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PHILOLOGICAL SCIENCES

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APPLIED LINGUISTICS AND BILINGUALISM

Introduction. Applied Linguistics can be described as a broad interdisciplinary field of study concerned with the solutions to problems or the improvement of the situations involving language and its users and uses. Linguistics has the rules of: form, meaning, use of language. *The objective* of the paper is to discuss the general issues of Applied Linguistics and Bilingualism.

Applied Linguistics – is a field of linguistics that identifies, investigates and seeks the solutions to language-related problems. This is a new science, the new study of language in general and of some particular languages.

The concept of Applied Linguistics started from Europe and the United States. In the late of 1950s in Soviet Socialist Republic the first computer appeared. That's why the term “Applied Linguistics” is connected with work on a computer. In the United States Applied Linguistics also started as a foreign language teaching. In the late 1960s it became a science of language and use of the language.

American Association of Applied Linguistics (AAAL) identified that Applied Linguistics includes 16 topic areas:

- analysis of discourse and interaction,
- assessment and evaluation,
- bilingual, immersion, heritage and language minority education,
- language and ideology,
- language and learner characteristics,
- language and technology,
- language cognition and brain research,
- language, culture, socialization and pragmatics,
- language maintenance and revitalization,
- language planning and policy,
- reading, writing and literacy,
- second and foreign language pedagogy,
- second language acquisition, language acquisition and attrition,
- sociolinguistics,
- text analysis (written discourse),
- translation and interpretation.

One of these numerous fields was the concept of teaching and learning the second or foreign language. Around the world, a large amount of people speak more than one language. For example, a survey published in 2009 found that 83 % of 20–24-year-olds in Europe had studied the second language.

Linguistics has been interested in bilingualism. Bilingualism is the ability of having a good command of two foreign languages at the same time.

U. Weinreich claims that bilingualism is knowledge of two languages and alternate use of them depends on the conditions of speech communication. In his book “Language Contacts” U. Weinreich says: “The practice of alternative usage of two languages we will call as bilingualism is and the persons implementing it as bilingual ones” [2:112]. The level of languages command is not mentioned here. It is only meant that the practice of alternative use of languages presupposes the possibility of their use for communication. From the point of view of psycholinguistics bilingualism is the ability to use two language systems for communication [3:34].

L.V. Shcherba identifies two types of bilingualism: the pure and the mixed ones. Pure bilingualism is the process of speaking one language in the particular environment, e.g. in the family, and speaking the other language in public [5]. Mixed bilingualism is a constant switching over from one language to another. In this case people even do not realize which language they speak at the moment.

O. Zalevskaya and O. Medvedeva single out the concepts of natural (everyday) and artificial (school) bilingualism [5]. It means here that the second language is grasped through the environment and due to the abundant speech practice without realizing particular language phenomena, and a foreign language is learnt through conations and using particular methods. Bilingual education is common throughout the world and involves hundreds of languages. More than 300 languages are spoken in the United States. In New York City schools the classroom instructions are given in 115 different languages. Bilingual education includes all the teaching methods that are designed to meet the needs of English-language learners [4:98].

Linguists use a variety of approaches to bilingual education, designing individual programs based on the needs of every child.

People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language. Many bilingual people grow up speaking two languages. Often in America such people are the children of immigrants; these children grow up speaking their parents' native language in their childhood home while they speak English at school [4:104]. Children can also become bilingual if their parents speak more than one language to them, or if some other significant person in their life speaks to them consistently in another language. Sometimes a child will grow up in a household in which each of the parents speak different languages; in that case, the child may learn to speak to each parent in that parent's language. In short, a young child who is regularly exposed to two languages from an early age will most likely become a fluent native speaker of both languages.

For a long time bilingualism was considered as negative, a lot of people thought that such an upbringing could cause confusion. But in 1962, a study from Peal and Lambert changed the outlook. They found that more recent studies had even claimed that bilingual people have a stronger “metalinguistic point of view”, which applies to problem solving in areas outside of language, such as mathematics [2: 46].

A bilingual person has more connection in brain. That is why such people have more conceptual possibilities. This cognitive flexibility is associated with creativity and seems particularly among bilingual people. But scientists claim that the same unusual things can occur, when people use more than one language. Because if a word slips your minds, or there is no other way to express something, you can grab for a solution from another language.

More than half of the world's population is bilingual. 56% of Europeans are bilingual, while 38% of the population in Great Britain, 35% in Canada, and 17% in the United States are bilingual [3: 118].

Conclusion. Linguistics has been interested in bilingualism. Linguistic studies show that children, who speak two languages, have richer vocabulary, better developed memory and analytical skills; it is easier for them to study other languages and sciences. Early learning a second language helps to develop fluency. This effect is especially seen if a child begins to learn a second language before the age of five [6].

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THE ROLE OF ARTIFICIAL INTELLECT IN COMPUTATIONAL LINGUISTICS

Introduction. According to the Association for Computational Linguistics, “computational linguistics is the scientific study of language from a computational perspective” [3: 13]. The aim of computational linguistics (CL) deals with modeling of natural languages, and draws on a variety of other disciplines, including cognitive computing and artificial intelligence. The goal of computational linguistics is to develop software to understand natural languages and the everyday language we use to communicate. So, CL belongs to the cognitive sciences and overlaps with the field of artificial intelligence (AI), a branch of computer science aiming at computational models of human cognition. *The objective* of the research paper is to discuss the role of artificial intellect in Computational Linguistics.

Theoretical CL takes up issues in theoretical linguistics and cognitive science. It deals with formal theories about linguistic knowledge that a person needs for generating and understanding the language. Today these theories have reached a degree of complexity that can only be managed by employing computers. Computational linguists develop formal models, simulating aspects of the language and implement them as computer programmes [2: 112]. These programmes constitute the basis for the evaluation and further development of the theories. In addition to linguistic theories, findings from cognitive psychology play a major role in simulating linguistic competence. Within psychology, it is mainly the area of psycholinguistics that examines the cognitive processes constituting human language use. The relevance of computational modeling for psycholinguistic research is reflected in the emergence of a new subdiscipline: computational psycholinguistics.

Applied CL focuses on the practical outcome of human language use modeling. The methods, techniques, tools and applications in this area are often subsumed under the term language engineering or (human) language technology. Although existing CL systems are far from achieving human ability, they have numerous possible applications. The goal is to create software products that have some knowledge of human language. Such products are going to change our lives. They are urgently needed for improving human-machine interaction since the main obstacle in the interaction between human and computer is a communication problem. Today's computers do not understand our language but computer languages are difficult to learn and do not correspond to the structure of human thought. Even if the language the machine understands and its domain is very restricted, the use of human language can increase the acceptance of software and the productivity of its users.