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РАЗДЕЛ 2.
МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКОВ

SECTION 2.
METHODS OF TEACHING LANGUAGES

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FORMATION OF LANGUAGE: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS

Abstract. In child development, language is an integral part of the processes of differentiation and integration into new situational forms; created forms include “others”, “language for others”, “yourself”, “language for yourself”, etc. Language is a process and a product. In the process of joint activity of parents and children, these phenomena acquire a unique meaning and character in the image. Individual consciousness is thus the product of their joint activities, the structure of functions, the content of which is indirect speech. Some researchers with evidence show that during childhood, information about the conscious self-control of the dialectic of communication with other people and with itself takes center stage. The language that is originally learned by the child is not some tiny version of grammar that is context-independent; instead, it is a specific means of communication created by initial parent-child communication. The heuristic focus of the study is expressed in the following statement that the transition of cognitive control from external social experience to internal psychological control is a prerequisite for all higher cognitive processes.

Key words: psychological and pedagogical aspects, multilingual education, cognitive control, “language for others”, “language for yourself”.

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Introduction

The increasing prevalence of interlingual communication has led to a growing interest in the study of bilingualism. In today's world, knowledge of a foreign language is considered a necessary skill that can contribute to professional development and the expansion of international relationships. The emergence of new scientific paradigms and

the integration of various disciplines, such as pedagogy, psychology, and linguistics, have led to the search for effective research methods in the study of bilingualism.

Bilingualism is now quite common, as most people live in multinational states where multiple languages are spoken. The realities of globalization and the existence of bili- and polylingual states have made bilingualism and polylingualism a part of everyday life.

Comparative studies of monolingualism and bilingualism challenge traditional understandings of human development. The subordination of biological processes to psychosocial ones, or the ability to consciously direct behavior that is biologically induced, is seen as the core task of human development. Philosophical literature refers to this as "will", while psychological literature defines it as "conscious self-regulation". In our work, we focus on a specific definition of conscious self-regulation.

Several studies indicate that conscious self-regulation in childhood is primarily developed through communication dialogue with others and oneself (Vygotsky, 1959, p.102; Luria, 1979, p.177; Luria, 1968, p. 47; Ambers, 1987). According to L. Vygotsky, the language acquired by a child during their early years is not simply a small version of grammar that exists independently of its context. Instead, it is a unique communication tool that is formed through the initial connections between parents and their child.

L. Vygotsky believed that language initially operates as an emotional and preverbal psychosocial image. As a child develops, language plays a crucial role in the processes of differentiation and reintegration into new situations, such as "others", "language for others", "yourself", "language for yourself". Language is both a product and a process, and during joint activity between parents and children, these phenomena acquire unique meaning and features. As a result, individual consciousness is formed through joint activity, with its structure of functions and content mediated by speech acts (Vygotsky, 1959, p.117).

L. Vygotsky argued that «personality» and «language» are interconnected parts of the same cognitive structures and cannot be treated as separate features of consciousness, as some rationalist thinkers have claimed. These concepts cannot be explained by the social learning theory, which views them as a mere reflection of initial social relations. Instead, both language and personality develop from social relations, but they are not determined solely by them. The individual's social environment and personal characteristics both play a role in their development. Consciousness is not a mechanical reflection of social data, but a perceived being. While the relationship between language and personality is most evident in early ontogenesis when they work together to enable action, they remain interconnected parts of psychosocial unity throughout adulthood, although they acquire functional autonomy as part of normal development.

Material and methods

The purpose – study of psychological and pedagogical aspects of multilingual education. Multilingual education transcends language acquisition – it fosters cognitive growth, cultural empathy, and a competitive edge in an interconnected world. The benefits of bilingual and multicultural learning extend beyond the classroom, shaping well-rounded individuals equipped to thrive in diverse settings. Objective: analyze the scientific works of leading scientists on the research topic; consider the situational forms of language. Research methods: analysis and synthesis of information data; comparative

analysis. Comparative analysis is a method that is widely used in social science. It is a method of comparing two or more items with an idea of uncovering and discovering new ideas about them. It often compares and contrasts social structures and processes around the world to grasp general patterns. Comparative analysis tries to understand the study and explain every element of data that comparing. Results: a product of their joint activity, the structure of functions, contents which the indirect speech act.

