

# Advantages of bilingual training in national schools

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## Abstract

Modernization of school education in Russia today is conditioned by such an objective circumstance as coexistence in a multicultural space where language is the most important tool by means of which mutual understanding and interaction between representatives of various sociocultural communities become possible. In this connection, it becomes necessary to pay special attention to the problem of the ability of students to effectively participate in the intercultural communication. Proceeding from this, in conditions of the secondary school, a productive solution to this issue is the orientation toward bilingual education. This is also due to the fact that multilingual learning becomes variable in its cultural and educational functions. In this regard, bilingual education is one of the most promising methods of effective education. The following aspects are revealed in the article: Peculiarities of bilingual learning of English and Tatar languages; organization of bilingual education on the basis of didactic principles (the principle of continuity, the principle of situational-thematic focus, the principle of novelty, the principle of variability, the principle of taking into account the native language, the principle of using the nationally-oriented educational material, the principle of semantically given information, the principle of communicability, the principle of psychological stability); the advantage of bilingual education in a national school; practical purposes of bilingual language education; components of the language personality (value, cultural, personal), etc. Thus, the study showed the importance of the problem of taking advantage of bilingual education in a national school. In the course of the research, the results of the experimental work showed the effectiveness of methodological provision of opportunities to improve the skills of foreign language activity in bilingual education.

**Key words:** native language, foreign language, secondary school, national school, bilingual education, teaching variability, language personality, intercultural space

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## 1. Introduction

### 1.1 Actualizing the problem

The problem of bilingual education in the national school is today multifaceted since its solution contains various aspects, for example: pedagogical, psychological, cultural, linguistic, sociological, etc. (Galushkin, 2015). In this regard, the very problem of bilingualism is closely related to the problem of bilingual education, which is a system of teaching in two languages simultaneously. Typically, such a system is implemented in educational institutions in countries where the society has several languages. For example, in a number of constituent entities of the Russian Federation except for the Russian language as the state one, there are other languages (Adyghe, Udmurt, Karachay-Balkar, Tatar, Chechen, etc.). Hence, the Russian experience of bilingual education has its own type, including, at the same time, such kinds as: *a transitional form* (the transfer of a child from his native language of a national minority to the predominant language of the majority), *a supportive kind* (enhanced development of the language of the national minority, encouraging bilingualism and biculturalism of pupils) and *an enriching kind* (promotion of the development of a second (foreign) language with the aim of forming a foreign language competence). At the same time, a meaningful bilingual education involves learning of all the content of education equally in two languages in order to form a

bilingual and a two-cultural personality. This method is usually applicable in a society with a poly-ethnic composition of the population, when children of national minorities are given the opportunity to study the same subjects simultaneously in two languages - the mother tongue and a foreign language. This approach can be considered acceptable since it leads to productive integration and to the preservation of national identity. Today, many scientists (political scientists, psychologists, linguists) talk about bilingualism and multilingualism as the main trend of the language development of modern society (Filimonova, Krylov, 2012; Valeeva, Aitov, Bulatbayeva, 2016; Kong, Kayumova, Zakirova, 2017), since the exchange of information on a bilingual basis contributes to the formation of a single intercultural space. Proceeding from this, the problem of bilingual education in the national school is a modern pedagogical problem that considers such aspects as: The need for the formation of intercultural competence both among teachers and students; The need for the formation of communicative and verbal competence of bilingual children; The need to develop pedagogical programs for the formation of communicative and verbal competence of children-bilinguals in the process of their adaptation and socialization in the modern society. At the same time, when we are talking about bilingual education, it must be borne in mind that it differs from language education, for example, in such parameters as Academic goals (teaching in two languages to create the ability to work with different cultures); Use of a foreign language (the language is used as a means of instruction); Use of the language for learning purposes (using two or more languages in some form); Pedagogical orientation (integration of language and teaching content).

