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The problem of the formation and functioning of bilingualism in the family and society

The article determines the conceptualization of “bilingualism” as a common phenomenon. The importance of this disputed point in the state of new multicultural sovereign state is emphasized. A minor overview of the scientific guidance is given in which the occasion of bilingualism is studied. The advantageous and opposite points of opinion of bilingualism researchers are considered, likewise as the contemporary attitude to this problem. Special importance is given to the formation of bilingualism in the family. Accomplishable variation of family bilingualism, age-related dilemma of bilinguals and ways to clear up them are considered. The article fix up with provision methodological recommendations for successfully overcoming difficulties in the upbringing of bilingual children. The article furthermore exposes the conceptualization of bilingualism and bilingual families, investigates the denotation and the role of bilingualism in the development of a kid in contemporary society, tells about the positive and negative sides of bilingualism in a child, the characteristic of the psychical organization of bilingual education.

Keywords: bilingual families, bilingual children, bilingualism, natural bilingualism, bilingual, monolingual, multilingual, artificial bilingualism, multicultural society, multilingualism, multiethnicity, language contacts.

Introduction

In the process of globalization and integration, researchers pay exceptional control to the dilemma of bilingualism. This phenomenon is characteristic of countries where the language of the most numerous citizens turns the state language, it is used as the language of interethnic communication by ethnic groups. A remarkable illustration of a multinational state is the Republic of Kazakhstan. Thus, bilingualism acquired exclusive significance for the men and women of Kazakhstan when Russian, the language of interethnic communication, began to act as a second language, and Kazakh, is as the state language of the Republic of Kazakhstan [1]

Experimental

The notion of “bilingualism” was first used by U. Weinreich But even before him, in the XIX century, this dilemma was addressed by such scientists as V. Bogoroditsky, I. Baudouin de Courtenay, V. Zhirmunsky, E. Polivanov, L. Shcherba, etc. Following the definition of U. Weinreich, bilingualism (from Lat. “bi” — two and “lingua” — language) is a social experience of alternating practice of two languages in communication; the experience of owning two languages at the same time and the capability to execute fortunate interpersonal indication in a especial multicultural sovereign state through these languages [2].

Operative bilingualism is a multifarious socio-historical occurrence that arose on the foundation of economic, governmental and cultural interaction of individuals attracting the interest of researchers of diverse sciences. Among the most productive areas in the interpretation of bilingualism are the followings:

- Sociolinguistic method taking into consideration the relation of the conformation and acceptance of speech with human social behaviour [3].

- Psycho and neurolinguistic method of the interpretation of bilingualism on the foundation of the examination of bilingual behaviour of the individual, the characteristic of the exploitation and forthcoming application of the second language; language change; residual linguistic phenomena with the modification of language; the establishment of language barriers, the individuality of the linguistic indication with active / passive bilingualism; the counteraction of language and grammar bilingual; semantic language interference, etc.

A pragmatic route exploring a communicative procedure in two languages in the direction of the most optimal for achieving some communicative goal.

- Cognitive guidance taking into consideration linguistic demeanour in the method of dealings “external world → perception → inner world” of an individual.

The presented record of potentiality guidance can be dilated at the expense of “related fields”, for instance socio-historical bilinguology, which studies the rich, intensely meaningful and informational acquaintance of bilingual action in the history of human beings both unpremeditated and prepared, acknowledged [4].

A lot of activities have been dedicated to the dilemma of bilingualism in internal and foreign literature, turn with the works of such distinguished scientists as V. von Humboldt, F. de Saussure, A. Potebnya, J. Piaget, L. Shcherba, G. Vereshchagin, W. Weinreich, as flourishing as V. Avrorina, A. Zalevskaya, etc.; however, there are many discordances and contradictions surrounded by researchers. So, until recently, when studying bilinguals, scientists renowned particular the rejection sides of such a speech condition. According to I. Epstein, multilingualism show the way to contemplative difficulties in the child's intelligent. Each community has its own depiction of the world. This “antagonism” of conception slows down a person's thinking. Epstein considers multilingualism a social evil and calls for reducing its consequences for children's development. In consequence he advises apprehension and reading or passively using a lot of languages, but actively using particular only one. Epstein also accepts that multilingualism carries specific impairment at an early age, when the child's fundamental expertness and forms of thinking are established, when the associable connectors between his thinking and speech are all the more delicate. A complementary point of view is held by V. Stern, E. Lenz, A. Lyubarskaya, who believe that language learning at preschool age can slow-moving down the exploitation of understanding [5]. Sayer, supported an IQ test conducted among bilinguals and monolinguals, argued that the intellectual aptitudes of monolinguals are relatively higher [6]. L. Vygotskii, a world-famous psychologist, originator of the socio-cultural conception of child development, which is gaining popularity in the midst of teachers-practitioners in the USA, Europe, Australia and New Zealand, accepts that mutual prohibition of languages absolutely take place in practice, but he thinks about Epstein's conclusions unsupportable and too despairing. Vygotskii gets off: “In spheres where the youngster population is influenced by two contradistinctive language organization from a prematurely age, when a youngster who has not yet mastered the configuration of his aboriginal language well starts out to master another or two foreign languages, we contemplate disconsolate configuration of speech exploitation [7]. Children often, especially in unfavourable conditions, do not fully master any language system perfectly, either from the phonetic, syntactic, or stylistic side. The congenital language is obstructed with elements of foreign speech integrated with it, different language forms, incongruous and internally foreigner to each other, are assimilated. A complementary point of view is verbalised by A. Potebnya: “knowledge of two languages at a extremely early age is not the self-possession of two combination of image and communication of the equivalent circle of thoughts, but it splits this circle and constructs it hard to achieve the unity of the worldview in advance” [4]