Results and discussion

1. Four basic functions of language

Several studies indicate that conscious self-regulation in childhood is primarily developed through communication dialogue with others and oneself (Vygotsky, 1959, p.102; Luria, 1979, p.177; Luria, 1968, p. 47; Ambers, 1987). According to L. Vygotsky, the language acquired by a child during their early years is not simply a small version of grammar that exists independently of its context. Instead, it is a unique communication tool that is formed through the initial connections between parents and their child.

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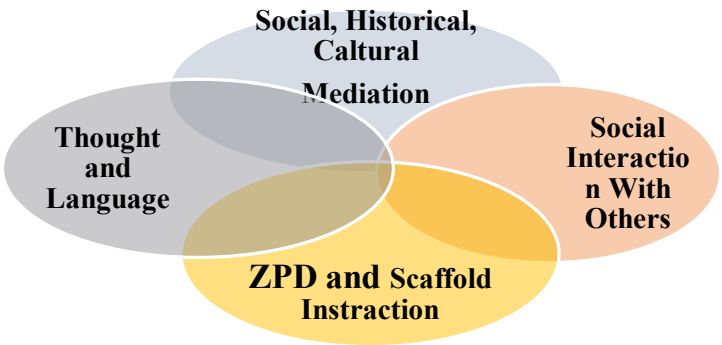

Picture 1. Combining Thought and Language with Socialization – a Dynamic Process

To help a child develop mature language functions, parents and educators should engage them in a world of touches, sounds, and gestures before they are able to speak. At this stage, the child's language functions are undifferentiated, and their communication relies heavily on external social experience. The goal should be to develop a self-regulating system where each language function is clearly differentiated, yet remains part of the whole. A. Luria emphasizes that there is continuity in the transition from an immature to a mature state, with initial features being preserved and evolving at each stage. In other words, the development of language functions is a gradual process that builds upon previous stages and maintains certain characteristics along the way.

Characteristics of four main stages of self-regulation. A. Luria`s research is focused on the transition of cognitive control from external social experience, such as verbal instructions from adults, to internal psychological control, such as voluntary self-instruction. According to his findings, this transition is a necessary condition for the development of all higher cognitive processes. He describes four stages of this transition based on ethnographic studies, clinical observations, and control experiments. At each stage, there is an increase in conscious control over language functions, leading to a more self-regulating system. In other words, as the child develops, they move from relying on external guidance to internal self-regulation, which allows for more advanced cognitive processes. He suggests the main age parameters of normal mastery of each stage and describes their characteristics with a great accuracy in the following manner:

1. Between the ages of 10-24 months, a child's reference and communicative function are more developed compared to their generalizing and self-regulating functions. Simple instructions can prompt a child to take appropriate actions, but these actions are often pre-set and automatic. In these early stages, verbal instructions may be overridden by pre-existing automatic actions, and if there is a significant gap between instruction and execution, the child may forget the verbal instructions altogether.

2. Between the ages of 30-36 months, a child's communicative and reference functions become more actively manipulated, and there is some development in their generalizing and self-controlling functions. At this stage, there is a greater degree of conscious control, which can inhibit motor activity. With adult encouragement, a child can learn to respond appropriately to more complex semantic indications. In these situations, the child relies on connections and synthesis of words, rather than a single word, to fulfill a verbal-indicative role. In other words, the child's language use becomes more sophisticated and incorporates multiple words to convey meaning.

3. Between the ages of 40-54 months, a child gains even greater control over their communicative and reference functions, and is capable of generalizing and solving complex semantic and logical problems through a process of self-dialogue. However, it's important to note that this self-dialogue must occur aloud, as a silent self-dialogue can lead to arbitrary and uncontrolled self-directed behavior. In other words, a child`s internal monologue is most effective when spoken aloud, rather than just thought silently.

