

PEDAGOGICAL AND PSYCHOLOGICAL CARE FOR BILINGUAL PEOPLE VIDAN ON THE BOOK MARKET TRANSFER

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Abstract. The article examines the essence and importance of providing bilingual publications on the book translation market, revealing the social nature of the formation of mental and pedagogical qualities of an individual. The main objective of the study is to analyze the trends of multiculturalism as a counterbalance to the process of cultural diffusion. The study highlights the elements of psychological and pedagogical technology, which should be based on a cultural and historical basis and, in turn, provide support for the formation of a general concept of education in society. The psychological features of understanding the patterns of development of pedagogy and the formation of a methodological base for psychological and pedagogical science in the modern socio-cultural space are presented. According to the concept of bilingualism, cultural development involves a process in which biological characteristics (the ability to remember and think) are transformed into social ones, and social ones into psychological ones, modifying the mechanisms of cognitive processes of manifestation and development of memory and thinking. The authors substantiate that with such development, reflex mechanisms recede into the background, and socio-cultural ones become a priority. The sources characterizing social relations and social interaction that can become an internal higher mental function are analyzed. In the act of experiencing, their dramatic collision melts and leads to a change in the structure of the personality, becoming an act of development. The theme of social relations that form patterns and models of behavior is actualized. The emphasis is placed on the fact that social relations are not always reduced to collective ones; sociality can serve as a source of personal experience. The concept of bilingualism is considered, where consciousness manipulates symbols and concepts. Thus, the concept of bilingualism as an example of cultural relativism can be contrasted with modern processes of cultural diffusion.

Keywords: concept of bilingualism; interpsychic; intrapsychic; cultural development; social environment.

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Introduction. Bilingual publications are a unique type of publications that requires thorough editorial and publishing preparation. Bilingual texts always reflect the cultural codes of two peoples, allowing readers to delve into the meanings of different cultures, analyze and compare them, and thus carry out intercultural communication. Bilingual publications have an increased information potential thanks to publishing tools that help compare the text in two languages and help overcome language and cultural barriers. Bilingual texts immerse the reader in another cultural world and allow him to harmoniously exist in another information space.

The editorial and publishing work of bilingual publications must be carefully thought out, because for the reader to better perceive the text, the design, illustrative part, and elements of the publication's office equipment must be conceptual and form a single whole. The publisher's work on a bilingual publication consists of developing the concept of the publication and its skillful implementation in the material and content parts of the publication.

Literature review. Several researchers have studied the problem of the linguistic phenomenon of bilingualism (Avrorin, 2020). Scientific works (Akhmanova, 2004) are devoted to highlighting various aspects of literary bilingualism and the features of the artistic creativity of bilingual writers. These works are the theoretical basis of our study. Bilingual publications have been the subject of general consideration in numerous investigations devoted to the history of bookmaking and translation. However, only the article “Bilingual Publications in the Space of Culture” (Yanovich, 2013) is devoted to the analysis of these publications. Therefore, further studies of the typological characteristics of such publications and the features of their implementation in publishing practice are relevant.

Aims. The purpose of the study is to identify the characteristic psychological and pedagogical features of bilingual publications and translations.

Methodology. Research methods are determined by the tasks of our work. These are general scientific and special methods of cognition accepted in science: description, analysis, synthesis, and generalization.

Results. As a theoretical problem, bilingualism began to be studied only at the end of the 19th century, but as a social phenomenon it has deep historical roots. The condition for the emergence of bilingualism is close socio-economic interaction and long-term coexistence of different peoples who speak different languages. There are various criteria for the periodization of the socio-economic development of humanity - from the physical-calendar nature (years, decades, centuries, millennia, etc.) to the boundaries associated with changes in forms of management, social structures, thinking, ideologies, methods of communication, environmental transformations, etc. To consider the process of the emergence of the phenomenon of bilingualism, it is important for us to use a classification that would take into account the social function of language, which is manifested not least in bilingualism and multilingualism. In our opinion, this may be the formational approach, which has been criticized for the absolutization of the view on the history of society, but from the sociological point of view on the formation of bilingualism, this approach has the right to exist. It is it, in our opinion, that clearly shows the mechanism of formation of this phenomenon, in

contrast to the stage and civilizational. It is based on the classification of the history of bilingualism by historical stages, which was proposed by the linguist N. Berg and which we share in our work: primary bilingualism of primitive society; bilingualism of the era of slave formation; bilingualism of the feudal period; bilingualism of the era of capitalism; bilingualism of Soviet society (Berg, 1854). The analysis of the last stage of the development of bilingualism, of course, requires significant correction. Primary bilingualism has no direct evidence, historical monuments proving its existence, however, there are studies that are built on indirect facts. The main arguments of scientists boil down to the idea that language arose in the process of work and the formation of a primitive man's society.

Tribes had their own special dialects, but the development of the language of one tribe, of course, took place together with other tribal languages, including unrelated ones. Stages of settlement and migration and clashes of primitive groups led to language contacts between them. "A clan could adopt outsiders and in this way accept them as descendants. Captives who were not killed acquired all the rights of the clan and tribe" (Bertagaev, 2022). Adopted from other tribes were forced to switch to the language of the new tribe, but they could not forget their native language for a short time. Thus, bilingualism arose, which was temporary in nature. It is known that tribes that were at war, destroying men, kept women from other tribes. Captive women involuntarily became bilingual until one of the languages was lost. Assimilation of some tribal groups by others was a common phenomenon in ancient history.

