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INFORMATION ABOUT THE JOURNAL

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«KLAD” journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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PART 02

KAZGUU LIBERAL ARTS DIGEST

RESEARCH
PAPERS



BILINGUALISM FROM EARLY CHILDHOOD

BAIGAZY ZHAMILYA

BACKGROUND

Mixing two languages from an early age is one of the main problems in the field of languages. Across the planet, a large number of people use two languages in society or everyday life. According to experts, there are about 40% of bilingual people on the planet Earth. In our country Kazakhstan, every day you can see how most young children in the store, in kindergarten, and on the street use a second language. Experts also stated that children from international families and children who have moved from other countries most often become bilingual (Sakurova, 2021). In the Republic of Kazakhstan, the official language is Kazakh, and the generally accepted language can be called Russian. For this reason, in our country, many people use Russian at the same level as Kazakh.

In general, bilingualism is the ability to express thoughts in two languages without difficulty, easily, and accurately. In addition, many children become bilingual out of necessity. For example, it may depend on the school or kindergarten, on society, on the region where they live. In addition, they can gradually, step by step, learn a second language, or as soon as they learn the first, they can start learning a second language. These bilingualism methods are invoked simultaneously or sequentially. Bilingual children who have just started using a second language, in many cases use code-switching, using words from two languages at the same time. By the age of three, many children, thanks to practicing, begin to use bilingualism at a slightly higher level than at the initial levels (Kavak & Gül, 2020)

PROBLEM

The problem is the topic of bilingualism consists of the difficulties faced by parents, as well as the question of which consequences of bilingualism are positive or negative. This means that after learning a second language, children may have useful skills or abilities, or vice versa, some children may have a negative attitude to bilingualism due to difficulties with switching languages. In principle, this can happen in children who have moved from other countries, especially in educational institutions, in conversation with teachers they may also not understand the lessons (Rodríguez, 2015). In addition, the main problems of bilingualism are the lack of vocabulary. As Kavak and Gül (2020) mentioned earlier as a result of their research, if children do not have a large vocabulary, it negatively affects them, and it is difficult for them to answer or explain anything.

In the works of researchers who were considered for this work, parents had different opinions about bilingualism. For example, parents from Turkey supported bilingualism, and their children had no other problems except vocabulary and communication with teachers (Kavak & Gül, 2020). However, the opinion of the parents who moved to New York was not good, as their daughters faced problems in learning the English language, and it was difficult for them to communicate with friends and teachers (Rodríguez, 2015).

For these reasons, this work is aimed at studying the problem of what difficulties parents face whose children use two

languages from an early age and whether it is also useful for their future.

STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

The study aims is to find out the role of bilingualism in children when using two languages acquired in a natural environment. Also to discuss how they overcame the challenges, and give them recommendations for those problems that they have mentioned. In addition, examine the usefulness and harmfulness of bilingualism to skills and the sphere of communication. That is, whether they have problems communicating with friends or with other people. To uncover the problem, one main question and research and some subquestions were asked:

1. What are the experiences of parents raising bilingual children?

RESEARCH DESIGN

As this work is aimed at studying the opinions of parents and the difficulties their children faced when using a second language, qualitative research methods were used. Because this research method allows you to learn more information during the conversation by asking additional questions. To find answers to the research questions, interviews were conducted with parents, as it may be difficult for children to participate in the study at an early age.

RATIONALE AND SIGNIFICANCE

The study of this work aims to contribute to the growing field of bilingualism through the opinions of parents who already have experience in this field and are already raising bilingual children. This study may be useful for parents who want to raise bilingual children in the future. As a result of this study, it is shown that children have a certain age when they begin to use a second language without mistakes and difficulty. In addition, parents play an important role in

the lives of such children, so they need to practice more and communicate with their children in two languages at the same level.

DEFINITION OF KEY TERMS

This study examines the topic of bilingualism in children from an early age, which is explained through the answers of their parents.

In the process of researching this work, some terms were used that describes the sphere of bilingualism.

Firstly, it is the word bilingualism is used in the meaning of being able to speak, and understand two languages (Purcell & et al, 2012, edited by Kavak & Gül, 2020).