4. Between the ages of 60-84 months, a child fully differentiates and reintegrates all four language functions, which enables conscious self-regulation. At this stage, the child can effectively engage in a silent self-dialogue, and is capable of planning and anticipating future actions silently. The child's behavior is now consistent with both their spoken self-dialogue and their internal thoughts. In other words, the child has developed

a mature and fully functional language system that allows them to consciously control their own cognitive processes.

2. Discovery A. Luria

According to A. Luria's findings, young children tend to develop their ability to understand and use language more quickly than they develop their ability to control their own movements. As a result, it may be easier for a toddler to respond verbally to instructions than to perform a simple physical action on their own. This is significant for parents and educators because the faster a child's language skills develop, the faster they are likely to achieve overall cognitive control. In simpler terms, language development appears to outpace motor control development in young children, and this has important implications for their cognitive development. By writing down verbal instructions of an adult to a child and the children's answers, A. Luria checked his assumptions and received the following results:

1. During the first developmental stage of a child, which usually occurs at around one year of age, the ability to understand and use language develops alongside the ability to reference objects. The child begins to understand that objects have names and can be referred to by those names during communication with their parents. However, when asked to retrieve a specific object, the child may not necessarily choose the correct one, but rather the one that captures their attention. Similarly, when instructed to perform a specific action based on a visual cue, the child may have difficulty stopping that action once it has begun. This is because, at this stage, the child lacks internal controls and relies on external direction from adults. It is not until the fourth developmental stage that self-regulation through verbal means becomes more clearly defined, and cognitive control becomes inter-psychic. In simpler terms, during the first stage of development, a child's ability to follow instructions and regulate their behavior is unpredictable, and they rely heavily on external guidance from adults. It is only later on that they begin to develop the ability to regulate their own actions through verbal means.

2. During the second developmental stage, which typically occurs at around three years of age, a child`s internalized communicative and reference functions become more fully developed. They begin to differentiate between generalization and self-regulation functions, and acquire some self-regulation function. For example, when presented with two colored lights and a ball, a child on this stage can follow an instruction to squeeze the ball when the red light comes on and not squeeze it when the green light comes on, but only if the instruction is given by an adult. If the child tries to instruct themselves silently, they may squeeze the ball in response to both instructions. This is because the act of speaking can activate their motor system, indicating that their biology is not yet fully under conscious psychosocial control. While it may be easier for a child on this stage to control their speech than to self-regulate their cognitive-motor system, A. Luria suggests that this is because the generalizing and self-regulating functions have not yet been fully differentiated from the primitive system and integrated into a more mature system. As a result, cognitive control at this stage is partly inter-psychic and partly intra-psychic. In simpler terms, during the second stage of development, a child's ability to regulate their behavior and follow instructions improves, but they still rely heavily on external guidance and have not yet fully integrated their self-regulation functions into a mature system.

3. During the third stage of development, typically occurring at around four years of age, a child differentiates and integrates four basic functions, resulting in less

contradiction between their intentions and their actions. External speech and behavior become more consistent, and the child gains better control over their cognitive processes. It is important for parents and teachers to recognize that a child who talks to themselves externally is actually giving directions aloud, directing their own actions. Suppressing a child's self-talk can lead to arbitrary actions and delay the development of conscious self-regulation. The ability to consciously control one's cognitive processes and actions represents a new direction of development within the system, even if internal speech has not yet developed. In other words, compared to the second stage of development, a child in the third stage has gained more conscious control over their behavior, and it is important to support their external self-talk rather than discourage it.

4. At around 6 years old, a child on the fourth stage of development can respond properly to external and self-directed instructions. They can handle complex tasks that require semantic and logical reasoning by having an inner dialogue. Even though they may still talk to themselves out loud, they are capable of solving problems silently when needed. A. Luria sees this stage as the point where a child has developed their own identity and has fully acquired all four language functions.

Moving from a primitive and undifferentiated system of cognition and communication to a mature and integrated system does not mean that a child is fully developed or self-motivated. It simply means that the child now possesses the cognitive framework necessary to consciously interact with the world. Therefore, it is still important for parents, educators, and teachers to continue to guide and teach the child. Although a child in the fourth stage has a cognitive system that allows him to learn from teachers, they still need to carefully guide him through his immediate developmental zone. Educators must also be aware that a child's mental growth is indirect and occurs over time.