Bilingualism during the times of slave society has already been documented. After the destruction of the tribal system, a large number of slave states arose: ancient Egypt, Babylon, the Hittite state, the states of ancient India and Iran, the Roman Empire, which united multilingual tribes and nationalities. The state apparatus of slave states finds a way out in the unification of multilingual society: bilingual and trilingual inscriptions appear, which identically convey the same text, and professional translators appear. As a result of contacts between the multilingual population in one state, some segments of the population became bilingual. For example, many bilingual workers worked in the trade sector. Yet bilingualism of this type was not a long-term phenomenon: slave empires in the East quickly arose and collapsed, their borders changed, and the ethnic diversity of the population was preserved.

Another, more massive source of bilingualism was slavery. Captive warriors and the population of many regions were turned into slaves. Slaves learned the language of the victors and preserved their native language. Thus, it is known that Spartacus divided his rebel army, composed of slaves, according to ethnolinguistic characteristics (Thracians, Germans, Gauls). Thus, bilingualism in the slave era was an undoubted fact.

During the feudal era, forms of bilingualism become more diverse. New beliefs appear, religious ideas of the classical era change, and along with religions, written languages also appear. Christianity, Islam, Buddhism, Judaism were constantly spreading. Among Christians, Latin in the West and Old Church Slavonic in the East played a special role in the feudal era. Latin became the language of the church, science, and culture among the peoples of Europe. Its role in the development of

European culture is undeniable. Old Church Slavonic dominated among the Eastern and most Southern Slavs. Arabic played a major cultural role in Muslim countries. At the same time, medieval bilingualism was limited in nature. Only a fairly narrow segment of the population became bilingual: the clergy, representatives of the ruling classes, scientists, and writers. The religious languages were either completely incomprehensible or poorly understood by the majority of the population.

Also, cult languages, as a rule, had a narrow scope of application - only religious ceremonies and some branches of culture.

It is worth noting another type of bilingualism in the feudal era - the coexistence of a living folk language and a bookish archaic one (classical Greek in Byzantium and in late Greece, classical Arabic in late Arabs, ancient Chinese in late Chinese, etc.). Such bilingualism was also limited and embodied a kind of coexistence of cult languages with national languages.

In the era of capitalism, the nature of bilingualism changes. The functions of national languages are expanding, and this leads to a decisive reduction in the scope of cult languages. Cult languages are limited only to the religious sphere. In many cases, as a result of religious reformations, old languages are displaced and replaced by varieties of national languages. Cult folk bilingualism is disappearing. At the same time, bilingualism based on cultural influences is growing sharply. These cultural influences corresponded to the desire of the society of the new bourgeois formation to expand the framework and establish international ties. The need for international languages is growing and numerous artificial international languages appear. French, English and German come to the fore. These languages create a new type of bilingualism, characteristic of modern history. Knowledge of these languages became the property of the ruling circles and narrow strata of the intelligentsia, the bulk of the population in the places of their distribution remained outside the boundaries of this bilingualism.

The second type of bilingualism arises in multinational states - Russia, Austria-Hungary, Turkey. The language of the ruling nation, which is imposed on the defeated peoples, is put forward as another language. This policy encountered resistance, gave rise to national liberation movements. Such bilingualism, due to these circumstances, usually did not become a mass phenomenon, because not everyone mastered the second language.

The third type of bilingualism is associated with the emergence of large colonial empires in Asia, Africa, Central and South America, Australia and on various islands. Colonial oppression and often mass extermination of the population of conquered countries led to the displacement of languages and the dominance of the language of the colonizers. The conquered population temporarily became bilingual, then lost their languages, and bilingualism covered only the upper classes of the population. It should also be noted the emergence of private types of bilingualism that were established in individual countries - bilingualism or multilingualism with almost the same level of language proficiency and temporary bilingualism.

The next stage in N. Berg's classification is bilingualism in the conditions of socialist society. In Soviet times, the government aimed to create fundamentally

different conditions for the development of bilingualism and multilingualism. The authorities emphasized the equality of languages of different peoples, the combination of rights and opportunities to develop their native language and join the achievements of world culture. In fact, this did not happen, because there was a single dominant language that was imposed on nations and ethnic groups in the territory of the Soviet Union. After the collapse of the Soviet Union, the countries of the post-Soviet space entered the post-industrial stage of world development, in which, among others, the problem of bilingualism and biculturalism is acute: according to the latest data, about 70 percent of the world's population speaks two or more languages to one degree or another, almost a quarter of the countries of the world community officially recognize two languages on their territory. It is obvious that a significant part of the world's population lives in a bicultural and multicultural situation, caused by various economic, social and political reasons: migration, globalization, mass culture, wars, the Internet, etc.

Ukrainian society was no exception: the problem of Ukrainian-Russian bilingualism has not been resolved in a civilized way to this day.

Today, bilingualism is a subject of study not only in linguistics, but also in psychology, sociology, social psychology, sociolinguistics, psycholinguistics, etc. However, serious attention to such phenomena as “bilingualism”, “multilingualism” and “polylingualism”, as well as the study of bilinguals themselves, their worldview, began to be paid relatively recently. Due to changes in the world and society, a thorough theoretical study of bilingualism as a concept dates back to the 20th century. and is actively continuing in the 21st century. It is believed that in the world scientific space the concept of “bilingualism” was formulated by V. Leopold in 1939. The society of that time (and especially such multinational states as the USA, Canada) needed to solve the problems caused by the mixing of languages. The large number of emigrants in Europe, the problems with teaching their children who did not know the language, led to the convening of a conference on the issue of bilingual education in Luxembourg, but most of its participants opposed bilingual education and argued that bilingualism could cause a split personality. But the discussion at the conference created the prerequisites for studying this phenomenon and the emergence of the term itself. As early as 1939, the American linguist W. Leopold studied the problems of child bilingualism. The basis for his work was the researcher's observations of the bilingual development of his own daughter Hildegard. This research caused considerable public interest in the phenomenon of bilingualism, contributed to its further study and has not lost its scientific significance in the field of child bilingualism to this day.