The words “code-switching” determine how to use words from two languages at the same time, or can be called as ‘language mixing’ (Kavak & Gül, 2020, p 71).

OUTLINE

The structure of this work consists of six chapters. The first chapter of the Introduction, which gives basic information about the term bilingualism, also describes the topic of the work in brief. In the second chapter, the Literature Review examines all the works of authors who have previously studied this problem and through them, the main problem of this work is revealed. For what reason exactly qualitative research methods and the entire description of the participants were chosen and how the research process will be conducted will be considered in the Methodology section. The next chapter is the most important of the whole study since here all the results that were collected during the study will be shown. Further, in the next section, the results will be compared with the results of other authors who were listed at the beginning with the list of references. The final chapter consists of carrying out the results of the results as well as some tips for future researchers who also want to explore this topic.

LITERATURE REVIEW

The list of literature on bilingualism from an early age, which is the main topic of this study, includes the advantages of bilingualism, strategies that parents used during the upbringing of bilingual children, as well as difficulties faced by parents, as well as support in learning at school. As for bilingualism, there is an infinite amount of literature about when and as a result of which bilingualism appeared, as well as about the origin of the language. At least, there is no official information about the history of bilingualism, meanwhile, there are various indirect data and historical records and information. Several researchers in the work of Rodríguez, in their works, considered different sides of how bilingualism developed in the family. For example, the research of Caldas and other researchers focused on the fact that more and more parents prefer to teach children in two languages, which, on the other hand, is the goal of parents (edited by Rodríguez, 2015, p 178). There are also other studies by Kennedy, Romo, and other authors, where it was emphasized and said that some families support bilingualism to preserve family heritage and culture (edited by Rodríguez, 2015, p 178).

In the current century, a large and constantly growing number of researchers have been researching and repeating for several years in a row the fact that half of the inhabitants of the terrestrial planet use bilingualism. The generalizability of many published studies on this issue is problematic, but the indisputable truth is that bilingualism occurs everywhere and in all people, regardless of their age difference. As example, we can talk about the population of European populations. According to the European Commission statistics in 2006, 56% of people from 25 European countries speak a second language (Grosjean & Li, 2013). Based on all these reports, we can say that all these population groups include children who speak two languages in their family and social circle from an early age.

This work is devoted to one of the key aspects of bilingualism for those children who speak two languages since childhood. Consequently, this chapter attempts to thoroughly study the existing literature on this topic. Next, first of all, the work on bilingualism in children in the educational process will be considered.

BILINGUALISM IN EDUCATION

Over the past decade, most research in literature has emphasized the use of bilingualism in media education and many researchers have paid attention to the effectiveness of bilingualism in children at school and before school time. For this study, more than ten papers were reviewed and the authors' opinions were divided into two parts with the fact that one side supports that bilingualism is positive from an early age, and the other holds the position that bilingualism negatively affects children. It should also be recalled that the work of teachers with such children is one of the important aspects of this problem. Su and Çetin (2021) in their study examined foreign students and 13 teachers from Southeastern Anatolia during 2019-2020 and found that sometimes it is difficult for teachers to switch in two languages during a pair. This view is supported by Kavak & Gül (2020), who writes that on the negative side, bilingualism will lead to a failure of communication with friends and teachers. They stated that, on the one hand, bilingualism has a good effect and, on the other hand, it has a bad effect on subjects such as understanding actions, following instructions and such children also have rivals. However, of course, there are opposite results. For example, Eisenstein's (1980) work on bilingualism is complemented by Frank et.al (2017). Both of them eventually showed that bilingualism from early childhood has a positive effect on the assimilation of information, increases the level of academic performance, and helps to quickly learn other language systems. Also, there is the fact that bilingual children, in addition to schools and in communication

with friends, also communicate with their parents in two languages.

