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Peculiarities of Teaching Bilingual Children

Abstract

The article is focused on the problem of teaching bilingual children. To solve this issue, the authors use the vast experience in addressing it in the Russian and British pedagogical thought in the late 20th and early 21st centuries. The authors believe that the comparison of diverse approaches makes it possible to use the ideas of various researchers for resolving the current issues of teaching bilinguals. Besides, the authors of the article try to present the key recommendations and learning approaches for teaching a second language to preschool children. The article stresses the importance of foreign language learning. The authors consider that it is very important to pay attention to the peculiarities of mastering foreign languages and the influence of the bilingual environment on the mental, speech, and personal development of the child. The article further analyses the main approaches to language learning and gives practical recommendations to bilingual children's parents for teaching a second language. Finally, the article touches upon the problem of learning content. In the authors' opinion, the latter should be as close as possible to children's understanding. It should be noted that early learning of a foreign language has many advantages in the modern multicultural world. More and more parents want to raise their children as bilinguals, to allow them to communicate in several languages. The authors hope that the recommendations given in the article will help parents of bilingual children and teachers find their approach to teaching a child a second language.

Keywords: Bilingual, Preschool Age, Approaches in Learning, Speech Development, Recommendations.

Introduction

Recently there has been a heightened interest in issues of bilingualism, which is reflected in psychological, pedagogical, linguistic, sociological, and other studies. Such attention on the part of many sciences is associated with various processes taking place in the modern world i.e., on the one hand, the enhancing globalization, and the developing conditions of international migration, and, on the other, the integration of foreign languages into everyday life. Parents often think about teaching

their children a foreign language at an early age. These and other factors influence the formation of children's bilingualism. At the same time, the issues of the peculiarities of teaching bilingual children, their successful speech development in situations of bilingualism are becoming more and more urgent.

According to several researchers, the number of bilinguals in the world already exceeds the number of monolinguals. It is assumed that about 70 percent of the world's

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population, to one degree or another, speak two or more languages, and about 50 percent of all children on the planet are bilingual (Grosjean, 1989). In the context of globalization, more and more children find themselves in an environment where more than one language is used. What should parents expect from their bilingual children? How can they help their child learn a second language? For example, Chondrogianni V., Vasić N. present recent generative research on the nature of grammars of child second language (L2) acquirers – a learner population whose exposure to an L2 occurs between the ages of 4 to 8. The main goal is to define child L2 acquisition in relation to other types of acquisition such as child monolingual and bilingual acquisition, adult L2 acquisition, and specific language impairment. (Chondrogianni V., 2016) The main purpose of this article is to show the main approaches to teaching a second foreign language in multilingual families, as well as to give recommendations to teachers and parents who can help children become fluent in two languages.

Findings and Discussions

According to O.V. Bazhenova, “a child is called a bilingual, if they can sufficiently understand and speak two languages and “on equal terms interact with representatives of two cultures” (Bazhenova, 2016).

First, let us consider teaching a second language in a natural environment in a multilingual family. Growing up in a family where parents speak different languages, frequently move, and change their social status, etc. can cause potential problems in the development of the child's speech. The problems that arise and the inconsistency of speech with age standards are not immediately noticed by specialists and parents or are perceived incorrectly, which can lead to a lag in the child's speech development, and later intellectual too. A number of studies, which earlier confirmed the lag in the child's development, later were recognized incorrect. The reason is that revealing groups included children from migrants' families who mostly survived in very difficult social conditions which of course were not beneficial for intellectual development. (Vihman, 2007).

Linguists and psychologists have proven that the speech development of bilingual children obeys the same laws as that of monolingual children (monolinguals). The characteristic features of the language development of bilinguals include the following:

- The influence of one language on another (the presence of an accent, the use of words from both languages in one sentence);

- A large number of mistakes, for example, spelling mistakes, in the pronunciation of simple words (“vzyat stakanY”, “kushat kashU”);
- Incorrect or unstable sound pronunciation in one of the languages, which is suppressed by another, dominant language;
- Transfer of the phonetic language model of the dominant language to a weaker one (extra sounds appear in words: “paryk-park”; hard and soft sounds are being replaced: “vylka – vilka”);
- Incorrect use of case endings (for example “pushu ruchkom”);
- Misuse of gender, possessive and relative adjectives (Boitsov, 2006).

