

**THE PROBLEM OF BILINGUALISM
AND TRIGLOSSIA IN CURRENT CONDITIONS
OF TEACHING ENGLISH LANGUAGE**

Olena Tsvietaieva¹

Tetiana Pryshchepa²

DOI: <https://doi.org/10.30525/978-9934-588-15-0-21>

Abstract. The purpose of the paper is to propose our definition of the term trigglossia (trilingualism). The main attention is paid to the process of the formation of the lexicon of three-lingual students, in the conditions of learning a foreign language by natural bilinguals. The methods of analysis of linguistic literature, psycholinguistic literature, and methodological literature were used. Methodology. The research is based on the fact that we observed the process of teaching English to students-bilinguals of the first course of non-linguistic specialties, studying the experience of teachers, analysis of our own experience as teachers of English. We concluded that the triglossia is very individual and our students have an artificial mixed subordinated Ukrainian-Russian-English trilingualism which we now see in most students of Ukraine. At the same time, if the person uses three languages in different situations then the individual has different degrees of competence in mastering these languages. The results of the research showed that trilingualism is the coexistence of three languages in the speech-thinking sphere of an individual who uses these languages in different communication situations depending on the purpose of communication, the place of realization of the acts of communication, etc. So trilingualism as a complex linguistic phenomenon affects all the processes that occur in the process of learning a foreign language. In our opinion, the results of continuous analysis of national and Russian should take place in the educational process, which

¹ Candidate of Social Communications,
Associate Professor at the Department of Foreign Languages
for Engineering and Natural Sciences,
Oles Honchar Dnipro National University, Ukraine

² Candidate of Philological Sciences,
Associate Professor at the Department of Foreign Languages
for Engineering and Natural Sciences,
Oles Honchar Dnipro National University, Ukraine

will help more effectively overcome the interference of these languages and intensify the learning of the foreign language. Practical implications. Because of the current linguistic situation in Ukraine, usage of Ukrainian and Russian and the usage of surzhyk the study about triglossia becoming more and more needed. In the learning process, the common and distinctive features of the two native languages should be taken into account to maximize the effectiveness of students' foreign language lexical competence formation process. Value / originality. Conducting the study on the data from Oles Honchar Dnipro National University students will be helpful for future parts of the research because it gives a full picture with a lot of data.

1. Introduction

The problem of teaching foreign languages to bilingual and polylingual audiences is one of the most pressing issues in modern linguistics. Bilingualism means mastery of a foreign language, which is the result of the spread of a new language in the collective. This problem is of exceptional interest not only in terms of linguistics, but also in philosophy, psychology, ethnopsychology, and sociology.

Researchers distinguish the following forms of social multilingualism:

1) multilingualism, in which, due to historical processes, two or more languages are approved by the state languages (Canada, Switzerland, Belgium, Belarus);

2) multilingualism, in which one state and ethnic languages coexist; at the same time, in everyday communication, either one language (state) or two languages (state and ethnic) (Russia, Great Britain, Spain, Kenya) can be used;

3) emigrant multilingualism, in which migrants (sometimes bilingual migrants) are forced to learn the language(s) of the new state. This form of social multilingualism is characterized by two opposing situations: additive and subtractive. In the first case, the second and subsequent languages are assimilated against the background of further mastery of the individual's first (title) language, without hindering its development. In the second case, each subsequent language supplants the previous one. This situation is typical for children from emigrant families who master the official language of the country of residence to the detriment of the development of their native language.

Due to the fact that multilingualism (both natural and artificial) has deeper historical roots in the European Union, the problem of trilingualism has been studied in more detail by foreign researchers. The formation of the European Union in 1992, followed by freedom of movement throughout Europe, as well as the particular political situation in the countries of Asia and the Middle East, led to active migration processes and the formation of multinational families, which undoubtedly influenced the increase in work in the field of studying language contacts, as well as in the field of multilingualism and trilingualism. Learning a third language – the language of a new social environment by children from bilingual families, learning a third language as a foreign language under educational conditions by migrant children and adult migrants, searching for differences and similarities in learning a second and third languages, the role and status of a second language in learning a third language – only a few areas in foreign studies of trilingualism (Andreou, Anastassiou 2011; Barnes 2006; Cenoz 2003; Cenoz, Valencia 1994; Chamot 1973; Hoffmann 2001; Jessner 2008).