Nevertheless the mental state in relation to bilingualism has denatured a lot in contemporary years. Studies have shown that bilingual children have bendable thinking, susceptibility to additional cultures, easy community conformableness in a recent team, a high-reaching level of enlargement of metalinguistic perception, the skillfulness to accomplish various assignment simultaneously, an accrued level of consideration focus; divergent thinking [7].

Results and Discussion

Let's turn to the characteristics of bilingualism. When describing this phenomenon, the undermentioned constituent is important:

- age of organization of bilingualism. There are: infant from 0 to 1 year; childhood from 1 to 12 years; adolescent from 12 to 17 years; adult — older than 17 years;
- the circumstance of the establishment of bilingualism (natural or artificial);
- competency (language proficiency);
- communicative activeness (whether both languages are actively used or one is active and the other is passive). At the corresponding time, the material aspect (how recurrently the language is used), the functioning aspect (in which communication situations a special language is preferred), the amentiferous (understands and speaks) and the perceptive aspect (understands but does not speak) are important;
- form of language (oral and written);
- ethnolinguistic constituents (mono or poly ethnos in the habitat);
- prestigiousness of languages (education, business contacts);
- degree of kinship of languages (closely related or unrelated bilingualism); — the individuality of language contacts (frequency of language use, contact or non-contact bilingualism);

- the individuality of the interaction of languages in consciousness (how the bilingual himself determines which language is dominant for him).

As the occasion of bi- and polylinguism, there are:

- 1) territorial, i.e. the community of the area of residency of humanity of differential nationalities (mixed population), in conterminous districts close by the borders;
- 2) emigration and immigration;
- 3) economic, cultural ties, tourism, wars;
- 4) education and science;
- 5) upbringing in a family with contradistinctive languages [10].

In this article we contemplate the last point. Among the factors influencing the establishment of bilingualism in the family, the following are distinguished: the inherent language of parents; the language of community the language tactics of parents; the language of communication between parents. Furthermore the selection can be very diverse. Let's look at some of them.

1) Parents are native speakers of two contradistinctive languages, and the language of the community coincides with the language of one of the parents. In this case, there are three accomplishable alternative of language indication in the family: parents communicate the language of community among themselves; in a language not used in society; everyone speaks their native language.

2) Parents are native speakers of two different languages, and the language of society does not correspond with the language of either parent. With a child, everybody speaks their native language. Parents speak to each other in the language of community in the language of one of the parents; everyone speaks in their native language.

3) Parents are native speakers of the language used in community but one of the parents speaks to the child in a non-native language. Parents speak to each other in the language of community, in the language not inherent to them; everybody speaks the language spoken with the child.

4) Parents speak the same language that is not used in community, one of the parents speaks to the child in his native language, the other in the language of community; the language of community is the language of one of the parents. In this case, the undermentioned alteration is possible: parents speak the language of society among themselves; everyone speaks their native language; everybody speaks the language spoken with the child.

Natural bilingualism is most oftentimes ascertained in families where parents speak different languages (variants 1 and 2). As follows the kid is in two linguistic and cultural surroundings at the corresponding time from birth. Nonetheless if desired, bilingualism can also be created artificially if one of the parents speaks a foreign language at a adequate level and will intercommunicate in it with his baby for the determination of learning (option 3 and 4). In any case, it is obligatory to start talking to the child in two languages as prematurely as possible. If you start teaching a baby a second language at a conscious age, he will manage it more like a game, and not as a obligatory means of communication. The American psychologist V. Penfield, as a result of an experiment, established that in physiological terms, the plasticity of the cerebral cortex in relationship to language learning is highest at the age of 10 or at most 14 years. What is more at the age of 10, the "maternal method" predominate — language accomplishment under the consequence of the environment, and after 10 years — the "school method", i.e. cognitive absorption [11].