There are two opposite points of view about the peculiarities of mastering foreign languages and the influence of the bilingual environment on the mental, speech, and personal development of the child (Emelyanova, 2010; Khabarova, 2011; Kharenkova, 2013).

The positive effect is that the acquisition of two languages in childhood occurs during sensitive periods of development, and therefore, it is easier for a child to master a non-native language. Also, in situations of bilingualism, bilingual children develop better memory, analytical-synthetic activity, and logical thinking. Bilingual children are more likely to study abroad.

A particularly important factor in the formation of bilingualism is the coincidence in time of the beginning of communication with the child in both languages, namely, from the first month of life. As it is stated in the research paper of Sundara M., Ward N., Conboy B., & Kuhl P (Sundara, 2020) who compared speech produced by three groups of 12-month-old infants while they interacted with interlocutors who spoke to them in Spanish and English: monolingual English-learning infants who had previously received 5 hours of exposure to a second language (Spanish), English- and Spanish-learning simultaneous bilinguals, and monolingual English-learning infants without any exposure to Spanish. Their results show that the monolingual English-learning infants with short-term exposure to Spanish and the bilingual infants, but not the monolingual English-learning infants without exposure to Spanish, flexibly matched the prosody of their babbling to that of a Spanish- or English-speaking interlocutor. Thus the research demonstrates the nature and extent of benefits for language learning from early exposure to two languages. The later the second language is introduced into communication with the child, the stronger the first language will dominate. For example, a child older than a year already begins to speak the first words in his first

language, thus, he is already beginning to communicate in it. Therefore, bilingualism in children over one year is formed differently than in children who learn two languages at the same time, from the first days of life (Grosjean, 1989).

After the age of three, parents can include some forms of special education in play activity, with the help of books, cartoons, audiobooks, in their normal daily communication with their child. The play aspect is especially important for learning a second language during this period. In this case, it is necessary to constantly maintain the child's interest (Balykhina, 2014). For example, you can give your child a toy that "does not understand the first language, since it came from another country", parents can give her a name, and come up with its background story. Children, as a rule, quickly get involved in an interesting game and, indeed, will try to speak with a toy only in a second language. Also, when a child tries to mix languages, the doll may ask a child to explain the meaning of the word in his own words. At first, parents can help the child and use the already known words to explain to the doll the meaning of the new word (Khabarova, 2011).

Children of older preschool age often realize all the advantages of knowing two languages and want to learn the language in which one of the parents and relatives communicate. Therefore, it is possible to organize special classes with him, preferably also as a play activity, since during the game the language is learned most willingly (Efremenko, 2017).

According to many experts, preschool age is the most effective for language acquisition, later the efficiency of this process decreases (King, 2006). Therefore, from the very beginning, parents should pay special attention to correcting the child's pronunciation (but not in a rude or too persistent way), as well as mastering stable coherent linguistic structures and phrases.

Speaking about the negative impact of bilingualism on the development of children, it should be noted about possible speech disorders arising from the mixing of language systems. Trying to navigate in two linguistic environments, the child could be mentally overwhelmed, which can lead to disturbances in the functioning of the central nervous system. Though Segalowitz N. did not reveal any differences while studying bilinguals and monolinguals intellectually. He considered that two languages are mastered as successfully as if it was only one language. (Segalowitz, 1977).

