

Conditions of Social-Pedagogical Maintenance of Bilingual Children in Educational Institutions

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ABSTRACT

The actuality of the research is due to the fact that in multinational Russia one of the most important issues is education of bilingual children in national republics and of migrant children, speaking their native language. This is due to multicultural environment of Russian regions and to migration processes that have marked the issue of education, adaptation and socialization in a new socio-cultural environment that necessitates socio-pedagogical maintenance of migrant children in educational establishments. In this situation, it acquires a new shade - full linguistic proficiency in both languages ensures bilingual children a successful socialization and equal access to quality education conducted in Russian, which becomes socially important. The purpose of the article is substantiation of the propaedeutic preparation model for such children to master the Russian speech as non-native and experimental verification of pedagogical conditions complex ensuring the effectiveness of this model. The leading method is a pedagogical experiment that allows to test the developed model of propaedeutic preparation model of preschool children to master the second (Russian) language based on activity approach and which represents a continuous process. The developed structural and functional model of propaedeutic preparation process of bilingual children to mastering the Russian speech includes the following components: axiological-purposeful, content-related, process-activity component, evaluation-effective component. The model aims to introduce into practical work of national educational institutions the teaching conditions conducive to solving the problems of pre-school children socialization and to improving propaedeutic preparation of pre-schoolers to mastering the Russian speech.

KEYWORDS

Multicultural regional environment, mastering a second language, model of propaedeutic preparation of pre-schoolers, conscious Russian speech mastering

ARTICLE HISTORY

Received 27 April 2016
Revised 28 June 2016
Accepted 9 July 2016

Introduction

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Different approaches to the study of processes of non-native speech mastering (second language) have been formed: linguistic approach (Shahnarovich, 1994 and others), psycholinguistic approach (Zimnjaja, 2001 and others), psychological and pedagogical (Bel'tjukov, 2003; Leont'ev, 1985; Balyhina, 2007 and others). Among the core competencies of a preschooler's learning-cognitive sphere that provide speech and language mastering scientists emphasize initial speech competence as "willingness to independently solve problems associated with the use of speech as a means of communication, of vocabulary richness of the native language; with elementary philological speech analysis; with preparation for reading and mastering written speech" (Gogoberidze, 2006). At the same time, teaching ideas and concepts are not sufficiently effective to ensure overcoming difficulties in mastering a second language speech, and, as a consequence, solution of problems in personality sphere (self-esteem lowering, increased anxiety in connection with training situations, in interpersonal communication between the teacher and peers).

In our view, the problem should be examined in the context of identifying the optimum conditions of initial (propaedeutic) preparation of bilingual preschoolers to mastering the Russian speech as a socially significant problem, the content of which should not be limited to formation of only highly specialized speech skills. Propaedeutic preparation, in our view, should represent a set of interdependent measures aimed at forming the initial readiness of the child to master the Russian language as integrative motivational-intellectually-activity-education. However, this approach in pedagogical research is practically lacking. Fragmentarily it is observed only in relation to the motivational component when encouraging, guiding, sense-making function of motivation to learn a foreign language (Bim, 1991; Vitmen and Moskovkin 1998) or the need to inculcate interest in studying while teaching reading of preschoolers (Kusova, 2007) are emphasized.

Guaranteed rights of bilingual preschoolers and their parents to ensure equal access to quality education in a bilingual environment facing the pedagogical theory and practice the task of preschoolers preparation to mastering the Russian speech as non-native, determine the need for the development the essence and contents of such preparation to master a second language and identifying pedagogical conditions for improving the effectiveness of this process.

In national schools teaching of all subjects in middle and senior classes is conducted in Russian, which refers the need to encourage children of pre-school age willingness to mastering the Russian speech as non-native, including a positive thrust for its mastering, as well as the system of initial speech skills to the pressing needs of science and practice. This makes the need to address the given problem as a focused and organized process of forming integrated motivational-intellectually-activity-education.

Methodological Framework

During the research the following methods have been used: the analysis of normative documents and products of speech activity, content analysis, forecasting, systematization and generalization of facts and concepts, modeling, designing, a peer review method, analysis of the results of participants' speech activity, studying and generalization of teaching Russian as a non-native language, diagnostic methods, a pedagogical experiment, that have allowed to

solve questions of experiment stages, adequate to the nature of holistic pedagogic phenomenon being studied, the study goals and objectives.

