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THEORETICAL BASIS OF THE DEVELOPMENT OF BILINGUAL EDUCATION IN THE MULTICULTURAL ENVIRONMENT OF THE USA

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The article examines the theoretical foundations of the development of bilingual education in the USA. The essence of the concept of «bilingual education» and other related concepts related to the field of bilingualism are revealed. The author introduces the leading ideals of the American philosophy of education, trends, and fundamental principles of the development of bilingual education. The author emphasizes that bilingual education in the USA is quite developed. Many foreign scholars have studied bilingual education in the United States. The most authoritative of them are K. Baker, C. Price-Jones, O. Garcia, J. Cummins, and others. The basis of bilingual education is the theory of constructivism, which is based on the study of the experience of the natural acquisition of a second language. Based on research, its authors concluded that the main principle of learning a second language is the principle of using the skills acquired when learning the first (native) language, which serves as the basis for learning the second. The author assures that during the past ten years of practicing bilingual education in the USA, the country has gained a lot of experience which is a good example for other multicultural states, in particular Ukraine.

Keywords: *Bilingual Education, Multicultural Education, Multilingual Education, Theoretical Foundations, Principles of Bilingual Education.*

Introduction. The issue of bilingual education is the subject of research by Ukrainian and foreign scientists. In recent years, it has become especially relevant. The trends of world integration have led to the formation of a fundamentally new multidimensional socio-cultural multilingual space. In such a situation, in the education systems of many countries of the world, the goal is to prepare students for cultural, professional, and personal communication, as well as coexistence with representatives of other countries and nations, to familiarize them with their social structure, traditions, and linguistic culture.

Analysis of recent research and publications. The research and developments of many scientists around the world regarding bilingual education are aimed at the realization of this goal. The researchers considered various aspects of bilingual education and made their analysis, based on which they made their proposals regarding the implementation of bilingual education in educational institutions. Scientists investigated: historical (S.-M. Guadalupe, S. Dicker, J. Gonzalez, K. Schmid), cultural (J. Banks, S. Dicker, B. Mitchell), social (J. Cummins, S. Dicker, J. Gonzalez), political (S.-M. Guadalupe, J. Gonzalez), scientific (J. Gonzalez, B. Mitchell, O. Garcia, C. Baker), linguistic (S. Dicker, J. Gonzalez), methodical (J. Gonzalez, M. Freda), psychological (K. Schmid) and other aspects of bilingual education. Because Ukraine is a multinational country that is in the process of integration into the European and world space, bilingual education is considered an important means of intercultural communication and realization of the rights and freedoms of Ukrainian citizens, in particular national minorities, one of which is the right to education. The change in the socio-cultural context of education in Ukrainian schools calls for updating the content of education in Ukraine, in a particular language. In our opinion, the American experience of using bilingual education in educational institutions of the country is effective, because the USA is a multinational state with democratic values and rich experience in using various forms of bilingual education during a significant historical period. Such foreign researchers as C. Baker, J. Banks, M. Blank, O. Garcia, J. Gonzalez, J. Cummins, B. Mitchell, M. Poplin, T. Skutnab-Kangas, K. Hakuta, J. Hamers, and others dealt with the problem of multicultural and bilingual education in US educational institutions.

Purpose. The purpose of the article is to reveal the essence of the concept of «bilingual education» and other related concepts that relate to the field of bilingualism, to get acquainted with the leading ideals of the American philosophy of education that relate to bilingual education, trends and fundamental principles of the development of bilingual education in the USA. The development of bilingual education in the United States is closely related to the development of the country's educational system, based on a kind of synthesis of philosophical views and features of the country's historical development.