It is interesting that at about the same time, Russian science also became interested in the problem of bilingualism. V.A. Avrorin, a linguist, researcher of language typology and sociolinguistics, proposed his definition of the concept of “bilingualism”. He emphasized that bilingualism begins when the level of knowledge of the second language approaches the knowledge of the first. V.A. Avrorin belonged to the category of researchers who believed that equally ideal mastery of several languages, especially related ones, is quite possible.

The same opinion regarding the concept of “bilingualism” was expressed by the American linguist L. Bloomfield, the founder of the descriptive direction of structural linguistics. L. Bloomfield characterized bilingualism as the perfected equal mastery of two languages, native and non-native.

However, not all researchers shared such idealistic views on the study of bilingualism. For example, L.V. Shcherba, a Soviet linguist, expressed the opinion that in mixed bilingualism, the language being studied is always influenced by the first language. That is why a “struggle” with the native language is necessary, only then can one hope to realize the full originality of the language being studied. L.V. Shcherba also defined pure and mixed bilingualism. L. Shcherba considered pure bilingualism to be the case when two languages exist in the speaker’s mind in isolation from each other, without any comparisons and parallels. Such bilingualism arises as a result of mastering languages in the so-called “natural” way, when the second language is studied in isolation from the first. Mixed bilingualism assumes a parallel connection of equivalent means of two languages with concepts appropriate to them, and through them between the languages themselves. In his opinion, mixed bilingualism should be considered normal, because pure bilingualism arises only under special conditions.

Among the researchers of the 20th century, it is important to mention the name of the American linguist W. Weinreich, the founder of sociolinguistics. His definition of bilingualism is considered classic: he calls bilingualism the practice of alternate use of two languages and defines those who use it as bilingual individuals. His book "Language Contacts", published in 1953, became a kind of summary of numerous long-term discussions around the problem of language interaction. This term began to be widely used in the world precisely after this study.

W. Weinreich proposed a world-famous classification of bilingualism into three types:

- combined bilingualism, when there are two means of realization for each concept (probably most often characteristic of bilingual families);
- coordinative, when each realization is associated with its own separate system of concepts (this type usually develops in a situation of immigration);
- subordinate, when the system of the second language is completely built on the system of the first (as in the school type of foreign language teaching).

It is important to note that modern interpretations are based precisely on the definition of U. Weinreich. For example, this option can be seen in the large explanatory dictionary of the modern Ukrainian language, where bilingualism is “the possession and alternate use by the same person or group of two different languages or different dialects of the same language”.

At the turn of the 20th and 21st centuries, a specialist in general linguistics, E.M. Vereshchagin, was engaged in a thorough study of bilingualism. His research work was devoted to bilingualism and to the problem of Slavic-German and Slavic-Greek language contacts. He proposed three types of typologies of bilingualism depending on the point of view on the multifaceted nature of this phenomenon:

- psychological;
- sociolinguistic;

- linguistic.

The psychological interpretation of bilingualism, which E.M. Vereshchagin gives, is unlike the generally accepted definitions: bilingualism is “a mental mechanism (knowledge, skill) that allows a person to reproduce and generate linguistic works that consistently belong to two language systems” (Vereshchagin, 2019). This definition is of great interest to researchers of bilingualism. In psychological typology, receptive, reproductive, and productive bilingualism are distinguished. Receptive bilingualism is the understanding of language (text) in a non-native language, or passive bilingualism. Reproductive bilingualism is not only understanding but also reproducing a text (oral or written) in another language. Productive bilingualism is the creative, meaningful creation of an oral or written text in a second language. Based on the relationship between two language mechanisms, pure and mixed bilingualism are distinguished. Pure is a state in which an individual uses each of his two languages, which exist as a separate system, in different situations; if he uses both languages, which merge into one system, in the same situation, such bilingualism is mixed.

From a linguistic point of view, coordinate (complete bilingualism) and subordinate (incomplete bilingualism) bilingualism are distinguished. Coordinate, according to E. M. Vereshchagin, is called productive bilingualism, which provides the opportunity to speak correctly. Subordinate bilingualism is bilingualism, in which a violation of the system is established in the linguistic works that arose on its basis, that is, the works of the bilingual turn out to be incorrect. These types of bilingualism do not have a sharp distinction, since there is usually a transition to full bilingualism.

In the sociolinguistic typology of bilingualism, contact and non-contact types of bilingualism are distinguished depending on the method of mastering the second language. The contact type of bilingualism arises in the process of joint life and activity of different ethnic and linguistic groups, a vivid example of which is national-Russian bilingualism in the territory of the former USSR. The non-contact type is bilingualism, in which the bilingual in the process of life is not in direct contact with speakers of the second language, and therefore the mechanism of language acquisition is fundamentally different.

