

етапу методичного супроводу дібрано форми методичної роботи (семінар, семінар-практикум, методичний ринок, тренінг в інтеграції із педагогічною виставкою, творча майстерня, ділова гра) за шістьма темами зі стислим результатом. Представлено інформацію до проведеного семінару із здійсненим ретроспективним аналізом становлення та розвитку формування основ художньо-конструкторських умінь, ландшафтного дизайну, методичного супроводу. Наведено результат тестування усвідомленості педагогами приватного закладу дошкільної освіти «Мандаринка» поняття «формування основ дизайнерських умінь у старшого дошкільного віку» до впровадження етапів методичного супроводу (33%) та після (67%), що показує ефективність використаних етапів методичного супроводу.

**Ключові слова:** основи художньо-конструкторських умінь, діти старшого дошкільного віку, ландшафтний дизайн.

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## **BILINGUALISM OF CHILDREN OF MIDDLE PRESCHOOL AGE: THE THEORETICAL FOUNDATIONS**

### **БІЛІНГВІЗМ ДІТЕЙ СЕРЕДНЬОГО ДОШКІЛЬНОГО ВІКУ: ТЕОРЕТИЧНІ ОСНОВИ**

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#### **ADSTRACT**

*The article presents a historical overview of the development of scientific thought in the field of child bilingualism. It concludes that the study of child bilingualism has undergone rapid development and encompasses stages such as: 1) scientific works on the study of individual cases of bilingualism in families with bilingual linguist parents and its influence on the cognitive development of children; 2) comprehensive research in the field of child bilingualism; 3) detailed recommendations for the effective development of child bilingualism, the establishment of centers, and research schools for the study of bilingualism.*

*The article emphasizes the complexity of the phenomenon of bilingualism and highlights its various aspects, including linguistic, psycholinguistic, neurolinguistic, sociological, and language teaching aspects. It analyzes existing definitions of the concept of "bilingualism" in scientific literature and demonstrates the lack of unity in the understanding of the content of bilingualism. It is revealed that the preference for a specific semantic load of the term "bilingualism" depends on the aspect in which it is*

*considered. The article proposes a definition of bilingualism of children of middle preschool age as the mastery of communicative competence in two languages at a level that corresponds to the norms of their linguistic development, enabling effective communication in each language in real communication situations in accordance with the children's age characteristics. It also provides a compiled classification of types of bilingualism based on the volume of language competence, the nature of the interaction of language systems in consciousness, the way each language is linked to thinking, the level of language proficiency, the method of formation, communicative activity, speech form, awareness of formation, ethnolinguistic criterion, language prestige, degree of language relatedness, the nature of language contacts, the sequence of acquisition, the level of mastery of the sociocultural aspect of language, societal prevalence, and linguistic correctness. Furthermore, it suggests a classification of types of bilingualism from the perspective of preschool pedagogy and for the purpose of constructing a bilingual environment as a means of forming bilingualism of preschool children, taking into account the volume and nature of bilingualism, as well as the characteristics of the process of acquiring bilingualism.*

**Key words:** *bilingualism, bilinguality, child bilingualism, bilingual studies, speech competence.*

**Relevance of the research topic.** Acquiring a foreign language by preschool-aged children is a characteristic feature of modern Ukrainian preschool pedagogy. Developing foreign language communicative competence in children of a certain age implies that their communicative competence will be "layered" between competence in a foreign language and their native language, meaning we are talking about what's known as bilingualism. Childhood bilingualism in its various natural manifestations has been known to humanity for a long time. However, it only became a subject of scientific research relatively recently and has been studied for just over a century. Literature analysis has shown that researchers tend to pay more attention to issues related to the methodology of fostering childhood bilingualism and less to theoretical questions. Also, the phenomenon of childhood bilingualism is highly diverse and can have numerous manifestations, depending on the conditions of its development; the languages the child is exposed to, their relatedness, and so on. Considering this diversity and the fact that introducing a foreign language to children in their middle preschool years is a well-established practice in Ukrainian preschool pedagogy, it's essential to develop a clear definition of the concept of childhood bilingualism at this age and classify its types. This should serve as a starting point for understanding which particular type of bilingualism is the objective of a given methodology.

**Analysis of recent research and publications.** Abroad, researchers such as J. Ronjat, W. Leopold, G. Hoyer, M. Smith, R. Bjorling, A. Tabure-Kollier, E. Haugen, W. Elwert, M. Morrell, V. Ruke-Dravinya, A. Zaremba, V. Engel, G. Totten, R. Metro, E. Oskar, J. Sanderson, E. Harding, F. Riley, C. Becker, T. Tokuhama-Espinosa, P. Fitzpatrick, S. Berron-Hauwaert, B. Abdelilah-Bauer, A. Kosta, and F. Mendoza have studied childhood bilingualism. Among Ukrainian researchers who have dedicated their studies to the issue of childhood bilingualism, we can mention A. Bohush, I. Lutsenko, Y. Matsneva, S. Zhabotynska, V. Baranova, O. Shevchuk-Klyuzhiva, O. Chernyakova, A. Tymoshenko, and others.