An overview of the main material. The development of bilingual education in the United States is closely related to the development of the country's educational system, based on a kind of synthesis of philosophical views and features of the country's historical development. It should be recognized that bilingual education has become one of the most controversial topics in American education in the last years of the 20th century. All participants in the polemic that has unfolded on the pages of pedagogical printed publications understand that the decisions made in this direction will have a huge impact not only on the state of education in the future but also on the very course of US history. On one side of this controversy are people who believe that the school and the state should only

provide an opportunity to transition from teaching in the mother tongue during the period of learning English to full teaching in English. They believe that the further preservation of language and culture is not the business of the state and the school, as a representative of the state in this matter, but of the family and voluntary associations created by the representatives of this culture themselves. Among the supporters of this idea are well-known statesmen and politicians, such as the speaker of the House of Representatives of the US Congress, Newton Gingrich, and the candidate for the presidency from the Republican Party in the 1996 elections, Bob Dole [16].

On the other side of the controversy are those who believe that the state, in the form of schools, is obliged not only to provide an opportunity, while learning English, to continue receiving education in their native language but also to support the language and culture of the student all the time through the study of culture, teaching the native language, etc. It should be noted that the representatives of linguistic minorities themselves are also divided in their opinion about what is better for their children – complete assimilation or preservation of their language and culture within the host culture. The reason for such a split in views lies in the understanding of the fact that they need a good knowledge of the English language to function successfully in the country. Today, the reality of American schools is the fact that the language a child speaks at school affects the way teachers and classmates treat him, what and how he teaches, and this, in turn, is decisive in choosing his future profession, determination of social status and position on the hierarchical ladder of American society. Therefore, discrimination based on language remains on the agenda of the American present.

From the point of view of the majority of supporters of multicultural education in the United States of America, bilingual education is an important condition for full-fledged personality development, improvement of social adaptation opportunities, and overcoming the educational difficulties of a child for whom English is not his native language. Unfortunately, there are still many obstacles on the way to effective bilingual education in schools. Among the most common of them are the following: 1) lack of highly qualified, interested bilingual teachers; 2) insufficient financial and legislative support in some states; 3) lack of necessary material base in schools; 4) negative attitudes in society (the movement for a single English language, which began in the 80s of the 20th century); 5) the presence of manifestations of discrimination and racism in schools; 6) the great diversity of ethnic minorities in one school (6-8) makes it impossible to create bilingual programs for each linguistic minority; 7) reluctance of parents to send their children to such programs due to their possible isolation from the main mass of students.

Therefore, bilingual education of students remains an open topic in American education. The analysis of it in historical retrospect shows that for its successful solution, it is necessary, first of all, to take it out of the political plane into a purely scientific and pedagogical one [2].

It is generally recognized that the source of the American philosophy of education is the philosophy of pragmatism (J. Dewey and his followers), which reflects the achievements of social pragmatism and European humanistic and anthropological traditions [5, p. 144]. According to M. Krasovytskyi, the leading ideals of the American philosophy of education are democracy (regarding bilingual education at school, we can talk about respect for the cultures, languages, and traditions of the peoples whose language is studied), equality (regarding bilingual education – ensuring that students of the linguistic majority and the linguistic minority have equal the right to education, etc.), solidarity (regarding bilingual education – mutual respect and cooperation of students of the linguistic minority and the linguistic majority), freedom of choice (in bilingual education – the right to choose a school by students of the linguistic majority and linguistic minority, the right to choose educational subjects and forms bilingual education). Education (especially bilingual education) is considered an effective mechanism for ensuring the sustainable development of humanity. Awareness of planetary interdependence, the connection between the personal and the global is the main principle of the development of American education [5, p. 144]. This especially applies to bilingual education, because it is here, during the educational process, that representatives of many nationalities, who are carriers of a great diversity of languages and cultures, meet and interact. They must learn to respect each other, cooperate and help each other. This is especially necessary for bilingual classrooms where minority language students learn the majority language and vice versa. Such students can significantly help each other in the bilingual learning process. An important role in the development of the theoretical and pedagogical foundations of reforming the content of education in the USA is also played by the theory of multivariate intelligence (according to Prof. Gardner), according to which the intellectual capabilities of different people are inadequate not only in terms of level but also in direction. It was this theory that influenced the selection of the content of education, in particular bilingual education, and the individualized orientation of the organization of the bilingual educational process at school [5, p. 145–146]. The concept of multiculturalism, which now manifests itself in the idea of a «salad», where each component retains its flavor in a multicultural society, has a great influence on the philosophical foundations of American education. «Components» refers to the wide variety of ethnic groups living in the United States [5, p. 144–145]. Bilingual education is inextricably linked to multicultural education and is a mandatory component of it because one cannot fully learn a language without getting to know the culture of the people whose language is being studied. The development of bilingual education in the USA is based on the above-mentioned ideals and concepts. The socio-pedagogical context of the implementation of bilingualism in educational institutions of the USA, according to the

