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Abstract

The article deals with the psychological aspects of the bilingualism problem which arises in the process of mastering a foreign language at the higher school. The relevance of the study is caused by the popularity of multicultural bilingual education by means of native and foreign languages studying as an important part of the modernization of the goals and content of national educational systems both in Europe and in Ukraine. The purpose of this study is to determine the place and role of the mother tongue in the process of the foreign language mastering by conducting a psychological research among students who study English at the higher educational establishments.

It has been proved that level of knowledge according to "The Common European Framework of Reference for Languages: Learning, Teaching, Assessment" greatly depends on psychological stability and self-awareness that help to overcome linguistic and psychological barriers. The study has found that influence of the native language on the process of foreign language mastering in general and English in particular leads to student bilingualism, which type depends directly on the level of language skills and abilities (speaking, listening, comprehension, reading, writing and thinking in two languages). Therefore, three types of bilingualism that affect the production and perception of the foreign language have been distinguished and studied. Having done the specific research during the preparation for the writing of this work it has been stated that under the increase of the level of foreign language proficiency, linguistic and psychological barriers disappear and, consequently, the type of bilingualism change into more advanced because of the user's skills improvement.

Keywords: bilingualism, psychological aspects, psychological prerequisite, linguistic and psychological, barriers, speech production and reception.

Introduction

The current stage of development of a society as a whole and education in particular require its members to know two or more languages. The Internet, TV, other media, as well as other forms of communication are getting inside all spheres of life. People travel more often, change their country of residence, and try to adapt to new circumstances, understand the peculiarities of life in other countries etc. European integration, globalization and language policy encourage not only scientists and specialists but also young people to study English at an advanced level. Therefore, multi-lingualism is not only a political goal, but also an urgent need for most of the professional environments.

Foreign languages are included in the educational minimum of school and university curricula in Ukraine, and sometimes the language of education differs from the mother tongue. Nowadays multicultural



bilingual education by means of studying native and foreign languages is an important part of the modernization of the goals and content of national educational systems both in Europe and in Ukraine. One or more foreign languages are indispensable to provide children with good education, skills and self-confidence, which will be so important in future. Foreign languages knowledge allows any person to realize his accumulated potential regardless of time and place, using all possible means, methods and conditions. Second language study is the key to a successful career of a qualified specialist in demanded labour market, who is able to work effectively in a specialty at the level of world standards. The mentioned processes significantly affect the linguistic situation in general, because the development of an open information and communication space creates preconditions and conditions for the spread of bilingualism as a leading trend in the linguistic development of the modern society.

There are many ways of studying bilingualism, namely linguistic, psychological, neuro-linguistic, sociological, pedagogical, literary-artistic, linguocultural, cognitive, etc. The psychological aspect of bilingualism has a wide range of problems in contemporary research: foreign language abilities as a psychological prerequisite for the formation of bilingualism; the connection of psycholinguistic problems of bilingualism with the method of teaching; motivational conditions for the formation of bilingualism; mutual influence of linguistic development of native and foreign languages, etc. One of the psychological aspects of research in the sphere of bilingualism is the determination of the place and role of the native language in the studying non-native one and learning non-native speech. Such a study is particularly relevant since most of the people still learn a foreign language based on the prior knowledge of their mother tongue. It is worth pointing out that the problem of bilingualism in the psychological aspect is considered as a problem of different language codes possession and the interaction of these codes. The assimilation of the second language, in theory, can not be a process of mastering the new system of ideas, but it just concerns mastering the new code, which is projected onto the code of the native language. It has been experimentally established that every person has got a single perception system and two separate production systems of speech in native and foreign languages (Valigura, 2007).

Main text

Considering all the above, the purpose of our work is to determine the place and role of the mother tongue in the process of foreign language studying by conducting a psychological survey among students who master English at the higher schools.