For the correct organization of the educational process of bilingual children, the teacher needs to know the theoretical aspects of the development of bilingualism:

- Both languages are developed and learned in one sequence;

- The first language is the basis for the acquisition of the second language.
- The process of assimilation is facilitated by the presence of common features in languages and vice versa.
- Preschool children need to speak and listen a lot in a target language, for elementary school children - to read and write.
- The presence of an interested parent or teacher who will constantly challenge the child with new tasks is the best way to learn a second language.
- Immersion in the language environment is the most useful way for a child (if he wants and is ready).
- Learning languages cannot be mixed and it is recommended to use the model "one parent-one child" or "one situation-one language".

With the development and spread of migration processes, bilingualism is placed on the level of state political, sociological, and pedagogical problems. People who find themselves in a different language environment must receive support, including pedagogical guidance. This can be done through the education system and implemented according to four models:

- Radical/extreme model (organization of training in a non-native language from the very beginning).
- Transitional language model (slow preparation of students to learn and communicate in a foreign language by increasing the number of interactions in the national language (non-native for migrants)).
- Model of advanced language learning (simultaneous learning of a non-native language).
- Model of linguistic survival (assumes the preservation of the native language, and the non-native language is studied only for the basic understanding of others) (Khabarova, 2011).

The learning process in a bilingual language environment must be comfortable and child friendly. Therefore, teachers in their activities can rely on various approaches (Balykhina, 2014).

For example, within the framework of the humanistic approach in the learning process, the method of "quiet learning" is implemented, according to which the acquisition of a language is carried out in silence without constant repetition after the teacher. It promotes the child's mental concentration and cognitive abilities.

The communicative approach can be associated with the use of interactive games.

Through play, the same material can be varied, and for preschoolers, play is the leading way of learning. Communication during play activity includes the same stages as play, so it will be easier for bilingual children to adapt to a foreign language environment. Also, the playing activity of a younger student is of great importance for the development of cognitive interests, which contributes to further successful learning. Through it, mental and speech development occurs. The games show the independence, creativity, and initiative of children. Within the framework of play activity, educational and work activity gradually arises and differentiates.

The greatest efficiency of using the game is achieved when it is combined with other methods and teaching aids. It is applicable and useful for students of all ages. Moreover, a student who is weak in language training can become the first in a certain game: resourcefulness and ingenuity here are sometimes more important than knowledge of the subject. A sense of equality, an atmosphere of enthusiasm and joy, the feasibility of assignments - all this allows students to overcome shyness that prevents them from freely using words of a foreign language in speech and has a beneficial effect on learning outcomes (Ushakova, 2008).

From the point of view of organizing the verbal material, the game is nothing more than a speech exercise. The game is also considered as a situational task, where an opportunity is created for multiple repetitions of a speech pattern in conditions that are close to real speech communication as much as possible, as it has its inherent characteristics - emotionality, spontaneity, and purposefulness of spoken interaction.

Games contribute to the implementation of important methodological tasks:

- Creating the psychological readiness of children for verbal communication;
- Ensuring the natural need for multiple repetitions of language material;
- Training students in choosing the required speech pattern, which is preparation for situational spontaneity of speech in general.

The use of role-playing games provides ample opportunities for enhancing the educational process. Roleplay is a methodological technique that belongs to the group of active methods of teaching practical knowledge of a foreign language. This activity is a conditional re-enactment by its participants of real practical activities of people and creates conditions for real communication. The effectiveness of teaching here is primarily due to a boost of motivation and increases interest in the subject.

Roleplay promotes speech activity. Pupils find themselves in a situation when they need to say something, ask, find out, prove, or share with the interlocutor. Schoolchildren are demonstrated that language can be used as a means of communication. In a normal discussion, leaders tend to seize the initiative, while timid children prefer to remain silent. In a role-play, everyone is given a role and must be an active partner in verbal communication. In games, schoolchildren master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions, etc.

Roleplay teaches participants to be sensitive to the social use of a foreign language. A good interlocutor is often not the one who uses the structures in a better way, but the one who can most clearly develop the situation in which the partners are, considering the information already available to the students, and choose those linguistic means that will be most effective for communication. Practically all learning time in the role-playing game is devoted to speech practice. At the same time, not only the speaker, but also the listener is as active as possible, since he must understand and remember the partner's remark, connect it with the situation, determine how adequate it is to the situation and the task of communication, and correctly respond.