analysis of the domestic scientist M. V. Paliy, is determined by the peculiarities of the development of American society and is formed under the influence of such general educational pedagogical trends as the diversification of forms and methods of education, the increase in the number of pupils and students due to the implementation of the concept continuing education, and the internationalization that spreads. The social context of the development of bilingualism is determined by the presence of the phenomenon of multiculturalism in society, the introduction of the principle of «democratic diversity» into education, the combination of state and regional interests in educational policy, the tendency to constantly renew the elements of the education system, the improvement of the tuition fee mechanism, etc. [3] From the analysis above, it follows that among the trends in the development of education, which significantly influenced the formation of bilingual education in the USA, the following can be distinguished: democracy, equality, solidarity, freedom of choice, multiculturalism, humanization of education, gradation and continuity of education, diversification of structures and forms of education, the presence of intersubject connections, etc. To reveal the essence of the concept of «bilingual education», it is necessary to consider other related concepts that are closely related to it. Ukrainian researcher O. Pershukova deeply investigated the essential characteristics of bilingual and multivolume education in the works of the world's leading specialists and concluded that the majority of foreign scientists (C. Baker, S. Prys Jones, D. Lasagabaster, J. Cenoz, A. Huguet) consider bilingual education one of the methods of forming multilingualism, a component of multilingual education [4]. Multilingual education in the U.S. includes bilingual education, English as a Second Language (ESL), and foreign language learning, and involves learning three or more languages as systems to use them in everyday life. Bilingual education is also closely related to multicultural education and is an integral component of it. As O. Cherednychenko aptly pointed out, bilingualism is always accompanied by joining the secondary culture, its norms, and traditions. Without such acculturation, bilingualism is impossible. Bi-/multilingualism and bi-/multiculturalism as typical features of a person of the 21st century are interrelated phenomena [6]. In the encyclopedia of multicultural education, multicultural (polyculture) education is defined as one that includes educational issues related to the creation of a new environment in which people of different microcultures (national minorities) are given an equal right to education. Educational equality guarantees all children of different microcultures equal educational opportunities, as stated in the United States Constitution. In addition, this concept carries a positive attitude towards multicultural differences, which prevents manifestations of racism and misunderstandings regarding sexual minorities and those people who are somehow different from others [13]. Language is both a carrier of culture and a necessary component of it, therefore bilingual education is part and means of acquiring multicultural education. Many foreign scientists were engaged in the study of bilingual education. Let's consider the most authoritative of them in the field of bilingual education. K. Baker, together with S. Prys Jones, considers bilingual education as the use of two languages as means of education, provided that mastering languages are not the only goal of education [7, p. 466]. O. Garcia, considering bilingual education, opposes two theories. From the point of view of monoglossia theory, bilingual education involves the use of two languages as separate autonomous systems in the educational process. From the point of view of the theory of heteroglossia, the researcher considers bilingual education as the practice of using two languages in education in a close relationship [11]. J. Cummins identifies bilingual education as the use of two or more languages in the educational process, which act as means of education, while the main goal is to master the content of subjects, and not to study languages as systems [9, p. 3]. In the encyclopedia of multicultural education, bilingual education is interpreted as how schoolchildren are taught in their native language. In the learning process, two languages are used consecutively to help the student understand the material as effectively as possible. The goal is to use samples of the student's native language to help him get the highest quality education [13, p. 24]. So, based on the analysis, we can define bilingual education in the USA as a purposeful process of forming bilingualism in schoolchildren or the ability to use two languages in life by mastering the content of general education subjects using two or more languages to simultaneously improve knowledge of native and foreign (non-native) languages, achieving a high level of education and comprehensive personality development. Based on the research of American scientists, in particular Mary S. Poplin, it can be stated that modern views on the development of bilingual education are based on the study of the experience of natural acquisition of a second language within the framework of the educational theory of constructivism. Based on the study of the laws of the natural development of skills in the second (non-native) language (L2) in bilingual persons, the didactics of bilingual education appeared. Based on research, its authors: J. Cummins, S. Krashen, and T. Skutnab-Kangas unanimously concluded that the development of a second language has many similar features to the development of the first language [15]. Followers of the theory of constructivism observed how children learn and develop certain concepts in the natural environment. They concluded that students do not simply absorb information from the outside, rather they construct new meanings by connecting new and old experiences in the context of wider social interaction. Therefore, language teachers in classes should create conditions where students could experiment and play with the language [15]. So, the main principle of learning a second language was the principle of using the skills acquired when learning the first (native) language (L1), which serves as the basis for learning the second (L2). In general, the most important principles of bilingual education in the USA can be divided into the following groups: 1) social (the principle of social justice, creating a favorable environment for

