

ADVANTAGES OF BILINGUALISM IN PRESCHOOL EDUCATION

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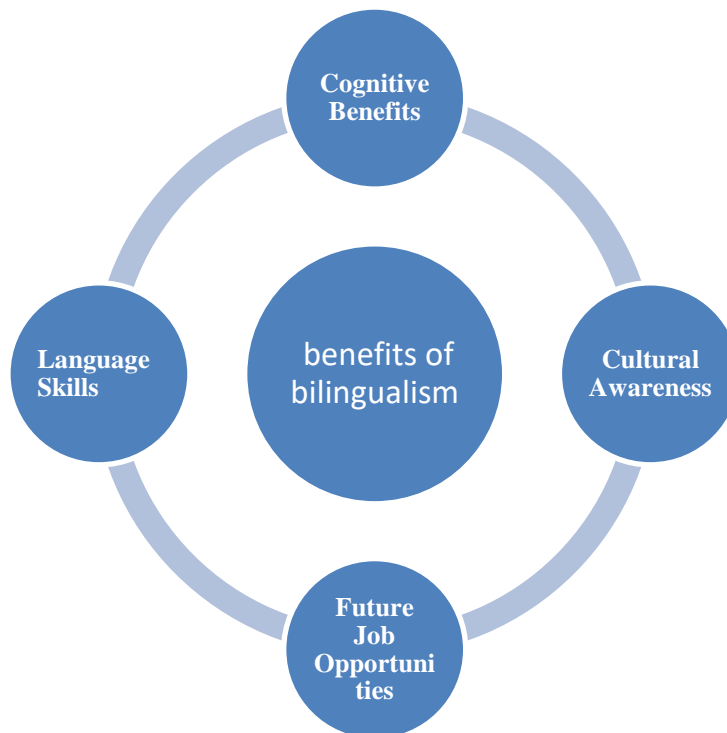
ABSTRACT	KEY WORDS
<p>This article purposes to discuss about the importance of bilingualism, beneficial sides of bilingualism in early childhood and children's future life. Furthermore there is a research presented as a questionnaire. The research study was conducted among 70 kindergarten teachers of Uzbekistan.</p> <p>Research question: which benefits of bilingualism are admitted by kindergarten teachers ?</p>	<p>Bilingualism, bilingualism, kindergarten teachers, children, peers, questionnaire</p>

Introduction

In today's globalized world bilingualism, or the aptitude to speak and comprehend two languages, has become essential in every society. According to the United Nations, there are more than 7,000 languages spoken worldwide, and bilingualism is getting more common in many countries. Research suggests that over half of the world's population is bilingual or multilingual (Grosjean, 2010). In early childhood education, bilingualism has been found to have many benefits for children, including improved cognitive development, enhanced language skills, increased cultural awareness, and more job opportunities in the future. In this article, we will explore the benefits of bilingualism in early childhood education and examine the research that supports these findings.

Bilingualism in preschool is an educational approach where children are exposed to two languages from a very early age. In the USA, bilingualism is viewed as an effort to give an opportunity to learn a second language at a young age (King & Fogle, 2006). This can be implemented in various ways, such as one teacher speaking one language and another teacher speaking a different language, or switching between languages on different days or different activities.

It is important to note that, according to David Crystal's estimation from 1997, two-thirds of children worldwide grow up in bilingual environments. More than 41%, or 235 million, of the 570 million English speakers, according to data collected by Crystal, are multilingual in English and other languages. The majority of people are persuaded that bilingualism and multilingualism—which, of course, are prevalent in many cultures—dominate today's globe and will do so in the future. Persian and Uzbek were two languages that many Middle Ages authors of Uzbek classical literature were fluent in. For instance, Alisher Navoi spoke Persian and his native Turkish both with ease. He compiled all of his writings in this tongue into a devan (Devani Foniy). Persian poets, particularly Jami, had high appreciation for this divan. There are several potential benefits of bilingualism in preschool:



Cognitive Benefits: Research studies have shown that bilingual children have improved cognitive flexibility, which allows them to switch between tasks and perspectives more easily (Bialystok, 2011). Bilingual children also tend to have a better working memory, which allows them to hold and process information more efficiently (Carlson & Meltzoff, 2008). Research has shown that bilingual children often outperform monolingual peers on tasks that require problem-solving, multitasking, and attention. This is because managing two languages improves the brain's executive function, a system that manages tasks such as remembering instructions, organizing tasks, and focusing attention.