The current linguistic situation in Ukraine is characterized by the functioning of two closely related languages, Ukrainian and Russian. The use of the Russian language has been diminishing starting from the collapse of the Soviet Union, since 1990. But nonetheless, the Russian language remains an important means of communication in Ukraine, especially in major cities. Ukrainian is the native language of 67.5% of the population according to the 2001 census. And 83% of citizens of the survey prefer to use Russian for communication according to the study of Gallup Institute in 2008.

Biculturalism and diglossia in Ukraine have territorial and social features. So, if in Western Ukraine Ukrainian language as the mother tongue is used by the residents regardless of their social status, profession, urban or rural origin. Its usage depends on the social, professional and educational affiliation of the speakers in the Dnieper region. The major cities of Eastern and Southern Ukraine mainly remain Russian-speaking [6, p. 321].

The specificity of Ukrainian-Russian bilingualism lies in the fact that these languages are so close in structure and partly in the lexical composition that virtually any resident of Ukraine can understand the speech delivered both in Russian and in Ukrainian. This feature of the country's population is illustrated, for example, by the fact that there are still programs on Ukrainian radio and television that broadcast two people, one of whom

speaks Russian and the other speaks Ukrainian. However, the fact that both Ukrainian and Russian languages are understandable for all representatives of this society does not give reason to believe that the degree of knowledge of these languages is the same for everyone.

It is accepted that the interaction of languages leads to their enrichment, but in the case of closely related bilinguals, the interaction of languages often leads to negative consequences, which is expressed not only in interference. According to the Ukrainian linguist V.M. Manakin it can lead to the so-called superinterference which is understood to be an unconscious mix in the language of different language systems [13]. In the narrow sense, the term “surzhyk” is traditionally used to refer to the Ukrainian language, which is influenced by the Russian language. Between 11% and 18% of the total population of Ukraine speak surzhyk (ie 5.1-8.3 million people), according to the Kyiv International Institute of Sociology. The mixture of Russian and Ukrainian languages is spoken by 2.5% in Western Ukraine, up to a maximum of 21% in Left-Bank of Ukraine; in the southern and eastern regions, the number of surzhyk speakers significantly exceeds the part of the Ukrainian-speaking population (12.4% speak surzhyk in the South, 5.2% speak Ukrainian; 9.6% speak surzhyk in the East of Ukraine and 3.7% use Ukrainian language). 15-16% of respondents answered that they speak surzhyk, according to the All-Ukrainian Survey conducted by the Center for Sociological Studies of the Kyiv-Mohyla Academy in 1998 [18].

It can be argued that the majority of Ukrainian students are bilingual, and the knowledge of two languages – national and Russian – is the background from which foreign language learning begins, thus forming a subordinate triglossia.

The relevance of the topic under research is determined by the underdeveloped problems of learning a foreign language in the multilingual space. There is still no common view on how the formation of the bilingual and trilingual lexicon occurs. Even though a great deal of research is conducted in the domestic and foreign scientists on the peculiarities of mastering a foreign language by people of different ages and under different conditions. The question is still open on how links are formed between native and foreign language units. And what influence does the use of words of the native language have in the process of semantization and consolidation of foreign words, etc.

The object of the study is the process of formation of the lexicon of a three-lingual personality, in the conditions of learning a foreign language of natural bilinguals.

The purpose of the study is to consider the peculiarities of the interaction of lexical systems of three languages in the mind of artificial trilinguals.

To solve the tasks of the study it is planned to use the following methods:

– analysis of linguistic, psycholinguistic and methodological literature, textbooks on research problems;

– observing the process of teaching English to students-bilinguals of 1st course of non-linguistic specialties, studying the experience of teachers, analysis of their own experience as teachers of English.

2. The analysis of bilingualism and idioglossia

It is necessary to consider the concept of bilingualism and idioglossia from a psychological and lingua-didactic point of view to understand the peculiarities of learning a foreign language vocabulary in a situation where most students are natural bilinguals.

The analysis of the scientific literature makes it possible to conclude that there are many definitions of bilingualism, some of which are almost identical, while others are fundamentally different.