Modern pedagogical science puts forward the following requirements for role-playing games:

1. The game should stimulate the motivation of learning, arouse the student's interest and desire to do the task well, it is carried out based on a situation relevant to the real-life situation.
2. The role play should be well prepared and organized in terms of both content and form. Students must be convinced of the need to perform well in a particular role. Under this condition, their speech will be natural and convincing.
3. Roleplay should be accepted by the whole group and carried out in a friendly, creative atmosphere, to evoke a sense of satisfaction and joy in schoolchildren. The freer the student feels in the role-playing game, the more initiative they will be in communication. Over time, they will have a sense of confidence in their skills and they will be certain that they can perform different roles.
4. The game is organized in such a way that students can use the language material they are practicing with maximum efficiency in speech communication.

5. The ability of the teacher to establish contact with the group of children is of great importance in playing activities. The creation of a favorable, friendly atmosphere in the classroom is an important factor in the success of the game activity.

The game activates the desire of children to contact each other and the teacher creates conditions for equality in a speech situation, destroys the traditional barrier between a teacher and a student. In games, schoolchildren master such elements of communication as the ability to start and support a conversation, interrupt the interlocutor, agree, or disagree with him at the right moment. Thus, role play can be effectively used in foreign language lessons.

In addition to the forms of play activities that correspond to certain age characteristics of students and their leading activities at a specific age stage of development, the role-playing games based on everyday life situations are organized in foreign language lessons, they are designed to establish the norms of speech etiquette and foster a culture of behavior. Here, schoolchildren learn to greet each other and adults correctly, address the interlocutor, express gratitude, and apologize.

The nature of the speech interaction of the game participants is influenced by the number of game roles. In a polylogue, the number of question phrases for all participants is approximately the same, and the naturalness of communication increases if one participant communicates something following his role, uses reasoning and prompts actions, and the other participant asks, reacts, fulfills a request, etc. In dialogical communication, each phrase is accompanied by a response, and in a polylogue, a response is not necessarily accompanied by a response and can be addressed to another participant in the game. For educational purposes, it is necessary to diversify the communicative types of replicas of each participant in the game.

The next approach, which is often used by teachers of the second foreign language, is the inductive approach. Intuitive use of speech patterns is important in teaching bilingual children and is part of the inductive approach. Children work following a model, learn language and speech norms through imitation. While, according to the inductive approach, children are aware of the rule and after that, the patterns are drilled. This approach is more often used when working with preschool children.

The development of children's bilingualism and the teaching of bilingual children should be based on the laws of psycho-verbal development and general didactic principles of teaching. Let us consider some approaches to teaching a child a second language.

The most common approach to teaching a bilingual child, formulated by M. Grammont, is the principle "One language - one parent." Thanks to this, two languages are learned at the same time, they are not mixed, and children from an early age use all possible functions of the language and vocabulary. In this approach, an important role is played by the language that the child uses in his interactions outside the family and what language the parents speak between themselves. It is much easier if the parents speak to each other in a third language (English, German, etc.) (King, 2006).

The next approach follows the principle "One situation, one language." This approach can be manifested in the fact that in one-to-one situations and in a Russian-speaking environment, the mother speaks Russian with the child, and in the presence of relatives or friends who speak another language, she uses another language. In this case, it is important not to mix both languages in one sentence, and to transfer the grammar of one language to another. This will lead to confusion of languages and can confuse the child, resulting in inevitable mistakes (Boitsov, 2006).

There is also an approach according to which it is necessary to allow the child to master one language, and only then, at the age of 3-4 years, begin learning the second. Proponents of this point of view believe that otherwise, the child's speech development may slow down. However, there are no scientifically proven facts of a slowdown in the child's speech development, and parents may miss the most favorable period of a child's life for mastering a second language (Grosjean, 1989).

