Original Article

Modern Psycholinguistic Approaches in the Context of Bilingual Education

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Abstract

Bilingual education is one the main elements of language education, which is acknowledged by the world trend towards integration in the economic, political and cultural spheres. Consequently, psycholinguistic approaches are necessary for the teaching of foreign languages. By the definition of R.F. Frumkina(2004), psycholinguistics is "the science of what mental processes take part in, when we generate speech, i.e. speak, listen and read, as well as how we master speech in our native language and in a foreign language". The more knowledge about the speech behavior of a person, the more effective the technique will be able to form these skills. The article is aimed at identifying linguistic and psycholinguistic approaches to the problems of interrelationship in bilingual education. The structure of the article includes the definition of the features of modern approaches of psycholinguistics in conditions of bilingual education. The materials of the article can be useful for linguists, psychologists and teachers of a foreign language.

Key words: Education, Language, Psycholinguistics, Bilingual education, Teaching

INTRODUCTION

Despite a sufficient number of studies devoted to bilingual education, the problem of determining contemporary psycholinguistic approaches remains poorly understood. Bilingual education is one of the innovative methods of teaching. The problem of teaching the second foreign language is extremely multifaceted and complex.

A psycholinguistic approach to the study of language appeared long before the scientific direction with this name was officially formalized in the middle of the 20th century. Russian psychologists and linguists A.A. Leontiev and Vygotsky can be considered predecessors of modern psycholinguistics.

Among modern researchers should be noted Zalevskaya A.A, Belyanina V.P, Frumkin R.M, Glukhova V.M, Kovshykov V.A, Zimnyaya I.A. and others, who widely considered the problems of psycholinguistics in the study of the second foreign language, as well as problems related to bilingual education.

According to A.A. Leontiev, the identification of the psycholinguistic essence of teaching foreign languages requires a clear definition of the concept of "psychological basis for intensification of teaching foreign languages"(Leontiev A.A.,1999). The three-level nature of this phenomenon (at a didactic-methodical level, in relation to the educational activity of each individual student, collectively-psychological or socio-psychological) significantly expands the field of its functioning. Actually, the psychological content is presented at the levels of the activity of the individual student and at the socio-psychological level of the intensification of educational activity. In the first case, we are talking about the orientation to different modes of perception and different types of memory, ensuring the motivation for acquiring the learning language. In the second case, this is the socio-psychological organization of the learning process (in the group), which best ensures the assimilation of the required knowledge and skills of each individual student. Analyzing the content of the foreign language acquisition approaches,

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A.A. Leontiev(1999) defines learning non-native language as learning a speech activity. A.A. Leontiev emphasizes the role of the cultural component in acquiring foreign language and affirms the importance of teaching the orientation in the recruitment of linguistic knowledge and knowledge about the country of the learning language in the way a native speaker performs it. This is the main task of acquiring the language in the cognitive aspect.

A.A.Leontiev considers that the ways of psychological intensification of teaching foreign languages in a brief form represent a psycholinguistic program of teaching foreign language, which is one of the foundations of his concept.

Bilingualism (or bilingualism) in the definition of the famous American linguist W. Weinreich(1979) in his book Languages in Contact is represented as "the practice of alternately using two languages will be called bilingualism and the person involved, bilingual" (Weinreich U.,1979).

The psycholinguistic aspect of the study of bilingualism deals with the research of such questions as the determination of the ways of learning the second language, the influence of the age of the student, the ability of bilingual to switch from one language to another, the influence of the typological features of two languages, an analysis of the psycholinguistic difficulties of acquiring a second language on the basis of the native language and on the effectiveness of learning a third foreign language (Sayfullina, 2009).

In teaching a foreign language, the subject-activity approach assumes the organization and management of the student's educational work as a subject of educational and professional activity in mastering various types of speech activity (listening, speaking, reading, writing), taking into account peculiarities and linguistic abilities of students (Yarullina A.Sh., Mukhametzyanova F.G., 2013).

MATERIALS AND METHODS

Research Methods
The following research methods were used during the research process: complex theoretical analysis, comparison and synthesis methods.

The Stages of Research
- At the first stage - theoretical study of the problem, determination of goals, object, subject, tasks and research methods;
- At the second stage - an experimental study of communicative speech activity, personal activity of young children at the age 7-10;

- At the third stage (the final stage) - the analysis of the study was carried out; systematization and generalization of the material; formulating the main conclusions and the results of the research.

The Experimental Research Base
The participants of the research were children who studied in Russian groups in a secondary school. Their native languages were Uzbek, Kazakh and Tatar. The study was conducted on the basis of the private foreign school "Yes LC" in Tashkent (Uzbekistan), in which the English language was studied additionally. The duration of the study was one month (12 lessons). The experimental group consisted of 12 children aged 7-10 years old; lessons were conducted in Russian and English. In the second group (control group), training was carried out according to the traditional methods,mainly in the Russian language, more attention was paid to the translation of words and learning dialogues. During the comparative analysis, we used pre- and post-experimental tests.