BILINGUALISM IN FAMILY

The use of bilingualism primarily begins with families. If two languages are used in the family circle from an early age, then it will not be difficult for children in the future, but, also have others who will study from time to time. There are a large number of published studies describing the role of parents in learning bilingualism. Each parent helps their children to learn a second language in their own way, and some were forced because of their ethnic situation. Rodríguez (2015) studied three Latin American families who lived in New York for 2-3 years. These families raise their daughters on the basis of English and Spanish. At the end of the study, it was found that all parents were afraid that children would have difficulties learning English in a new field. In order to preserve their native language, they agreed to speak Spanish in the house. There are many parents who want to do more for their children, who want to keep the comfort with their children. For example, in another study, parents, in order to support their children, also started learning Turkish in educational institutions, since children in the country had to know Turkish (Su & Çetin, 2021). All these were different strategies of support from parents.

Ultimately, it should be recalled that the purpose of this study is aimed at clarifying the role of bilingualism in children when using two languages acquired in a natural environment. Taking into account the above-mentioned studies, the main objective of this work is aimed at studying what difficulties parents face when raising bilingual children. Also, what ways do they use to overcome these problems and support their children in learning a second language. The main question of the study seems to be: 'What is the experience of parents raising bilingual children?'

METHODOLOGY

In the previous chapter, all the results were considered, including the theories of previous authors that were considered in families where bilingualism children are growing from an early age, as well as the results of opinions that were implemented from the answers of parents. In this chapter, the main force is to explain the design of the study, as well as the tools that will be used to clarify qualitative research methods.

The main purpose of this work is to find out what is the role of bilingualism in children when using two languages acquired from a young age. Also, to identify the problems they and their parents faced by answering the questions:

What are the experiences of parents raising bilingual/multilingual children?

- “What are the positive and negative effects of bilingualism?” (Kavak & Gül, 2020)
- “Does bilingualism have any advantages and disadvantages?” (Kavak & Gül, 2020)
- “Does code-switching affect how children feel and think?”
- “How should parents support their bilingual children?”

Important aspects of this chapter are generally divided into 5 sections. The first section explains which study design was chosen for this study. Next, strategies will be presented on how the participants were selected for the study, as well as information about them and about the place of the study. The methods of data collection for the study are discussed in the third section, while the next section will provide detailed information about the data collection process and about its analysis. The fifth section will address ethical issues.

RESEARCH DESIGN

Qualitative research methods were chosen

to study the problems and obtain additional information about bilingualism, especially in a family where children speak two languages from an early age. According to Creswell & Poth (2016), qualitative research methods are an appropriate type of method for researchers who want to explore an area that has not yet been explored, as well as for research to establish or theorize important problems. Qualitative methods offer an effective way for a researcher to feel a real atmosphere in which a research participant could express his opinion and solve problems on the topic of bilingualism. In addition, the ethnographic study will be used for one family who is raising their daughters in Italy.

With qualitative research, the researcher used tools such as interviews, observation, and others. This research was in the family circle. Since during the qualitative research method, the researcher herself can collect information and clarify the points where necessary, in this work it was easier to use a tool which is called an interview to collect data.

PARTICIPANTS

This study was conducted in a circle of three families who raise their children in two languages. Parents were chosen for the interview, as children at a young age would not be able to answer research questions. All these families are familiar to the researcher, so the researcher did not have to use a random sampling strategy. For this reason, the researcher chose one of the criteria of M. Marshall, a purposeful strategy, to identify information-rich cases, that is, in order to get more information selection for the study (Izmailova, p 142).

It should also be mentioned that in this study, due to the reason for the lack of location, a face-to-face interview was not used. The interview with Italy was conducted via the zoom platform or Skype, as it was more convenient for people who live abroad. With the rest of the participants, due to

poor communication in the local area, the interview was conducted through audio and video calls to WhatsApp applications.

For the study, two families were selected from Kazakhstan, where their family speaks Kazakh and Russian, and one family from Italy, where the mother is from Kazakhstan and the father is from Italy. 1st family from Kazakhstan — Participant A, 2nd family from Kazakhstan – Participant B, a family from Italy – Participant C. All parents are pure-blooded Kazakhs, except for the father who raises their daughters in Italy. Two girls sisters from Italy are 8 and 10 years old, they study in the 2nd and 4th grade. They generally also use Russian words in their speeches, but for them in everyday life, the main languages are Italian and English. As part of the school, they go to a school where many speak Italian.