The research was carried out in three stages:

- the first stage – preparatory stage – was a theoretical analysis of the research problem, studying the experience of educational institutions, definition of scholarly apparatus and the working hypothesis of the study, development of propaedeutic preparation model, of experimental work stages and content;

- at the second stage – which was the main stage – an ascertaining experiment stage was performed where the well-formedness level of propaedeutic readiness of bilingual preschoolers to mastering the Russian speech was established. Based on the developed model of propaedeutic preparation process a formative experiment was performed, the general study hypothesis was subject to empirical verification, pedagogical conditions were specified, control assessments were made, theoretical and scientifically-methodical interpretation of the materials of this study phase was carried out;

- at the third stage – which was the final stage – a delayed study of success in mastering the Russian language by the younger pupils was performed with the purpose of determining the pedagogical conditions effectiveness, the results of the study were analyzed and summarized, the basic theoretical conclusions and scientific-methodical recommendations on the research issue were stated.

Results

The developed structural-functional model of preschoolers' propaedeutic preparation process to mastering the Russian speech as a socially significant one represents an aggregate of interdependent and interrelated components: value-target (goal, objectives, principles), content-related (propaedeutic preparation programme), process-activity (forms, methods, tools), assessment-resultative (criteria, levels, pedagogical diagnostics, results). Criteria of propaedeutic readiness well-formedness as the purpose and outcome of propaedeutic preparation are: motivation, intellectual and activity criteria.

The given model aims at forming up educational activities on the basis of scientifically based propaedeutic preparation process of bilingual preschool children to mastering the Russian language, which includes a value-target, a content-related, a process-activity, an assessment-resultative components; at implementation of differentiated and individual approaches in accordance with speech development level of children in their mother tongue and features of contact languages systems; organization of operative control and correction of propaedeutic preparation process of preschoolers to mastering the Russian speech as non-native.

Implementation of structural-functional model of propaedeutic preparation process of bilingual preschoolers to mastering the Russian speech supposed the following stages:

- establishing baseline level of propaedeutic readiness of bilingual preschoolers to mastering the Russian speech that included the following tasks: survey of bilingualism type with a view to determining the speech environment of examinees and exclusion of monolingual children from further participation in the experiment, examination of speech development of children in their mother

tongue and determination of general development level of propaedeutic readiness to mastering the Russian speech;

development and implementation of structural-functional model of propaedeutic process of preschoolers' preparation to mastering the socio-significant Russian speech and testing of selected teaching conditions which was carried out collaboratively with educators on the basis of pilot kindergartens; assessment of formative experiment effectiveness.

During the ascertaining stage of the experiment diagnostics of propaedeutic readiness well-formedness to mastering the Russian speech was performed. The study included 120 preschool children. The results of the study ascertaining stage showed the following. In all children who participated in the experiment, the type of bilingualism is natural, that is, there is simultaneous absorption of two languages in communication; it is productive, which means active mastering of languages. According to diagnosis results of speech in the native language (Guseva, 2007; Guseva, 2009; Guseva, 2010), which is the condition of possibility of the beginning of a second language learning, three levels presented in table 1 were separated.

Table 1. Data on well-formedness of speech in the native language

Level	Number of children	%
High	72	60,00
Middle	26	21,67
Low	22	18,33

By the results of studying the propaedeutic readiness level for mastering the Russian speech (Guseva, 2011a; Guseva, 2011b) the examinees were distributed by four levels: optimal, sufficient, middle and low.

Table 2. Data on well-formedness of propaedeutic readiness for mastering the Russian speech

Level	Number of children	%
optimal	21	17,50
sufficient	51	42,50
middle	26	21,67
low	22	18,33

The data obtained indicate that children with optimal and sufficient levels of propaedeutic readiness to mastering the socio-significant Russian speech at the same time have a high level of speech development in their mother tongue. This fact fully confirms the idea that the level of speech development in the first language determines the level of speech development in a second language (Imedadze, 2004; Bakshihanova, 1999 and others). Basing on this, we can state that the level of propaedeutic readiness to mastering the Russian speech and above all its intellectual and activity components are in cause-consequence dependence on the level of speech development in the mother tongue.

According to ascertaining stage results it was revealed that only 17.5% of children have an optimal (maximum possible at this age) level of propaedeutic readiness to mastering the Russian speech. In 42.5% of bilingual preschoolers

there is some non-formedness of the activity component, in the rest of examinees insufficient well-formedness of all components of propaedeutic readiness was revealed. This condition can be seen as creating difficulties in mastering the Russian spoken and written speech for children and requiring implementation of targeted pedagogical work.

Work at all stages of the formative experiment was carried out in a comprehensive manner. In each of these main objectives that define the contents, forms, tools, methods and techniques of teaching were identified. At the formative experiment stage identified pedagogical conditions were implemented: development of educational activities on the basis of scientifically based model of propaedeutic preparation process of bilingual preschool children to mastering the Russian speech, including value-target, content-related, process-activity, assessment-resultative components; forming a positive motivational focus on mastering the Russian speech in children; implementation of differentiated and individual approaches in accordance with the level of speech development of children in their mother tongue and features of contact languages systems.