### ***1.2. The study of the importance of bilingual education organization in the national school***

As pedagogical practice shows, bilingual education is one of the most promising methods of effective education; especially if this is due to the presence of multilingual communities in the education system where bilingual or trilingual instruction is required (this can be observed in Russia, Australia, Belgium, Canada, the USA, Switzerland, etc.). It is with a bilingual education that students become more aware of cultural, ethnic identities and their diversity while integrating into national values (Balkhanov, 1998; Shakirova, Valeeva, 2016.). The study of the importance of bilingual education organization in the national school is that thanks to this training, communication of different ethnolinguistic groups are established, and additional linguistic knowledge is acquired, which is one of the guarantees of the social mobility of the individual. In this regard, the cultural orientation of bilingual learning takes on special significance, because languages not only serve intercultural communication but also attach to different spiritual values of a particular subculture. Moreover, bilingual linguistic education is also the best way to learn one's own native language and, as practice shows, for the development of dialectical thinking. That is why from the point of view of the organization of bilingual education for modern language education interdisciplinary integration, multilevel, variability, orientation to the intercultural aspect of mastering the language is needed (Ozhegova, 2008). And, according to many scientists, the perfect mastery of one's native language, as a rule, is best when studying a foreign language. In this regard, the use of a foreign language should extend from its periodic application in regular subject-based learning to its long-term and continuous use throughout the education system.

### ***1.3. Features of bilingual training of English and Tatar languages***

Modern data of psychology show that mastery of the second language is not the assimilation of grammatical forms and structures, not the accumulation of linguistic material as a result of the selection of lexical units, situations; but this is a whole

reorganization of the speech mechanisms of the individual for interaction, and later the parallel use of two linguistic systems. Therefore, at the first stages of mastering a new language it is necessary to form a skill of switching from language to language; and only at later stages to develop the ability to neutralize one language system for the more successful functioning of the other. And for this, it is necessary to create a mechanism of bilingualism with the aim of solving problems of bilingual language education proper. This is due, for example, to the fact that a child learns his native language unconsciously and unintentionally, and by learning a foreign language, he begins with the realization of his cognitive activity. This suggests that the development of the native language goes from the bottom up, while the development of a foreign language goes from the top down (Zhang, 2017). Considering the peculiarities of bilingual instruction in English and Tatar, it is necessary to note that they are, first of all, in creating situational links of lexical units in conditions of necessity (or possibility) of choice between two language systems (Minyar-Beloruhev, 1991). Indeed, students know within the necessary limits how to designate a particular object, this or that phenomenon, with which speech units to respond to the emerging situation. Therefore, when studying lexical units of the second language, each new lexical unit is associated not with a particular object of reality, but with the corresponding word of the native language. And often only through the word of the native language, the child establishes a connection with the designated object in a foreign language. Speaking about the peculiarities of bilingual instruction in English and Tatar, we also add that often there is a situation of pure bilingualism when children are learning a second language use only this language in a certain speech situation, and in another situation only their native language. And in this case, the speech mechanisms that develop as a result of this practice are in no way connected with each other. Here there is mixed bilingualism when in the same situation children can use two languages. So taking into account the peculiarities of bilingual instruction in English and Tatar languages the following tasks are needed in school practice:

- Development of skills for listening to the text in English with reliance on the Tatar language;
- Formation of the ability to fix the symbolic links of English speech units with their equivalents in the Tatar language;
- The formation of the ability to read the text in English with a quick translation into Tatar;
- Formation of the ability to overcome false sign relations between lexical units and structures of English and Tatar language;
- The formation of the ability to expand a simple sentence in English, translating it into a short monologue on a given topic;
- Creation of conditions for the generation of foreign language utterances, regardless of the structures of the native language;
- Formation of the ability to switch from one language to another.

And in order for these tasks to be practically realized, it is necessary that already at the initial stage of learning a foreign language the following teaching methods will be used:

- Presentation of foreign lexical units taking into account their semantic orientation, i.e., explaining the clear boundaries of their meaning, including their logical connection with other words;
- Exercises in reading, recording dictations of phrases and phrases;
- Development of speech micro-situations for creating and fixing situational speech patterns;
- Systematic exercises to create and consolidate the symbolic links of word combinations by translating them, first of all, from the native language to the foreign one, etc.

Taking into account these teaching methods we consider the features of bilingualism from the following positions: 1) *From the linguistic standpoint*: the co-ordinate type (possession of the individual by two languages in an equally perfect form, the recognition of two languages as separate systems, without mixing them) and the subordinate type (bilingualism, which is dominant language, the individual dominates his native language, and speaks the second one much worse); 2) *From psychological positions*: a) by the nature of the stability of the mental mechanisms of the two language systems in the mind of the student; b) on the stages of mastery and the degree of mastery of the two languages; c) the degree of completeness of the bilingual process in the course of mastering the English language; 3) *From sociological positions*: depending on the nature of the social conditions of the use of a foreign language and the extent of its spread in a given region; 4) *From educational-methodical positions*: a specially organized or spontaneous type of bilingualism.

