Psycholinguistic Basis of the Formation of Early Artificial Bilingualism

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Abstract: the article discusses the problems of creating early artificial bilingualism (the methodological equivalent of the term: early learning of a foreign language) from the point of view of psycholinguistics and the theory of speech activity. The basic principles and approaches to the organization of the process of formation of early bilingualism outside the natural language environment are presented. The authors are based on the works of famous psycholinguists. The leading scientific positions in this case are the acoustic nature of language and the emotional nature of speech. These assumptions allow us to form approaches to early learning of a non-native language that do not contradict the process of natural acquisition of a non-native language. The presence of universal and nationally specific signs of speech is taken into account.

Keywords: early artificial bilingualism (early learning of a foreign language); sensitive period; acoustic nature of the language; emotional nature of speech; universal and national-specific signs; emotional interaction; motor - tactile basis.

The organization of the process of formation of artificial bilingualism requires a psycholinguistic approach. This is due to the current situation, characterized by the following signs:

- the growing relevance of early foreign language learning;
- insufficient data on the process of formation of early natural bilingualism, despite the intensive nature of this phenomenon in the conditions of modern migration;
- the fragmentation of a number of theoretical positions in the theory of speech activity, presented in the works of well-known psycholinguists.

The lack of psycholinguistic understanding of the process under consideration leads to the use of traditional approaches for modern methodology in teaching foreign languages to preschool children, and the age of the children being taught tends to decrease. The characterization of the psycholinguistic position should begin already with the terminology. One can only conditionally accept the traditional methodological term "early learning of a foreign language", explaining its psycholinguistic content. Neither in the case of a child mastering his native language, nor in the situation of the formation of both natural and artificial bilingualism, we are not talking about learning. According to N.I. Zhinkin, “the practical assimilation of language as a speech skill necessary for communication occurs according to the type of self-study” [4].

Psycholinguistics proceeds from the statement that a person is biologically adapted to the assimilation and use of several codes, i.e. systems of languages, in society. The second system of codes (non-native, foreign language) functions according to the same laws as the first (native language). In this regard, information about the process of assimilation of the child's native language, about the stages (periods) through which the development of the child's speech proceeds before the onset of the so-called sensitive period becomes particularly important. After this time, innate strategies that ensure language mastery in general cease to be active, which also applies to speech in a non-native language. The psycholinguistic attitude convinces, first of all, of the necessity of a different approach to the organization of this process than it traditionally occurs when teaching older children and adults.

The child uses an innate strategy of mastering the native (first) language in the presence of
speech information (in recent times, the term input is used to denote this phenomenon). "A strategy is a certain way of acquiring, preserving and using information that serves to achieve certain goals in the sense that it should lead to certain results" [1]. Traditional methods of teaching foreign languages have accumulated examples of incorrect strategies that cause the low efficiency of the efforts spent on learning. This leads to the accumulation of knowledge about the system of a foreign language, and in the absence of a "lever of control" of this theoretical information, in the absence of sufficient speech practice, does not contribute to the effective study of a foreign language. That is why, in order to solve this problem, it is important to consider the essence of the psycholinguistic approach.

Psycholinguistics considers the idea of the existence of innate strategies for assimilation of the native (or first) languages that are activated during the assimilation of native speech. With the acquisition of the first language, they are not lost immediately, but they remain to a certain extent until the so-called "critical" period. This is evidenced by the numerous observations on the easy acquisition of a second language in the language environment. There are few studies of this process (especially longitudinal ones). However, it is possible to identify the main features of strategies that can serve as a basis for organizing the process of early learning of a foreign language outside the language environment.

One of the basic signs of the formation of a non-native language system is the emotional nature of this process. The system of emotional and expressive means of native speech develops in a child at the earliest stage of his development, in the "pre-verbal period of speech ontogenesis" [3]. In the process of emotional interactivity with an adult, during this period the child learns the rhythmic-intonation system of native speech, the main expressive means and the system of paralinguistic units, including mimic, gesticulatory and pantomimic means. This period, which is usually not given serious attention in traditional descriptions of ontogenesis, is extremely important: it is responsible for the formation of the basis of the paralinguistic and prosodic means of the child's future speech. Words and syntactic constructions of native speech are superimposed on the "framework" created during this period in subsequent periods. The lexicon of the child, formed initially in the form of rhythmic forms of words (pseudo-words), begins to grow rapidly in the speech of the mother (and other adults who come into contact with the child), the national specificity of the rhythmic-intonational picture of the native speech is manifested. A person communicating with a small child unconsciously vividly realizes the characteristics of native speech. According to its phonostylistic parameters, such speech in English-language texts on the problems of the study of children's speech was called talk to baby.

