

THE PROFESSIONAL BILINGUALISM, ENGLISH AND RUSSIAN, IN THE TEACHING OF SOCIAL SCIENCES

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The implementation of bilingual training programs was as a response to the challenges of globalization and the necessity for the academic mobility of professors and students. Despite this, the implementation of bilingual courses has faced serious resistance from professors. The main aim of our research is to identify the real reasons for refusal of the bilingual programs' implementation in Russian universities. We establish the following research questions: How professors determine the range of problems of implementation of bilingual education? Why in the new situation Russian (sanctions and crisis) professors are looking for new arguments to abandon the English language? Why students also refuse English? In period 2013-2014, we made two preliminary researches. Methods: semi-structured interviews and focus groups. In 2013 it was carried out semi-structured interviews and focus groups in which 75 students (representatives of Russia, Georgia, China and Korea) and 15 professors (representatives of Russia) participated. One-third of the informants reported that their level of English is high, 55% of the average, others began to learn English only in high school. However even good English educated professors and students had the great resistance to introduction of educational programs in English. The main arguments were untranslatability Russian concepts into English, loss of significant contexts, development of foreign culture to the detriment of Russian. It was suggested that students won't be able to use Russian fundamental science in a foreign language, and foreign concepts without serious analysis will be perceived superficially. However, the main idea was a problem with poor knowledge of English. Participants in the focus groups eventually came to the conclusion that if they can be fluent in English, many problems might be solved.

In 2014, a study was conducted in four universities were surveyed 167 students (focus groups, questionnaire) and 45 teachers (in-depth interview). The previous optimistic conclusion about the need for good knowledge of English disappeared from the arguments. The main emphasis was on a low usefulness of English in real Russian life. There was a critical attitude to foreign training abroad both students and professors. The experience that was previously evaluated as positive, now estimated as negative. Professors frankly expect a change in teaching criteria and state's elimination of English. It have been preserved the idea of untranslatability of Russian concepts and damage to Russian science from English.

As a result, it was decided the implementation of bilingual programs was a personal matter for individual professors. Furthermore, enthusiastic professors were faced with serious difficulties. They didn't know how to use linguistic analysis methodology and tried to find the correlation between Russian and English in their programs as they went along. It proved difficult to implement the bilingual process in the training course. The analysis of this experience and the search for its improvement is the focus of our endeavor.

Keywords: bilingual high education; sanctions; crisis; Russia