Based on the above, it can be noted that currently bilingualism is defined quite differently than before. At this stage, it is a multicomponent flexible definition.

In scientific terminology, "ethno-cultural specificity of consciousness" is associated with the term "national-cultural specificity of consciousness", despite the fact that these concepts are not equivalent. "Ethno-cultural specificity of consciousness" implies that the culture of the ethnos determines the language consciousness.

Russian scientists-psycholinguists in the framework of the psychological theory of activity believe that the characteristics of national-specific consciousness are determined by external activities, that is, extrapolar factors that depend on natural and social conditions, as well as on artifacts.

According to Sysoev V., national mentality is the way of thinking of a certain cultural society. This set of certain stereotypes of perception of the surrounding world determines the behavior of communication participants and the expectation of such from others. According to the scientific theory of Sysoev, the classification of the mentality of the people of the country of the studied language is presented in three planes: General, situational and cultural.

By General characteristics according to Milrud R. we mean knowledge, behavior and attitude. In this context, these are holidays, rites and rituals of native speakers. A certain situation mobilizes cultural attitudes of mentality and determines behavior in the current situation. When it comes to cultural self-determination, here we can talk about unification, the possibility of grouping on certain grounds. This implies a community of interests, political views, professions, moral and ethical values [Sysoev, 2001].

According to the theory of Budagov R., "in bilingualism, it is very difficult to determine the native language: speakers from childhood learn two languages,

and one they use in everyday life, and the other in official communication" [Budagov, 1958]. In pragmatics, this distribution of functions is not always the case.

Scientific studies have shown that in a multilingual society, in chronological order, the second language can displace the first (mother's language) in time of assimilation and become "native".

If a child speaks several languages at the same time, then according to scientists Avrorin V., Mikhailov M., Desheriev Y., in the conditions of TLD/multilingualism there will be a hierarchy between the choice of language. In the case where the degree of proficiency is approximately the same, the determinant of choice will be the ethnicity of the individual.

The concept of native language is bivalent. To describe the concept of "native language" let us turn to the classification by Markosyan A. [Markosyan, 2004]:
- native language – the language learned first;
- native language – the language with which a person identifies himself (the language of ethnic self-identification);
- native language – the language with which he is identified by his environment (the language of ethnic identification);
- native language – the language that a person knows better than other languages;
- native language – the language that a person most often uses in everyday life and in professional activities.

In addition, Chirsheva G. [Chirsheva, 2012] identifies another criterion of definition-the language of the surrounding society.

The above criterion, however, is not sustainable, due to the fact that a person's place of residence and language environment may change. Yet in most cases, immigrant children who learn the language of their new society in school soon begin to consider the language of instruction as their mother language. This may be a result of them identifying as members of a majority linguistic and ethnic group.

3. Findings

The phenomenon of multilingualism has similar features to bilingualism and is presented in two directions:
- national (the use of several languages in a certain socio-cultural space);
- individual (multilingual language personality changes language codes according to a certain communicative situation).

A more detailed consideration of the term allows us to describe it as "the coexistence and use of several languages in the language consciousness, speech activity of the individual and in the language team." In this context, bilingualism is a special case of multilingualism.

In linguistics, there are various classifications of individual bilingualism. Receptive, reproductive and productive multilingualism depend on the degree of proficiency in the mother language. The way we learn a non-native language gives us the right to talk about natural and artificial bilingualism.

Natural biilingualism involves active, fluency in several languages, the possibility of open communication in several languages with switching codes (language and behavioral or, in other words, verbal and nonverbal). Bilingualism can also be differentiated as follows:
- competitive, when the choice of language is determined by the situation of communication, not its theme;
- exceptional when one language is defined by one topic of communication;
- complex, when there is a mixture of language codes as a result of interference in speech;
- coordinated, when different language systems are manifested simultaneously, respectively, with the switching of codes.

Our observations suggest that for bilingual children with whom parents speak consistently in literary and correct grammatically native and non-native languages, communication with other bilinguals is difficult and is defined as a complex. In the case of communication with monolinguals in a comfortable psychological situation, bilingualism is defined as competitively coordinated.

The choice of language by an individual is determined by specific circumstances, so the preference for a particular language can be transformed during life and directly depends on the situation.

For natural bilinguals is inappropriate to speak about the first or second languages, because the concepts of first and second language indicate the sequence of study as foreign languages, or a sequence of socialization in both native languages (first language – language of family, the second language of environment). The second language in the sequence of assimilation at some point in life may be the first in importance.

It is obvious that early bilingualism encourages the child to learn a third language, based on the activation of the child's metalinguistic interests. Children become very attentive to their own and others' speech, they clearly understand the situation, are ready to take into account corrections and remarks, are able to analyze language units to avoid interference and confusion of languages. Their errors in speech can be divided into two categories: age-related as intra-language and inter-language, due to interference.