Should the child be helped in learning a second language, or should the language develop spontaneously? If parents, while communicating with a child, mix languages, do not pay attention to mistakes, try not to interfere in the process of mastering a second language, then bilingualism, in this case, develops spontaneously. As a rule, with the spontaneous approach, the speech of a bilingual child will have many mistakes and he will confuse two languages.

The pros and cons of each concept are manifested depending on the consideration of the child's abilities and general intelligence, the frequency, and duration of his communication with each of the parents, the social environment, and other factors. No matter what approach is used for teaching languages, first, it is important that this is a conscious approach. Parents need to decide for themselves how to start communicating with the child in their native language, how to continue the further development of the language, choose the most optimal strategy for family education of the bilingual child.

It is also important to discuss your approach to teaching your child a second language with other relatives and kindergarten staff members. It is necessary that others perceive the child's bilingualism positively and do not discourage parents from communicating with the child in two languages. At three or four years old, the child begins to realize that he communicates in two languages. The lack of a positive attitude and knowledge about bilingualism among people around the child may cause unwillingness to speak two languages (King, 2006). A child may refuse to speak a second language, especially in the presence of strangers. It is important for parents not to miss this moment and to give positive support of his ability to speak two languages, to encourage and motivate the further study of a second language. It is also impossible to put pressure on the child, to force him to speak only in a second language if he does not want to. It is much more effective to stimulate interest without forcing the child.

Bilingual children tend to mix languages, both in terms of vocabulary and phonetic systems of languages. Bilinguals mix two languages in one sentence only when they speak with people who understand both languages and the child knows it, therefore, the child realizes that he will be understood by the interlocutor in any case. In other words, the social context determines the extent to which the child will mix words from two languages in one sentence (Grosjean, 1989).

Bilingual children also tend to simplify words and avoid complex structures in their speech. It must be remembered that the child is learning to speak two languages, his understanding of grammar and sentence structure is still developing. Adults should build sentences according to their level of understanding; they should not speak in complex and long sentences (Bazhenova, 2016).

It must be borne in mind that each child is unique. All children have different linguistic and psychological characteristics. Therefore, it is quite natural that language is more difficult for some children than for others. It is important to help and guide your child in learning a second language.

Let us formulate the main recommendations for parents who decide to teach a preschool child a second language in a bilingual condition, based on the approaches and features given in the article:

- Make bilingualism a natural part of your life. Stimulate the child's interest in your language, read books together, watch interesting cartoons with him, and comment on them.
- It is necessary to talk with the child in a second language as much as possible,

try to speak correctly because children copy the pronunciation of adults.

- Do not force the child to speak a second language and put pressure on him. Show your child the benefits of bilingualism. Praise him for his successes more often, encourage interest in learning the language.
- Try not to mix both languages in one sentence and use the grammar rules of the first language for the second. This will only confuse the child and subsequently may lead to incorrect construction of sentences in one of the languages.
- Discuss with family members your main approach to teaching your child a second language. The people around the child must support the child's bilingualism.
- Speak in a language the child understands, build sentences according to his level of understanding.

Undoubtedly, bilingualism has many advantages in today's multicultural world. More and more parents want to raise their children bilinguals, to allow them to communicate in several languages.

Modern researchers highlight the following advantages of bilingualism:

- Bilingual children have better memory, bilingualism improves the ability of the brain to store information. The constant switching between two languages is a kind of mental exercise for a child, which allows him to develop mental abilities and at the same time make them more flexible. Bilingual children have a more developed metalinguistic perception. They can more often recognize incorrect grammatical constructions and understand grammatical rules. For each subject, bilinguals have at least two words. It develops imagination and creativity. Divergent thinking is also better developed (the ability to come up with many ways to use an object).
- Bilingual adults have mental flexibility, their brains are more resistant to aging diseases.
- Bilingual children succeed in communication, they better understand the right of other people to be different from them, they, as a rule, have natural flexibility and adaptability.
- If in the future bilingual children decide to learn more languages, it will be much easier for them. They can more easily perceive differences in sounds, stress, word order, intonation, and grammatical structures.