RESULTS

The Structure and Content of the Study
In this study, we used method of comparison of results obtained during the application of psycholinguistic and subject-centered approaches based on bilingual teaching. Measures of central tendency were used to identify the results. The result of the experimental study revealed the essential structural and functional characteristics of bilingual education, psychological peculiarities of thinking in the process of second language acquisition and multicultural factors.

An error in non-native language speech, caused by the use of the means of native language, is the appearance of interference. The common premise of interference is that a person, speaking in a non-native language, always uses speech skills of his native (main) language (Mechkovskaya N.B., 2000).

During the use of a number of lexical-grammatical and phonological exercises, it was possible to eliminate interference in the process of teaching English. The phonetic interference appears itself in both perception and reproduction of speech.

The Stages of the Research
The study involved the following stages of experimental work:
- Analysis and formation of modern approaches of psycholinguistics in conditions of bilingual education; diagnostics of factors and problems arising in the process of teaching young children aged 7-10;

- Determining the pedagogical conditions that promote efficiency, the principles of positive motivation and cognitive interest among students.

Summative stage

On the summative stage, diagnostics of modern approaches to psycholinguistics, as well as subject-centered approach in the conditions of bilingual education, facilitating the acquiring of a foreign language in a more effective way were carried out. The study was conducted for a month (12 lessons). Classes were held in two groups (experimental and control), in each group there were 12 children 7-10 years old. The research was conducted on the basis of the private foreign school "Yes LC" in Tashkent (Uzbekistan), where English language is studied additionally. Lessons in the experimental group were conducted in Russian and English languages, therefore, on the basis of the subject-centered approach in the teaching of a foreign language. The educational process was based on the game form, which was aimed at the development of four main types of speech activity: listening, speaking, reading, and writing. In the second group (control group), study was conducted using traditional methods, mainly in Russian, more attention was paid to translating words and studying dialogues. In the course of the comparative analysis, Pre-tests and post-experimental tests were used, which contributed to the systematization of research materials, the formulation of conclusions. Verification tests contained the task of the experiment psycholinguistics - close procedure, sentence completion (reading and listening) and the definition of grammatical correctness. According to the results of the research, high results were achieved by the students of the experimental group (Table1-2).

The forming stage

At the formative stage the study was conducted in the experimental group on the basis of the private foreign school "Yes LC" in Tashkent (Uzbekistan), under the experimental program. The control group was taught through traditional method.

Practical classes consider the extensive use of active and interactive teaching methods: role-playing games (for example: What kind of transport do you prefer for travelling regularly abroad as a part of job? What are its priorities? Какой вид транспорта является предпочтительным для совершения зарубежных поездок, каковы его приоритеты?; You are flying to New York./На пути в Нью-Йорк; Organization of work and attitude to work in different countries/Организация труда и отношение к работе в различных странах; Business review: how to make successful business in a foreign country/Бизнес-обзор: как быстро обеспечить успех своему делу в другой стране; What makes a good advertisement abroad?/как можно

Table 1: The results of pre and post-experimental tests

	Central tendency		Dispersion			
	Tests	Mean	Low	High	Range	SD
Control group	Pre-test	9.6	6	13	7	2.3
	Post-test	11.5	9	14	5	1.5
Experimental group	Pre-test	10	7	14	7	1.5
	Post-test	15	10	18	8	2.2

Table 2: The results of pre and post-experimental tests

Control group					Experimental group			
Pre-test			Post-test		Pre-test		Post-test	
1	6	30%	9	45%	7	35%	10	50%
2	7	35%	9	45%	8	40%	12	60%
3	7	35%	10	50%	8	40%	13	65%
4	8	40%	11	55%	9	45%	14	70%
5	8	40%	12	60%	9	45%	15	75%
6	9	45%	13	65%	11	55%	15	75%
7	10	50%	11	55%	10	50%	16	80%
8	11	55%	12	60%	10	50%	16	80%
9	12	60%	13	65%	11	55%	16	80%
10	12	60%	11	55%	11	55%	17	85%
11	13	65%	13	65%	12	60%	18	90%
12	13	65%	14	70%	14	70%	18	90%

сделать хорошую иностранную рекламу?); various exercises, such as playing dialogue, compiling situations using thematic vocabulary, discussing the information after listening and reading; as well as carrying out work on the study of the qualities and properties of the personality of the bilingual student as a future specialist. Through interaction, students can increase their vocabulary in the process of reading or listening to authentic material, as well as to the statements of other students during discussions and performing joint assignments (Brown D.,2001). Grammar is studied in the process of communication in the language: the student first learns and remembers words, expressions, language formulas.