Currently, there are a quantity of language teaching approaches imitating the so-called "mother method", based on the use of role-playing games, theatrical performances, full immersion in the sphere of the language being studied, restricting and all the more entirely excluding translation, which donates to the exploitation of national speech in the language being studied. In the latest decades, comprehensive teaching procedures have been extensively used, revealing the hidden reserves of the subconscious. This is suggestopedia (Suggestopedia), an approach that appeared in the previous 70s of the XX century, when the Bulgarian psychiatrist Lozanov first tried it in the treatment of suggestion. Proponents of this approach claim that it is accomplishable to master a foreign language by becoming another individual for the extent of study, using suggestion (in Russia, this procedure was described by G. Vygotskii L.K.).

Bilingual children do not lag behind their peers in the use of words, however, they can name one subject with the full number of two words in different languages, simplifying syntactic constructions. It is difficult for a child to give an exhaustive presentation of the subject, it is easier to pronounce a sentence of 3-4 words [9]. This difficulty is resolved by expanding the vocabulary in the cognitive process of learning in kindergarten, school, reading fiction; getting used to the accepted rules of information interaction in the family. Bilingual children have a clear connection of the language with a particular native speaker in the family, for instance,

with dad — in Russian, and with mom — in Chuvash. With this background, if only the mother plays dolls with her daughter, then such a game will be related with her mother's language. In other life situations, the language of the father will be required. It is difficult for children to get used to changing speech habits.

Types in bilingual families have to discover from birth to distinguish the language of both parents; to speak two speech patterns to choose a condition for the use of two speech organization [3]. If the baby has no postpones in intellectual enlargement, he without a hitch manages with these tasks. In the cognitive process of learning and underdeveloping a kid's speech, an excellent linguistic determination depends on the attitude of the parents. It is all-important to build the accurate strategies of behaviour and revise the learning development daily.

Various years of age periods are defined by confident characteristics of speech exploitation related with the selection of language to intercommunicate with others. The first backbreaking interval for a bilingual kid is going to kindergarten. For the fundamental time a kid is featured with a condition when all children, apart from him, talk to each other in the identical language. Here the child comprehends the variety between the household dialect and the commonly recognized one.

The following critical time comes at the time of going to school or learning to read and write, children detect themselves in a surroundings where there is no place for bilingualism at all. It is all-important to supervise the regs of the state language, to communicate ideas only in one dialect. With regard to the fact that bilinguals have well-developed cognitive thinking, enhanced memory and attention abilities, formal education is repeatedly easy, the first difficulties with writing and reading overcome quickly.

Another trigger point is puberty. A teenager persecutes to be independent, can abandon a dialect that is not a priority for him in privilege of the one spoken by friends, validated people for him, language predominance does not forestall the kid from hearing the speech of his parents at home, in the proximate environment, so comprehensive linguistic expertness is not lost. Although it is in adolescence that an individual inclination to bilingualism is formed, its contradiction or acknowledgement is as natural.

It is imperative to raise children in a bilingual family with regard to the instant speech situation. It is prerogative to situate the substructure of looked toward bilingualism all the more in the pre-speech period. Speech therapists and teachers give parents the undermentioned helpful information on choosing the configurations and approaches of upbringing such kinds of kids.

1. It is all-important to elaborate the best possible possibility from the process of communication with the kid in the family planned above. For instance, one parent communicates with the child on his own language, the second — in another dialect. Or time is allocated for communication in each of the every day: before lunch in Russian, until the evening — in Kazakh. Also, the teaching systems are applied on the principle of “language-place” — Russian on the street, Kazakh at home. You can use all the methods of speech development mixed.

2. At an early life, there is a need to concentrate attention on the upgrowth of vocabulary, and not on the accomplishment of grammatical norms of pronunciation. This is a key aspect when learning a number of languages coincidentally. At first, the child learns to mention many objects, convey his thoughts, and then the correction of speech norms is carried out.

3. It is recommended to exercise pedagogical centers, bilingual kindergartens, schools, interethnic kid's camp-ground for the appropriateness of the baby in society. Communicating with a community that speaks different languages will allow you to expand your vocabulary, teach you to choose a language depending on the speech situation, the nation of the interlocutor. Communication in both speech patterns elsewhere the down home supplies a considerable circumstance for natural language acquisition. Traveling, acting with informant in communities is a chance for informants.