#### **1.4. Status of a problem**

Proceeding from the relationship of methodology with linguistics, psychology, and didactics, the problem of bilingual teaching is analyzed in the works of A.G. Shirin (2005), R. Aliyev, N. Kazhe (2005), A. Willig (1987). The conceptual basis for the study of the problem of bilingualism is considered in the writings of S. Ben-Zeev (1977), W.E. Lambert and G.R. Tucker (1972), M.S. Filimonova, D.A. Krylov (2012). A significant contribution to the development of the theory and methodology of bilingual education was made by R.S. Baur (2012), A.V. Shafikova (2008), E. Bialystok (1987). The problems of increasing the effectiveness of bilingual education were studied in the works of Z.B. Devitskaya, (2008), R.K. Minyar-Beloruichev (1991), G.A. Cziko (1992). A great contribution to the study of the psychological and linguistic features that determine the formation of bilingualism was made by S.S. Kovaleva (2006), D.J. Saer (1924). With reference to the teaching of the second language, this problem was studied by the methodologists Z.F. Yusupova (2000), A. Ianco-Worrall (1972), S. Snow (1992). An analysis of the peculiarities of bilingual training was conducted by G.V. Davydenko (2014), L.G. Denisova and E.I. Solovtsova (2014), A.G. Reynolds (1991). The questions of multicultural education personification have been studied by E. Reid (2015), R. Kern and J.M. Schultz (2005). Methodological possibilities of teaching a foreign language are offered by A.N. Khuziakhmetov and A.A. Valeev (2017), M.V. Nazarova and A.A. Valeev (2017).

#### **1.5. Hypothesis**

The analysis of theoretical works and practical activities in the aspect of the problem being developed showed that the organization of bilingual education in the national school would proceed successfully if the peculiarities of bilingual studies of English and Tatar languages are taken into account; a set of communicative methods will be used to methodically provide opportunities for improving the skills of foreign-language speech activity in the framework of bilingual education; bilingual education will be organized on the basis of didactic principles (the principle of continuity, the principle of situational-thematic focus, the principle of novelty, the principle of variability, the principle of taking into account the native language, the principle of using nationally-oriented educational material, the principle of semantically given information, the principle of communicability, the principle of psychological stability); practical purposes of bilingual language education will be achieved taking into account all the advantages of bilingual education in the national school.

## **2. Materials and Methods**

### ***2.1. The tasks of the research***

In this study, the following tasks were set: 1) On the basis of a scientific analysis of psychological, pedagogical, linguodidactic literature to reveal the essence of bilingual instruction and to determine the principles of its organization; 2) To carry out a methodological and substantial analysis of the peculiarities of bilingual instruction in English and Tatar languages; 3) To outline the practical goals of bilingual language education, taking into account all the advantages of bilingual education in the national school; 4) To develop a set of communicative methods for methodically providing opportunities to improve the skills of foreign speech activity in the framework of bilingual education.

### ***2.2. Theoretical and empirical methods***

To test the hypothesis, various methods supplementing each other were applied:

- Theoretical methods - analysis of psychological and pedagogical literature on the study of bilingual education; studying and summarizing the pedagogical experience in the field of teaching a foreign language at the national school; analysis and synthesis of educational programs;
- Empirical methods - observing the ascertaining nature, the formation of the pedagogical experiment, questioning, testing, studying the results of student learning activities, statistical processing of experimental data; interpretation and evaluation of the results of experimental work.

### ***2.3 The trial infrastructure and stages of the research***

The basis of the study was the Municipal Budget Educational Establishment "Gymnasium No. 155 with the Tatar language of instruction" of the Novo-Savinovsky District of Kazan. The study was conducted within the framework of teaching students such subjects as "Tatar language" and "English language." The study was conducted in two stages:

At the first stage (September 2016) students were formed with the idea of opportunities for foreign language competence with the aim of effective participation in intercultural communication; opportunities to study the same subjects simultaneously in two languages – native and English, with the goal of forming communicative and verbal competence, and hence - increasing the motivation for the parallel use of the two language systems. The state of the problem was studied in the scientific literature and educational practice, the empirical material was collected, the nature of students' relationships with the problems of developing listening skills in foreign language based on the text in their native language, as well as the development of the ability to switch from one language to another was studied.