- Besides, bilingual children will have more advantages in the labor market (Bilingual children: pros and cons).

Consider the features of the process of teaching a second language in the context of an organized learning process in primary school. Starting regular training, children may face some problems in learning a foreign language. The success of its assimilation is facilitated by the teacher's organization of educational activities following the needs, motives, and goals of students. These conditions are satisfied by personality-oriented learning, according to which the child, his motives, goals, and needs are at the center of learning. In the context of this approach, the teacher determines the educational goal of the lesson and organizes guides, and corrects the entire educational process, based on the interests of the student, the level of his knowledge, and skills. The organization of training based on a personal-active approach means that all the methods and techniques that are used in the lesson, the teacher should analyze in terms of the student's personality - his needs, motives, abilities, activity, intelligence, and other individual psychological characteristics.

The creation of such conditions makes it possible for school children to learn a second foreign language more successfully, to show interest in the learning process, and to take in the material. The situation of success helps to cope with emerging difficulties both in educational and cognitive activities and in practical work. Real success in learning, to which the teacher constantly attracts attention, helps to create a situation of success, and maintain children's confidence in their capabilities. Consequently, one of the pedagogical conditions for the successful acquisition of a second foreign language is the creation of a situation of success. In this case, the teacher is required to maximize opportunities for implementing an individual approach to students.

Many teachers use the method of encouragement in their work because, in the initial period of education, the child has not yet formed the experience of learning activity, learning skills are insufficiently developed, mental regulators of activity are also weak, unstable, as well as cognitive motives of learning. In this case, the successful acquisition of a second foreign language can be facilitated by positive emotions that stimulate the work of students in the lesson.

Consider the methodology for creating situations of success, developed in the process of experimental work by professor A.S. Belkin (Belkin, 1991).

A condition for the successful mastering of a second foreign language in a child can only be such an activity that brings success and

satisfaction. The feeling of success appears in a student when he can overcome his fear, inability, lack of understanding, timidity, or difficulty. This gives rise to the desire to consolidate success, i.e., there is an increase in the desire for the process of cognition. It should be noted that the situation of success is realized only when the child himself identifies his success, overcoming his inability, ignorance, inexperience. However, it is difficult for the child himself to do this; for the successful implementation of educational activities, the support and help of a teacher is required.

One of the conditions for mastering a second foreign language is to allay the fear of activity, as a method of freeing a child from psychological pressure. For example, the teacher can express his confidence in the successful result of the activity, draw the child's attention to the successful completion of the task in the previous activity, help start the task, etc.

In the work of N.G. Pashkovskaya (Pashkovskaya, 2004) the following motivational pedagogical conditions for the formation of cognitive interest are highlighted:

- Awakening interest in the content of the foreign language as a subject;
- Personal traits of a teacher;
- The formation of a situation of success in the study of the subject;
- The formation of positive motivation for learning;
- The student's transition from the position of the object of activity to the position of the subject of activity.

An important factor that determines the success of the training is the correspondence of the proposed topics and communicative situations leading to oral and written communication, to the real interests of children, their capabilities, and needs. Moreover, the topics and situations should be personally significant for them and create conditions for increasing intellectual activity.

Based on the aforesaid, the use of the anthropological principle of selecting thematic content, implemented in the concept of early teaching of a foreign language, seems to be very promising. It is known as the Nuremberg Recommendations for Early Learning in Foreign Languages (Widlok, 2010), (Luk, 2020). Experts from 18 countries took part in its development. Today, the provisions of the Nuremberg Recommendations remain valid. The Concept specifies the goals of early learning of a foreign language: to provide a child with the opportunity to understand the multilingualism of the modern world, to learn other cultures; give the child basic information about a foreign language and its communicative use. The authors of the Concept emphasized the importance of the cognitive and

motivational (to awaken the child's interest in languages, to stimulate the process of their cognition) aspects: in the process of early learning of a foreign language, the "picture of the world" built in the native language expands.

