International Journal of Education, Social Science & Humanities.
Finland Academic Research Science Publishers
ISSN: 2945-4492 (online) | (SJIF) = 8.09 Impact factor
Volume-12| Issue-5| 2024 Published: |22-05-2024|

DIFFERENCES IN THE DEVELOPMENT OF THINKING IN BILINGUAL AND MONOLINGUAL CHILDREN

https://doi.org/10.5281/zenodo.11566508

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Annotation

The aim of this study is to explore whether bilingual children have better working memory skills and cognitive ability than monolingual children. By summarizing previous studies, Chinese-monolingual and Chinese-English bilingual children aged 48-54 months from two kindergartens, whose parents are of lower socioeconomic status and do not speak English, would be selected. The results of previous studies indicate that bilingual children are better at processing information and suppressing cognitive interference than monolingual children, which supports our hypothesis. However, differences in schooling levels and errors in the assessment of children's family economic status in the study still need to be controlled for more carefully. In addition, further implications of this study and the advantages and disadvantages of bilingual education are also discussed.

Keywords

bilingualism, cognitive ability, working memory

1. INTRODUCTION

According to the previous research on children's language education, it is not difficult to find that children's language ability is closely related to memory. Based on this, I hope to further explore whether bilingual children and monolingual children have different working memory abilities and the gap in their cognitive abilities. The comparative study of bilingual children and monolingual children began as early as 2013. The study compared the gap between the two children in working memory and their performance in tasks requiring different working memory levels and many papers on the same subject have been extended downward. These findings are both mutually confirmed and contradictory. The reason for this may be related to the research materials used by different researchers, so, to avoid this situation, we control the SES background to make the experiment more precise. Also, the common of these studies show that bilingual children have better memory ability. To prove this

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argument, we choose the Chinesemonolingual and Chinese-English bilingual children aged 48-54 months from two kindergartens, whose parents are of lower socioeconomic status and do not speak English to experiment.

We discovered certain research gaps in the papers we chose for reference, which will fix in the trials to ensure the correctness of the study outcomes. For example, one of the articles mentioned that bilingual children may learn two languages in different environments, resulting in unequal profitability of bilingual children in the two languages and a large gap in the proportion of exposure to the two languages [1].

For example, in the Netherlands, children usually speak Turkish, a minority language, at home. At school and outside, they often come into contact with Dutch, which is used by everyone. This makes the learning environment of Turkish and Dutch often scattered, so most children learning these two languages are sequential bilinguals, rather than bilingual simultaneously or in between [1]. The difference between sequential bilinguals and parallel bilinguals is that parallel bilinguals are those who learn two languages concurrently in the same environment and the other learn in a different environment [2].

2. LITERATURE REVIEW

This study focuses on the differences between bilingual and monolingual children and their relationship with each other and the outside world. In addition, it will also make a series of analyses and discussions on the controversial proposition of "bilingual advantage". Bilingualism has been associated with the enhancement of multiple executive functions, including cognitive flexibility, efficiency, task switching, and conflict resolution. This is believed to be the result of lifelong experience managing multiple languages that compete for selection. Resolution of this competition requires higher-order executive control processes that may extend to enhance generalized executive function. To ensure the accuracy of the experiment, this study will control the variables. The independent variables will be defined as monolingual and bilingual children. Some researchers define bilingualism as that both languages can be as proficient as their mother tongue; Some believe that bilingualism is the practice of using two languages alternately. And, others think that bilingualism refers to the activity of completing meaningful discourse in two languages. Researchers have different views on the definition of bilingualism. In general terms, the focus of their debate is the proficiency of language use. This study refers to many views and defines bilingualism as an individual who often receives two language

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inputs in the most active communication development period from birth to adolescence. The dependent variables were working memory, cognitive ability, and non-cognitive ability. Cognitive ability includes but is not limited to reading ability, cognitive processing ability, and time cognitive management ability, which will be the concentrated of this article.

3. LIMITATIONS AND FUTURE IMPLICATIONS

The research on the memory of bilingual and monolingual children developed as early as the end of the 20th century. So far, researchers have investigated the linguistic representation of bilinguals from many cognitive fields, investigated the impact of bilinguals on cognition, and analyzed the impact of bilingualism on children's psychology from the perspective of social psychology. While enriching the theory, they also provide a new perspective for investigating the relationship between language and cognition. These studies have guiding significance for future education: whether children should learn multiple languages from an early age and promote teaching. However, this study has several limitations that require future studies.

Firstly, the current study should deeply explore the impact of bilingual proficiency on cognitive ability. Language proficiency is "the ability to operate in an environment determined by specific cognitive and language requirements according to objective standards or social norms" [3]. Bilinguals often do not have the same proficiency in both languages. Bilinguals can also be divided into several types: 1. Late learners of the second language, who start learning the second language after the language critical period, and the first language is their daily language, so their proficiency in the second language is limited; 2 bilinguals who use bilingualism quite frequently master two languages since childhood. A few studies have shown that bilingual proficiency is related to the cognitive advantage that bilinguals may obtain.

Secondly, the field of psychological research on bilinguals and monolinguals needs to be expanded. Looking at the existing studies, we can find that researchers pay more attention to the comparison between "English" and researchers' mother tongue, and pay less attention to some speakers who use two minority languages. These bilinguals have great differences in vocabulary, pronunciation, and even grammar, and may have more different discoveries.

4. CONCLUSION

In conclusion, the study can think that bilingual experience is closely related to cognitive ability, and the positive impact is greater than the negative impact. To be more specific, the ability to control two or more languages may

have advantages in time cognition, executive function and language processing ability. Bialystok believes that bilingualism has a considerable impact on people, especially on the elderly and children. Many other scientists and studies have also shown the relationship between the advantages of bilingualism and some abilities.

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