Having undertaken a preliminary review, performed in the framework of this study, we got to realize that in order to achieve the goal being set in the work, it is necessary to solve the following tasks:

1. Theoretically substantiate the basic laws of psychological influence of the native language on foreign one in the process of learning.
2. Experimentally establish students' personal problems under the process of foreign language studying.
3. Identify the main students' psychological barriers of bilingualism in the Ukrainian-speaking environment while mastering English.
4. Establish and systematize the leading and peripheral components of the psychological influence of the bilingual language on the level of foreign language proficiency.

The study required the integrated application of the following *methods*: observation (external free observation; sometimes inside observation was included in particular situations) to clarify the specifics of the implementation of in-language speech structures compared to the native language; methods for assessing the level of foreign language proficiency, as well as problems with its studying and desirable improvement of its level, specified in "The Common European Framework of Reference for Languages: Learning, Teaching, Assessment", (CEFR, 2001); in parallel, to assess foreign language abilities, linguistic and communicative skills and abilities, it was used the method of diagnosing the level of successful foreign language acquisition. The study was conducted on the basis of three higher schools located in the Western Ukraine, it was taken into account the results of the survey among first- and second year students whose major is not a foreign language.

Bilingualism is usually referred to as a situation where a particular ethnic group, in addition to its



native language, widely uses another, often non-related, language, or when the person alternates in two languages for their own purposes.

It is worthwhile to note that, in turn, bilingualism as a modern socio-cultural phenomenon develops under the influence of the following factors:

- strengthening the role of the socio-cultural component - studying the culture of other countries and a deeper understanding of their own culture, participation in the "dialogue of cultures";
- the creation of a single educational space (pan-European educational space, international educational space) and, as a consequence, the desire of people to achieve a pan-European level of foreign language skills; development of academic mobility of students and teachers;
- the need for bilingual education as a means of professional training, enabling future professionals to realize their potential and actively work in the global market, as well as a significant increase in interprofessional exchanges in the 21st century;
- development of the world's information space, the rapid spread of such modern information and communication technologies as television and the Internet, various means of mass communication;
- the use of new information and communication technologies, the development of distance learning, on-line learning, etc.

The significance of bilingualism as a sociocultural phenomenon of contemporary society is indisputable, since the emergence of bilingualism contributes to the convergence of peoples, the peaceful resolution of issues of coexistence, the development of skills of respect for culture and language, traditions and customs of other peoples, the formation of common goals and goals in the process of integration. In this context, bilingualism as the tendency of the linguistic development of modern society gives the person the opportunity to realize their place and their culture in the dialogue of cultures and civilizations in the process of cooperation and cooperation with other people. At present, multicultural bilingual education by means of studying native and foreign languages is an important part of the modernization of the goals and content of national educational systems in European countries (including Ukraine).

Apparently, bilingualism is not ambilingualism, that is, a person for whom two languages are equal at once. An individual can not speak two languages equally well, one of them he puts in the first place, listing the languages in which he speaks: a certain role in this case, obviously, is played by the awareness of belonging to a particular linguistic culture. In the narrow sense bilingual can be considered only those who are close to two monolinguals in one, that is, when the degree of knowledge of the second language is almost as high as the degree of knowledge of the first. Bilingualism in the broadest sense is a general ability for all people that allows a person to use more than one language. From this point of view, most of the population of the Earth is bilingual, since bilingualism can be considered both as an elementary knowledge of a particular language and as a free possession of it. It is clear that bilingualism is a phenomenon ambiguous and subject to gradation. It is safe to assert that bilinguals know two languages at a rather high level to use these languages in certain spheres of communication regularly. When classifying types of bilingualism, the following factors are usually taken into account: the degree of real language proficiency; the term of mastering the second language; conditions of possession of the second language in early bilingualism (simultaneous vs sequential); conditions for the emergence of bilingualism; the conditions under which the languages are used, or the principles of the use of languages in this community, as well as sometimes the level of education of bilingual.