The authors of the concept recommend that the choice of thematic and linguistic content of education be based on the interests of the child and by the level of his development. The content should correspond to the interests of the child and appeal to his feelings, imagination, promote the development of creativity and give pleasure.

Conclusion

Summing up what has been said, the content of the language material in the early study of a foreign language complements and forms the worldview that develops in the child.

Learning content should be as close as possible to children's understanding. Texts should be easy to understand, for example, poems, songs, sayings, fairy tales. Inauthentic texts written for educational purposes should be based on authentic language and authentic types of text, and include dialogues, which develops linguistic competencies in areas such as listening, speaking, reading, and writing, and students should be able to develop communication skills. In everyday life, therefore, the content of the linguistic material should include vocabulary and linguistic structures related to the child's living environment.

Pronunciation training should be an integral part of the learning process, as well as paralinguistic aids such as gestures, facial expressions, and other linguistic means closely related to the social and cultural aspect of language use (greetings, courtesies, etc.)

The content underlying early learning of a foreign language should include, for example, the general topics presented below, embedded in a communicative context.

Topic and situations:

- Everyday life and children's culture:

A child in different situations, for example, me and my family (friends), kindergarten, school.

Games, hobbies, sports, animals, travel, seasons (weather), food and drinks, body (health).

Clothing, holidays and customs, environmental protection (environmental management, etc.)

In the context of the above topics and situations, one should choose a vocabulary suitable for children, i.e., all parts of speech should be mastered.

- When choosing language-relevant content and linguistic structures, the following aspects should be considered:

Pronunciation

- Correct pronunciation and intonation must be ensured at an early stage.
- The child should be aware of the differences between mother tongue and foreign language.
- Teaching pronunciation should include both listening and speaking exercises.

Linguistic Structures and Language Use

- Communication intentions should be expressed in simple syntactic structures (mostly simple sentences).
- Complex texts (texts for listening and reading) can gradually become more complex.
- A certain number of language rules can be provided in the early stages of learning a foreign language.

According to this concept, the "world" of junior schoolchildren consists of eight areas of their interests. They are the starting point for the selection of the studied topics and are formulated as follows:

1. "Trophies and Treasures".

In this area of interest, the child assumes the typical role of a hunter and collector.

2. "I am building myself a house."

In this area, the child expresses the need for their safety, comfort, and the right to have their place.

3. "I care about you."

The child shows a tendency to take care of someone or something, take care of the people and objects around them.

4. "Give me freedom" or "I can do that too."

The child shows in this area of interest his/her tendency to knowledge, discoveries, independence.

5. "I have a lot to do."

The child imitates the world of representatives of any profession, field of activity.

6. "Me, you, and others."

In this area of interest, the child acquires the experience of social contacts in such a form as friendship.

7. "Hot - cold. Strong - weak."

Here, the child shows an increased interest in knowing the structure of his body, as well as in experimenting with the objects around him.

8. "Far-far away and in me ... there is a beautiful country."

In this area of interest, the child expresses the desire and need to fantasize.

The teacher taking these areas of interest into account when organizing the educational process is an important condition for the choice of topics studied by younger students since they show increased cognitive activity.

It should be noted that early learning of a foreign language has many advantages in the modern multicultural world. More and more parents want to raise their children as bilinguals, to allow them to communicate in several languages. Characterizing bilingualism as an experience is both a goal and a challenge for researchers working with the increasingly linguistically diverse population around the world. The tools provided in mini-series by Luk G., & Esposito A. (Luk, 2020) may give a starting point to understand the complexity and dynamicity of bilingualism as an experience. As language contact and globalization increase, language experiences will become more complicated. To this end, the research community needs to adapt and evolve with bilingualism.

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