The concept of “bilingualism” broadly can be found in G. Paul [2] and the Czech linguist B. Havranek [8, p. 94] who consider bilingualism as any influence of a foreign language, regardless of its manifestation, whether it simply contacts between languages, or a real command of two languages [2].

Some authors understand bilingualism as not a phenomenon, but as a process. Thus, V. Yu. Rosenzweig defines bilingualism as being fluent in two languages and regularly switching from one language to another, depending on the communication situation [16, p. 9-10].

W. Weinreich defines bilingualism as a practice of alternating use of two languages and calls those who practice it bilingual. The author states that “from a linguistic point of view, the problem of bilingualism is to describe those multiple linguistic systems that come into contact with each other”, in his work “Languages in Contact” [4].

G. Zoograph links the term bilingualism to the concept of “multilingualism” and defines it as the use of several languages, depending on the “relevance of the communicative situation” [12, p. 17].

Analyzing the sources mentioned above, we can conclude that the majority of researchers, as a whole, have a compromise view of bilingualism as a flexible characteristic, which varies from the smallest degree of fluency in two languages to perfect command.

Some scholars put a sign of equality between diglossia and bilingualism, or define one concept through another. Thus, by B. Gavranek's definition, diglossia is bilingualism within the same language [8, p. 98].

The modern definition of the term "diglossia" is given by V.A. Grapes. According to this definition, diglossia is called "the simultaneous coexistence in the society of two languages or two forms of the same language used in different functional spheres" [9, p. 32-33].

An important condition in diglossia is that the interlocutors make a conscious choice between different communication means and use the one which is best able to ensure the success of communication.

According to A. D. Schweizer, in contrast to bilingualism and multilingualism, diglossia refers to the form of mastering two separate languages or subsystems of the same language, in which these languages and subsystems are functionally distributed: for example, in official situations – lawmaking, record-keeping, correspondence between public institutions – official or state language must be used; in everyday life, household situations, family communication other languages can be used other language subsystems such as – dialect, common language, jargon that have no official or state status [19]. A similar situation is emerging in Ukraine, especially in its eastern part, with the adoption of the Law on Language [15]. The law states that the only official language in Ukraine is Ukrainian and it is compulsory for public authorities and public spheres throughout the state. According to the law, the state language should be used in the educational and medical spheres, in labor relations and the sphere of customer service, as well as in public events, advertising, and other spheres. Besides, the law obliges officials to speak and use the official language in the course of their official duties, but this law does not extend to private communication and religious observance.

It is commonly accepted that "an individual with coordinative bilingualism has two independent linguistic systems" in modern linguistics [5, p. 41].

This means that the person has the ability to respond to a message addressed to him in a foreign language without resorting to his native language. Subordinated bilingualism means that the system of the second lan-

guage is grasped through the prism of the first. It is clear that students will constantly seek the help of their primary language, which takes the main place in their lives in the process of learning a foreign language.

It is extremely difficult to talk about the only comprehensive definition of bilingualism. A. A. Zalevska argues that the character of any form of mastering a foreign language should be based on comparison with the process of mastering the mother tongue. At the same time, the changes in the psyches that arise in the process of the development of the mother tongue, as a result of which the individual begins to study a foreign language as a person with speaking skills, are important [11, p. 21].

3. Some psychological and pedagogical aspects of teaching three-lingual students

We are interested in the psychological and pedagogical aspects of teaching. Especially in improving the effectiveness of learning a foreign language in the context of bilingualism.

As the foreign language skills of the Ukrainian and Russian in everyday life are well established at the time of mastering a foreign language, they influence English proficiency. A similar influence, according to A.A. Zalevska, will be decisive and can manifest itself in both phenomena of transfer and interference [10, p. 19]. Consideration should be given to defining the concept of “triglossia”.

Triglossia and bilingualism are considered to be the most common types of multilingualism, so the results of a bilingualism study should be taken into account when studying triglossia issues.

Trilingualism is a complex linguistic phenomenon as a special type of multilingualism. Examination of the phenomenon in which three languages are contacted revealed a lack of unambiguous interpretation to determine students' proficiency in three languages. Researchers prefer the terms “triglossia” and “trilingualism”, which are considered to be synonymous.

