

SPECIFIC FEATURES OF TEACHING GERMAN AS MAJOR IN THE ARTIFICIAL SUBORDINATE BILINGUALISM CONDITIONS

The article investigates the problem of teaching German as major in the conditions of interlingual interaction of the native and the foreign languages. On the basis of a detailed analysis of the psychological aspect of artificial subordinate bilingualism, we have justified the relevance of the bilingualism factor as objective reality in the educational process; determined the psycholinguistic framework for the interaction of lingual codes in the bilingual person's consciousness as determinative for the development of modern methods of German language teaching in artificial bilingualism conditions.

Key words: teaching German, artificial bilingualism, psycholinguistic approach, functioning of psycholinguistic mechanism of a bilingual person.

The problem of teaching German as major and the organisation of the educational process with the consideration of the specific forms of bilingualism manifestation is a significant and not sufficiently investigated problem of the modern methods of foreign language teaching in universities. Currently bilingual education by means of studying the native language and the foreign language is an important component in the modernisation of the goals and content of the national education system in Ukraine. Bilingualism and multilingualism have become characteristic features of a personality that cannot efficiently fulfil their potential without knowing their native and foreign languages.

Teaching German as major takes place in classrooms without the natural lingual environment, while the students of philology departments have the speech mechanism already formed on the basis of their native language. That is why it is logical that the process of mastering lingual activity in the second language may not overlap with the primary basic code of the native language, and the more rigid speech skills of the native language turn out to be dominant, which creates the relation of subordinate interaction of lingual codes in the student's consciousness, in our case, the codes of Ukrainian and German. The subordinate type of bilingualism is characterised by an unequal status: one language is dominant, and the other one is subordinate; the native language acts as the dominant one.

Under such conditions educational process must be organised adjusted for the specific forms of bilingualism, as the type of bilingualism is relevant to the process of its formation. Especially relevant for our research is the problem of understanding the interaction of linguistic codes in the process of verbal-cognitive activity of the bilingual person; the solution to this problem allows for the development of scientifically valid approach to the teaching of German in artificial bilingualism conditions.

On the basis of the theoretical analysis of the works by linguists, psycholinguists and methods experts (M. Asvartsian, U. Weinreich, Y. Vereshchagin, L. Vygotsky, Y. Zhluktenko, A. Karlinsky, O. Korshuk, O. Leontyev, M. Mykhailov, Z. Muratova, E. Haugen etc.), in which the problems of bilingualism are raised, two main approaches, which are determinative for our research, have been defined: linguistic and psycholinguistic. The latter presupposes a dynamic nature of bilingualism formation, as it accounts for the functioning of psycholinguistic mechanisms of the bilingual person at different stages of his/her development.

Bilingualism has been in detail investigated by Ukrainian scholars (N. Bureyko, A. Zahnitko, L. Masenko, N. Sovtys, N. Shumarova etc.). Relevant for us are

investigations of the psychological (N. Bureyko) and pedagogical (A. Zahnitko) aspects, which are based on the elaboration of the most reasonable methods in studying the bilingualism acquisition processes.

On the assumption that the goal of teaching a non-native language is the formation of bilingualism of a certain type, and the process of mastering a foreign language takes place in the conditions of interlingual interaction (Ukrainian and German), we deem it appropriate to view the factor of bilingualism as the objective reality in the educational process. Methodologically we are interested not in bilingualism under natural conditions of interaction, but in the process of its formation while mastering German in artificial (classroom) conditions.

From the speech activity theory perspective, I. Zymnia and S. Tolkachova determine three levels in the bilingual condition development: the first stage - formation and formulation of the thought mediated through the native language with subsequent translation into the non-native language (lower level); the second stage - formation of the thought by means of the native language with its subsequent formulation by means of the non-native language (intermediate level); the third stage - immediate formation and formulation of the thought by means of the non-native language (bilingual condition level).

On the basis of the above stated, we can claim that bilingualism in artificial conditions goes through a number of stages: from elementary to fully functional mastery of the foreign language, that is, the formation of bilingualism in classroom conditions should be understood as a dynamic process.

Depending on the objectives of teaching, we can develop the receptive, reproductive and productive bilingualism (Y. Vereshchagin). On these grounds we specify the ultimate goal of teaching German as the formation of artificial productive subordinate type of bilingualism.

Relevant for our research is the analysis of cognitive-verbal processes on the basis of hypothetical models of utterance production, represented in scholarly works (L. Vygotsky, I. Zymnia, O. Leontyev, A. Luriiia, B. Norman etc.). The baseline claim for this analysis is the statement that the speech mechanism, formed in one's native language, does not function on the same level in the conditions of mastering the foreign language speech activity; mastering a new activity means that the person in some way adapts, possibly forms separate links for this complex verbal mechanism (I. Zymnia).

In accordance with the tasks of our research, we will narrow down our analysis of I. Zymnia's hypothetical model to the forming level, as the focus on this level is methodologically significant in determining the nature of the native language influence and mechanisms of lexical-grammatical utterance expansion, formed on its basis, that is, the mechanisms of internal and external formulation of the utterance.

The formation level of this model is represented by two stages: meaning-making and defining. This level is in charge of the logical sequence and syntactic correctness of the speech act. According to T. Popova, it is here that the mechanism of internal translation joins in, the basis for this mechanism lies in the operations of transcoding the lexical-grammatical units meanings from the native language into the foreign language. The separation of the additional link in the hypothetical model of utterance production - the transcoding from the native language into foreign - enabled

us to treat the process of foreign language lexical-grammatical text acquisition as the process of grasping psycholinguistic operations:

- 1) the choice according to the communicative intention;
- 2) transcoding from Ukrainian into German;
- 3) construction of the utterance in German.

Thus, the conducted theoretical analysis allows determining the psycholinguistic concept of lingual codes interaction during the German language acquisition as determinative for the development of methods of teaching in the conditions of artificial subordinate bilingualism.

The prospects for future research include the development of a complex working system with the aim of forming a foreign language competence that accounts for the mutual influence of the native and foreign languages.