In addition to the problem of definition of bilingualism, the great interest is the competent expression of bilingual thoughts, which largely depends on individual characteristics and the manifestation of bilingualism. It has been rightly believed that if a person can speak two or more languages at a high level and uses them frequently, it is necessary to understand if these language systems exist separately in person's mind and is it possible to carry out mental representations and mental processes of those languages similarly at the same time. Modern studies in this field are no longer dictated by the desire to prove the independence or interdependence of representations: it is clear that the proper expression of bilingual thoughts includes both, since bilinguals are basically able to move freely from language to language they possess. In addition, they often observe linguistic interference, which points to the interconnection of the two language systems; on the other hand, many bilingualists are able to use each of their languages without explicit interference,



indicating that each language system can function separately. Thus, bilinguals are capable of competent expression of thoughts in two languages.

It is also essential to understand what a bilingual personality means in terms of psychology. In modern psychological and psycholinguistic sources personality is defined as a set of properties and qualities of a person, unique character, temperament, social cultural experience, knowledge, behavior, his relations to the world, to the to the people themselves. As mental bilingualism is supposed to influence the individual bilingual, due to his social interaction and activity principles, the ways of bilingualism formation, principles of bilingualism and development of mental activity of such personality is also important to research.

Consequently, the phenomenon of bilingualism in psychology is inextricably linked with the problem of forming a bilingual personality who possesses equally good knowledge and enjoys two languages i.e. native and non-native ones. High language proficiency is based on learning the language itself, cultural features of the people speaking this language. The most important for the bilingual personality is mastering speech activity and communicative skills of two languages and develop bilingual consciousness of two pictures of the world that will contribute bilingual entry into a new social and cultural reality. Taking into account the above it is necessary to note that bilingual personality as a psychological phenomenon is a person who owns two language systems and actively use their means for communication as well assimilated culture and national picture. So, bilingual is a person who has passed socialization in the second society, therefore as a member of the second society knows its social and cultural norms. This person is also successfully implemented intercultural communication because knows the ethnic norms of the second cultural community, is oriented in them and form peace in his secondary cognitive context knowledge of their appropriate use.

The psycholinguistic aspect of bilingualism reflects the specifics of speech psycho-physiological mechanisms of a person who uses two language systems. The study of this bilingualism aspect helps to give a "comparative description of the linguistic categories, the concepts that are "deposited" in the linguistic consciousness of the bilingual speakers; peculiarity of some features consolidation in memory, i.e. comprehension, conceptualization, auditory (in oral speech) and visual (in the written form) perception of a bilingual group or an individual. All of them are categories and concepts specific to the second language and absent in the linguistic patterns of the native language. Considerable attention in the psycholinguistic aspect of bilingualism is given to the study of its influence on the process of human way of thinking. Taking into account the relationship between language and thought, there are some reasons to distinguish at least two types of language systems coexistence in human consciousness under bilingual situation: an independent connection in pure bilingualism, when the contacting languages form two separate systems of associations and a dependent connection in the mixed type of bilingualism, when contacting languages form only one system of associations. In general, the psychological typology of bilingualism is based on at least four criteria:

- 1) types of speech activity;
- 2) the correlation between the linguistic mechanisms that ensure the possession of different languages;
- 3) the mode of connection between speech and thought in each language;
- 4) the way of speaking the language.

Moreover, the psychological aspect of bilingualism involves the study of both the mechanisms of production and the perception of language. For example, there are experimental data that there is a single perception system being possessed by a bilingual person and two separate systems for his/her producing speech in native and non-native languages (Andreyeva, 2009).

An important criterion in the allocation of psycholinguistic types of bilingualism is the level of language skills and abilities applied to speaking, listening, understanding, reading, writing and thinking in two languages. According to this criterion, it is possible to distinguish at least three types of bilingualism:

- 1) receptive;
- 2) reproductive;
- 3) productive.

In case of receptive bilingualism, students partly understand the meaning of the text belonging to the secondary linguistic system, there is practically no knowledge of the second language's phonetic system,



while performing the tasks, these students rely on knowledge of vocabulary and grammar, and therefore, they have only the approximate understanding of the foreign language (English). They usually think only using their native language, and if necessary speak a foreign one, but they try to translate the necessary phrases quickly and replace the ignorance of individual words or speech structures by non-verbal means (gestures, facial expressions, etc).