Charlotte Hoffmann noted that in the absence of any theoretical justification for trilingualism as a particular linguistic configuration, many linguists work within the concept of bilingualism in 2001 [3].

The trilingual system has traditionally been thought to be a continuation of the bilingual system, therefore, the concept of trilingualism

operates on the terminology and basic classifications borrowed from the theory of bilingualism.

The Dictionary of Linguistic Terms Zherybylo provides a simple definition: trilingualism (triglossia) as language skills in three languages [9]. In The European Dictionary of Linguistics and Phonetics, ed. D. Crystal generally refers to the term “triglossia” only by reference to the term “diglossia” [1], and there is no definition of the term “trilingualism” at all. English-speaking Oxford Living Dictionaries treat trilingualism as bilingualism: as knowing three languages at an equal or almost equally high level. Therefore, based on the analysis of dictionaries, we can conclude that in modern linguistics to date there is no clear definition of the term “trilingualism”.

One of the most up-to-date studies of bilingualism, trilingualism, and multilingualism can be attributed to the dissertation work of 2019 by Ostapenko Tatiana Sergiivna. Who states that the most famous classifications of trilingualism are based on taking into account the sequence of mastering three languages (simultaneous/sequential), as well as the ways of mastering them (natural/artificial). However, these classifications do not cover the full variety of trilingualism that can be found in different speakers [14].

She proposed the term “combined trilingualism”, which denotes a combination of different ways (natural and artificial) and different sequences of mastering (simultaneous and sequential) three languages by the same individual.

“The coexistence of three languages in a single consciousness naturally leads to active processes of their interaction, which take place at different levels of the language system and have different manifestations in the linguistic activity of trilinguals. The modern interpretation of interlingual interactions is repelled by their presentation as an “umbrella” concept, the meaning of which includes various manifestations of interlingual contacts; The main types of language interactions include code-switching and transfer” according to T.S. Ostapenko [14].

Usmanova F. offers her definition of the concept: “Trilingualism is a process of interaction of three languages – national, which is native to students, Russian and foreign, who act as means of inter-ethnic communication. At the same time, the base of the development of trilingualism is the national language...” [17, p. 78].

4. Findings

Schematically, the coexistence of three languages in the individual consciousness can be shown in the form of a triangle, the vertices of which denote all languages known to the individual, and his sides represent multiple multidirectional connections that arise as a result of various interactions. Since with this approach three languages fall into the focus of attention, the traditional binary opposition becomes inapplicable to the whole set of elements of the linguistic triad. In other words, all three language systems are characterized by complementarity concerning each other, that is, they do not function autonomously, but as a whole.

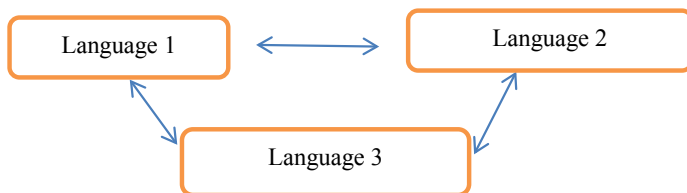


Figure 1. The language triad

A similar model of the language triad was presented in the scientific work of T. S. Ostapenko “Interlanguage interactions in combined trilingualism” [14].

Ostapenko T.S. believes that all languages represented in a multilingual consciousness should be considered from the standpoint of a systemic holistic approach as a single, multifunctional, and complexly connected whole. However, since each of the elements of the language triad is characterized by a unique combination of different characteristics, the most accessible way to study it is to conditionally divide it into separate oppositions/pairs of languages, opposed to each other by one or another attribute.

Based on all of the above, the formation of triglossia begins at the stage of learning a foreign language and can be represented as the following scheme:

That is, triglossia, like bilingualism, has an individual character as students use three language systems in different degrees. This type of trilingualism can be defined as an artificial mixed subordinated Ukrainian-Russian-English trilingualism which we now see in most students of Ukraine.