Using the song in the classroom allows learning the rules of pronunciation, grammar, and memorizing words and expressions on the studying subject in easy and accessible way. In addition, such approach to the lesson is an excellent way to relieve tension and remove students' psychological barrier.

General lesson plan:
Development of speech activity (listening, speaking, reading and writing), as well as preventing phonetic and lexical and grammatical interference in the learning process through complex linguistic exercises and games based on

psycholinguistic and subject-centered approaches. The basic textbook was Round up Starter, as additional materials for the lesson were used textbooks Way ahead 1 Pupil's book, Way ahead 1 Workbook, as well as audio and video materials from the sources learnenglishkids.britishcouncil.org/en/, KidsEnglishBooks.com and t. For example:

Listening:
Listen and repeat.
e.g. [əu]- road, most, cold
[ei]-game, change, today
[au]-flower, town, brown
Reading:
e.g: "My favourite clothes" (learnenglishkids.britishcouncil.org)
Speaking:
Telling about yourself."My Family".
Writing:
Dear Mary,
My name …… (be) Sally. I …. (be) ten years old and I …… (come) from London. I …. (have) got a big family. We…… (live) in a big house. My father… (work) in a bank. My mother ……. (not/work) in a bank, she ….(work) in a hospital. She ….(do) the x-rays. My two brothers…. (go) to school in the morning. My sister Tina ….(stay) at home. She ….(be) two years old. I ….(have) got a pet dog, Johnny. We…. (love) him very much. Write to me soon.

Love, Sally.
Games

Simon Says(orSimple SimonSays) is a child'sgamefor 3 or more players where one player takes the role of "Simon" and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to the other players, which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase "Simon says". It is the ability to distinguish between genuine and fake commands, rather than physical ability, that usually matters in the game; in most cases, the action just needs to be attempted.

The object for the player acting as Simon is to get all the other players out as quickly as possible; the winner of the game is usually the last player who has successfully followed all of the given commands. Occasionally however, last players may all be eliminated by following a command without "Simon Says", thus resulting in Simon winning the game.It is important to listen carefully and quickly to obey orders, so it is believed that the game improves attentiveness and reaction of children (https://en.wikipedia.org/wiki/Simon_Says).

Song: "Hockey Pokey"
You put one hand in.[Put one hand in the circle.]
You put one hand out.[Put that hand out of the circle.]
You put one hand in.[Put the hand back into the circle.]
And you shake, shake, shake, shake, shake.[Shake your hand.]
You do the Hokey Pokey[Spin and dance]and turn around.]
Everybody turn around.[Turn around in a circle.]
You put two hands in.
You put two hands out.
You put two hands in.
(supersimplelearning.com/songs).

In order to determine the content of the work, the long-term planning of 12 lessons for a month was studied. According to this program, the following objectives were formed:
1. Forming of lexical grammatical skills, pronunciation skills and reading skills, creative project lessons.
2. Development of subjective individualization, personal activity and motivation.
3. Development of mental functions associated with speech activity (thinking, memory, attention, perception, imagination).

In the course of the study, it was possible to partly eliminate the problem of interference with the help of linguistic, psycholinguistic and subject-centered approaches. The research concluded that new obtained comparative data on modern approaches of psycholinguistics in the conditions of bilingual education will provide personal and linguistic competence, a culture of dialogue and tolerance among students.

Based on the results of the experimental data, the lowest results belong to the students of the control group. Since, the educational process was conducted according to the traditional method and the current textbook.

DISCUSSION

The psycholinguistic aspect of the study of bilingualism deals with the research of such questions as the determination of the ways of learning the second language, the influence of the age of the student, the ability of bilingual to switch from one language to another, the influence of the typological peculiarities of two languages, an analysis of the psycholinguistic difficulties of acquiring a second language on the basis of the native language and on the effectiveness of learning a third foreign language.

We are imposed by the approach of A. A. Leontiev that the ways of psychological intensification of foreign

language teaching in brief represent the psycholinguistic program of teaching a foreign language, which is one of the foundations of his concept.

We consider that in the process of learning a foreign language, each student must act as a subject of educational activity, so the teacher needs to find the optimal combination of various forms of learning activities, taking into account psycholinguistic approaches in studying foreign languages.

We used such approaches of psycholinguistics in the course of the research: the close procedure, the sentence completion (reading and listening), the definition of grammatical correctness, as well as the learning process was conducted on the basis of a subject-activity approach, which focuses on the personality of the student.

CONCLUSION

The results of the research showed that the application of various approaches of psycholinguistics on the basis of the subject-centered approach helps to better acquire the educational material, and also removes the psychological barrier; excessive tension and stiffness, uncertainty and fear. Consequently, there was an increase of the educational activity, satisfaction with the learning process itself. The materials of the article can be useful for linguists, psychologists and teachers of a foreign language.

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