learning a second language, using the help of parents in the educational process of their children), 2) cultural (the desire to develop cultural diversity etc.), 3) linguistic (the connection between the native language (L1) and the second one (L2), learning a language based on the educational and personal experience of students, using the skills acquired when learning the first (native) language (L1) to master the second language (L2), efforts to achieve the maximum level of acquisition of contextual language skills, striving for the development of multilingualism, clearly delineating the goals of language learning, accounting for the existing level of competence of students in the second language (L2)), 4) didactic (use of language learning methods available to students, use individual approach to learning a second language by students, active participation of students in learning a second language, effective organization of chant for easy language acquisition). Bilingual education in the USA is currently developing on the basis of the above-mentioned principles. We consider such principles important for application by any country, in particular Ukraine. The American Scientist J. Crawford, who dealt with the problems of bilingual education, singled out and debunked several myths concerning the functioning of bilingual education in the United States [8].

Myth 1. English is losing ground against other languages in the United States.

Many languages are spoken in the USA today, but this is observed on a quantitative, not a qualitative level. The concentration of the non-English-speaking population was the same throughout the nineteenth century, as evidenced by the mother-tongue education laws of many states and counties. In cities and villages, children attended bilingual and non-English-speaking schools, learning such minority languages as French, Norwegian, Czech, etc. And yet, the English language has maintained its status without any state support.

Myth 2: New immigrants arriving in the US now learn English more slowly than previous generations.

On the contrary, today's immigrants are acquiring English much faster than ever before. While it is still only predicted that the number of representatives of linguistic minorities will increase significantly by the end of the 21st century, the number of bilingual people who are fluent in both English and other languages is growing even faster. In 1990, only 3% of the American population had a less-than-adequate or very good command of English. Only 0.8% did not speak English at all. Three out of four Spanish immigrants spoke English at a household level after 15 years in the US, while 70% of their children already spoke only English.

Myth 3. It is best to learn a language through «total immersion».

There is no clear conclusive evidence to support the theory of language learning, which states that the more children are involved in learning English, the better they become at it. Learning English at school is a complex process [12].

Myth 4. School districts offer bilingual education in favor of native languages.

In schools where children speak many different languages, it is rarely possible to organize bilingual education for each language group. In any case, this is impossible due to the insufficient number of qualified teachers. For example, in 1994 California welcomed immigrants from 136 countries, but bilingual teachers were certified in only 17 languages, 96% of them in Spanish.

Myth 5. Bilingual education is education mostly in the student's native language, English is used little.

Before 1994, most bilingual education programs in the United States involved English-language classrooms, and very few programs were designed to support students' native language. At the current stage, in most bilingual programs, a significant part of the educational material continues to be taught in English.

For example, some school districts in the state of California reported that 28% of elementary school students with limited English proficiency do not receive instruction in their native language. Secondary school students have even less opportunity to study in their mother tongue.

Myth 6. Bilingual education is much more expensive than education in English.

