

Psycholinguistic characteristics of the development of early Bilingualism

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Abstract

The early practice of the simultaneous use of several languages in communication has a significant impact on the formation of the brain. The brain of an early bilingual grows and develops under the influence of the need to distinguish between speech signals of different languages, organize speech material, switch from one code to another one. Early mastery of languages starts the formation of neural ensembles necessary for the quick solution of the problem of choosing an option directly in the process of implementing a program of activities, both verbal and nonverbal. A monolingual brain cannot activate a similar neural ensemble in solving such problems. In general, compared with the brain of a monolingual, the bilingual brain is more plastic and dynamic, it is able to instantly switch from one type of activity to another, work in a multifunctional mode. Bilingualism promotes the mutual enrichment, mutual influence and enrichment of vocabulary of each language which a bilingual person knows. Consequently it serves to the achievement of an adequate worldview in the mind of a person taking part in the process of a bilingual communication.

Knowledge of two languages in an equal way does not always mean the same knowledge of the cultural code of these languages. The results and their interpretation from the results of experiments lead us to the following conclusion: the basis of the worldview of the bilingual world which necessarily contains the ethnic components of each language including also certain traditions, beliefs, superstitions is formed primarily in the family as a result of the cultural and linguistic strategy chosen by parents' conduct. Meanwhile, the role of accompanying factors influencing the development of a balanced bilingual worldview– the dominant language of the society, the general cognitive abilities of an individual, his psychological characteristics and extralinguistic conditions for the formation of bilingualism – is important.

Biography:

Veronika Katermina has completed her PhD at the age of 30 years from Kuban State University, Russia. She is the professor of Kuban State University, Russia. She has over 200 publications that have been cited over 200 times has been serving as an editorial board member of reputed Journals.

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