**Forming of aims (goal) of the article, setting tasks.** The aim and objectives of

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the research are to define the concept of bilingualism in children of middle preschool age and to refine the classification of its types from the perspective of preschool pedagogy.

**Presentation of the Main Research Material with full justification of the obtained scientific results.** The 20th and 21st centuries are characterized by the rapid development of scientific thought in the field of childhood bilingualism. There is a growing awareness of the significance of this issue for contemporary society, its multi-aspect nature, and complexity and it is seen as a quick transition from the study of childhood bilingualism at the level of individual families and a few children to the establishment of a distinct interdisciplinary field known as "bilingual studies". The initial stage of the development of scientific thought in the field of childhood bilingualism was marked by the formulation of problem statements in this area, the accumulation of materials, and the establishment of directions for further research. During this period, the first scientific works on childhood bilingualism began to emerge, primarily describing specific cases of childhood bilingualism in families of bilingual parent-linguists, including scholars like J. Ronjat, W. Leopold, G. Hoyer, and M. Smith. These works primarily focused on the influence of bilingualism on the cognitive development of children. Subsequently, the development of scientific thought in the field of childhood bilingualism was characterized by the emergence of comprehensive works that began to consider the phenomenon of bilingualism in all its complexity. At the modern stage, scientific thought in the field of childhood bilingualism is flourishing, questions raised earlier continue to be studied, and bilingualism is being investigated in individual families, there is an active increase in the number of speech combinations analyzed, the repetition of speech combinations allows for a more detailed characterization of the specific features of certain bilingualisms, the number of countries researching bilingualism is increasing, and some countries are establishing centers and academic schools for bilingualism studies, the works with generalized recommendations for effectively shaping childhood bilingualism, especially for parents, are being published.

The phenomenon of bilingualism, including childhood bilingualism, is a complex scientific problem, it is studied by many disciplines and is examined from various aspects. Specifically, the following aspects of bilingualism can be distinguished: 1) *Linguistic Aspect* – linguistic contact: interaction, permeation, and mutual influence between two languages that encompasses lexical borrowing, grammatical forms, phonetic and stylistic influences, and more; 2) *Psycholinguistic Aspect* – psychological mechanisms of language production in bilingual individuals; 3) *Neurolinguistic Aspect* - it explores the connection between bilingualism and the functional and structural characteristics of brain activity; 4) *Sociological Aspect* – focused on the conditions that give rise to bilingualism, the interaction of two languages within a society, and the determination of the functions and roles of each language; 5) *Language Education (Pedagogical) Aspect* – methods, techniques, and strategies used for acquiring bilingualism. The following sciences are involved in the study of childhood bilingualism: linguistics, psychology, neuropsychology, sociology, and pedagogy.

Due to the complexity and multifaceted nature of the bilingualism phenomenon, there are various definitions for this concept in scientific thought. First of all, there are different views on the extent of competence in two languages that the term "bilingualism" encompasses. In this regard, there are quite polar perspectives, ranging from the expectation of maximal language competence in both languages, akin to

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native speakers (as proposed by L. Bloomfield, M. Siguan and W. Mackey, R. Titone, F. Mendoza), to a broader inclusion of individuals under the term "bilinguals," even those with limited knowledge of a foreign/second language, extending only to a few words (as proposed by A. Dibold) [Baker, 2016: 19]. Some scholars (such as B. Abdelilah-Bauer, F. Grosjean, A. Bogush and others) take a moderate position, and they acknowledge the acceptability of varying degrees of proficiency in two languages for bilinguals and emphasize that both languages should be able to perform their primary function – serving as a means of communication, facilitating the exchange of ideas, and coordinating joint actions in everyday life [Abdelilah-Dauer, 2020: 25].

Nevertheless, in the field of science, it's not uncommon to encounter assertions that equal proficiency in languages for bilinguals is an unattainable, ideal situation [Matsnieva, 2016: 39]. Emphasizing equal language proficiency in the definition of bilingualism indicates a focus on the linguistic aspect of bilingualism. In cases where uneven language proficiency and usage depending on the linguistic situation are allowed, it relates to the sociological definition of bilingualism. An example of a concept that often replaces the term "bilingualism" in the psychological context is "bilingualism," as proposed by J. Hammers and M. Blanc, in which bilingualism is defined as a "psychological state of an individual that provides access to the use of more than one linguistic code" [Josiane, 2020: 6].