All programs designed for students with limited English proficiency require specially trained teaching staff, administration, and teaching materials. This requires somewhat higher costs compared to conventional programs for native English speakers. But in most cases, the difference in pay for specially trained teachers is insignificant. A study by the California Legislature demonstrated the implementation of a variety of program models and found no budget advantage for an English-only approach. Each year, the increase in funding for bilingual and English immersion programs was about the same (\$175-\$214), compared to \$1,198 for English as second language programs, because they require additional teachers. In any case, ESL programs are widely chosen by school districts, especially those where the majority of students are not proficient in English, there are not enough bilingual teachers, or there is no competence in bilingual methodology.

Myth 7. The disproportionate dropout of Spanish-speaking students from schools proves the ineffectiveness of bilingual education.

Dropout rates for Spanish-speaking students remain unexpectedly high. The main factors leading to such a situation are the short period of residence of the Spanish family in the USA, low income, low level of knowledge of the English language, low educational achievements, and being at low social level. However, there is no conclusive research that bilingual education is among these risk factors because very few Hispanic children are enrolled in bilingual programs.

Myth 8. Parents from families with a dominant language do not support bilingual education because they believe that it is more important for their children to know English than to master their mother tongue.

Bilingual programs are aimed at acquiring skills in both languages. As evidenced by the research results, the student's native language is supported and developed not at the expense of English. In addition, knowledge of the native language contributes to the development of English language skills, bilingualism is an absolute advantage for career growth.

As a rule, schoolchildren from ethnic minorities are forced to adapt to the surrounding society and this is taken for granted. The study found that within one school's two-way language program, the English-dominant group had more change than the non-English-speaking group over two years. In the process of learning a second language, students of the dominant group had the same difficulties as Spanish-speaking peers who studied English. During education, the two ethnic groups interacted more closely in and out of school, and the understanding of the benefits of bilingualism also increased [14, p. 257]. Experience has shown that bilingual education is more effective than ESL programs that focus on learning grammar, phonetics, and other linguistic features out of context [1].

The main goal of bilingual education in the United States is to meet the individual needs of students through the use of two languages while using accessible and effective teaching methods that take into account the current capabilities of the child, the realization of his educational and civil rights, ensuring the needs of the state in professional, educated citizens who possess the appropriate level of intellectual, communicative and social development. Bilingual education is used in different ways in different countries of the world. The forms and methods were chosen for its implementation depend on the ideology of the country, and the goals, and objectives that this or that country wants to achieve through the introduction of bilingual education. The United States is characterized by the flexibility of state policy, so the forms and methods of bilingual education (which can be «weak» and «strong») are chosen at the local level depending on the needs and capabilities of a particular region. The following main tasks of bilingual education are important for the USA: 1) socialization of national minorities for full participation in society; 2) adaptation of national minorities in a multilingual and multicultural environment, which leads to the unity of a multinational state; 3) providing citizens of the country with the opportunity to communicate with residents of any country in the world; 4) provision of language skills that are in demand on the labor market and support the appropriate status of a person; 5) preservation of ethnic and religious identity; 6) preserving the balance in a multilingual and multicultural environment, spreading the use of the language of national minorities, providing the population of the country with the opportunity to communicate with each other; 7) approval of the position in society; 8) giving equal status under the law to languages that have an unequal position in everyday life; 9) linguistic and cultural mutual enrichment of citizens, etc. [10] Therefore, the leading goal and tasks of bilingual education in the USA are to ensure the equality of civil rights of all citizens of the country, their linguistic and cultural development, respect for national minorities, and meeting the individual needs of all students, regardless of their nationality. The content and organization of bilingual education in the United States varies from state to state, but there are many common features. Different forms of education are used to learn two languages. The most common in the USA is the transitional form and the bilateral form of bilingual education, which differ in their effectiveness and issues of their financing. Learning a second language always goes hand in hand with getting to know the culture of the people whose language is being studied. Bilingual programs and training requirements are developed by local authorities. The federal government almost does not touch the issues of organizing bilingual education. The content of bilingual education is constantly being modernized. It is supplemented with new courses related to the culture, history, and traditions of the people whose languages are studied. For the process of bilingual education to be effective, it is necessary to take into account several factors that affect its effectiveness: the environment in which the student studies, the sensitive age that is considered the most favorable for language acquisition, positive motivation for learning, etc. The most effective in the United States are considered to be: bilingual mother tongue support programs (Maintenance and heritage language bilingual education), two-way/dual language bilingual education, and preschool bilingual education (Bilingual nursery education). Submersion, immersion with withdrawal classes, segregationist education, and transitional bilingual education are considered weak forms. The main forms of bilingual education are classified based on educational goals, which may differ from each other, depending on the place of their application. Methods of bilingual education differ among themselves in the balanced use of the students' native and non-native languages, sometimes the first prevails, sometimes the second. The equality of the ratio of studied languages (50%:50%) has the most effective effect on the learning outcome for students of both language groups. Considering the peculiarities of the content of bilingual education in the United States, it can be seen that the bilingual programs that students study in US schools have quite a lot of distinctive features, although there are certain norms that all educational institutions in the country try to follow. All bilingual schools use two languages in different proportions at one time or another to teach general education subjects, depending on the types of bilingual programs they have chosen. The type of bilingual program is most often chosen by local authorities depending on the national composition of the population and the financial situation of a particular region. Today, in most schools in the United States, there is a trend towards parallel development of multiculturalism and bilingualism, but in some states of the