Participants from Kazakhstan, one of them is a girl who is 13 years old, and the second boy is 8 years old. These participants use Russian and Kazakh languages at the same time in the field of school and in communication with friends, and relatives. However, it should be noted that they all go to a Kazakh-language school, where there are few students of Russian nationality. All participants from Kazakhstan live in the Western part of the country, they go to the general educational school named after M.Auezov.

DATA COLLECTION

In this study, semi-structured interviews was used as data collection. This type of interview allows the researcher to ask additional open-ended questions during the interview in order to learn more about the information and avoid ambiguity (Rodríguez, 2015). All basic questions are the same for all parents. All interviews with parents were conducted in Russian. Simple words were also used so that parents could understand the meaning of the questions, but in difficult cases the meaning of the words was given.

PROCEDURES

The data collection process began after the purpose and suitable participants for this study were determined. After the identification of the participants, the collection began about them, their location, and which school they study at. The interviews with the parents were on different days of the week. The time of the interview depended on the work of the parents, that is, we chose the days and time of day when they had free time to participate in the research work. Also, the interview was conducted randomly, that is, there was no specific purpose for choosing participants about the order of the interview, everything depended on the free time of the participants themselves. Parent 2 gave the interview first, then Parent 1 and last was Parent 3.

Then it was decided that the coding method would be done according to the Creswell method "template for coding a case study using a multiple case study approach" (Rodríguez, 2015, p 184). In this process, the same aspects mentioned several times were in the same encoding format. The main notes during the interview were written in writing, however, the entire three interviews were recorded on a certain program 'Voice Notebook' and on a dictaphone.

LIMITATIONS

This study also has several limitations. For example, it may not be possible to find out the level of proficiency in the native language of children. In addition, as mentioned above, due to poor Internet connection, interviews can break through halfway. Also, due to working hours, it was difficult for parents to choose the time for an interview. Another limitation was the fact that only 2-3 months were given for the study. In other words, there was little time to conduct more interviews and observations, also, if there was more time then it would be possible to explore more participants.

ETHICAL CONSIDERATIONS

As in other research papers, this work also had its ethical problems. At the beginning of the study, information about the study was provided both orally and in writing. In addition, a confidentiality agreement was also demonstrated, which says not to disseminate information about the participants and that all responses will be used anonymously. (Kavak & Gül, 2020)

FINDINGS AND DISCUSSION

This section presents the results and discussions of three case studies that were taken from the participants' responses during the interview. Most of the people used the code-switching strategy on their way to learning a second language. This method not only helps to improve communication or develop languages but also increases the level of understanding, and clarifies information for effective communication (Kavak & Gül, 2020)

As a result of the research, the following main topics were organized: firstly, the language environment of children's communication; secondly, the opinion of the family in the development of early bilingualism; thirdly, the initial steps in bilingualism. The final chapter will show the methods they used when learning other languages. It should also be noted that each chapter consists of several subtopics.

LINGUISTIC ENVIRONMENT (LE)

During interviews with all parents, it was known that children in different environments use different languages. As reported by Rodríguez (2015), bilingual children have some factors that affect the ability to speak two languages: family, personality and environment. She also noted that personality means age and gender, etc.

All parents have confirmed that their children in the family mainly use their native languages. Participants from the Republic

of Kazakhstan use the Kazakh language at home, they also both noted that in this way they want to preserve the Kazakh language. It reveals such a valuable meaning that parents want their children not to forget their native language and native culture.

Interviewer: What language is spoken in your family?

Parent A: "Our family speaks mainly Kazakh. When we are at home, we try to talk in Kazakh"

The most interesting finding was that, participants from Italy, unlike other participants, speak two languages in the family, both Italian and English. Russian Russian is also used by the mother of the participants, who noted that her daughters use Russian in cases when she asks for something in Russian:

Parent C: "Russian, sometimes when I start to say something, my children automatically answer me in Russian".

It was also known that participants from the Republic of Kazakhstan use a second language in conversation with relatives, but it should be noted that they start a conversation in a second language when others ask or tell something in a second language.