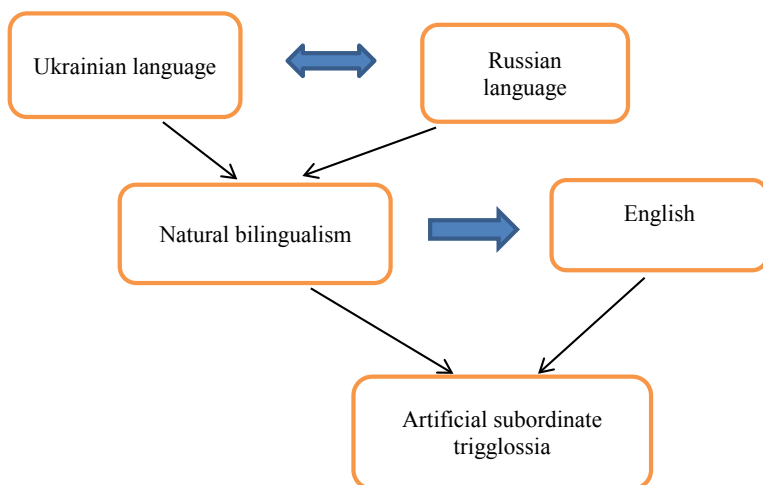


Figure 2. The formation of triglossia

We can think of a trilingual as a person who has three languages in his or her linguistic field, has different degrees of competence in mastering these languages and uses them in various communication situations.

To characterize such pairs, several parameters are traditionally used that are correlated with the characteristics of mastering and using each language, some of which can be represented as a continuum of multiple attributes (characteristics). The most commonly considered parameters include:

- 1) the conditions of language acquisition (natural/artificial);
- 2) the age of language acquisition (early/late);
- 3) the sequence of assimilation of languages (simultaneous assimilation / sequential assimilation);
- 4) the degree of balance of language competence (balanced/unbalanced). As for the level of language competence, most researchers agree that in each case the level of proficiency in each of the three languages will differ;
- 5) the frequency of use of languages (more frequency / less frequency);
- 6) predominant use of languages, etc.

Today, the classifications of trilingualism known to us are developed based on two main parameters: the sequence of mastering the second and third lan-

guages and the method of mastering the second and third languages. From the sequence of assimilation, the following options are distinguished [14]:

1) the consistent assimilation of each of the three languages (L1 → L2 → L3);

2) the simultaneous assimilation of the second and third languages after the assimilation of the first language (L1 → L2 / L3). This version of trilingualism is correlated with secondary educational multilingualism;

3) the situation of the simultaneous assimilation of two languages with the subsequent assimilation of a third language: L1 / L2 → L3. This version of trilingualism is called primary training multilingualism;

4) a rather rare situation of simultaneous learning of all three languages (L1 / L2 / L3).

We can distinguish the following methods of assimilation of the second and third languages.

1. Natural trilingualism is a type of trilingualism in which the second and third languages are acquired in the conditions of a natural language environment. This type of trilingualism is mainly found among migrants who, for various reasons at one age or another, are faced with the need to communicate in three different languages (children from mixed families living in a state that is not native to their parents; adult migrants forced to learn second and third languages without special training, etc.).

2. Artificial trilingualism is a type of trilingualism, in which the second and third languages are acquired in an artificial language environment. This type of trilingualism is typical for native speakers who learn the second and third languages in the context of the educational situation (schoolchildren and university students studying two foreign languages in the framework of the curriculum). By definition, N.V. Baryshnikova, a bearer of trilingualism of this type “beside her native language is not comparable, but competent in two languages, is able, if necessary, at a communicatively sufficient level to use one or another of them sequentially or alternately” [5, p. 8].

In Ukraine, the situation is quite common, in which there is a combination of different methods of learning the second and third languages by the same individual, and the sequence of learning can vary. In most cases, the sequence of language acquisition is represented by the following configurations: a) Ukrainian – Russian – foreign language and b) Ukrainian and Russian – a foreign language.

From now on, depending on the conditions of assimilation, trilingualism can be of a natural or artificial type and depending on the order of assimilation of languages, it can be attributed either to primary educational multilingualism or to secondary educational multilingualism (using the terminology proposed by F. Herdina and W. Jessner).

However, Ukraine presents a special type of trilingualism, which combines both methods of language acquisition. This is the case when a natural bilingual (native speaker of Ukrainian and Russian) learns another language (the third in a row, more often – English) in an educational setting.