country, monolingual programs are used, and foreign language lessons are shortened, trying to save money. Thus, children, as a rule, remain deprived of quality bilingual and general education. Many forms and methods are used to organize the process of bilingual education in the USA. All of them are very different and are classified according to various principles. The most common of them are collective and individual forms and methods of organizing bilingual education, which have a large number of variations. The most popular forms of collective bilingual education in US schools are lessons, interactive lectures, seminars, group classes, micro-group classes, cooperative classes, film screenings, electives, etc. The most common forms of individual bilingual education in US high schools are independent work, project activities, e-learning, consultations, etc. The most widespread collective methods of organizing bilingual education are collective-group methods, methods of situational modeling, discussion issues, organization of trips, tours, micro-research, experiments, etc. The most common individual methods of organizing bilingual education in America are designing, making reports, educational and ethnographic methods, searching for information on a given topic, chat classes, blogs, writing works on a given topic, etc.

Conclusions. So, we can conclude that bilingual education in the USA is quite developed. Many foreign scholars have studied bilingual education in the United States. The most authoritative of them are C. Baker, S. Prys Jones, O. Garcia, J. Cummins, and others. The basis of bilingual education is the theory of constructivism, which is based on the study of the experience of the natural acquisition of a second language. Based on research, its authors: J. Cummins, S. Krashen, T. Skutnab-Kangas concluded that the main principle of learning a second language is the principle of using the skills acquired when learning the first (native) language, which serves as the basis for learning the second one. The leading ideals, fundamental principles, forms and methods, organization, and content of bilingual education in the USA are relevant and effective at this stage of the development of a society that strives for intercultural communication, because the trends in the development of bilingual education in the USA are the observance of the principles of democracy, equality, solidarity, freedom of choice, multiculturalism, gradation and continuity of education, diversification of structures and forms, humanization of education, observance of interdisciplinary connections, etc. During the past ten years of practicing bilingual education in the USA, the country has gained a lot of experience and is a good example for other multicultural states, Ukraine in particular. But it should be noted that bilingual education of students remains an open topic in American education. Analysis of it in historical retrospect shows that for its successful solution it is necessary, first of all, to take it out of the political plane into a purely scientific and pedagogical one.

