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BILINGUAL TEACHING AS A MEANS OF OBTAINING PROFESSIONAL EDUCATION: CONCEPTUAL APPARATUS

The paper [1] considers the problem of content analysis and definition of basic concepts of bilingual education, in particular, in the system of professional training of specialists in higher education institutions of Ukraine. It was noted that globalization in the spheres of international business and scientific cooperation, the integration of Ukrainian universities into the international scientific and educational space lead to the need to train specialists who know the official language of communication in the business and scientific world, in particular, English [2; 3]. There is a need to create subject-oriented didactic models in which a foreign language acts as a means of studying various subject areas [4]. The socio-pedagogical aspects of the concept of bilingualism, the typology of bilingualism are considered. The content of the concepts "educational bilingualism", "bilingual education", "bilingual teaching/learning", "teaching/learning on a bilingual basis", "teaching/learning subject knowledge in a foreign language", "second language personality" in the field of professional education has been clarified and the relationship between them has been established. The concept of subject-oriented bilingual education was introduced in higher education institutions. The type of bilingualism (artificial, or educational, subordinate-type bilingualism), which is produced as a result of bilingual education in higher education institutions, has been established.

The retrospect of the concept of bilingualism, the study of its socio-pedagogical aspects related to learning and education, allow us to draw the following conclusions. When studying this range of issues, the concepts of "educational bilingualism", "bilingual education", "bilingual teaching/learning", "teaching/learning on a bilingual basis", "teaching/learning subject knowledge in a foreign language", "second language identity" are basic. The essence of these concepts has been clarified, namely:

– *bilingual education* through the means of the native language and a foreign language are such bilingual educational programs in which both the native and foreign languages are used as a tool of education and self-education in the study of certain subjects of the school/university cycle and in which conditions are created for the inclusion of an international aspect to the content of education. It allows preparing pupils/students for intercultural cooperation in various spheres of human activity in a multilingual world;



– *bilingual teaching/learning* is an interconnected activity of a teacher and pupils/students in the process of studying individual subjects or subject areas using native and foreign languages. As a result of such activity, a synthesis of competencies is achieved, which ensure a high level of foreign language proficiency and deep assimilation of subject content;

– *teaching/learning on a bilingual basis* is, on the one hand, teaching a subject and mastering by students/students subject knowledge in a certain field based on the interconnected use of two languages (native and non-native) as a means of educational activity, and at the same time, on the other hand, it is teaching foreign language in the process of mastering certain subject knowledge due to the interconnected use of two languages (native and non-native) and mastering foreign language as a means of educational activity;

– *teaching/learning subject knowledge in a foreign language* is the use of foreign language as a means of mastering certain subject knowledge by pupils/students.

The development of bilingual education in the domestic educational sphere is carried out through *artificial (educational) bilingualism*, since it is formed without the participation of native speakers of the language being studied, it is the result of active and conscious learning. As a rule, bilingualism formed in this way is one of a *subordinate type*, since the foreign language is subordinated in the mind to the native language.

When bilingual education is organized in higher education institutions, professional disciplines are taught in a foreign language, i.e. in this case foreign language is a tool/means of mastering special knowledge. In this regard, we consider it appropriate to propose the concept of *subject-oriented bilingual teaching/learning*. It is an organization of education, in which it is possible to use a foreign language for teaching the disciplines of the cycle of professional and practical training in the conditions of students' education in higher education institutions.

We see further prospects in the study of the specifics of the implementation of bilingual education in technical universities [5; 6] and in the construction of didactic models of future engineers' bilingual training.

References:

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