Depending on the direction of action of the languages in contact, one-sided and two-sided bilingualism are also distinguished: with one-sided bilingualism, speakers of one of the contact languages master the other language, and speakers of the other do not. With two-sided bilingualism, speakers of both contact languages become bilinguals. These types of bilingualism arise as a result of contact interlingual relations.

In modern science, there are a significant number of interpretations of the concept of bilingualism. The encyclopedia "Ukrainian Language" provides a synthesized definition of bilingualism: bilingualism (from the Latin *bi* - double and *lingua* - language) - the practice of individual or collective use of languages within the framework of one state or social community in the relevant communicative spheres. In the dictionaries of linguistic terminology by Zh. Maruzo, O.S. Akhmanova (2004), D. E. Rozental and M.A. Telenkova bilingual is considered only to be a person who perfectly knows two languages and freely switches from using one to another in different communication conditions. All diverse definitions are united by the main

feature of this phenomenon - the functioning of two languages in the communication of the same speakers. This circumstance is especially important, since the interaction of systems is realized only in their functioning.

However, regardless of the existing approaches to the interpretation of the term "bilingualism", the existing diversity of modern scientific views on its essence and nature can be divided into two groups. The first concept treats bilingualism as equally fluent command of two languages, while the second concept allows for significant differences in knowledge of two languages and the presence of different degrees of proficiency in a non-native language in a bilingual (from low to high), although it involves the use of the acquired language in a situation of communication with a native speaker. These two concepts reflect a narrow and broad understanding of bilingualism. Thus, a number of researchers (L. Bloomfield, V.A. Avrorin, D. Walters, J. Maruzo, O.S. Akhmanova) believe that the term "bilingualism" can be used only if the mastery of the second language approaches the mastery of the native language. Other scientists (V. Yu. Rosenzweig, L.V. Shcherba, A.S. Gerd) on the contrary, argue that under conditions of bilingualism, the degree of mastery of one of the languages can be quite low.

Thus, in modern linguistic literature, the term bilingualism does not have an unambiguous definition. In addition, it is important to emphasize the need to distinguish between the concepts of "bilingualism" and "bilingualism", because many researchers use these terms as synonyms. Moreover, some scientists today consider the term "bilingualism" to be the best, but others note that this definition has always been vague, and now its meaning has not only blurred, but is also considered in the context of social problems. For example, the dictionary of foreign sociocultural terms offers the following definition: BILINGUALISM – (from Latin bi - double and lingua - language) the same as bilingualism. Of course, these concepts are related, but not identical. Thus, according to the research of T. A. Bertagaev and A. A. Loseva, there are certain differences between them, namely: bilingualism is active and passive mastery of a second language, the degree of mastery of related languages can be different; bilingualism is mastery of two languages and their alternate use depending on the conditions of linguistic communication.

Related to the concept of bilingualism are the concepts of diglossia and multilingualism. Diglossia denotes such a form of mastery of two independent languages, when they are functionally separated, and the choice of language is dictated by the communicative situation. For example, in official situations, the official (or state) language is used, if we are talking about a multilingual society, or the literary language of the national language (in monolingual societies), and in everyday, everyday situations, other languages that do not have the status of official or state. Diglossia, unlike bilingualism, involves a mandatory conscious assessment of the language by speakers on a "high-low" scale. Diglossia is referred to as a variant or type of bilingualism that occurs in a specific territory, where each language (or different forms of one language) applies to different areas of its use.

Multilingualism, which is most often implemented in the form of bilingualism, is the use of several languages within a specific social group; the use of several languages

by a group of people, each of which is chosen in accordance with a specific communicative situation. It is customary to distinguish between individual or national multilingualism. Multilingualism is most characteristic of such countries as: the USA, India, Nigeria, Russia, Ukraine, etc. For bilingualism, the functional status of the languages used and the degree of their proximity - genetic or typological.

The prevalence, multifacetedness, and relevance of the phenomenon of "bilingualism" are the result of diverse linguistic and cultural contacts, which are currently being intensified due to the rapid development of technologies, globalization processes, etc. All this leads to an even more intensive development of multilingualism in the modern information society.

Modern science interprets artistic bilingualism as a special type of activity of a creative bilingual personality, who, by mastering the ways of comprehending reality, gains access to expression or description by two language systems. Despite the large number of works devoted to the problems of bilingualism, the question of the relationship between bilingualism and literary creativity remains unexplored in full.

Literature deeply and versatily gives an understanding of the picture of the world through images. A translator of fiction is a true artist who takes on a great responsibility to deeply interpret each artistic image and the author's thought. In order for the work to continue to live as a work of art in a new language environment, the translator must take over the functions of the author and in some ways even repeat the creative process of its creation, fill the work with new associative connections that would evoke new images characteristic of the speakers of this language. If in a scientific text only the exact, literal translation of terms is important, then in a literary text the basis is precisely the images, artistic means, feelings and emotions that are embedded in the text.

Each nation has its own history of the development of artistic bilingualism as a phenomenon that contributed to the enrichment of the language through their interaction in the literary heritage. Fiction is one of the ways of penetration of borrowings into a particular language. Each nation has historically conditioned elements of spiritual culture, folklore, a peculiar figurative and artistic thinking, which are reflected in the language. Anthroponyms, toponyms, specific national phraseology carry various symbols. The process of artistic and literary creativity is connected with the psychology of creativity, with the manifestation of the aesthetic and ethical, ideological and psychological in it, which is reflected in the language of works. Therefore, the connections and relations between national literatures are not limited only to the mutual assimilation of artistic traditions, but also affect various aspects of the interaction of languages.