The training of natural bilinguals, which make up the majority of students in a foreign language, and the formation of, therefore, subordinate triglossia should take place based on the existing linguistic experience of the students.

And since contact between languages is inevitable, it is undoubtedly better to actively manage the relations between the three languages than to provide the process to chance. This is a convincing psycholinguistic argument in favor of the importance of comparison in teaching foreign languages.

Learning the next language acquisition order suggests that the subject has already developed a linguistic consciousness structure. As you know, in the process of mastering a new (for an individual) language, certain changes occur in the structure of the student's consciousness, which are the result of the coexistence of two or more language systems. In other words, the language to be learned regardless of the terminology used (second, non-native, foreign language, etc.) is new (foreign) for the student and is “superimposed” on the forms, concepts, patterns of functioning.

As an example, consider the phonetic features of the Russian, Ukrainian and English languages:

We can see that the Russian and Ukrainian languages have similarities in phonetic features (for example the presence of alternating vowels and consonants, accommodation), versus English.

We also consider some phenomena of grammatical interference. As you know, in the study of the English language, the mastery of the verb system occupies an important place, since the verb is the most difficult part of speech in any language in the conceptual content, and any complexity of the differential attributes of the temporal system of the English verb is well known.

Table 1

Phonetic features of Russian, Ukrainian, and English

Phonetic feature	Russian language	Ukrainian language	English language
1. Assimilation	We can see it in: «ваш брат» → [важ_брат] We can see it in: «г» → «х» under the influence of deaf «к» in the word «легко» [лехко]	We can see it in: «г» → «х» under the influence of deaf «к» in the word easily [lekhko], «легко» [лехко]	We can see it in: “good moning” [gud moniN]
2. Reduction	We can see it in: Qualitative «сейчас» → [щас] quantitative «девушка» → [деушка]	Absent	We can see it in: Reduced vowels have two options for reduction [ə] and [i] “happy” [ˈhæpi], “water” [ˈwætə:]
3. Unmatched phonemes	We can see it in: [ъ][ь][ы] «нить» [н’и т’], «объект» [обект], «сын» [сын]	We can see it in: [i] [e] «Їжа», «Ємігрант»	We can see it in: [æ] [ð][θ][ʌ] “family” [ˈfæmili], “trouble” [trʌbl], “thanks” [θæŋks], “without” [wiˈðaʊt]
4. Palatalization	We can see it in: «Дом – доми́к» «м→м’»	We can see it in: «м’ята», «ім’я», «п’ятниця»	Lack of palatalization, i.e. all hard consonants. “window” [ˈwindəʊ]
5. Alternating of consonants and vowels	We can see it in: «г→ж→з» – «друг – дружи́т – друзья́»; «а → о» «касаться – косну́ться»	We can see it in We can see it in: «д→дж» «води́ш – воджу́», «о→і» «ко́ня – кінь»	We can see it in: “goose-geese”, “tooth – teeth”
6. Strong and weak positions	We can see it in: «со́м – са́м» (with stress), «но́с – нё́с» (with hardness-softness)	We can see it in:	Absent
7. Accommodation	We can see it in: «ра́д – ря́д», «ло́т – ле́д», «лу́к – лю́к»	We can see it in: «зе́мля» [земл’а] «зе́млю» [землейу]	We can see it in: “wall” [wɔl]
8. The law of the end of a word	We can see it in: «морозы́ – моро́[с]», «сады́ – са[т]»	Absent	Absent

In the current practice of explaining English temporary forms, students experience significant difficulties. This can be explained by the fact that in Ukrainian and Russian the verb tense does not have such a wide range of differential signs of conceptual content, which could match the English temporary forms. Also, not all students at the initial stage of training can thoroughly understand the complex temporal relationships that exist in English and Russian.

The comparison shows that in the studied languages the verb forms of Present Continuous do not show typological similarity. In English, a verb expresses an action that is simultaneous with the moment of speech: I am talking with my friend. The present tense of the Ukrainian and Russian languages corresponds to the constructions of the English language: Present Indefinite and Present Continuous.