In view of the above, the conclusion reached by Y. Matsneva seems appropriate, which is that bilingualism should be understood as the coexistence of two languages, all other details are clarifying characteristics of a specific type of bilingualism and reflect the aspect in which bilingualism is considered [Matsnieva, 2016: 40]. Building upon this perspective and taking into account the conclusion of F. Mendoza [Mendoza, 2010: 52, 93], we find it appropriate to define bilingualism of children of middle preschool age as the children's possession of communicative competence in two languages at a level that corresponds to the norms of their language development that ensures effective communication in both languages in real communicative situations, taking into account the children's age-specific characteristics.

The multifaceted nature of bilingualism leads to an extensive classification and a large number of types of bilingualism. Below is a generalized classification of types of bilingualism in general and, specifically, child bilingualism.

1. *Based on the extent of language competence*: productive (comprehension, fluent and creative language production in two languages); reproductive (the ability to reproduce what has been read or heard); receptive (understanding two languages without necessarily speaking in one of them).

2. *Based on the nature of interaction between language systems in consciousness*: pure/autonomous (languages do not intersect, neither in acquisition nor in functioning, and they have distinct areas of application); mixed (arises in conditions where languages interact and coexist).

3. *Based on the connection of each language with thought*: direct (determines the way two language systems interact for a bilingual, where they exist independently but both are connected to thought, typically formed at an early age); indirect (involves the functioning of the second language through the first, which is directly connected to thought).

4. *Depending on the impairment of the speech mechanism / on the extent of language proficiency*: dominant/unbalanced (characterized by the majority of life situations being served by one language system, and using the other language system

creates more cognitive strain); balanced/equilingualism/ambilingualism (entails an equal age-appropriate language competence in two languages); semi-bilingualism (limited vocabulary and imprecise grammar in both languages); pre-bilingualism/developing bilingualism (an intermediate stage between monolingualism and bilingualism when a person is in the early stages of acquiring a second language and is expected to reach bilingualism).

5. *Based on the formation method*: natural (developed unconsciously during the acquisition of two languages under the influence of the language environment); artificial (formed through deliberate learning, pursued as a personal goal); synthesized (involves the presence of formal language learning, as well as the instruction of certain subjects in that language).

6. *Based on communicative activity*: active (widespread use of both languages in everyday communication); passive/dormant (temporal and functional aspects of language activity equal to zero).

7. *Based on language form*: spoken (entails proficiency in only oral language skills in two languages); written (involves written literacy in both languages while lacking language proficiency in one of them); biletal (a requirement for equilingualism).

8. *Based on the awareness of formation*: elemental/international (formation occurs spontaneously outside of the adult's intention); intentional (formed according to specific methodologies and principles for bilingualism formation).

9. *Based on ethno-linguistic criteria*: biethnic (formed in a child by parents/adults of different nationalities); monoethnic (formed by parents/adults of the same nationality with the aim of developing cultural diversity).

10. *Based on language prestige*: additive (both languages have high value in society, which facilitates a child's successful acquisition of them); subtractive (one of the languages is not prestigious in society, leading to a lack of desire for the child to communicate in it).

11. *Based on the level of linguistic relatedness*: close kin (closely related languages); distant kin (less closely related languages).

12. *Based on the nature of linguistic contacts*: contact (language speakers reside in adjacent or the same regions); non-contact (distant geographical locations of the countries where the languages are spoken).

13. *Based on the sequence of acquisition*: simultaneous/synchronous/child (acquiring both languages from birth); sequential/step-by-step.

In the field of science, there is no single perspective on the age boundaries that distinguish these two types of bilingualism. It is possible to agree with C. Baker, who pointed out that "there are no clear boundaries between simultaneous and sequential bilingualism, although age often serves as an indicator" [Beiker, 2016: 121]. For instance, H. Moradi emphasizes that synchronous bilingualism means acquiring two languages from birth [Moradi, 2014: 108]. Other scholars, including C. Baker, B. Abdelilah-Bauer, adhere to the viewpoint that simultaneous bilingualism extends to cases where a second language is introduced in communication with a child before the age of 3 [Beiker, 2016: 14-15]. F. Mendoza considers the acquisition of basic structures of the native language as the criterion for distinguishing between simultaneous and sequential bilingualism [Mendoza, 2010: 55].

14. *Based on the level of mastering the socio-cultural aspect of the language*: bilingualism with biculturality, monoculturality, acculturality.

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15. *Based on the level of spread in society*: massive (encompassing the entire nation or the majority of it); group (encompassing specific segments of the population); individual/bilingualism (characterizing individual persons).

16. *Based on language correctness*: coordination (correct usage of two languages); subordinative (language mixing, linguistic interference).

Due to the significant diversity of classifications and types of bilingualism from the pedagogical perspective and with the aim of establishing a bilingual environment as a means of fostering bilingualism in preschool children, we find it appropriate to group classifications of types of bilingualism based on the following aspects:

- Based on the extent and nature of bilingualism:

- Objectively-determined bilingualism (where language acquisition is influenced by factors beyond the individual's control): based on the nature of language contacts, the level of linguistic relatedness between languages, and the prestige of languages (which may sometimes be associated with subjectively-determined factors).