Table 1 Child Development Chart – First Five Years (Harold Ireton, PhD)

	Social	Self-Help	Gross Motor	Fine Motor	Language
5yrs to 4yrs	Demonstrates leadership qualities when interacting with peers, and can easily understand and comply with basic instructions in board or card games.	Demonstrates independent toileting skills. Demonstrates awareness of road safety by looking both ways before crossing. Can independently fasten one or more buttons on clothing.	Engages in swinging on a swing set using own effort to pump and gain momentum. Performs skipping or running broad jumps. Balances and hops on one foot without assistance.	Prints first name (four letters). Draws a person that has at least three parts - head, eyes, nose, mouth, etc. Draws recognizable pictures.	When asked, for example, “What is an orange?” answers,“A fruit”.Reads a few letters (five+) Prints a few letters or numbers. Counts ten or more objects.
4yrs to 3yrs	Displays a caring attitude towards younger peers. Engages in cooperative play with minimal need for adult intervention and conflict. Provides guidance or instructions to other children.	The child is capable of dressing and undressing themselves independently, although they may still require assistance with tying shoelaces. They are also able to wash their face without assistance and have successfully completed toilet training.	The child is capable of balancing and hopping on a single foot without assistance. The child can also ride a tricycle and use the pedals to move around.	Cuts across paper with small scissors. Draws or copies a complete circle.	Follows a series of three simple instructions in order. Talks in long, complex sentences (10 or more words). Answers questions like, “What do you do with your eyes? ears?”Identifies at least four colors by name correctly. Asks questions beginning with “Why? When? How?”

3yrs to 2yrs	Engages in games involving physical activity and social interaction, such as tag and hide-and-seek. Participates in imaginative play, taking on roles such as parent, teacher, or student. Uses a fork to eat food. Attempts to assist with basic household chores. Plays with other childrencars, dolls, building.	Dresses self with help. Washes and dries hands. Opens door by turning Knob.	Walks up and down stairs - one foot per step. Stands on one foot without support. Climbs on play equipment – ladders, slides.	Cuts with small scissors. Draws or copies vertical (|) lines. Scribbles with circular Motion.	Answers questions like, “What do you do with a cracker? a hat?” Speaks clearly - is understandable most of the time. Talks in sentences at least four words long. Has a vocabulary of at least 20 words.
2yrs to 18mos	Usually responds to correction - stops. Shows sympathy to other children, tries to comfort them. Sometimes says “No” when interfered with.	Takes off open coat or shirt without help. Eats with spoon, spilling Little. Eats with fork.	Walks up and down stairs alone. Runs well, seldom falls. Kicks a ball forward.	Turns pages of picture books, one at a time. Builds towers of four or more blocks.	Follows two-part instructions. Names a few familiar objects in picture books. Asks for a drink or food, using words or sounds. Uses at least ten words.

18mos to 12mos	Greets people with “Hi” or similar. Gives kisses or hugs.	Insists on doing things by self-such as feeding. Feeds self with spoon. Lifts cup to mouth and Drinks.	Runs. Walks without Help. Stands without support.	Scribbles with crayon. Picks up two small toys in one hand. Stacks two or more blocks.	Talks in single words. Says “Mama” or “Dada” for parent, or similar.
12mos to 6mos	Waves “Bye-bye.” Plays social games, “peek-a-boo,” “patty-cake.”Pushes things away he/she doesn’t want. Reaches for familiar People.	Picks up a spoon by the handle. Feeds self-cracker.	Walks around furniture or crib while holding on. Crawls around on hands and Knees. Sits alone . . . steady, without support. Rolls over from back to stomach.	Picks up small objects - precise thumb and finger grasp. Uses two hands to pick up large objects. Transfers toy from one hand to the other.	Understands phrases like “No-no” and “All gone.” Makes sounds like da-da, ma-ma, ba-ba. Responds to name - turns and looks. Babbles.
6mos to berth	Distinguishes mother from others. Social smile.	Comforts self with thumb or pacifier. Reacts to sight of bottle or breast.	Turns around when lying on stomach. Lifts head and chest when lying on stomach.	Picks up toy with one hand. Looks at and reaches for faces and toys.	Laughs out loud. Makes sounds - ah, eh, ugh. Cries in a special way when hungry.