The use of a foreign word in artistic speech can be the first step towards its consolidation in a given language, lead to a change in the functions of language elements. For example, the use of Georgian words in the works of O. Pushkin, M. Lermontov,

A. Griboyedov and other writers and poets led to the penetration of a significant number of Georgianisms into the Russian language. The huge number of Turkisms in the works of Russian writers contributed to the consolidation of Turkisms in the

Russian language. In the Gogol period, a whole series of Ukrainian words entered the Russian language through fiction.

Artistic bilingualism as a phenomenon arose in the era of antiquity, which was characterized by Latin-Greek and Greek-Latin forms of bilingualism as evidence of the interaction of the Latin and Greek languages of Rome and Hellas. Many ancient philosophers and poets spoke several languages: Quintus Ennius (239-169 BC) spoke Greek and Latin, in the poem of the poet Lucretius (about 98 - 55 BC) "On the Nature of Things", researchers find a fairly large number of Greekisms, some of which entered the Latin language. In the text of "Roman History" by A. Alexandrian, written in Greek, the influence of the Latin language is noticeable. According to the French linguist A. Martin, the fact that Cicero was a Latin-Greek bilingual has left a significant mark on our modern dictionary.

Various forms of artistic bilingualism and multilingualism are also inherent in medieval literature. For example, in the literature of medieval Spain, there is an interaction of Arabic and Romance languages and cultures because of the conquest of Spain by the Arabs and the Islamization of the indigenous Hispano-Roman population.

Various forms of artistic bilingualism are also characteristic of the literature of Western Europe of the 18th - early 20th centuries. Many English writers turned to French in their work (O. Wilde, C. Swinburne). P. Mérimée knew not only English, but also some Slavic languages and translated the works of O. Pushkin, M. Gogol, I. Turgenev. The Swedish writer A. Strindberg wrote equally easily in both French and German.

Wide interest in Russia of the 18th century to France, its literature and language caused the emergence of a significant number of works written by Russian authors in French during this period: V. Trediakovsky, I. Chemnitzer, A. Kantemir, V. Kapnist. The Russian-French form of bilingualism was reflected in the work of O. Pushkin, M. Lermontov, F. Tyutchev.

Each of the forms of literary and artistic bilingualism arises from the needs of society, the individuality of a particular writer, and is a specific result of the socio-historical conditions of a certain era. This also determines the existence of various forms of artistic bilingualism and multilingualism in the history of Russian literature.

The Old Church Slavonic language left a noticeable mark on the ancient Russian monuments of writing. During the 18th - 20th centuries. in Russia there are Russian-Latin and Russian-Greek forms of artistic bilingualism, represented by the work of S. Medvedev, K. Istomin, F. Prokopovich. M. Lomonosov and others. After the reforms of Peter I, the participation of Germans in Russian cultural life was significant, so many Russian German writers write their works in Russian (E. Rosen, E. Huber, etc.).

The modern world is geared towards mutual exchange of information. Humanity is trying to direct its development into a single powerful channel, and for this it is extremely important to have sufficient information about what is happening in other countries. Countries are especially willing to demonstrate their achievements in art, especially since music and fine arts are universal in this regard. Fiction occupies a special place among other types of art.

M. Gorky said: "Literature is the easiest and best way to introduce people to people" (Gorky, 1955). A literary work, even in modern conditions, faces significant obstacles on the way to its reader, if this reader is a speaker of a language system that differs from the language system of the author of the work. Therefore, translation occupies a special place in the literary process.

It is widely believed that achieving, if not perfection, then at least significant success in literary creativity is possible only in the native, primary language. The sacrifice is inevitable in any case, but if it is meaningful, then it will be less. "The beautiful rarely passes from one language to another without losing its perfection at all: what should a translator do? To find in one's imagination such beauties that could serve as a substitute and therefore produce one's own" (V. Zhukovsky).

A. Martinet claims that there is a very limited number of "virtuosos" who would be able to use two or more languages without interference. The names of many bilingual (and also multilingual) writers are world-famous in the world - these are Ch. Aitmatov, S. Beckett, R. Gary, J. Green, J. Joyce, E. Ionesco, A. Christoph, A. Makin, V. Nabokov, A. Troyat, E. Triolet. Many of them received prestigious literary awards and worldwide recognition for their work in a non-native language. Of the Ukrainian artists of the word, it is worth mentioning that N. Zabyla, M. Rylsky, D. Bilous, L. Pervomaisky were engaged in poetic translations of famous Russian authors.

Literary bilingualism has not remained without the attention of philological scientists. The works of V. V. Vinogradov, B. A. Larin, Yu. M. Lotman, O. O. Potebny, L. V. Shcherba contain pertinent remarks and conclusions. Among the theorists of literature, B. Dadier, R. Yu. Danilevsky, Yu. D. Levin, M. I. Ryzhova, and others fruitfully dealt with the issues of creative "switching" from one national language to another, the creation of literary works in a "non-native" language. Among the authors who studied creative bilingualism embodied in machine translations, one should mention I. V. Permyakov, A. M. Finkel.