Cultural Awareness: Exposure to different languages also means exposure to different cultures. This can foster an understanding and appreciation of diversity from a young age. Research studies have shown that bilingualism can increase cross-cultural understanding and communication (Grosjean, 2010). Bilingual individuals are often more sensitive to cultural differences and more open-minded towards different perspectives, which can help them communicate and connect with people from diverse backgrounds (Gao, 2010).

Improved Language Skills: Bilingual children often have better language skills in general, not just in the two languages they speak. This includes a larger vocabulary and better understanding of language structure and use. Another study by Lesaux, Rupp, and Siegel (2007) examined the relationship between bilingualism and reading skills in children. The study found that bilingual children had better reading skills than monolingual children and that the earlier the children were exposed to their second language, the better their reading skills were.

Barak and Bialystok (2012) conducted a study that examined the effects of bilingualism on executive function and language skills in preschool-aged children. The study found that bilingual children had better executive function skills and better language skills in both of their languages compared to monolingual children.

These studies suggest that bilingualism in early childhood education can have significant benefits for language development in children, including better vocabulary, grammar, and reading skills.

Future Job Opportunities: In our increasingly global society, knowing more than one language can open up numerous job opportunities in the future. For example, a study by Chiswick and Miller (2010) found that bilingualism can lead to higher wages, especially for individuals who speak high-demand languages such as Spanish, French, and Chinese.

Moreover, bilingual individuals may also have access to a wider range of job opportunities. For instance, bilingual employees can work in industries such as translation, interpretation, international business, education, and government services, among others (Grosjean, 2010).

METHODOLOGY

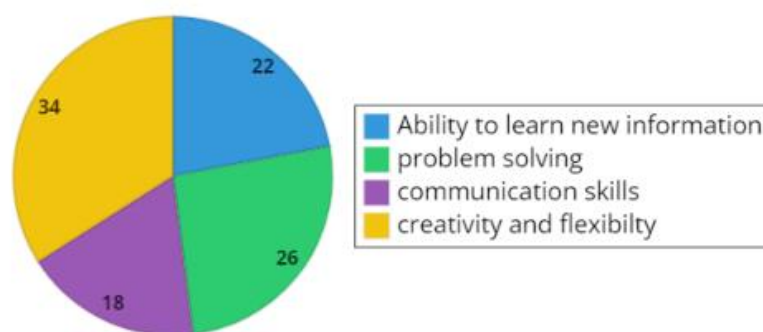
Research question: which benefits of bilingualism are admitted by kindergarten teachers ?

The study was conducted a qualitative research on the basis of questionnaire to identify the important elements of a on the basis of **bilingualism** teachers' self-perceptions and attitudes towards the program. The participants of the study were kindergarten teachers in Tashkent, Uzbekistan. The results indicated that the answers from the participants agreed with the existing literature on bilingualism methodology and its implementation in preschool institutions. Teachers reported their attitude and choices about advantages of bilingualism in kindergarten. The number of participants was 70 teachers from different districts of Tashkent. Online questionnaire was prepared by googledoc.com and answers sent online via researchers' e-mail address for a month.

RESULTS AND DISCUSSION

According to the questionnaire , teachers chose positive attitude to bilingualism in preschool period . All participants' opinions and its segments are shown in the chart below

results of the research



Made with Livegap Charts

Kindergarten teachers described positive sides of bilingual children in preschool institutions. According to their results it is apparent that , 34 percent of trainers think that bilingual children have

a sense of creativity and flexibility while doing tasks, drawing pictures, making small pieces of art and performing among his/her contemporaries. Also, 18 percent of teachers shared that "some kids in kindergarten have good communication aptitudes with his/her peers and people of outside". 22 percent of teachers consider that bilingualism is essential for kids due to the fact that bilingual child has higher ability to figure out new information rather than his/her peers; Scholar R. Pransiska scrutinize that Children who are raised in bilingual environment have been found to be better competence than their monolingual peers at focusing on a task while tuning out disruption. Namely learning new words and phrases in other languages, perceiving data and analyze it easily and fast. Finally 18 percent of teachers contemplate that bilingual child in kindergarten has a good communication skills which are visible among teachers, his/her peers and strangers. They are flexible in conversations and easygoing that helps to make friends, socialize among people at the first day. As King and Mackey (2007) stated that bilingual children are more simply to make friends from other languages and culture groups, both within their language school programs and.

CONCLUSION

In conclusion, bilingualism in preschool can offer substantial benefits. However, implementing it requires careful planning and resources. To be successful, a bilingual preschool program should provide support and information for parents, use consistent strategies for using the two languages, and have teachers who are trained in bilingual education methods.

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