Although some researchers disagree with the ideas of L. Vygotsky and A. Luria regarding language and consciousness, there are others who support their views (Bain, Yu, 1980; Bain, Yu, 1982, p. 69; Bronchart, 1973, p. 417; Lanco-Worrall, 1972, p.69). However, it should be noted that we consider the research methods and concepts of Vygotsky and Luria to be valuable and useful for further investigation.

3. Principle of M. Grammont "one parent – one language"

There are various ways to enhance children's bilingual abilities, including learning a second language after mastering their mother tongue's grammar structure or through early or late immersion. However, the focus of this discussion is on raising bilingual children in an environment where two languages are spoken simultaneously, commonly known as the «one parent – one language» approach. Many researchers have studied this method, and we will highlight the best works in this area.

In 1908, French linguist D. Ronier and his German-speaking wife planned to educate their future child in Franco-German bilingualism. They received advice from their colleague M. Grammont, who suggested that they talk to the child in only one of the languages they want them to learn, depending on the situation (Hamers, Blanc, 1989). "Each language should be represented by a different person, meaning the child should always hear French from one person and German from the other, and this should never be reversed. According to Grammont, this approach would enable the child to start speaking in two languages without even realizing it, and without having to put in a lot of effort" (Imedadze, 1967, p. 11).

D. Ronier implemented M. Grammont's advice meticulously, and the results were just as predicted. Their son, Louis, was able to distinguish between French and German by the age of two. He would test words by their pronunciation and identify which language each word belonged to, often taking no more than a week to master them. Louis also achieved accurate pronunciation of both languages' phonemes at 3 years and 5 months old, which was considered the minimum level of the norm for monolingual French and German speakers.

In terms of vocabulary development, Louis initially showed a stronger inclination towards German, likely due to communicating more with his mother in that language. However, this imbalance did not last long. By the age of 3 years and 8 months, Louis was actively studying words and phrases in both languages simultaneously. He made an effort to find the equivalent of a word or phrase he knew in one language in the other. After this period, he no longer confused the two languages, and he was able to speak both languages as a native by the age of 3 years and 10 months.

D. Ronier`s observations have been supported by many studies, including V. Leopold`s classical study from 1939-1949, which involved his daughter Hildegard's development in German and English using the «one parent – one language» principle. Leopold discovered a unique phenomenon in Hildegard's language development, where there was a weakening of the connection between the phonetics of a word and its meaning, something that is rare in monolingual children of her age (Leopold, 1994).

Like Louis, Hildegard was able to tell the same story in both languages from the age of 2 years and 11 months, and by the age of 3 years and 7 months, she was easily accepting new names for objects and events already known in one language and actively looking for an equivalent in the other language. Another study by Imedadze also observed his daughter Natasha's language development in a bilingual environment of Russian and

Georgian, following M. Grammont's principle (Luria, 1959). Natasha's achievements were similar to what happened to Louis and Hildegard. But some following differences were observed that the conscious search for equivalent words and phrases in another language that D. Ronnie and V. Leopold observed in the third quarter of the third year, N. Imedadze stated in the first quarter of the third year. These differences are explained by the difference in a research criteria choice. Both linguists Ronnie and Leopold paid attention to linguistic criterion and a psychologist N. Imedadze looked into to cognitive criterion.

Notwithstanding the problem of criteria, from observations of Louis, Hildegard and Natasha when a child is brought up according to M. Grammont's principle "one parent – one language" then following three conclusions can be drawn as follows 1) two languages are acquired in a similar manner and act as one; 2) there is no explicit confusion of these two languages at the level of ordinary usage when differentiation of primitive communicative system and reintegration into two different languages takes place and 3) from a very young age these children acquire a desire to use all possible functions of a language.