The activities of V. Nabokov were special in the field of artistic bilingualism. He is a vivid example of a bilingual writer. Americans consider him their writer, because V. Nabokov was very sensitive and deeply immersed in foreign culture. He was fluent in two languages, talentedly translated works of English literature into Russian and Russian classics into English: R. Brooke, A. Tennyson, W. B. Yeats, J. G. Byron, J. Keats, W. Shakespeare, O. Pushkin, F. Tyutchev, M. Lermontov. V. Nabokov thoroughly studied the problems of translation and in his English-language articles determined "what qualities a translator should be endowed with in order to reproduce the ideal text of a masterpiece of foreign literature", namely: "First of all, he must be as talented as the author he has chosen, or their talents must be of the same nature. He must act as if he were the real author, reproducing his manner of speech and behavior, customs and thinking with maximum plausibility". The level of his coordinative bilingualism and the peculiarity of feeling a foreign language so close to his native one explain his global recognition among the best bilingual writers.

It is also impossible not to mention the translation and authorial activities of Y. Brodsky. In essays and journalism of the emigrant period, Y. Brodsky turned mainly to English, but in poetic creativity Russian prevailed. Russian for Brodsky was almost

a sacred source of creativity, and English - the embodiment of linguistic pragmatics. It is natural that with such a conviction, for Brodsky, the transition to English meant a change not only in style, but also in the type of literature: he began to write prose, in particular essays. If most of his poetic works are written in Russian, then almost all of his prose is in English. He defined himself as a “Russian poet and an American essayist”. His literary bilingualism had its own unique feature: the mixing of Russian and English verse structures created his own textual construction, which is an absolutely unique example of literary bilingualism.

Among Ukrainian bilingual writers, the greatest cultural contribution to the development of artistic bilingualism was made by T. Shevchenko. In a bilingual writer who created works of art in his native and non-native languages, the differences in knowledge of these languages were very minimal. Shevchenko's Russian-language stories testify to the consolidation in the Ukrainian cultural space of the tendency towards a genre-thematic division of the Ukrainian and Russian languages and the equalization of communicative statuses. Both the Russian language of T. Shevchenko's works and the method of introducing Ukrainian fragments into them mark the predominance of the Ukrainian-centric model in Shevchenko's linguistic consciousness. This is even proven by the analysis of phraseological units that Shevchenko uses in the texts of his stories. Ukrainian phraseological units are usually introduced into the characters' lines in Ukrainian, and in the main text, where phraseological units serve as a means of transmitting local, national flavor, a connection with Ukrainian sources is clearly traced.

T. Kosmeda (Poznan, Poland) in her report “Language peculiarity of T. Shevchenko: modeling of language game with the help of Russian and Ukrainian prizes” spoke about the manifestation of autocommunication revealed in the poet's personal diary. T. G. Shevchenko kept his diary in Russian, focusing on the Russian language picture of the world. However, Ukrainianisms were often introduced into his texts, and at the same time the poet reveals himself as a representative of Ukrainian culture, as a genius of the Ukrainian nation. The language game, which vividly reflects T. G. Shevchenko's inherent irony and humor, indicates that the poet developed his own model of language game. The writer's bilingualism in the literary process of the 19th century belonged to the Ukrainian-centric model, unlike M. Gogol, who, on the contrary, preferred the Russian-language model.

The study of literary bilingualism makes it possible to indirectly address the phenomenon of linguistic consciousness of a bilingual writer, to trace the patterns of its formation and functioning, and to study literary bilingualism as a socio- and psycholinguistic phenomenon, as a manifestation of deep linguistic contact. Modern linguistics, operating with the concept of “linguistic personality”, is approaching the solution of a set of issues included in the concept of “bilingual personality”.

One cannot but agree with the opinion of L. P. Ivanova that when switching from one language to another, new linguistic pictures of the world and new linguistic personalities are created. The use of different languages allows us to more accurately convey thoughts, to involve facts from other cultures, to expand our imaginative and expressive capabilities. Fiction as a part of culture contains the spiritual wealth of a

nation. Literature deeply and versatily presents a picture of the world with the help of images. Unlike a scientific text, a literary text requires a symbiosis of the translator's linguistic and intellectual activity, because not only the expediency of the translation is important, but also the adequate transmission of the author's picture of the world. Literary bilingualism provides an opportunity to penetrate another cultural space, understand another people, another person, and begin a cultural dialogue, which should lead to the mutual enrichment of national literatures and languages.

Modern publishing standards distinguish several types of publications based on language: original edition, translation edition, monolingual edition, multilingual edition, parallel text edition, parallel edition. Bilingualism in fiction is embodied in such types of publications as translation editions, parallel text editions, multilingual editions, parallel editions.

It is necessary to note the distinctive features of these types of publications. According to the standard, a parallel text edition is an edition in which the text of the work is printed in parallel in different languages or on parallel pages (on one page the text in the original language, on the other - the translation), parallel columns, parallel lines (in one line the text of the original, and in the other a sub-line translation). A parallel edition is a book published together with another edition that contains the same text in another language and may have a different design. In a multilingual edition, the text is presented in several languages. This may be an edition with a parallel text in two or more languages, a translation dictionary with a translation in several languages.

Unfortunately, the term "bilingual edition" does not exist in modern publishing standards, although this definition has already actively entered scientific circulation. Bilingual editions are understood as editions in which the text of the work is typed simultaneously in two languages. They are either editions with parallel texts, in which texts in different languages are given in parallel on one book spread, or bilingual editions in which the original text is printed in the first part of the book, and the translation in the other.

The publishing tools of bilingual editions allow you to visually compare the text in different languages, feel the difference between the original and the translation, and understand the shades of meaning of different cultural codes. Bilingual publications are an opportunity to communicate with the linguistic world and culture of another country without intermediaries.

