

Abstract

Graduation Level of Proficiency Paper

(Master's degree)

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- 2. Title:** Game technologies in teaching bilingual children.
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- 5. Specialization:** 44.04.01 – Pedagogic education (“Linguistic and pedagogical models in teaching Russian as a foreign language”)
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Topical Importance: Questions of bilingualism are of particular interest to modern linguists all over the world. At present, the educational process of bilingual children in educational institutions in regions with a multicultural population (taking into account the growth of migration) faces certain difficulties when primary school children study in national classes in the second official language, which is determined by the subject: Russian. This explains the relevance of the chosen topic.

Goal: identification, theoretical justification and experimental study of the possibilities of developing understandable activities of schoolchildren with natural bilingualism of cultural discourse (language and text in the native language and second language).

Tasks: 1. Conducting a theoretical and methodological analysis of the problems of the state education system in domestic and foreign sources and creating the necessary theoretical justification for the ongoing research work. 2. Empirically identify and analyze the features of the development of linguistic-cognitive activity of bilingual and monolingual groups of students in the early stages of education. 3. Development of a theoretical (procedural) model for the development of linguistic and cognitive activity of bilingual children through a dialogue of cultures that meets the requirements of today's self-organization models. 4. Development of a psychological and pedagogical model and program - an algorithm for experimental verification of the theoretical (procedural) model for the development of linguistic and cognitive activity of students of bilingual education through cultural discourse and evidence of its effectiveness. 5. To experimentally demonstrate the possibilities of developing the linguistic-cognitive activity of bilingual schoolchildren as a single system through cultural discourse.

The theoretical significance of the research work is determined by the formulation of an insufficiently studied problem related to determining the features of teaching Russian to bilingual children. The interconnection of the learning processes and the development of the linguistic-cognitive activity of bilingual schoolchildren as a complexly organized system is revealed: in the learning process, an organized cultural environment can contribute to the development of the content of the cognitive activity of the language and start the process of self-control of its elements, taking into account the full self-development of the whole system.

The practical significance lies in the possibility of further use of the results and project materials for teaching bilingual children the Russian language (writing, speaking). The results of our study allowed us to create a series of lessons in RCT for bilingual children, where special attention is paid to the vocabulary and grammar of the Russian language. The materials covered in our work can be used by educational psychologists, and social educators, and school psychologists, and speech therapists, and, of course, teachers and teachers to determine areas of work with bilingual children and directly conduct classes.

Results: Scientific works of outstanding domestic and foreign linguists were thoroughly studied. Peculiar features of teaching bilingual children reading, writing and speaking were discovered, methodological features of teaching bilingual children were identified; a series of lessons has been developed for working with bilingual children with elements of gaming technology; The possibilities of using a series of lessons in the formation of lexical and grammatical abilities and skills are determined.

Implementation advice: Bilingualism is a complex linguistic problem, the study of which requires a systemic multidimensional approach. Consideration of the phenomena of bilingualism allows us to solve the linguistic and methodological issues that arise in the process of mastering several languages by the child.