In case of reproductive bilingualism, there is an active knowledge of two languages: the ability to read, understand the meaning and to write a foreign language is practically free of errors. However, difficulties are found in the ability to speak, reproduce, and transmit the contents of the information being read or heard. It is worthwhile to note that the translation of thoughts from the native language into foreign one is also present in the process of oral speech, but to a lesser extent.

Under productive bilingualism, the above-mentioned actions of understanding the foreign language are added to their reproduction, as well as the active creation of statements (their production), that is, the active use of language. Students have the skills and abilities of automated speech in two languages without any problems and, as a result, rarely use their native language for the production of foreign opinion.

To determine the predominant type of bilingualism among students and, as a consequence, the use of the native language as a basis for a foreign one, we conducted some tests among the students of Ternopil National Economic University, Ternopil State Medical University and Ternopil National Technical University in order to identify the level of abilities in certain types of activities in a foreign language (reading, writing, speaking, listening and the reproduction of the information). It was determined that the individual language skills of the students (total number 950 people) were determined to meet the standards recognized internationally and established in the the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001). Based on the result analysis of the students' answers (young people of the 1st and 2nd years of studying at the universities), we have identified levels of language proficiency and obtained generalized quantitative data (Table 1).

Table 1. Average results of language proficiency of the students of TNEU, TSMU and TNTU, obtained by the method of level determination set out in the CEFR language education (2001) (Ternopil, November 2017, sample of 950 people)

Levels of language proficiency in accordance with international standards	Types of speech activity (number of people)							
	Reading		Speaking		Writing		Listening	
	1 st year of studying	2 nd year of studying	1 st year of studying	2 nd year of studying	1 st year of studying	2 nd year of studying	1 st year of studying	2 nd year of studying
A1	160	164	166	162	157	155	165	164
A2	238	186	220	209	244	201	235	217
B1	216	242	217	242	208	238	196	240
B2	161	190	180	181	172	174	168	174
C1	1	2	-	3	-	2	1	1
C2	-	-	-	-	-	-	-	-

Of course, the level of language proficiency varies according to the type of a higher school and its location, but these results are confirmed by data from other studies, as well as by the annual monitoring of students' knowledge and confirming the general tendency to learn English (A2-B1) among foreign language (English) students. The results of the tests demonstrate a qualitative improvement in the level of knowledge during the learning process, as evidenced by the reduction of students with the basic and elementary levels

of knowledge (A1-A2), a significant increase in knowledge among those who speak the language at the intermediate level (B1 and B2), and a slight improvement of speech skills among the students who speak foreign (English) language fluently (C1).

It is worth noting that the descriptors of each of the speech level competences coincide with the signs of a certain type of bilingualism, in particular A1-A2 – receptive bilingualism; B1-B2 – reproductive bilingualism and only C1-C2 – productive bilingualism. By comparing these results with the main features of the bilingualism types, we have obtained the averaged results of the types of bilingualism among student youth, which are summarized in Table 2.

Table 2. Averaged results of bilingualism types of the students in TNEU, TSMU and TNTU (Ternopil, November 2017, sample of 950 people)

Year of studying	Types of bilingualism		
	receptive	reproductive	productive
First-year students	55,8%	44%	0,2%
Second-year students	31%	68,4%	0.6%

The results of the calculations show not only the quantitative changes in the accumulation of student knowledge, but also qualitative, which led to appropriate changes in the types of bilingualism among students of the 1st and 2nd courses. Reducing receptive bilingualism among students and increasing the percentage of students with reproductive and productive bilingualism is a consequence of improving the level of the foreign language knowledge (English). The most significant changes were seen among students with receptive and reproductive bilingualism, and minor changes affected only those students who were considered to be productive bilinguals. Among the qualitative changes, the features that were typical of the groups of students with reproductive and productive bilingualism were identified, in particular: ease in communication, the tendency to focus on group forms of work, well-developed cognitive and competitive motives, self-regulation, and others. At the same time, students with receptive bilingualism avoided contact with a teacher or peers, aspiring to individual work with texts and grammatical constructions, did not show cognitive motivation, as well as the motive of the competition or the desire for active work. Accordingly, this caused problems for the teacher in terms of establishing a psychological contact and organization of work in the group.