Interviewer: Does the child speak Russian with other relatives or acquaintances?

Parent A: "She speaks, if someone starts speaking Russian"

Parent B: "With relatives, who addresses him in what language and answers in the same language".

When questions occurred about the language of communication with friends, it was known that in these circumstances children also use a second language. Italian girls speak two languages at school, as they go to a school where foreign students study. In addition, from all the answers, it was concluded that it is easy for all children

when they speak a different language with their peers.

PARENTS' OPINIONS

In the life of all children, the opinion of parents is one of the important things. In addition, every word, the opinion of parents strongly affects the future of the child, children can decide by concluding them. In this work, both positive and negative opinions of parents on various issues related to bilingualism were found.

For example, if we consider one positive opinion, we can say that they largely support multilingualism. From their response, you can see that they like that their children know more languages, and they also want children to learn more languages, such as Korean and Chinese.

Parent A: "... On the onther hand from inside, I wanted her to know Russian, Kazakh, plus English... It's good when children can express their thoughts in two or three languages, of course confidently and clearly... I would like, for example, Chinese".

Also, according to parents, it is always necessary to correct the child if they make a mistake between SC. However, they recommended that it should be done so that the children did not notice it, while they understood that they were wrong:

Parent C: "The main thing is not to make you painfully remember a word or build a phrase. It is necessary to correct it so that it is imperceptible, but the main thing is that the child realized that he was saying something wrong".

Meanwhile, it was known that parents were against early learning of a second language without the interest of children. All parents answered in one position and said that there is no need to force a child to learn a foreign language from a very early age. For example:

Parent C: “Never try to force a child to learn a foreign language. ...As for age, it is probably not necessary to force children from too young to learn the language directly, everything has its time”.

Parent A: “The main thing is not to strain them at a younger age, let them first feel childhood until the age of 12, and then you can slowly develop them in different directions”.

It can also be concluded from the answers that parents prefer a certain age for learning a second language.

THE FIRST STEPS

Each action started has its beginning, which explains where and how the process started.

Kavak and Gül (2020) in their work mentioned three stages of learning a second language after the first, as sequential mastery. At the first stage, children begin to simply observe the speakers of the second language, then at the second stage they begin to form their sentences according to their memories, only at the final stage they begin to speak the correct pronunciation with the correct grammar. Therefore, to find out if the answers of my participants coincide with this statement, I asked the following questions:

- From what age do your daughters speak two languages?

Parent A: “My daughter started speaking two languages when she already went to kindergarten, that is, Kazakh and Russian. Somewhere she started to speak two languages at the age of 4, in parts something in Kazakh, and something in Russian”

Parent B: “My son started speaking two languages, it seems, if I’m not mistaken, from the age of 3-4”

Parent C: “Then my husband and I decided to send them to kindergarten, where there

are children of different nationalities, and when they were both 3-4 years old, they could already speak English”

- In what language did your child utter the first words?

Parent A: “My daughter pronounced the words in Kazakh”

Parent B: “In Kazakh”

Parent C: “My two daughters pronounced their first words in Italian, I think it should be so”.

Comparing the three answers, we can clearly say that the participants in this study began using language

LEARNING STRATEGIES

The methods used in language learning are one of the important topics when research work is related to languages. The ways of mastering a second language are what the whole learning process will depend on. In this study, all children and parents used the same methods when mastering a second language: self-study, practice, and language courses.

When the question was about the difficulties of SC and a mixture of languages, the two parents replied that they had no difficulties since the children themselves began to talk and distinguish languages from each other. For example, as reported by Parent A and Parent B:

Parent A: “Somehow it can be said that since she started talking to herself, it was not difficult for her, and in the end, she learned everything”

Parent B: “Initially it was a mixture of languages, then by the age of 3, he began to distinguish them and separate them from each other”.

