

BILINGUAL LANGUAGE LEARNING

Honcharova Mariia (Ukraine)

Scientific director – PhD in Educational and Pedagogical Sciences, Associate

Professor Svitlana Rubtsova

Kyiv National University of Construction and Architecture

Kyiv, Ukraine

In a globalized and interconnected world, the ability to communicate in more than one language has become an essential skill. Bilingual language learning is no longer limited to specific regions or families; instead, it has become a common and highly valued educational practice worldwide [1]. Bilingualism refers to the regular use of two languages, while multilingualism includes the use of more than two [3]. Both forms of language knowledge play a significant role not only in communication but also in shaping cognitive development, cultural awareness, and academic success [2].

This report explores the nature of bilingualism, the cognitive and educational benefits it brings, the challenges learners may face, and the long-term value of mastering more than one language.

Bilingualism is generally defined as the ability to use two languages in everyday life. However, bilingualism is not a single fixed phenomenon. It appears in different forms depending on when and how the languages are learned.

Researchers have identified three types of bilingualism [4]:

- simultaneous bilingualism,
- successive bilingualism,
- receptive bilingualism.

Simultaneous bilingualism is bilingualism based on learning two languages at the same time, with mostly equal emphasis given to both languages. This type occurs when children are exposed to two languages from birth or early childhood. They

acquire both languages naturally, often in the home environment, through communication with family members [4].

Successive bilingualism is the type of bilingualism in which a person learns a second language after establishing the first one. The learning process is more structured and conscious compared to simultaneous bilingual acquisition.

Receptive bilingualism is when one language becomes dominant while the other remains secondary. In other words, somebody can understand two languages but only speak in one [4]. The dominance may shift depending on life circumstances, education, or environment.

A wide body of research demonstrates that bilingual language learning has significant positive effects on the cognitive system. Managing two languages strengthens several brain functions.

Enhanced executive function: bilingual individuals constantly choose the appropriate language and suppress the other one. This process activates executive control mechanisms responsible for attention, inhibition, and switching tasks. As a result, bilinguals often show better performance in multitasking, mental flexibility, and problem-solving tasks [2].

Improved memory and attention: studies show that bilinguals develop strong working memory, which allows them to hold and manipulate information more effectively. They also tend to demonstrate better selective attention, meaning they are more capable of ignoring distractions.

Creativity and problem-solving: switching between two languages encourages flexible thinking. Bilingual individuals often find multiple solutions to a problem and show greater creative potential due to their ability to think in different linguistic and cultural frameworks. Also, bilingual people understand math concepts better than monolinguals.

Long-term brain health: research suggests that bilingualism contributes to cognitive reserve – the brain’s resilience to aging. This means bilingual people often

show a slower decline in memory and reasoning as they grow older and may experience a delayed onset of neurodegenerative diseases [2].

Although bilingualism offers many benefits, learners also face several potential challenges.

Sometimes, rules or words from one language appear while speaking another. This can create confusion, especially in languages with similar structures. Interference may affect pronunciation, grammar, or vocabulary choice [3]. Considering simultaneous bilingual children, they may initially acquire vocabulary at a slower pace compared to monolingual children.

Furthermore, the success of bilingual learning depends heavily on the quality of teaching, encouragement from family, and access to resources. Without proper support, learners may feel overwhelmed or discouraged.

Based on the research on bilingualism, the following recommendations emerge for learners, educators, and policy-makers [1]:

- Promote early exposure to a second language (e.g., through bilingual schooling or early childhood second-language learning) to maximize cognitive and linguistic advantages.
- Encourage balanced use of both languages – reading, speaking, writing – to maintain proficiency and avoid dominance imbalance.
- Combine formal instruction (grammar, vocabulary, reading, writing) with informal exposure (conversations, media, cultural immersion) – for natural language use and metalinguistic development.
- Use cross-linguistic strategies: highlight similarities and differences between languages, explicitly teach grammar and structure, use comparative exercises — especially helpful when languages are related.

Bilingual language learning is not just an academic subject – it is a powerful tool for personal growth, cognitive development, cultural understanding, and lifelong success. The advantages of bilingualism extend from early childhood through adulthood and into older age. While challenges exist, the benefits far outweigh the

difficulties. In an increasingly interconnected world, bilingualism offers individuals an opportunity to thrive intellectually, socially, and professionally. It opens doors to communication, enriches cultural identity, and strengthens the brain in remarkable ways. For these reasons, bilingual education deserves strong support in families, schools, and communities.

References:

- 1 American Speech-Language-Hearing Association. Learning more than one language./ ASHA.org. URL: <https://www.asha.org/public/speech/development/learning-more-than-one-language/> asha.org
- 2 Babazade, Y. The bilingual brain: cognitive benefits and challenges of multilingualism. EuroGlobal Journal of Linguistics and Language Education. – 2025. – Vol. 2, No. 3. URL: <https://egarp.lt/index.php/EGJLLE/article/view/218> egarp.lt
- 3 Byers-Heinlein, K., Lew-Williams, C., et al. Bilingualism in the early years: what the science says. National Center for Biotechnology Information. –
- 4 Kotkov, G. What are the three types of bilingualism? Gabrielle Kotkov // Multilingual Montessori. – 23 Sep 2021. URL: <https://multilingualmontessori.org/what-are-the-three-types-of-bilingualism/> multilingualmontessori.org

HOW CHANGES OF SOCIETY INFLUENCE ART AND CULTURE

Ikeda Nanami (Japan)

Tokyo University of Foreign Studies (Japan)

Scientific supervisor: senior lecturer Akhmedova A. K.

Al-Farabi Kazakh National University

Almaty, Kazakhstan

I compare opera “Madam Butterfly” with musical “Miss Saigon” derived from this opera and consider about why these works have differences from aspect of history.

Opera “Madam Butterfly” was composed by Italian composer Giacomo Puccini in 1904 when Japanese was very popular in Europe. This opera was highly evaluated as one of his masterpieces. On the other hands, this opera was often