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ТЕОРЕТИЧНІ ЗАСАДИ РОЗВИТКУ БІЛІНГВАЛЬНОГО НАВЧАННЯ В ПОЛКУЛЬТУРНОМУ СЕРЕДОВИЩІ США

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Проблема. Протягом останніх років питання двомовного навчання стало особливо актуальним. Воно є предметом дослідження як вітчизняних, так і зарубіжних учених. Тенденції світової інтеграції привели до формування принципово нового багатомовного соціокультурного багатомовного простору. У системах освіти багатьох країн світу поставлено за мету підготувати учнів до професійного, культурного та особистісного спілкування, а також співіснування з представниками інших націй та країн, ознайомити з їх традиціями, суспільним устроєм та мовною культурою. На реалізацію цієї мети і спрямовані дослідження і розробки багатьох науковців світу щодо двомовного навчання. Дослідники розглядали різні аспекти двомовного навчання, робили їх аналіз, на основі цього вносили свої пропозиції щодо реалізації двомовного навчання в навчальних закладах. Науковцями були досліджені: історичний (С.-М. Гуадалупе, С. Діккер, Дж. Гонзалез, К. Шмід), соціальний (Дж. Каммінс, С. Діккер, Дж. Гонзалез), культурний (Дж. Бенкс, С. Діккер, Б. Мітчел), політичний (С.-М. Гуадалупе, Дж. Гонзалез), методичний (Дж. Гонзалез, М. Фреда), науковий (Дж. Гонзалез, Б. Мітчел, О. Гарсія, К. Бейкер), лінгвістичний (С. Діккер, Дж. Гонзалез), психологічний (К. Скмід) та інші аспекти двомовного навчання. Зважаючи на те, що Україна є багатонаціональною країною, яка перебуває в процесі інтеграції до світового та європейського простору, двомовне навчання розглядається як важливий засіб міжкультурного спілкування і реалізації прав і свобод українських громадян, зокрема національних меншин, одним з яких є право на освіту. Зміна соціокультурного контексту навчання в українських школах викликає потребу оновлення змісту освіти в Україні, зокрема мовної. На нашу думку, ефективним є американський досвід застосування двомовного навчання в освітніх закладах країни, бо США – багатонаціональна держава з демократичними цінностями та багатим досвідом використання різних форм двомовного навчання протягом значного історичного періоду.

В українській педагогічній науці вчені проводили дослідження окремих аспектів двомовного навчання в школах США. Проте у вітчизняній педагогіці тенденції формування змісту освіти, теорія полікультурної освіти і двомовного навчання у США, на жаль, не знайшли достатнього висвітлення. У цій ситуації виявляються суперечності між потребою вдосконалення системи двомовного навчання в Україні і браком напрацювань у педагогічній теорії і практиці щодо цього освітнього напрямку, необхідністю формування у школярів здатності послуговуватися кількома мовами та традиційними підходами до мовної освіти учнів.

Компаративний аналіз змісту освіти в школах США і України дозволяє виявити загальні і специфічні засади розвитку двомовного навчання та визначити можливості раціонального використання прогресивного американського досвіду в умовах української школи.

Цим і визначається актуальність, наукова і практична значущість обраної теми дослідження.

Мета. На основі ґрунтовних досліджень теоретиків і практиків двомовного навчання розглянути теоретичні засади розвитку двомовного навчання у США, сутність поняття «двомовне навчання» та інших суміжних понять, які стосуються сфери двомовності, основні принципи вивчення другої мови, розвінчати основні міфи, які найчастіше стосуються цього явища, розглянути переваги та недоліки, шляхи вдосконалення білінгвального навчання, а також ознайомитися з провідними ідеалами американської філософії освіти, які стосуються двомовного навчання, тенденціями та основоположними принципами розвитку двомовного навчання у США.

Методи дослідження. Для дослідження використовувалися такі теоретичні методи, як метод вивчення основних понять, методи аналізу першоджерел; узагальнення та конкретизація, структурно-семантичний аналіз двомовних навчальних програм, порівняльний аналіз, абстрагування, класифікація та систематизація даних, порівняльний аналіз, індуктивний та дедуктивний методи, емпіричні методи – бесіда, дискусія, електронне листування.

Основні результати дослідження. Визначено теоретичні основи двомовного навчання у США. Теоретичні основи становили: культурологічний, соціолінгвістичний, соціально-політичний, педагогічний, соціально-педагогічний, теоретичний, психологічний, психолінгвістичний, політичний, лінгвістичний, історичний, методичний та інші аспекти двомовного навчання.