At the second stage (May 2017) a system was developed to study the advantages of bilingual education in the national school; an experimental verification of the effectiveness of the organization of training on a bilingual basis was conducted with reliance on didactic principles, as well as the possibilities of their direction on the development of the language personality; the research results were registered.

### ***2.4 Organization of bilingual education on the basis of didactic principles***

Based on the study of the problem of bilingual education in the national school we came to the conclusion that the organization of this process should be based on the following principles of teaching on a bilingual basis:

- the principle of continuity (it is ensured by taking into account the age characteristics of schoolchildren, the system of learning goals at different levels and planned results, and also intrasubject connections in the framework of bilingual

education): allows one to structure the content of a particular school discipline curriculum and its terminology unit into a single whole;

- the principle of semantically given information (provides for the consolidation of language associations in the student's mind): allows to bring the learning process closer to real communication in a foreign language, when bilingual education inevitably interacts systems of English and Tatar languages in the minds of pupils;
- the principle of novelty (provides the ability to independently search for necessary information): involves the use of a heuristic method of cognition, when on the basis of leading questions of the teacher, students independently seek answers to them;
- the principle of variability (it provides a variety of forms, methods, and means of teaching): it presupposes the selection of the most effective methods, means, forms of organization of schoolchildren's education in a bilingual environment, providing for the reduction of the language barrier and raising the level of their educational activity;
- the principle of taking into account the native language (it ensures the specificity of the composition of the socio-cultural sector of the vocabulary of the national language): allows students to see the subtleties of a foreign language when studying it and deeper penetration into its culture by comparing Tatar and English grammar, phonetics, vocabulary, phraseology;
- the principle of using the nationally-oriented educational material (provides the supplement and implementation of the principle of the mother tongue): it presupposes the organization of practical classes within the framework of addressing geographic, socio-economic and national-cultural material in its region and country of the studied language;
- the principle of semantically given information (provides clarification of the meaning of concepts, proper use of vocabulary and free operation with them): allows one to perceive and assimilate the integrity of the study material;
- the principle of communicability (provides the possibility of using a foreign language, its functioning within the framework of compliance with linguistic norms): allows one to increase the level of ability to apply knowledge in practice, that is, in communication;
- the principle of psychological stability (provides a favorable emotional background of the learning process): it assumes the formation of the ability to preserve everything positive in a multicultural environment (orientation to constructive communication, the conscious overcoming of difficulties, ability to self-control and the presence of a favorable mood).

### ***2.5 Advantage of bilingual education in the national school***

Training on the bilingual basis has many advantages. We will note such of them, which seem to us to be the most important.

1. *The variety of objectives*: this aspect is aimed at overcoming the usual practice of subject monoculture, used, as a rule, in traditional approaches to the educational process. Therefore, the diversity of goals in the bilingual approach to learning implies an optimal correlation of subject, special and linguistic knowledge. This is aimed at stimulating the activities of students to learn a foreign language on the basis of a positive expectation of speaking another language.

2. *Ensuring the intensity of mental activity*: is associated with the creation of effective prerequisites for expanding the knowledge base and developing the language abilities of students. This, in particular, is promoted by the differentiated and individual approaches that take into account each individual act of a schoolboy as an act of consciousness, done in one way or another, in the socio-cultural space of meanings, which, to one degree or another, is expressed in language. Hence, the language in this sense determines not only the direction of the child's consciousness but also promotes the development of intellectual skills and the formation of a model of the worldview.

3. *Use of open learning technologies*: it is aimed at providing a wide range of students' independence and creativity in the educational process. This aspect of bilingual education involves, first of all, open space technology, where the teacher works with a group of students (it may be a class or several groups from a class), which are united by some common interest. In the framework of this form of work with students, the teacher creates opportunities to discuss interesting topics and problems related to the country of the language being studied.

4. *Multicultural orientation*: it presupposes the construction of the content of the program on the principle of a dialogue of cultures, which includes the unification of ethnic identification and the formation of the cultural identity of the student. This contributes to the realization of his own linguistic and cultural heritage; the ability to compare different cultures and develop the ability to critically comprehend the values of each culture, assimilate their elements and, ultimately, to form their own cultural identity, which, in one way or another, expands the possibilities for the comprehensive development of the student.