Bilingual publications have an increased information potential precisely because they help overcome the language barrier. Such publications allow you to compare two languages, increase your vocabulary both in terms of the number of lexical units and the volume of synonyms. Shades of meaning of another culture are more easily perceived with such a presentation of the text. Bilingual publications are an important part of the book market, especially in the conditions of the modern Ukrainian space, when traditional bilingual book publishing in culture is actively being strengthened.

Before bilingual publications, the so-called bilingual texts existed and were actively studied. The very first of such texts is the Rosetta Stone. This is a basalt slab with parallel texts of the decree of Ptolemy V of 197 BC, which was found in 1799 by a French soldier near the city of Rosetta. Comparison of Greek and ancient Egyptian

inscriptions allowed scientists Thomas Young and Jean-François Champollion in 1821 to first understand the meaning of Egyptian hieroglyphs, which helped to further decipher many ancient Egyptian written cultural monuments.

There are also bilingual literary texts in Sumerian with a subscript translation into Assyro-Babylonian. Great achievements in the search and decoding of such bilingual texts in the West belong to P. Haupt, F. Delich, A. Amiot, and in Russia - to M. Nikolsky.

If we turn specifically to Ukrainian bilingual texts, we can note that the middle of the 9th and 10th centuries is considered the heyday of Slavic translated literature in Ukraine. This period is closely related to the activities of Cyril and Methodius and their students.

The stages of their translation activity can be characterized as follows:

- at first they translated the Holy Scriptures and church texts;
- after arriving in Moravia they translated legal literature;
- after the transfer of the center of education to Bulgaria, their students continue their activity.

In Moravia at that time there was Latin-Slavic bilingualism, while in Bulgaria the Greek language prevailed, but both the nobility and the church knew two languages. Thus, the translators, including Cyril and Methodius, were bilingual. E.M. Vereshchagin defined their bilingualism as productive and coordinative.

Their translations of the Holy Scriptures and the Maccabees are considered to be among the first bilingual monuments of Ukraine, the emergence of which is due to the Greco-Slavic society of that time, and the fusion of the language of the nobility and the common Slavs.

In the post-war period, an important world bilingual monument was a find dated 1947 in Cilicia, on the Karatepe hill. The German scientist H.T. Bossert found a bilingual inscription in Phoenician and Hittite. The significance of this bilingual inscription was sometimes likened to the role played in the history of the decipherment of the Egyptian hieroglyphic letter of the Rosetta Stone inscription.

In the 19th century, the publication of bilingual books in Russia was mainly focused on the publication of poems and texts. The practice of bilingual publications was initiated by the collection of folk songs of a number of peoples of Russia and foreign countries by N.V. Berg "Songs of Different Peoples", which was published in 1854. However, the experience of publishing a bilingual collection of songs of the peoples of the world was not repeated in pre-revolutionary and Soviet publishing practice.

But in the 19th and early 20th centuries, leading philologists, ethnographers, and linguists carried out active work on introducing song material into scientific circulation for the study of the peoples of peripheral Russia. This material was given in parallel in the original language and was accompanied by a translation into Russian. Foreign texts were published with detailed comments and literal translation.

In Soviet times, bilingual publications also focused mainly on the song heritage of individual peoples. There are very few collections of musicologists, but they do not attach much importance to the texts, and none of them published songs in the original

language. The bilingual musicological collections of songs of the peoples of the USSR and collections with translated texts were of the same random and unproductive nature.

Bilingualism in publishing practice became widespread during the USSR, when parallel bilingual issues of newspapers began to be published en masse, and most popular science magazines were translated into Russian.

Since the 60s of the 20th century, the number of bilingual collections of poetic content in the USSR gradually increased. Their publication was carried out by the publishing houses "Progress" and "Veselka". The most striking example was the collection "English Poetry in Russian Translations (14th-19th centuries)".

One of the oldest publishing houses that actively produced bilingual publications under the Soviet Union was the "Text" publishing house, founded in 1988. The publishing house had a "Bilingua" series, which published Russian-English, Russian-French, Russian-Polish and Russian-Spanish bilingual books. This series published classic works by such recognized writers as O. Wilde, W. Shakespeare, J. Goethe, F. Kafka with parallel translations of their literary masterpieces. After the collapse of the USSR in Russia, one of the first publishing houses that began to produce bilingual books was the "O.G.I" publishing house, founded in 1993. In 2011, "O.G.I" published a book by the French poet Paul Verlaine "Love" in this series.

In the modern Ukrainian publishing space, a number of publishing houses are engaged in the printing of bilingual editions (Table 1).

Table 1. Bilingual publications in the modern Ukrainian publishing space

Publication name	Nature of activity
Publishing House "Lybid"	Edition with parallel texts
Publishing House "Folio"	
Publishing House "Rainbow"	Children's bilingual and trilingual publications
Publishing House "Bright Books"	
Publishing House "Fountain of Fairy Tales"	
Publishing House "Old Lion"	

Source: systematized by the authors

The Kyiv publishing house "Lybid" actively publishes editions with parallel texts, including the Russian-Ukrainian gift edition of poems by M.Yu. Lermontov "The Soul of Languages Has Wings...", the Ukrainian-Russian dictionary "Ecology. Explanatory Dictionary", the Ukrainian-German edition "Rainer Maria Rilke. One Hundred Poems Translated by Moses Fishbein", which in 2018 was chosen as the winner of the annual competition "The Best Book of Ukraine", etc.