Since the expressive means of native speech are formed at the earliest stage of speech ontogenesis and the emotional factor plays a significant role in the child's language acquisition and his further speech activity, the transition to the system of expressive means of another language is a natural process that requires, at the same time, the child to receive information about the appropriate (expressive) means in the speech environment. The basis for the assimilation of units of a non-native language at all levels should be a system of means of sounding speech, as it happens when mastering the native language. Unfortunately, this postulate still does not find a corresponding reflection in teaching methods. In the situation of the development of natural bilingualism, reliance on the means of sounding foreign language speech proceeds intuitively. The most important problem in the situation of artificial bilingualism is the translation of the child's speech into the parameters of expressive means of foreign-sounding speech.

From the above, we can conclude that the emotional factor should be one of the foundations when building a model of teaching a foreign language. In practical terms, the main task is the assimilation of emotional and expressive complexes of the sounding speech of a given foreign language.

The process of mastering the parameters of foreign-sounding speech implies the formation of rhythmic intonation pronunciation (articulation) skills. The main problems that arise in the
situation of adult learning, namely: interference from the native language and difficulties in managing the process of formation of a new sound and intonation system due to the high degree of unconsciousness of mastering them [5] in relation to early learning have a different character. At the age of up to the sensitive period, which we consider in a wide range (conditionally up to 8-9 years), subject to a set of psycholinguistic conditions, rhythmic and melodic parameters of foreign language speech are subject to purposeful mastery in emotional interaction with adults. Under these conditions, articulation skills arise and are fixed imitatively as derivatives of suprasegmental features. Mastering the phonological system as a whole requires the development of differential features simultaneously with the distinction of meanings. The central task is the assimilation of the prosody of a non-native language: the design of communicative types of utterance and, as noted above, expressive means of speech in the considered interdisciplinary position, the model of the formation of artificial bilingualism is close to the process of the formation of natural bilingualism. As in the situation of natural assimilation of a second language, the necessary conditions for the successful development of this process are, first of all:

- emotional interaction of a child with an adult;
- obtaining speech material (input) of sufficient volume, which clearly reflects the units of this foreign language in the hierarchy of their formation in speech ontogenesis;
- the nature of the presentation of speech material, which can be called compression.

This refers to the assimilation of prosodic and segmental units of sounding speech, lexical and syntactic units in their psycholinguistic relationship, i.e. taking into account their correlation in natural speech ontogenesis, but shortened in terms of assimilation time. This factor, the compression process of introducing and assimilating units of a non-native language in the direction corresponding to natural language acquisition, distinguishes the model we are considering from the formation of natural bilingualism. These are the principles of construction of the training model presented by us. The following issues are also significant:

1. The optimal age for creating artificial bilingualism. To answer this question, it is necessary to take into account the degree of formation of native speech skills. Practice it testifies to the natural successful development of early bilingualism in a bilingual environment. At the same time, there are not enough complete and systematic descriptions in terms of the intensity of the influence of each of the languages and the behavior of the child in relation to the language balance. There is no doubt that the child has the strategy of mastering two languages in a natural interactive environment. At the same time, the actions of adults to attract the child's attention to one of the languages, attempts to include the translation of language units and, probably, other purposeful actions as clarification of grammatical forms do not contribute to the successful development of the child's speech abilities.

The content of the training. If we think about the nature of the educational material and the peculiarities of its assimilation, then we should talk about the development of speech ability, which occurs in the process of using a second language in natural situations of play and communication (taking into account age interests).

The role of the native language in early learning of a foreign language. Despite the good imitative abilities that distinguish children of preschool and early school age, the presence of the linguistic environment of native speech, the role played by the native language in the child's life, allows us to conclude that the development of speech elements in the second language should be conducted, "moving away" from the signs of native speech. This "repulsion" should be implicit in the relief presentation of the units of the second language in order to prevent interference from the native language. Natural mastery of a foreign language implies the absence of translation.

A model of the development of foreign language speech ability in the second language. This model can be built taking into account the data of speech ontogenesis, which were mentioned earlier.
The main tasks defining the model of early learning of foreign-sounding speech are:

- emotional character as a basis for building a model of teaching a foreign language;
- development of the idea of the system of expressive means of foreign language speech; - development of skills of rhythmic forms of words of a foreign language;
- development of melodic skills for the main communicative types of utterance (narration, question, suggestion), the design of the thematic melody of the phrase;
- development of syntactic design skills of basic communicative types of phrases;
- taking into account universal and nationally specific signs of sounding speech;
- motor - tactile basis for mastering the rhythmic and melodies of foreign language speech [2].

Non-verbal actions are a mandatory component of the process of mastering children's speech in a second language. The necessary set of tools for organizing early learning are rhymes, rhymes, nursery rhymes in sound recordings, cartoon films, selected to reflect the necessary features of foreign language speech. The recordings must contain children's voices of native speakers of the language being studied. The submitted material must contain plot plots (for example, stories about children or fairy tales), which are the basis and outline of interactive learning.

LITERATURE