Conclusions

The process of language development is the same for both monolingual and bilingual children. However, the way in which the language is represented can lead to different self-regulating speech conventions. As Vygotsky argued, language use is an integral part of the psychosocial context.

The structure of tools used for internal self-dialogue is an important area of research. In our study, we found that external self-dialogue in bilingual children is differentiated into two types of speaking at the third stage. Despite differences in the combinations of Asian and Indo-European languages used in our study, the phonetic and syntactic development of bilingual children was found to be similar to that of monolingual children as observed in previous studies by D. Ronier, V. Leopold, M. Imedadze and others.

However, we could not find any bilingual children who clearly differentiated linguistic means into two types of communication with others at stage 2 when others directed their self-regulation. Furthermore, we did not find any child who did this unconsciously at stage 3 when self-dialogue was aloud and aimed at self-regulation. Therefore, a more complete evaluation of the dynamics of language development can be achieved by considering language as both a process and a result.

While there is ample research describing processes that facilitate cognitive development acceleration, in our study we found that bilingual values are not negative or neutral. In fact, they play a significant role as cognitive accelerators in the development process. Overall, our study highlights the importance of considering the social and cultural contexts of language use in understanding the development of bilingualism.

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ТІЛДІҢ ҚАЛЫПТАСУЫ: ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕР

Аңдатпа. Баланың дамуында тіл саралау және жаңа ахуалдық нысандарға интеграциялау процестерінің ажырамас бөлігі болып табылады; жасалған нысандар «басқалар», «басқалар үшін тіл», «өзі», «өзі үшін тіл» және т.б. қамтиды. Тіл – бұл процесс пен өнім. Ата-аналар мен баланың бірлескен қызметі процесінде бұл құбылыстар бейнеде қайталанбас мағынаға және сипатқа ие болады. Негізінде жеке сана, осылайша, олардың бірлескен қызметінің өнімі, жанама сөйлеу мазмұны болатын функциялардың құрылымы болып табылады. Кейбір зерттеушілер бала кезінде өзін-өзі саналы бақылау ақпараты басқа адамдармен қарым-қатынас диалектикасының өзімен-өзі орталық орын алатынын дәлелдей отырып көрсетеді. Бастапқыда бала меңгерген тіл контекстен тәуелсіз грамматиканың кішкентай нұсқасы болып табылмайды; оның орнына бұл ата-ана мен бала арасындағы бастапқы қарым-қатынастан құрылған нақты қарым-қатынас құралы. Зерттеудің эвристикалық бағыты когнитивтік бақылаудың сыртқы әлеуметтік тәжірибеден ішкі психологиялық бақылауға көшуі барлық жоғары когнитивтік процестер үшін қажетті шарт болып табылады деген пайымдаудан көрінеді.

Түйінді сөздер: психологиялық-педагогикалық аспектілер, көп тілді білім беру, когнитивтік бақылау, биологиялық процестер, «басқаларға арналған тіл», «өзі үшін тіл».

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ФОРМИРОВАНИЕ ЯЗЫКА: ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ

Аннотация. В развитии ребенка язык является неотъемлемой частью процессов дифференциации и интеграции в новые ситуативные формы; созданные формы включают «других», «язык для других», «себя», «язык для себя» и т. д. Язык – это процесс и продукт. В процессе совместной деятельности родителей и ребенка эти явления приобретают в образе неповторимый смысл и характер. Индивидуальное сознание в основе является, таким образом, продуктом их совместной деятельности, структурой функций, содержанием которых выступает косвенная речь. Некоторые исследователи с доказательствами показывают, что в период детства информация осознанного самоконтроля диалектика общения с другими людьми и сама с собой занимает центральное место. Язык, который изначально усваивается ребенком, не является какой-то крохотной версией грамматики, независимой от контекста; вместо этого это конкретное средство общения, созданное первоначальным общением между родителями и ребенком. Эвристическая направленность исследования выражается в следующем утверждении, что переход когнитивного контроля от внешнего социального опыта к внутреннему психологическому контролю является необходимым условием для всех высших когнитивных процессов.

Ключевые слова: психолого-педагогические аспекты, многоязычное образование, когнитивный контроль, «язык для других», «язык для себя».

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