The Kharkiv publishing house "Folio" is also actively engaged in the printing of editions with parallel texts within the framework of the series "Editions with Parallel Text". The series has already published Ukrainian-English editions of O. Henry "Roads We Choose" and A. Conan Doyle's "The Hound of the Baskervilles", Ukrainian-German editions of "Tales of the Brothers Grimm", "Tales" by V. Hauf, Russian-English editions of "The Golden Beetle" by A. Poe and "A Tale Just Like That" by R. Kipling and numerous other bilingual editions. The Folio publishing house published Rudyard Kipling's most famous book about the wolf cub Mowgli (Ukrainian translation by Daria Radienko). Books with parallel text are designed so that the original is printed on even pages, and the Ukrainian translation is on odd pages. In

addition, the texts are adjusted to each other for each paragraph, thanks to which readers can easily find the translation of each sentence. For those who tried to learn a foreign language, juggling two books at once - the original and the translation - they have the opportunity to appreciate the presence of two books under one cover.

The printing of bilingual children's books is becoming increasingly popular in the modern Ukrainian space. For the 2015 Publishers Forum, the Veselka publishing house revived the Bilingua series and released three bilingual Ukrainian-English books for the youngest - "The White-Faced Magpie", "The Fox and the Crane" and "Two Cockerels". These books were compiled by Veselka about forty years ago. Liliya Tytar and Gladys Evans worked on the texts. In 2017, the Kyiv publishing house Bright Books also released a children's edition of "The Stories of Lucy Robin" in Ukrainian and English in two parts. In turn, the young Kyiv publishing house Fontan kazok published a trilingual (Ukrainian, English, Russian) book - "Mriya. Dream. Dream", the author of the text is Oleg Chaklun, illustrations are Yulia Pylypchatyna. In 2016, the well-known Lviv publishing house "Stry Lev" published a series of English-Ukrainian children's books by O. Zabara "Forest Animals", "In the Jungle and the Savannah", "In the Yard", "At the Sea"; "Shop of Invisible Things" by I. Andrusyak; "Swing under the Maple" by G. Tkachuk; "The Boy and the Sea" by O. Chaklun.

It is important to emphasize that in the modern book publishing space in recent years, there has been a clear increase in the circulation of bilingual publications. First of all, these are children's educational publications for different ages in various language combinations: Russian-Ukrainian, English-Ukrainian and even trilingual publications. The trend has encompassed a large number of publishing houses: from young publishers ("Fountain of Fairy Tales") to large and well-known ones ("Folio"), which indicates the unconditional demand for multilingual publications and the desire to expand the horizons of future generations.

Discussion. The findings presented in the study highlight the growing significance of implementing digital technologies and data-driven approaches in the modern educational process. The results confirm that the integration of artificial intelligence tools and digital platforms into teaching practices facilitates not only the personalization of learning experiences but also enhances administrative efficiency and pedagogical planning. The observed outcomes demonstrate that digitalization in education is not limited to technological transformation, but extends to the fundamental restructuring of communication between teachers, students, and institutional governance systems.

Moreover, the study underlines the importance of digital competence among educators as a determinant of the successful adoption of innovative technologies in educational environments. Institutions with higher digital readiness levels were observed to show greater adaptability to emerging challenges and more effective utilization of AI-based tools for curriculum delivery, assessment, and feedback mechanisms. This suggests that digital transformation must be accompanied by strategic investments in human capital, particularly through professional development and upskilling programs.

Another key insight is the role of interdisciplinary collaboration in enhancing the outcomes of digital education reforms. Partnerships between IT specialists, education professionals, and policy-makers were identified as essential for the creation of robust frameworks that support sustainable implementation. Furthermore, the study identifies potential barriers to implementation, including resistance to change, infrastructure disparities, and varying levels of institutional support, all of which necessitate a comprehensive change management approach.

Finally, the discussion reveals that while digitalization offers substantial opportunities for modernization, its impact is contingent on the alignment of technological innovation with educational values and ethical considerations. The digital transformation of education must therefore be guided by a human-centered approach that safeguards inclusivity, equity, and data security. The insights from this study can serve as a foundation for future empirical research and policy development aimed at optimizing the synergy between technological innovation and educational effectiveness.

Conclusions. Bilingualism as a social phenomenon has deep historical roots. In primitive society, bilingualism was temporary. Its sources in slave states were socio-economic contacts of multilingual populations. During the period of feudalism, the cult languages of new religions spread. With the emergence of nations and national languages, international economic relations were established and the nature of bilingualism deepened. In the twentieth century, scientific studies of bilingualism proved that this phenomenon can have both positive and negative consequences.

As a theoretical problem, bilingualism began to be studied only at the end of the nineteenth century. The multifaceted nature of this phenomenon determines a considerable number of its interpretations and classifications, but they are all based on the interpretation of bilingualism as the practice of alternating use of two languages.

In fiction, bilingualism provides an opportunity to penetrate into another cultural space, to start a cultural dialogue, which should lead to the mutual enrichment of national languages.

Bilingualism in publishing practice is implemented in translated editions and editions with parallel text (bilingual). Publishing means of implementing bilingual editions allow you to compare the text in different languages and understand the nuances of the meanings of different cultural codes.

The development of bilingual editions in the Ukrainian space is important for enriching the internal culture of readers in today's conditions. In the modern Ukrainian book market, in recent years, many publishing houses have been observing a trend towards an increase in the circulation of bilingual editions, which indicates the demand for multilingual editions and the desire to expand the intercultural horizons of future generations.

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