Practice is the most indispensable way to achieve the best result in all cases. On the

way to bilingualism, practicing in the family, with parents, is the biggest responsibility for the child. All three parents to the question of what methods they used with their children in learning a second language, the answers consisted of the following images:

Parent A: "...I just answered her in the language that she asks questions, and I think this is practice... And thus, I asked for words, gave them a couple of new words or a sentence too, so that they could practice in their free time"

Parent C: "...I just do with him all the same things that everyone usually does with a child, only in English. We speak English while walking, read books in English, watch cartoons, and so on. It seems to me that the key point is the interest in what is happening and the lack of a sense of artificiality, the uselessness of using another language".

From the above answers, you can see that parents support the phrase - nothing is fixed without practice.

As we all know that language courses are now an ideal tool in language learning. Such courses can be for those parents who initially have a goal for their children to be bilingual. However, in this work, all parents have the same concept, and they are all against early language courses. They prefer that from a certain age it is possible to give children courses.

During the interview, I asked if my parents had a goal for bilingualism and through this, I wanted to know their opinion about the one parent - one language method. Two parents replied that in their family such methods are not recommended at all and are not supported, while the third role replied that in their family this method is quite positive.

Interviewer: How do you feel about the 1 parent-1 language teaching method? (when 1 parent communicates with the child only in their native language, the other-only in a foreign language)

Parent A: Oh no. Maybe it will help others, but our dad only approves of Kazakh at home.

Parent B: I am against this, because parents can and will talk to children together, address each other

Parent C: I have absolutely a good attitude, well, as you can see, we used this strategy in the house. From an early age, he and Dad talked in Italian, with me in many moments in English.

DISCUSSION

In the literature review chapter, five articles on the topic of bilingualism from an early age in children were used. However, among them, the results and the type of participants in the two qualitative studies were the same as my results.

(F1) Of all the analyses, the results of this study were very similar to the results of the work of Kavak and Gül (2020). They studied two children from Turkey, both children had a foreign mother and the father of both children had Turk. It should also be taken into account that these children have not lived in Turkey since birth: the first participant was two years old, and the second participant lived for 3 years. My participants, unlike them, were born and raised in a country where they have heard their native languages since childhood. Kavak and Gül (2020) used Bernstein's theory, which they wanted to test with him whether CS was effective and useful. We also conducted interviews with each child and their parents, in addition, they also used different languages during interviews with children to see the effectiveness of CS. As the main result of the study, they provided that the use of bilingualism has a special role in children's mastery of a new language. However, in their study, the results of the two interviews had different opinions. For example, one participant had a negative influence on communication and learning Turkish due to a lack of vocabulary.

The second participant had positive results since CS promotes communication skills well. So in my list of results, you can see that being bilingual has had a good effect on children from different sides of communication, parents also have good opinions about the development of the language space, and they do not mind that children use a different language in different environments.

(F2) Rodríguez (2015), as well as I, conducted a study with the families of the participants. She observed and conducted an interview with three Latin American girls and their family members who live in New York, it should also be pointed out that she also conducted an interview with their teachers. She pointed out that there are some environments where the children use different languages in connection with which environment they are in. In her work, Rodríguez gave separate characteristics for each of the three families and examined each separately. In her work, the parents did not have the same opinions as to the parents' opinions in my work. In the study of Rodríguez, as a result, it was given that the three girls mastering bilingualism brought more problems and burdens than proficiency in English. In my results, there were opposite analyses, since all parents answered only that their children had mastered the second language without difficulties, with the help of work on mistakes, without burden. Also in their responses, there were only positive reviews about bilingualism, except that they do not like very early bilingualism.

(F3) As already mentioned, Kavak and Gül (2020) explained and used the method of consistent language proficiency in their works. This method consists of three phases, we briefly call them, then we can say that the first is observation, the second is formation, and the third is speaking. Sequential mastery is also used when parents use two different languages to communicate with their children. In my work, if we analyze the answers of parents, then it is possible to comprehend

that children used the same method in using a second language. That is, first of all, children observed, studied how other people speak using a second language, did the analysis, and worked with errors. After that, they began to form words and sentences themselves, and after that, they began to use their results, that is, to talk.