Research results and discussion

Since the main criterion for determining the psycholinguistic type of bilingualism was the level of foreign language proficiency, it is worthwhile to note that those abilities and skills that are lacking in the use of non-spoken language are borrowed from their native language. Taking into account the fact that the place of interaction of the two languages is a person's mind with its mental, intellectual and linguistic peculiarities, and the language features of a certain type of community (students, in our case), one should expect a large number of implementations of both languages. This is only partly true due to the presence of general stabilizing features that hold the variation of the bilingual language within certain limits. This is due to the presence of a small number of similarities and the prevailing differences between the systems of contacting languages (in our study – Ukrainian and English), which is somehow smoothed by the universal human psychology of the experience transference.

The results of the student survey revealed that most of them (72% of respondents) had to overcome linguistic and psychological barriers. This is due to the fact that studies during foreign language classes are conducted precisely in this language, but some students do not feel free as they have lack of knowledge as their language proficiency level is not high enough. Students can not express their opinion on the proposed topic because of the lack of vocabulary, the complexity of penetration into another national culture, psychology and world perception. It is worth mentioning that similar problems were identified by foreign students who study using their own native language, but communicate in the foreign one outside of university, so they also feel similar difficulties. Bilingualism belongs to the internal psychological barrier, that is, psycho-physiological and linguistic barriers in the study of the second language, inherent for a



certain personality. In addition to the objective circumstances of bilingualism, the emergence of this barrier is also influenced by factors such as young age, the peculiarity of upbringing, the ability to learn foreign languages and belief in their strength, previous learning experience, the negative impact of which prevents the correct assessment of the situation, its style language learning, conflict of communication, internal motivation, memory, updating of cognitive, emotional, semantic and intercultural spheres, awareness of new linguistic reality, etc. (Glebova, 2009). One can not deny the influence of external factors on the emergence of psychological barriers among the learners, namely: obstacles to social order, tension in the human society, intellectual differences between those who study, their belonging to different social groups, problems in establishing psychological contact with a foreign language teacher, etc.

It is clear that native language is a natural main tool not only for communication, but also for a way of reality cognition by any person. Knowledge of a foreign language is also carried out through the use of the native language, which provides the subject with a ready-made system of meanings for understanding the foreign language. This means that in the process of foreign language studying, the student inevitably compares it with his native language, he usually highlights the language and studies what is similar to his native language, but does not notice those phenomena that are specific to the foreign language or are absent in the native one. However, methodologists tend to agree that an adequate understanding of a foreign language is only achieved when the student fully understands its systemic differences from his native language (Raku, 2012).

Students-bilinguals feel the spontaneous influence of their native language. In addition, the idea of bilingual students' speaking is initially made in the native language, and then translated into a foreign one. As a result, a lot of interference mistakes are made. Continuous orientation of students to the Ukrainian language and ignoring of the foreign language during the English lessons can not promote the conscious acquisition of this language. Furthermore, foreign language grammar skills are the least developed of all kinds of abilities. For example, students experience significant difficulties in assimilating the time forms of the English verb based on the Ukrainian language, since most of them simply do not exist in the Ukrainian grammar. This is due to the fact that in Ukrainian language there are no such detailed temporal types of the verb that is adhered to in English. In addition, some students who graduated from schools of national minorities (Russian, Hungarian, Romanian, etc.) even do not speak Ukrainian well enough to understand all the complexities of relationships and ways of expressing temporary relations in English and Ukrainian. So they feel double portion of difficulties if a teacher uses comparisons between English and Ukrainian.