Thus, the advantage of bilingual education in the national school is in the following aspects: The identification of students' interests; Intensification of their cognitive activity; Formation of motivation for learning languages; Possibility of mastering both a literary foreign language, and a certain terminology on this or that subject; A significant increase in the vocabulary of students in a foreign language; Expansion of the scope of application of a foreign language; Introduction to the world culture by means of native and foreign languages. In this regard, as the researcher L.A. Stepashko (1999) believes, each school should have its own version of the cultural, educational space (general and regional), which would become a necessary condition for the socialization and enculturation of each student.

### **3. Results**

#### ***3.1. Possibilities for improving the skills of foreign speaking activity in bilingual education***

The program provides for the constant formation and improvement of the skills of speech activity in its main types: listening, speaking, reading and writing.

*Listening*. For the purpose of learning the perception and understanding of English speech by ear, it is important to consistently and purposefully form the following skills: To recognize the incoming sound images of words and sentences; To understand the contents of an oral voice message; To perceive speech from different sources and in different situations.

*Speaking*. Since listening and speaking as types of verbal activity are interrelated and interdependent, according to the program, students must improve their skills for the whole period of study at school in constructing dialogical and monological forms of speech.

*Dialogue* most clearly expresses the function of speech as a means of direct communication; therefore, the training of dialogue at school should be conducted from the very first lessons. For example, you can use the following types of tasks to teach dialogical speech: Change the tenses of verbs in the dialogue; Read the dialogue by adding the desired replicas; Supplement the response replica; Change the dialogical speech into monological one; On the given model make a new situational dialogue; Make a dialogue using the words of reference; Translate the dialogue from Tatar into English and so on.

*Monologue*. In teaching English monologue in a Tatar-speaking audience the work should be done in this way: It should be started with the development of the ability to make sentences by a picture; Then to express one final thought on this topic; Further to build statements from a series of sentences; Then to learn to justify one's attitude and evaluate some fact, etc.

*Reading.* The purpose of reading is to understand the text, which also unites this type of speech activity with listening. It is very important that students master their skills of expressive, conscious, fluent reading of texts.

*Writing.* It is one of the difficult types of speech activity. Therefore it is important to use spelling exercises as a preparatory part aimed at overcoming the difficulties of English (also Tatar) orthography. For example, write words according to the pattern, insert missed letters, add sentences, write dictations, compose dictionaries, translate from Tatar into English, etc. In order to form students' ability to express their thoughts on a given topic, one can write miniature essays, letters to comrades, make business papers, etc.

### **3.2. The procedure and results of the experiment**

Organizing in the course of the experimental work the cognitive process of the students in the direction of its correspondence to the tasks of bilingual education in the national school, taking into account its actualization for effective learning of the English language, the actual level of studying a foreign language with support and without support for the native language was revealed. We proceeded from the view that students of the gymnasium should also have, in addition to raising their language level, a clear focus on the formation of their own and intercultural competence. At the same time, the indicators of the possibilities of bilingual education in the national school also imply the manifestation of social activity among students, for example, in the pursuit of the realization of their developed linguistic abilities. Therefore, at the diagnostic stage there were formed the following ideas: The students formed ideas about the possibilities of active use of a foreign language; The importance of using a variety of means of expression in both native and foreign languages; The need for deep penetration into the culture of another people; On the prospects for the development of language competence; On the essence of motivation to study a foreign language; On the possibilities of expanding the scope of intercultural education, etc. In this regard, we focused on the use of various tests that process such basic groups of exercises as a survey test; test for knowledge of grammar; test for the stock of words; test on the ability to work with texts; audio testing, etc. Work on the language in the framework of bilingual education in the conditions of the national school was conducted in the 2016-2017 academic year: initially - in September 2016, again - in May 2017 in one experimental and one control group. The control group included 28 students of the 9th form of Gymnasium №155 with the Tatar language of instruction in Kazan, studying the Tatar language as the main subject; the experimental group consisted of 15 students of this institution studying English as an additional subject. The results of the diagnosis are shown in Table 1.