Розкрито теоретичні основи дослідження і теоретичні основи навчального процесу з використанням двох мов у закладах середньої освіти США. Схарактеризовано понятійно-термінологічний апарат дослідження. Двомовне навчання окреслено як цілеспрямований процес формування у школярів двомовності або здатності послуговуватися в житті двома мовами шляхом опанування змісту загальноосвітніх предметів з використанням двох мов задля одночасного вдосконалення знань з рідної й іноземної (нерідної) мов. Метою двомовного навчання є задоволення індивідуальних потреб учнів шляхом застосування двох мов при використанні ефективних методів навчання. Розвиток двомовного навчання у

США тісно пов'язаний з розвитком освітньої системи країни. Діяльність освітньої системи США базується на синтезі філософських поглядів і особливостей історичного розвитку країни. Провідними ідеалами американської філософії освіти є демократичність, солідарність, свобода вибору. Освіта (зокрема двомовна) розглядається як ефективний механізм у забезпеченні сталого розвитку людства. Важливу роль у розвитку теоретико-педагогічних засад реформування змісту освіти США відіграє теорія множинного інтелекту (за проф. Гарднером), за якою люди мислять багатьма різними способами. Великий вплив на філософські засади американської освіти має концепція полікультурності. Принципи двомовного навчання можна поділити на такі групи: 1) лінгвістичні; 2) дидактичні; 3) соціолінгвістичні; 4) культурні.

Здійснене дослідження не вичерпує всіх аспектів цієї багатогранної проблеми. Перспективи подальших наукових пошуків охоплюють більш глибоке дослідження теоретичних надбань дидактики двомовності, стану двомовного навчання у різних штатах США та регіонах України тощо.

Наукова новизна результатів дослідження. Уточнено науковий зміст ключових понять дослідження: «полікультурна освіта», «двомовність», «двомовна освіта», «двомовне навчання», «двомовне навчання у США, багатомовне навчання та ін. Розкрито теоретичні засади двомовного навчання у початковій та середній ланках, виявлено ключові принципи двомовного навчання. Окреслено провідні ідеали, форми та методи, організацію та зміст, тенденції розвитку двомовного навчання США.

Висновки та конкретні пропозиції автора. Отже, можемо зробити висновок, що двомовне навчання у США є досить розвиненим. Вивченням двомовного навчання у Сполучених Штатах займалося багато зарубіжних науковців. Найавторитетнішими з них є: К. Бейкер, С. Пріс Джонс, О. Гарсія, Дж. Каммінс та інші. В основу двомовного навчання покладено теорію конструктивізму, яка базується на вивченні досвіду природного засвоєння другої мови. На основі досліджень її автори Дж. Каммінс, С. Крашен, Т. Скунтаб-Кангас зробили висновок, що основним принципом – вивчення другої мови є принцип використання навичок, здобутих при вивченні першої (рідної) мови, які слугують основою для засвоєння другої. Провідні ідеали, основоположні принципи, форми та методи, організація та зміст двомовного навчання США є актуальними та ефективними на даному етапі розвитку суспільства, яке прагне до міжкультурного спілкування, бо тенденціями розвитку двомовного навчання у США є дотримання у навчанні принципу демократичності, рівності, солідарності, свободи вибору, мультикультурності, ступеневості та неперервності навчання, диверсифікації структур і форм, гуманізації освіти, дотримання міжпредметних зв'язків тощо. Протягом останніх десятиліть практикування двомовного навчання у США країна придбала неабиякий досвід і є гарним прикладом для наслідування для інших мультикультурних держав, зокрема України. Але необхідно зазначити, що двомовна освіта учнів залишається відкритою темою в американській освіті. Аналіз її в історичній ретроспективі свідчить про те, що для успішного її вирішення необхідно насамперед винести її з політичної площини в суто науково-педагогічну.

Ключові слова: білінгвальне (двомовне) навчання, мультикультурна освіта, багатомовне навчання, теоретичні засади, принципи двомовного навчання.

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