Because modal verbs play a significant role in establishing the tone of communication, the correct use of modal verbs will increase the effectiveness of interaction and the level of understanding between the interlocutors. The modal verb *can* in the frequency of use is in the first place, this is explained by the presence of values that convey different types of possibilities, but a significant sign of a discrepancy is that in the speech of language learners, in contrast to native speakers, when transmitting the permission value, the former replace this verb modal verb *may*. The second difference in the use of modal verbs in authentic speech and students' speech was found in the analysis of sentences with the modal verb *have to* – in the students' speech this verb was often replaced by the *must* verb. Based on this, we can conclude that there is a significant coincidence of meanings and semantic adjacency of these verbs, which leads to their synonymous use and interchangeability. Not so significant, however, it is interesting that in the speech of the British it is not uncommon to refer to *have got* as an analog to *have*, typical of the British informal version of the English language, but students, as practice shows, avoid this construction. Such a reduction may be due to insufficient awareness of those who are mastering the English language in the use of the idiomatic turnover to *have got*, which entailed conflicting opinions regarding its use.

The reasons for the manifestation of interference are many. Linguistic scientists distinguish the following factors on which the appearance of interference depends:

1. Structural differences between the native and the studied languages.
2. The program of using the native language that has developed in the minds of a person who speaks two or more languages.
3. Insufficient knowledge of the phonetic material of the language being studied and the lack of strong skills and skills in applying the learned.
4. Psychological barrier (fear of making contact).

It is necessary to differentiate the phenomena of positive and negative transfer. The influence of existing linguistic experience on the studied foreign language can be positive, facilitating the formation of new speech skills and negative, making it difficult to assimilate new knowledge. The negative influence, which is commonly called “interference,” covers all linguistic levels of the language and affects both speech activity in a foreign language and non-speech behavior.

The interaction of languages in teaching a foreign language depends on the degree of development of bilingualism of students. Obviously, in the case of a good command of the first in the order of mastering the languages, there is a positive and negative impact of both languages on the studied third language. The interaction of languages with triglossia is more complicated than with bilingualism, since bilingualism has the unidirectional influence of the native language on a foreign language, while trilingualism has a bi-directional effect: the mother tongue and the first non-native language influence the second non-native (foreign) language. Thus, methodically sound management of teaching a foreign language can reveal the additional possibilities of bilingualism, which consist of its language and operational experience. Mastering a foreign language on the basis of existing National-Russian bilingualism must be considered not from the point of view of interference, but from the standpoint of positive transfer, the source of which can be not only the Russian language, but also the native language (as well as the negative influence can be traced from both sources).

It is important to take into account that the acquisition of native and Russian languages on the one hand, and English on the other, will take place in different directions, since natural bilingualism is formed spontaneously under the influence of a large number of different factors, and organized teaching of a foreign language creates conditions in which language is known as a system, i.e. the formation of national-Russian bilingualism is “bottom-up”, and the national-Russian-English triglossia is formed “top-down”.

5. Conclusions

Based on the following we can conclude that bilingualism contributes to the achievement of an adequate picture of the world in the consciousness of the individual. In all fairness, it should be noted that bilingualism, firstly, helps communication, cooperation, rapprochement and mutual assistance in social and political life; secondly, it promotes the spread of a wide cultural exchange between peoples; thirdly, it can minimize language barriers in communication between people of different nationalities, acting as a means of eliminating the possibility of mutual isolation of peoples; fourthly, contributes to the widespread dissemination of the language of interethnic communication; fifthly, it promotes mutual enrichment and mutual influence, replenishment and expansion of the lexical stock of each of the languages participating in a common and unified process.

Today, in the study of the paradigm “bilingualism – trilingualism – multilingualism”, multilingualism begins to emerge as a basic concept, and bilingualism and trilingualism are interpreted as to its variants. Trilingualism in this paradigm is a more complex phenomenon than bilingualism, but it is not considered as a completely different phenomenon from bilingualism.

In a situation of trilingualism, each of the elements of the language triad is characterized by a unique combination of different characteristics, therefore the most accessible way to study it is to split the languages into separate oppositions opposed to each other by one or another attribute.

A comprehensive study of combined trilingualism requires an interdisciplinary approach, including the use of experimental sociolinguistic and psycholinguistic methods.