4. Parents are pleased to exhilarate the baby to deliberate thoughts, discuss significant items for him in a comfortable language, and not just passively listen and catch sight of their speech. It is conspicuous to maturate passive and active vocabulary with the guidance of instructive support for the enlargement of bilingualism, such as books, games, songs in different languages. Equitable speech procedures in directing the child's speech behaviour will help fabricate the knowledge development pleasurable and not intrusive. Do not reprimand the kid or put strength on him during training. It is impossible to punctuate the kid at the moment of speech, if he took a decision to tell about something important not in the “home” language, the children themselves have the rightfulness to determine the language for a particular situation. Genitors should only prerogative the child's speech by applying such language procedure as requesting again, guessing, repeating, continuing the conversation, shifting the code.

5. It is significant to configurate the conception in the baby that bilingualism is an acceptable skill. Compliment and stimulating of a kindergartener for accomplishment and successes in speaking should be remodeled a fundamental factor of family schooling.

In the case of speech disorders in a child, developmental delays and unintentional mastery of both languages, when both combinations are mixed, there is a need for the help of speech therapists, speech pathologists, teachers. It should be emphasised that for bilinguals, correction should be carried out comprehensively in both languages, that is, there should be more classes than for monolingual children.

Conclusions

Sunning up, we can disclose that bilingualism is becoming the norm of life on the planet. In conformity neurophysiologists, the neural network of bilinguals is organized in a more attractive way. Scientists have established that the cognitive capacities of bilinguals are higher than those of monolinguals [6]. But when we talk about family bilingualism, it should be emphasised that even commonplace bilingualism orders an appropriate approach, strategies and motivations. The main task of bilingual parents is to create conditions for the right exploitation of two language organization and the ability to manipulate accomplishments in the future. Early immersion in a bilingual surroundings contributes to more successful language acquisition. You can interpret dialects and adverbs both in parallel and sequentially. In the event of case, it is much more significant to supervise the psychophysical state of the child, to warm up attentiveness in languages, to engage systematically.

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М.В. Кноль, Д.Н. Асанова, Г.С. Тынбаева

Отбасы мен қоғамдағы екітілділіктің қалыптасуы мен қызмет ету мәселесі

Мақалада әлеуметтік құбылыс ретінде «билингвизм» ұғымының анықтамасы берілген. Бұл проблеманың қазіргі заманғы көп мәдениетті қоғам жағдайында өзектілігі атап өтілген. Билингвизм феномені зерттелетін ғылыми бағыттарға қысқаша шолу жасалған. Билингвизмді зерттеушілердің оң және теріс көзқарастары, сондай-ақ осы мәселеге қазіргі көзқарас қарастырылған. Отбасында билингва қалыптастыруға ерекше мән беріледі. Отбасылық билингвизмнің ықтимал нұсқалары, билингвизмнің жас проблемалары және оларды шешу жолдары туралы зерттелген. Мақалада екітілді балаларды

тәрбиелеудегі қиындықтарды сәтті жеңуге арналған нұсқаулықтар берілген. Сонымен қатар екітілді және екі тілді отбасылар ұғымы ашылған, қазіргі қоғамдағы баланың дамуындағы екітілділіктің маңызы мен рөлі қарастырылған, баладағы екітілділіктің жағымды және жағымсыз жақтары, екітілде білім берудің психологиялық қалыптасу ерекшеліктері туралы айтылған.

Кілт сөздер: екітілді отбасылар, екітілді балалар, билингвизм, табиғи билингвизм, билингв, монолингв, полилингв, жасанды билингвизм, көпмәдениетті қоғам, көптілділік, көпэтностық, тілдік байланыстар.

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Проблема формирования и функционирования двуязычия в семье и обществе

В статье дано определение понятию «билингвизм» как социальному явлению. Подчеркнута актуальность данной проблемы в условиях современного поликультурного общества. Приведен краткий обзор научных направлений, в рамках которых изучен феномен билингвизма. Рассмотрены позитивные и негативные точки зрения исследователей билингвизма, а также современное отношение к указанной проблеме. Особое значение уделено формированию билингва в семье. Изучены возможные варианты семейного билингвизма, возрастные проблемы билингвов и пути их решения. Авторами даны методические рекомендации для успешного преодоления трудностей в воспитании билингвальных детей. Кроме того, раскрыто понятие двуязычия и двуязычных семей, рассмотрены значение и роль двуязычия в развитии ребенка в современном обществе, приведены сведения о положительных и отрицательных сторонах двуязычия у ребенка, особенностях психологического формирования двуязычного образования.

Ключевые слова: двуязычные семьи, билингвальные дети, билингвизм, естественный билингвизм, билингв, монолингв, полилингв, поликультурное общество, полиязычие, мультиэтничность, языковые контакты.

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