In General, interference is due to incomplete awareness of norms and rules within the two language systems and is caused by incomplete deactivation of one language in bilingual speech in another language, manifested at one or more language levels of linguistic research.

The communicative effect arising in the presence of interference in speech communication is an important aspect of the study of this phenomenon. According to the peculiarities of the manifestation of interference, we can draw a conclusion about the normatively of the speaker's speech, about the formation of his linguistic consciousness and belonging to a particular language community.

The determination of the archetype of a certain ethno-cultural society is formed by perception and comprehension of the surrounding world according to canons and norms. These established rules act as analyzers, limiting consciousness from unnecessary information.

Units of social and perceptual activity are ethno-cultural stereotypes that create typical ethno-cultural characteristics. National consciousness has the function of a specific regulator of human behavior. It should be emphasized that the cultural stereotype of the linguistic personality is formed simultaneously with the process of cultualization of the individual from early childhood.

In understanding the essence of the linguistic and cultural determination of the bilingual child's identity in a multilingual environment, the definition of the phenomenon of "native language" (NL) plays an important role.

Native language is not "innate language. ... But this is not the language of parents, especially if the family is mixed. Native language in General - this is the language in which the child uttered his first words" [Leontiev, 1997].

The following factors influence the definition of the phenomenon of "native language": psychological, ethnic, cultural, socio-historical, communicative and pragmatic. Depending on the situation, the native language may coincide with the ethnic one, or may belong to another ethnic group. Thus, extralinguistic factors influence the choice of native language in a multicultural society. It is appropriate to take into account the heterogeneity of the national composition of the place of residence, the role of the language studied, mixed marriages.

It is necessary to distinguish the concepts of "first language" – "native language", "second language" – "non-native language" and "foreign language". "First language" (L1) and "second language "(L2) are languages that the child learns in chronological order, and "native language "(NL), "non – native language" (NNL) and

foreign language (FL) are determined according to the individual's belonging to a particular society.

It is necessary to distinguish between the concepts of "second language" and "foreign language". We can speak about the concept of "second language" when mastering occurs in a natural situation of communication, for example, in the family (in mixed marriages), with peers in kindergarten. The concept of "foreign language" can be said when there is a study of the language according to certain methodological canons.

Note also that in the Spanish statistics (see e.g., INCIPE, 2018), does not take into account multilingualism, that is, a person does not have the ability to specify multiple native languages. Although, quite often bilingual children, especially it is common for children who learn two languages at home, consider these languages native. Accordingly, this method of determining the native language becomes difficult, as it can demonstrate that the society does not appreciate the possession of several languages, which makes it difficult, and sometimes inhibits the successful formation of bilingual personality. In addition, children identify with the majority, and, accordingly, try to draw a line between the determinant language of society and the mother language. Therefore, it is important to note that there is no single definition of "mother language", and it depends on the individual, circumstances and society. Accordingly, in this paper, the definition of the native language will be considered by several criteria.

First of all, let us give the definition of the concept of mother language By the United Nations, according to which the mother language is the language "spoken at home in early childhood" [United Nations, 2013]. In the dictionary of linguistic terms edited by Akhmanova O. the definition is given: "the Language acquired by the child in early childhood by imitation of the adults surrounding him" [Akhmanova, 1966]. The authors understand the mother language as the mother language, the language in which the person said the first words. But note that the definition of the native language of an individual is influenced by many factors in different situations during life.

It is fair to say that the mother language is a fundamental factor in the linguistic and cultural development of the child's personality, since the culture of the surrounding society is assimilated language with the mother language.

The first language is the language learned first, and therefore it is more convenient for the child to consider the mother's language as his native language. But, depending on life circumstances, the frequency of language use varies, and the first language is no longer considered native. In this situation, it is possible that a person identifies with a language that is not his first.

Accordingly, the individual's belonging to a particular culture and nationality changes. The definition of the mother language is also considered in the aspect of ethnic self-determination, in other words, the language of nationality. There is a definition of mother language as a language of ethnic identity, where the language is considered native by the individual himself, although he does not speak the language fluently.

4. Discussion

Different scientists describe the phenomenon of bilingualism in different ways.

In particular, Markosyan [Markosyan, 2004] puts forward the following types of definition: source; identification (self-identification or identification by others); degree of ownership and function.

Source definitions can be distinguished by two criteria:
- languages learned in the family;
- languages used simultaneously for communication in the environment [Markosyan, 2004].

In the first case, the parents communicate with the child each in their own language, and thus the child simultaneously learns two languages. In the second case, the child learns one language in the family, and the other-in society. An example is the children of migrants, for whom the language of society and family language are used in varying degrees of frequency.