Forming a trilingual within an educational institution, we obtain a polymorphic personality that has multilingual competence and knowledge of three ethnocultural. Thus, by expanding the boundaries of what they know in their native language, students form a different attitude to the world around them – they understand the world as a collection of different, but equal and equally interesting languages and cultures.

References:

1. Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Retrieved from <http://ihjj.hr/jena/wp-content/uploads/2019/07/a-dictionary-of-linguistics-and-phonetics-by-david-christal.pdf> (accessed 20 September 2019).

2. Hermann Paul Über. (1920). *Aufgabe und Methode der Geschichtswissenschaften*. Retrieved from: https://books.google.com.ua/books/about/Aufgabe_und_Methode_der_Geschichtswissen.html?id=_XofhJp51fMC&redir_esc=y (accessed 20 August 2019).
3. Hoffmann Charlotte (2001). *Towards a description of trilingual competence*. Retrieved from: <https://pdfs.semanticscholar.org/65d0/39318ca0da9ea912a4094f4fc7d72f5418dc.pdf> (accessed 20 August 2019).
4. Weinreich Uriel (2011). *Languages In Contact*. John Benjamins Publishing.
5. Baryshnikov N.V. (2003). *Metodika obucheniya vtoromu inostrannomu yazyku v shkole*. Moskva: Prosveshcheniye.
6. Bobrysheva A.K. (2002). Teoreticheskie i prakticheskie predposylki vnedreniya multilingualnogo izucheniya inostrannyh yazykov na ekonomicheskikh fakultetah vuzov Ukrainy. Teoreticheskie voprosy kultury, obrazovaniya i vospitaniya, Vol. 25: 321.
7. Vinogradov V.A. (1990). Diglossiya. Lingvisticheskij enciklopedicheskij slovar. M.: Sov. Enciklopediya, 32–33.
8. Gavranek K. (1972). Problematike smesheniya yazykov. *Novoe v lingvistike*. Vol. 6, 94–111.
9. Zherebilo T.V. Slovar lingvisticheskikh terminov. Retrieved from: https://lingvistics_dictionary.academic.ru/4458/трилингвизм_%28трехязычие (accessed 22 September 2019).
10. Zalevskaya A.A. (1990). Slovo v leksikone cheloveka: psiholingvisticheskoe issledovanie. Izd-vo Voronezh, gos. un-ta. Voronezh.
11. Zalevskaya A.A. (2005). Psiholingvisticheskie issledovaniya. Moskva: Gnozis.
12. Zograf G.A. (1990). *Yazyki Yuzhnoj Azii*. Moskva: Nauka.
13. Manakin V.M. (2012). *Mova i mizhkulturna komunikaciya*. Kyiv: Vidavnichij centr «Akademiya».
14. Ostapenko T.S. (2019). *Mezhyazykovye vzaimodejstviya pri kombinirovannom trilingvizme (eksperimentalnoe issledovanie)*. Retrieved from: <http://www.psu.ru/files/docs/science/dissertatsionnye-sovety/ostapenko/avtoreferat.pdf> (accessed 13 October 2019).
15. Pro zabezpechennya funkcionuvannya ukrayinskoyi movi yak derzhavnoyi (2019). Retrieved from: <https://zakon.rada.gov.ua/laws/show/2704-19> (accessed 28 August 2019).
16. Rozencvejg V.Yu. (1972). *Yazykovye kontakty: Lingvisticheskaya problematika*. Nauka: Leningradskoe otdelenie.
17. Usmanova F.S. (2009). Rol rodnogo yazyka v usloviyah formirovaniya triyazychiya. *Inostrannye yazyki v shkole*, 77–79.
18. Hmelko V.Ye. (2004). Lingvo-etnichna struktura Ukraini. Retrieved from: http://ekmair.ukma.edu.ua/bitstream/handle/123456789/8098/Khmelko_Linhvo-etnichna_struktura_Ukrainy.pdf?sequence=1&isAllowed=y (accessed 02 September 2019).
19. Shvejcer A.D. (1978). *Vvedenie v sociolingvistiku*. Moskva: Vysshaya shkola. Retrieved from: <https://www.booksite.ru/fulltext/shveicer/index.htm> (accessed 16 September 2019).