(F4) Rodríguez also mentioned one method in her research paper called the method - 'one parent - one language'. And, as it turned out, besides Rodríguez, Kavak and Gül also used this method in their works. Since their participants have parents from two nationalities. In my work from my parents, I also asked about this method. However, it turned out that in my case only the family used this method, since 3 parents live in Italy in their family, this method is similar to the usual, familiar method. As for the participants from the Republic of Kazakhstan, according to their parents, they are not familiar with this method and they refuse the method.

Based on everything, I can say that research has shown that in the future, early bilingualism can be useful for learning more languages. This work can be useful to parents of bilingual children, as the above methods were also mentioned, as well as experience, practice, and advice from each parent who is already raising bilingual children.

CONCLUSION

The purpose of this research work was to find out what is the role of bilingualism in young children. After learning a second language, their results were useful or negative, also find out what difficulties their parents faced and whether switching codes was useful. The main question of the study was formed as follows:

- What are the experiences of parents raising bilingual children?

This chapter will be given a summary of the results, the limitations of the entire study

and the importance of the work, and at the end recommendations for future research.

The main result of the study was that bilingualism has a positive effect on children. All parents who participated in this study noted that their children did not have any difficulties or problems with learning and also using a second language. According to them, learning a second language helps children learn even more languages in the future, and if children know more languages, their knowledge will expand even more. Also, parents explicitly refer to the fact that it is impossible to force children to learn another language from an early age if they are not interested in it themselves. As a result of bilingualism, all children were able to communicate freely with their peers and relatives in a second language, in our case, it is Russian and English.

Another important result was the methods of learning a second language. In this result, the first thing to mention is a method called 'practice'. During the study, the parents' responses consisted of one point of view. According to the interview results, it was found that all parents used a second language as a practice in everyday life. For this reason, it was not difficult for children to learn a second language. The parents also mentioned that they made the correctness unnoticed so that the children would not be offended, while they could understand their mistake. In addition, parents expressed the opinion that with the help of coursework, children can also learn foreign languages, but indicated that there is a certain age limit when they can be sent to courses.

Also, according to the results, it was found that children in different areas, in different cases, use different languages. All three families involved in the study use their native languages in the family circle, some specific topics that are difficult to explain in their native language are discussed using a second language. At school or with friends, children also use a second language, since, according to parents, it will be convenient

for them to communicate in this way. As for communicating with other people and with relatives, they speak a different language if these people themselves are the first to ask something in another language.

In general, mixing, and using two languages has a positive effect on both children and their parents. With the help of a second language, children can express their opinions confidently and accurately.

LIMITATIONS

The limitation of this work is mainly that the number of participants was not so much. It was also not possible to get an interview in real life due to different places of residence. The interview was taken in the virtual world using social networks. The conversation with the children failed because they were at a young age.

Another limitation was that a large number of additional questions were not asked in connection with the place of origin of the interview. And for some questions, there was a small amount of answer content for the result.

SIGNIFICANCE

Despite all the limitations, this study achieved its goal, which was to answer the research questions. It is assumed that the role of bilingualism in children from an early age has many positive and negative consequences. This work may attract the attention of parents who plan to raise children in two languages, or those parents who want their children to know more languages. Because in the results section there were a lot of useful tips and opinions from parents who have already encountered this topic.

RECOMMENDATIONS

For future researchers who want to study the topic of bilingualism in children, I would like to recommend conducting not only

interviews but also meetings with families and conducting observations. And as a result, they will have great opportunities and a large amount of information for an accurate result of the study. Also, select more than three families to find out more opinions and answers from parents to be able to summarize the results of the study for all people.

Another recommendation is to try to interview or talk to children about the results of observations. In such cases, they will have a better chance to learn how the children themselves use a second language in practice.

SUMMARY

In conclusion of the whole study, I want to say that bilingualism has both positive and negative consequences for children. What has been discovered in my work is that bilingualism has beneficial effects. Parental support plays a special role in the practice of learning a second language. If we specifically answer the main question of the study about the difficulties faced by parents in raising bilingual children, it was found that parents do not see any significant difficulties in learning a second language. In practice, children themselves understand their mistakes, correct themselves and learn from adults the correct use of the word. And as a result, all children have achieved positive results in mixing a second language with their native one.

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