Students-bilinguals must learn not only phonetically correct speech, but also realize the fact that each authentic text has typological common features and nationally-defined differences, identity, uniqueness. When in the text being processed in the class there are words that have etymological correspondences in the language of translation, this correspondence usually appears immediately in the memory of the bilingual students as the predicted equivalent. As practice shows, such an approach is not justified in many cases, since the values, syntactic and semantic interconnectivity, and the stylistic features of etymologically identical words, even in closely related languages, rarely coincide completely. In such cases, occasional mistakes occur due to ignoring the phenomena of lexical attraction ("attraction" similar in form, but different in semantics of words from two languages), which is confirmed not only by the results of our observations, but also the conclusions of other studies (Glebova, 2009).

The absence of complete etymological correspondences in the Ukrainian language simplifies the task of bilingual students, who rely exclusively on the semantic component in their translation. There is a need to consider invariant values of lexemes and transcribed phrases. This allows us to conclude that the priority of such a task in teaching is formation of an adequate image of a foreign language in the consciousness of the learner, which will cover the grammatical and lexical peculiarities of the language being studied. To achieve this goal the teachers during the foreign language classes seek to create a model of another psycho-cultural space that is conducive to learning a foreign language and to motivate "the initiation of a dialogue of cultures in the students' heads" (Vyhel, 2014)

Student surveys conducted in the framework of the research showed that students are aware of their weaknesses and are inclined to overcome them. By setting goals, they indicate that they would like to increase their vocabulary (56% of respondents), practice writing and speech (68% of respondents), learn

more about English culture (37% of respondents), improve their level of grammar in a foreign language (82% of respondents), remove psychological barrier (12% of respondents).

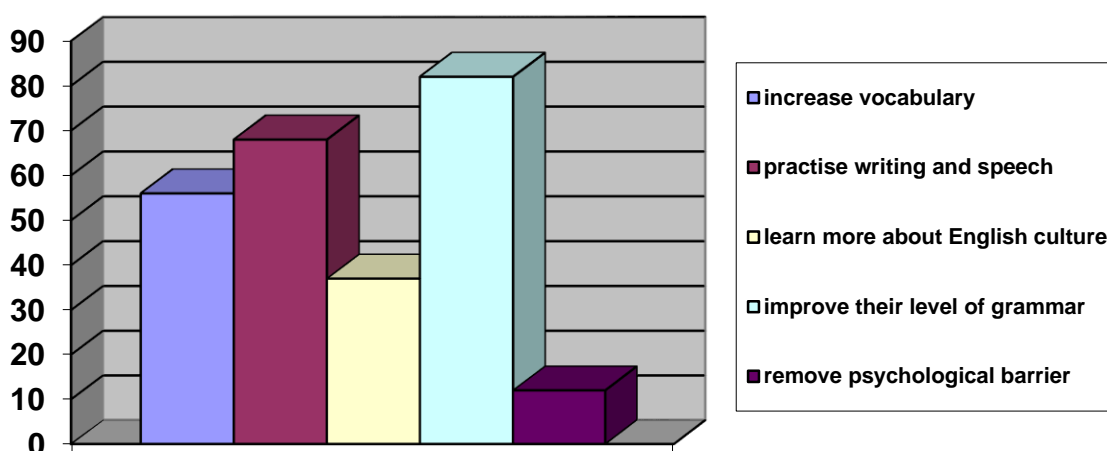


Fig.1. Ways of improving language proficiency according to the students' understanding (percentage of positive answers)

The problem is that students do not see any psychological problems with their studying. Just a few students supposed the ways to overcome the psychological barriers.

