

Abstract
Graduation Level of Proficiency Paper Master's degree

Title: “Specificity of written speech skills formation of children-bilinguals (Armenian-Russian bilinguals)”.

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Topical Importance is due to the search for methods of diagnosis and correction of oral and written speech. The population of children who speak several languages is growing daily, and therefore the number of language combinations is increasing. And also the influence of factors causing various mechanisms of dysgraphia is great.

Goal: is to identify the difficulties of mastering Russian writing in Armenian schoolchildren studying in Russian-speaking secondary schools, and to determine methods for recognizing and eliminating errors in written language.

Tasks: 1.

1. To develop a systematic approach to the analysis of the problem of bilingualism based on the study and generalization of pedagogical, methodological, didactic and psychological literature.
2. To study the state of writing, the formation of the Russian language skills among bilinguals and among Russian-speaking students.
3. To formulate new recommendations to improve the errors recognition and elimination in the written language of bilingual children, depending on the speech skills level formation in the native and second language and the severity of dysgraphia.
4. To make a comparative analysis of the Russian and Armenian sound systems, as well as the main features of the grammatical system.

The theoretical and practical significance of the work lies in the fact that its

results significantly complement and clarify the ideas about the patterns of learning Russian letters by Armenian schoolchildren studying in secondary schools in the context of Armenian-Russian bilingualism.

Final qualification work has practical significance, which consists in identifying errors associated with the interference of the Armenian and Russian languages; in developing recommendations for teaching bilingual children in a Russian school, depending on the level of Russian language proficiency and the degree of severity of writing violation.

Results of the study: the author has developed methodical recommendations on teaching bilingual children in a Russian school, depending on their level of the Russian language proficiency and the degree of severity of violations regarding written literacy. The recommendations consider in detail the current aspects related to the study of this problem. The author gives a detailed classification of errors, pays special attention to the methods of writing research in bilingual children.

Implementation advice: specially selected methods and techniques for teaching jargon and colloquial vocabulary will make it possible for foreign students to form an advanced stage of learning linguistic and sociocultural competencies, which will contribute to their better perception and understanding of texts containing lexical colloquial units.