Bilingualism is also classified by identification or relation. An individual defines himself as a bilingual or he is defined as a carrier of several linguistic and cultural codes. The concept of self-identification is quite mobile and depends on many factors: it can be internal motives (indifference, intention) and external (participant of communication, topic of conversation, etc).

However, there are many possible definitions of bilingualism depending on the degree of proficiency. Markosyan believes that a person who freely and correctly communicates in the learned language can be called a bilingual [Markosyan, 2004].

According to Bloomfeld L. [Bloomfield, 1933], an individual who speaks two languages as a native is defined as a bilingual person. This provision raises a number of questions due to the fact that it is necessary to determine the degree of proficiency in the mother language. It should be emphasized that the level of native language proficiency depends on individual characteristics. Even a monolingual person is not always fluent in his native language. Accordingly, we believe that this definition does not correspond to the current understanding of bilingualism.

In contrast to Bloomfeld's L. maximalist definition, there is a minimalist definition of bilingualism, according to which every person with minimal communication abilities in one of the following language levels is a bilingual: understanding, speaking, reading and writing. At the same time, Haugen [Haugen, 1953] believes that bilingualism originates from the ability of a person to say complete, understandable statements in another language. Although these definitions of the minimalist type provoke difficulties in distinguishing bilingualism, according to these definitions, the majority of the world's population will be bilingual.

Accordingly, between these views remains a large number of definitions on the degree of ownership.

Generally, bilingualism is understood based on the function of the two languages. Markosyan A. [Markosyan, 2004] believes that bilingualism is a phenomenon in which two languages are used alternately depending on the situation.

The same point of view is held by Weinreich W. [Weinreich, 1979], who believes that bilinguals are speakers of two languages. Currently, there is an extended definition of bilingualism, according to which the simultaneous use of two or more language systems in different functional styles makes it possible to define a language personality as bilingual.

In the scientific world, there are different opinions about the definition of the "interference".

Akhunzyanov E. [Akhunzyanov, 1978] considers the interference process as a positive and neutral phenomenon caused by objective laws. If an individual mistakenly transfers the norms of the first language to the second, we can talk about the concept of transference, negatively affecting the development of the second language, generating redundancy of speech and having a random character.

In the studies of the linguist Timofeev S. we are faced with the opposite interpretation of these terms. He defines interference as a negative phenomenon, and transference as a positive one [Timofeev, 1988].

Karlinsky A. defines interference as a special case of speech mutations arising in the unconscious imposition of language systems. He believes that the transfer of skills from the first language to the second is a negative and uncontrollable linguistic phenomenon [Karlinsky, 1990].

It should be noted that the term "communicative competence" is first found in the works of Chomsky N. According to the content of the concept of communicative competence, N. Chomsky it is limited only by knowledge of grammar, and all other aspects of knowledge and abilities of the speaker are defined by him as performance, i.e. the whole area of speech behavior, namely: psychological limitations of memory, choice of

alternative possibilities, stylistic choice, etc. [Chomsky, 1986].

According to Hymes D., competence is a consequence of the interaction of the individual with society, and not an innate ability. It is the process of acculturation that gives rise to the possibility of formation of fluency in the language.

According to the theory of Grigoryan E., "native language" as a complex mental and sociolinguistic object is insufficiently investigated, due to the multicomponency and complexity of determining the native language. According to the author, monolingual ethnic groups define a monolingual model of representation of the world, but the second language itself arises only when the native language is not the only one [Grigoryan, 2001].

A number of authors believe that in the native language there are two beginnings – ethnic and interethnic, and in the non-native language there is only one beginning, acting as a communicative code [Pozdnyakova, 2011].

Karazhaev U. clarifies "if the second (non-native) language is just a code of interethnic communication, then the native language also appears as a code, but already intraethnic communication". According to the author, the essence of the native language lies in a kind of enthymemes (presuppositions), ethnopassioparity, ethnorhythms, creating a metaphorical image, "ethno-worldview-conceptual copy of reality" [Karazhaev, 2001].

5. Conclusion

Thus, it should be stated that the theoretical and practical basis of the linguodidactic approach to the description of the above problems are interdisciplinary knowledge in the field of such Sciences as philosophy of language, linguistics, psychology, psycholinguistics, theory of intercultural communication and other related branches of scientific knowledge.

At the same time, linguodidactics helps to determine the objective regularities according to which an anthropocentric model of learning can be built, in the center of which is the multilingual and multicultural language personality of the student.

The presented classification describe not only linguistic and cognitive structure of children's bilingual identity, and justify patterns of development as indicator of the effectiveness of the educational process, determine the specificity of the object of learning/teaching language ethnolinguistically picture of the world, demonstrate the interaction of all stakeholders, identify the nature of errors (linguistic, linguistic and cultural) and outline directions for their classification and subsequent adjustment in order to minimize the interference.

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