A lot of scientists and academic professionals believe that the psychological barrier is a psychological state, represented as inadequate passivity, which prevents the implementation of certain actions. The psychological barrier creates negative experiences in a proper situation. A student at a subconscious level gives himself the installation of the reluctance and uselessness of learning a foreign language. As a result of the analysis of psychological and pedagogical literature it can be distinguished 14 functions of the general psychological barriers, namely:

- creative – aimed at overcoming obstacles, promoting creative activity;
- developmental – contributing to the development and formation of the personality and individuality of a person;
- stimulating – encouraging activity;
- upbringing – a formative system of value orientations, which develops the spiritual, moral, intellectual and physical qualities of a person, the ability to self-organize;
- protective – aimed at stabilizing the personality, shielding consciousness from unpleasant, traumatic experiences associated with internal and external conflicts, anxiety and discomfort;
- training – formative skills to overcome obstacles;
- emotional – forming the ability to realize their mental states and their causes causing;
- mobilization – preparing the internal resources of the body for their actualization, determining the measure and direction of their activity;
- stabilizing – contributing to the stabilization of the emotional and physical states of a person;
- braking function – slowing down thinking, volitional processes, restraining activity;
- regulatory – regulating the development of relations in situations of various kinds;
- adaptation – establishing the correspondence between the needs of the individual and his capabilities, taking into account the specific conditions;
- destructive – shown by dissatisfaction with himself, low self-esteem;
- conservative – associated with the inhibition of the spiritual potential of the individual, leading to the development of isolation, depriving a person of his energy and decisiveness.

In case of foreign language studying we can say about negative influence of the psychological barrier

i.e. slowing down, low self-esteem and restraining communication. It causes much more problems for speaking any languages that students can imagine. A competent teacher who knows psychological barrier functions, can use them for developmental purposes. Often the student does not assume existence of the psychological barrier. It prevent him from developing certain abilities and skills, which a teacher can help him to improve.

Meanwhile, there is another problem in the process of learning. One can not speak of intercultural communication as a communication with a native speaker who carries original linguistic and national culture. In conditions of specially organized education, the teacher of a foreign language is sometimes the only communicative partner of students. However, this does not mean that intercultural knowledge and communication are not present at the foreign language classes. Dialogue of cultures can be carried out when communicating students with teachers, educational materials (printed, audio, visual sources of linguistic information) and in the internal dialogue of students, in the reasoning that there is a process of knowledge and awareness of speech phenomena and the construction of speech in a foreign language for expressing their thoughts.

Conclusion

Therefore, bilingualism is investigated in various sciences, each of which examines bilingualism in its interpretation. Nevertheless, all branches sciences studying bilingualism are based on the existence of a primary language system that is used for communication. What concerns the phenomenon of bilingualism in psychology, then bilingualism is complex a psychological phenomenon characterized by knowledge of a second language, manifesting ability to master the second language able to integrate into the secondary society through the acquisition of social experience by learning culture values culture of another nation, its way of life as a result of mastering two languages. A bilingual can be a person who can use two linguistic and cultural-national systems that own two systems communication.

Thus, the influence of the native language on the process of mastering the foreign one at the higher educational establishments (English, in particular) leads to student bilingualism which type depends directly on the level of language skills and abilities (speaking, listening, comprehension, reading, writing and thinking in two languages). Accordingly, students gain receptive, reproductive or productive bilingualism. The results of the study carried out in the framework of our research showed a significant advantage of receptive bilingualism (and hence a stronger influence of the native language) among the 1st-year students and a growth of the students number with reproductive bilingualism among 2nd-year students. This situation is predictable, as students increase their foreign language skills, reducing the influence of the mother tongue on the formation of the expression and perception of spoken language. Unfortunately, the students do not connect the lack of language proficiency with the psychological barriers and this situation leads to more difficult way of improving it.

A great interest is the competent expression of bilingual thoughts, which largely depends on individual characteristics and the expression of bilingualism. F. Grosjean believes that if a person speaks two languages at a high level and uses them regularly, the question arises whether levels of the two language systems exist separately and to what extent the mental representations and mental processes are carried out on the basis of both languages at the same time. Modern studies in this field are no longer dictated by the desire to prove the independence or interdependence of representations. It is clear that the proper expression of bilingual thoughts includes both, since bilinguals are basically able to move freely from language to language they possess, in addition, in they often observe linguistic interference, which points to the interconnection of the two language systems; on the other hand, many bilingualists are able to use each of their languages without explicit interference, indicating that each language system can function separately. Thus, bilinguals are capable of competent expression of thoughts in two languages.

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