- Subjectively-determined bilingualism (influenced by factors dependent on the individual's stage of language acquisition and applied methods): based on language form, communicative activity, language proficiency levels, the nature of interaction between linguistic systems in an individual's consciousness, the extent of language competence, and the relationship between language and thought.

- Based on the peculiarities of the bilingualism acquisition process: in terms of the sequence of acquisition, ethnolinguistic criteria, level of consciousness in formation, age at which bilingualism forms, method of formation.

**Conclusions and prospects for further research in this area.** Consequently, through a theoretical analysis of this issue, it has been determined that bilingualism of children of middle preschool age refers to these children possessing *communicative competence in two languages at a level that corresponds to the norms of their language development that ensures effective communication in each of the languages in real communication situations, while considering the age characteristics of the children.* We have proposed an author's classification of types of bilingualism from the perspective of preschool pedagogy based on the extent and nature of bilingualism and the peculiarities of the bilingualism acquisition process. In the future, we consider it's relevant to develop methods and techniques of forming bilingualism of children of middle preschool age.

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### АНОТАЦІЯ

У статті представлений історичний екскурс у становлення наукової думки у сфері дитячого білінгвізму. Зроблено висновок, що вивчення дитячого білінгвізму пройшло стрімкий розвиток і охоплює етапи появи 1) наукових робіт щодо вивчення індивідуальних випадків білінгвізму у сім'ях двомовних батьків-лінгвістів та його впливу на когнітивний розвиток дітей; 2) комплексних робіт у сфері дитячого білінгвізму; 3) детальних рекомендацій щодо ефективного формування дитячого білінгвізму, центрів та наукових шкіл із вивчення білінгвізму. Підкреслено строкатість явища білінгвізму, виділено його аспекти: лінгвістичний, психолінгвістичний, нейролінгвістичний, соціологічний, лінгводидактичний. Проаналізовано існуючі у науковій літературі визначення поняття «білінгвізм», доведено відсутність єдності у питанні змісту явища «білінгвізму». Виявлено, що прихильність до певного змістовного навантаження поняття «білінгвізм» залежить від аспекту, в якому він розглядається.

Запропоновано визначення білінгвізму дітей середнього дошкільного віку як володіння дітьми комунікативною компетентністю у двох мовах на рівні, що відповідає нормам їх мовленнєвого розвитку, яке забезпечує ефективну комунікацію кожною із мов у реальних ситуаціях спілкування відповідно до вікових особливостей дітей. Проаналізована та скомпільована класифікація видів білінгвізму за обсягом мовленнєвої компетентності, характером взаємодії мовленнєвих систем у свідомості, способом зв'язку кожної із мов із мисленням, обсягом володіння мовами, способом формування, комунікативною активністю, формою мови, усвідомленістю формування, етнолінгвістичним критерієм, престижністю мови, рівнем спорідненості мов, характером мовленнєвих контактів, послідовністю засвоєння, рівнем оволодіння соціокультурним аспектом мови, поширенням у суспільстві, правильністю мовлення. Запропоновано класифікацію видів білінгвізму у аспекті дошкільної педагогіки та з метою конструювання білінгвального середовища як засобу формування білінгвізму у дітей дошкільного віку: за обсягом та характером білінгвізму та за особливостями процесу оволодіння білінгвізмом.

**Ключові слова:** білінгвізм, білінгвалізм, білінгвізм дітей середнього дошкільного віку, білінгвологія, мовленнєва компетентність.

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**STUDY OF THE CURRENT STATE OF FORMATION OF THE FOUNDATIONS OF CRITICAL THINKING IN SENIOR PRESCHOOL AGE CHILDREN: EMOTIONAL AND CRITICAL CRITERION**

**ДОСЛІДЖЕННЯ АКТУАЛЬНОГО СТАНУ СФОРМОВАНОСТІ ОСНОВ КРИТИЧНОГО МИСЛЕННЯ У ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ: ЕМОЦІЙНО-КРИТИЧНИЙ КРИТЕРІЙ**

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**ABSTRACT**

*In the article, components, criteria, indicators of the level of formation of the foundations of critical thinking of senior preschool children are considered as a criterion-diagnostic tool for organising the summative stage of the study, as a special form of organisation of individual mental experience, which reflects the individual intellectual resources of the child, manifested in the nature, specificity of reproduction of reality in the child's mind, logical operations, types, forms, qualities of critical thinking. The peculiarities of critical thinking formation are determined by understanding the component structure of the presented phenomenon, criteria, indicators, and signs. The emotional component of the formation of the foundations of critical thinking of senior preschool children characterises the emotional state,*