The model is composed of the following interrelated components, each of which has its own purpose: **value-target component** – formation of propaedeutic readiness of bilingual preschoolers to mastering the Russian speech; **content-related component** – implementation of propaedeutic preparation program to mastering the Russian speech as non-native speech; **assessment-resultative component** – assessment of dynamics in propaedeutic readiness well-formedness level of senior preschoolers to mastering the Russian speech. Implementation of all the components is result-oriented – formation of propaedeutic readiness as a certain level of speech development in a preschool child: formation of phonemic processes (perception, analysis, synthesis and representations); formation of speech competence as a set of core and specialized knowledge, skills, standards, and development of readiness for conscious learning of the Russian language; formation of motivation-value attitude toward speech activities. It is known that the ability to understand and speak a second language is a prerequisite for successful socialization of migrant children in new conditions.

For determining the efficiency of propaedeutic preparation model of bilingual preschoolers to mastering the Russian speech as a socio-important one the levels of propaedeutic readiness were again diagnosed before and after the formative experiment.

On completion of the formative experiment a reliable (the value $\chi^2(58,54)$ is more than the corresponding conventional true value (20,52) under probability of tolerable error of less than 0.001) a positive dynamics in the level of propaedeutic readiness of bilingual preschoolers to mastering the Russian speech became apparent which is reflected in table 3.

Table 3. Dynamics of indicators of propaedeutic readiness before and after the formative experiment

Level	Ascertaining stage		Control stage	
	absolute	%	absolute	%
optimal	21	17,50	51	42,50

sufficient	51	42,50	31	25,84
middle	26	21,67	29	24,16
low	22	18,33	9	7,50

To verify the effectiveness of our research a delayed assessment (in 2 years) was conducted to compare development levels of all sides of the Russian speech in elementary school pupils.

The study involved 40 junior pupils. We chose two groups of 20 children each who participated and did not participate in the experiment at pre-school age. The results of delayed assessment are also confirmed statistically and convincingly proved the effectiveness of propaedeutic preparation of bilingual preschoolers to mastering the socio-significant Russian speech.

Discussions

In education science there are studies supporting pedagogical conditions of speech competences formation: theoretical foundations of a second language teaching (Bakeeva and Daunene, 1981; Zagashtokov, 1996 and others); technologies of game simulation of communication in a foreign language for preschoolers (Negnevickaja and Shahnarovich, 1986; Protasova and Rodina, 2010 and others) and the Russian language teaching in national schools (Harakoz, 1973; Tambieva et al., 2005 and others) are developed.

However, the number of research papers on the problem studied is extremely small, and they do not consider the propaedeutic preparation process of bilingual preschoolers to absorption of the Russian speech as non-native as an integrative motivational-intellectual activity entity.

Conclusion

It was established that the developed model of a preschooler's propaedeutic preparation to mastering the Russian speech as non-native allows to organize the process of mastering a second language by preschool children as formation of an initial level of readiness to independently solve problems associated with the use of speech as a means of communication, of vocabulary richness of the native language; with basic philological analysis of speech; preparation for reading and writing speech development and the subsequent full formation of its parties (phonetic-phonemic and lexico-grammatical) and types of speech activities (listening, speaking, writing and reading).

Recommendations

The result of propaedeutic preparation is propaedeutic readiness of preschoolers to master the socio-significant Russian speech that acts as an integrative motivational-intellectual-activity education, expressing emotionally-positive thrust of the child to master the Russian language, the quality of analytical-synthetic operations, skills in differentiating sounds and sounds pronunciation in their native language and in the Russian language, which is one of the basic conditions of socialization of bilingual children and migrant children.

The materials of the present article can be used when designing the content of training and learning activities that facilitate formation preparedness in preschoolers for conscious assimilation of the Russian speech in the face of the continuity and succession of pre-school and primary education, as well as in the work of pre-school educational institutions and primary school in general education schools, in the system of training and retraining of teachers.

Taking into account the results obtained in this study it is possible to mark out a number of scientific problems and promising directions for further consideration: deepening and widening of some of the provisions contained in article related to propaedeutic preparation of bilingual preschoolers to mastering the Russian speech as non-native; to identifying pedagogical conditions for competence development and development of lexical-grammatical side of the Russian speech.

Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

The authors thank researchers and teachers who collaborated in the study and offered important suggestions for the analysis, in particular, for teachers of the Municipal Budgetary Pre-school Educational Institution «Parkhikasinsky kindergarten «Belochka», Municipal Budgetary Pre-school Educational Institution «Khyrkasinsky kindergarten «Zvezdochka», Municipal Budgetary Pre-school Educational Institution «Kurmyshsky kindergarten «Kalynushka», Municipal Budgetary General Education Institution «Sinyal-Pokrovskaya comprehensive secondary school», Municipal Budgetary General Education Institution «Yshleyskaya comprehensive secondary school» of Cheboksary region of the Chuvash Republic.

Disclosure statement

No potential conflict of interest was reported by the authors.

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