**Table 1: Development of the language level of students ("Plus" means an increase in indicators in % for the period September 2016 - May 2017). The development of students' cognitive capacities**

Indicators of bilingual education opportunities at the national school	Control group (studying a foreign language without reliance on the native language)	Experimental group (learning a foreign language based on the native language)
The ability to fix the symbolic links of foreign-language speech units with their equivalents in their native language	+ 3 %	+ 40 %

The development of the skills of listening to foreign language texts based on the text in their native language	+ 1 %	+ 19 %
Ability to use a variety of means of communication in native and English languages	+ 1 %	+ 16 %
Ability to read the text in a foreign language with instant translation of it into the native language	+ 1 %	+ 31 %
Ability to perceive and assimilate the integrity of foreign language information	+ 4 %	+ 45 %
Ability to switch from one language to another	+ 1 %	+ 32 %
Willingness to orient their knowledge into foreign language activity	+ 5 %	+ 48 %

Compared with the results of the control group in the experimental group, we observe a steady growth in all factors. Thus, based on the results of the diagnosis of the totality of questions and tasks that students are asked to qualitatively identify the linguistic, social, and psychological characteristics of the individual, we observe that the dynamics of the increase in the linguistic level of students participating in the experiment exceeds the analogous dynamics of the control group. This may indicate the effectiveness of the bilingual training that we carry out in the course of the experimental work in the conditions of the national school. Dynamics of indicators of bilingual learning opportunities also indicates the following: Most students have increased the dynamics of the development of a flexible system of intellectual operations and activation of the associative series; Intensification of speech activity and creative abilities of students; The formation of a person who can understand, speak, read, write in the language of being studied; The improvement of the general language training of students. At the same time, the number of students with a narrow range of knowledge and communication skills has decreased. All of the foregoing allows us to state that the research carried out confirmed the main provisions of the hypothesis. However, this does not exhaust all issues related to the provision of psychological and pedagogical conditions for quality bilingual education in the national school. Further studies require the following: The development of the ability to self-actualize students of their language level in the process of communicative activity; Problems of pedagogical support of students in motivating them to further study of languages; the possibility of extra-curricular work of students in order to form their readiness for any kind of mental activity.

#### 4. Discussions

Thus, taking into account the understanding of bilingual education in the national school as an interrelated and equivalent acquisition of two languages by the students (native and non-native) for the purpose of developing a multicultural personality (Galskova et al., 2003), the practical goals of bilingual language education should be the following: Mastering the subject knowledge using two languages (native and foreign); Formation and improvement of intercultural competence of students; Development of communicative competence of students in native and studied foreign languages; The development in students of the ability to receive additional subject (extra-linguistic) information from different areas of the functioning of a foreign language. In this regard, the content of the language personality includes the following components:

- *A value, ideological component* of the content of education, i.e., a system of values, or life meanings (the language helps to form the linguistic image of the world on the basis of the realization of linguistic dialogue communication);

- *Culture-logical component*, i.e., the level of development of culture as an effective means of increasing interest in the language (the culture of the language being studied helps to master the rules of verbal and non-verbal behavior as productive communication);

- *A personal component*, i.e., all that individual that there is in every person.

Proceeding from the essence of the "secondary linguistic personality", bilingual education in the national school provides the following: To help students to realize themselves as a linguistic personality as a whole (including the motivational level, linguistic cognitive level and semantic level); To develop the ability to use the language in any text activity aimed at successful communication; To expand the horizons of students through familiarity with the traditions and culture of foreign-speaking countries; To cultivate respect for the culture of the country of the studied language and its traditions; To intensify the speech activity of students and their creative abilities in working with language.

## **5. Conclusion**

So, summing up the above, related to bilingual education in the national school, we came to the following conclusions. Bilingual education of children should not depend on their starting abilities, because it already in its essence has the following: a) It has a positive influence on the development of the basic mental functions of the student (memory, attention, thinking, perception, imagination, etc.); b) It has a stimulating influence on the general speech abilities of the child; c) It gives a greater practical effect in improving the quality of ownership both in a foreign language and in one's native language; d) There is an informative value of bilingual instruction in the study of a foreign language, which is manifested in the involvement of children in the sources of universal human culture through various forms of communication in a new language for them; e) Allows children to understand better the phenomena of their own language and culture in comparison with the realities of the country of the language being studied; e) There develops the student's personality, the identification, and development of his abilities; f) Learning a new language, the student expands his or her horizons, as well as the boundaries of his worldview and attitude; g) Thus, any bilingual program contributes to the development of students' language skills and abilities in both languages - native and foreign. The main thing is that these skills and abilities are not automatically developed, but formed as a result of finding students themselves in the environment of a particular language being studied. And this, ultimately, requires special training based on carefully designed programs.

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