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INTERNET AS A FACTOR IN THE DEVELOPMENT OF MULTILINGUALITY

Annotation. In the modern world, the Internet has become an integral part of life for most people, and children are no exception. Rapid technological progress and availability of online resources have created new opportunities for children's learning and development. At the same time, the question of the influence of the Internet on the development of language skills in children has become a topical issue. Of particular interest is the influence of the Internet on the development of polylingual personality in children – the ability to use and understand several languages. This article discusses some theoretical aspects of the research problem and presents the results of a sociolinguistic survey, which showed that most modern children have access to the Internet, many parents consider the influence of Internet resources to be positive on the child's language development, while the majority also considered the Internet to be the cause of speech delay in children.

Key words: multilingualism; bilingualism; multilingual personality; language situation; influence of the Internet; sociolinguistic survey; preschool and primary school children; research.

Introduction

In the modern world, the Internet has become an integral part of life for most people, including children. This raises the relevance of researching the influence of the Internet environment on the development of bi- and polylingualism in children, especially in the context of the growing number of bilingual families. The topic of the study is relevant because the Internet is an integral part of modern man's life and has a significant impact on various aspects of his life, including language development: it provides a wide range of opportunities for learning foreign languages, communicating with native speakers and obtaining information about different cultures. In addition, the Internet is a platform for sharing knowledge and experience, which can contribute to the development of multilingualism. This topic is especially relevant for Kazakhstan, where a programme of studying three languages has been adopted at the official level: Kazakh as the state language, Russian as the official language and English as the world language.

Materials and methods sufficiently

In the process of sufficiently we used such methods as analysis of theoretical literature on the research problem and empirical method. As an empirical method we chose sociolinguistic study, which is the most common method in the study of sociolinguistic processes.

Results of the sufficiently

Polylingualism is the ability of a person to be fluent in two or more languages and to use them depending on the communication situation. According to the European Union materials on language education, polylingualism implies: diversity of languages and dialects; different levels and types of language skills; understanding and being able to apply interlingual transfer in the learning process; recognising the value of other languages and the polylingualism of others; respect for the cultures reflected in languages; a prerequisite for participation in social and democratic development in a multicultural community [1, p. 43].

Psychologist Anna Zelcer in her book «Adaptation of bilingual children in emigration» divides bilingualism into natural and artificial bilingualism based on the communicative situation. Natural bilingualism is formed in a linguistic environment, including radio and television, in the process of spontaneous speech practice. Awareness of language structure may not be required. Artificial bilingualism is learnt in a learning environment, requiring the application of volitional effort, special methods and techniques [2, p. 12-13]. Transferring this classification to the language situation in Kazakhstan, we can conclude that Russian-Kazakh bilingualism is natural, and Kazakh-English, Russian-English – artificial, because there is no speech communication in English in everyday life, except for some cases. Also, besides Russian, any other language that is native for a representative of any ethnic group of the Republic of Kazakhstan can be used. For example, a child coming from a Tatar family, studying in a Kazakh school, but speaking Russian with friends. Therefore, we can conclude that there are not only bi-, but also polylinguistic manifestations on the territory of Kazakhstan.

Now let's get to the official data: according to the results of a social and analytical study of the language situation in Kazakhstan, in 2022, 92 % of the population spoke the state language [3]. Based on these figures we can assume that the remaining 18% speak either Russian only or the language model of native + Russian languages. Information on the number of the population of the RK speaking Russian for the last 5 years was not found, however, according to the data of JSC «National Information Technologies» for 2021, when calling the contact centre of the e-government portal, 58% of citizens choose Russian language, 42% – Kazakh language [4: URL].

Researchers Sara Vogel and Ofelia García cite Lambert's research on the linguistic model of the population. Regarding bilingualism, he distinguished between a «subtractive» and an «additive» model. Subtractive bilingualism is characterised by speakers of two languages replacing their minority language with the dominant language of the society. Also subtractive bilingualism is characterised by the influence of R1 or R2. «Additive» model is characterised by a society that already speaks one language, adds a second language to its repertoire, while retaining both languages [5: URL]. As an example of the former, we can cite the linguistic situation in India, where

most people still speak English rather than their mother tongue. The language model of Kazakhstan with Kazakh and Russian languages functioning in it can be referred to additive bilingualism.

Depending on the age of the person, there is also «innate» or early bilingualism and late bilingualism, when the language systems have developed. Early bilingualism is called natural bilingualism and refers to the situation when a child lives in a bilingual environment from a very young age. In families where different languages are spoken, this phenomenon is quite common. On the other hand, artificial - late bilingualism – is associated with learning a second language at a later age, after the child has already mastered the mother tongue well. This type of bilingualism often develops when children are taught a foreign language at school or by older generations of immigrants [6, p. 7].

Investigators J.M. Glozman and E.G. Amelina also emphasise the importance of age in language acquisition. Thus, in their opinion, language acquisition in the first three years of life contributes to uneven acquisition of each language and delayed speech in at least one of them. At an early age, knowledge is unstable, it only takes them a couple of days to forget a language. Also Glozman and Amelina refer to the research of Walter and Leue, who believed that children up to three years old mix languages and only by the age of four begin to differentiate them. In order to prevent language confusion, it is recommended that the child be spoken to at home in one language and in kindergarten or school in another language [7, p. 70].

Based on the above, we can conclude that the language situation in Kazakhstan is heterogeneous, and the situation is further complicated by the increasing influence of the Internet. We assume that the Internet plays an important role in the development of a polylingual personality, especially in preschool and primary school children through providing them with the opportunity to watch cartoons and educational videos in different languages, the use of various games and applications in a non-native language, as well as the opportunity to communicate with native speakers through social networks, video chats and other Internet resources.

It is worth noting that works of this kind have become especially relevant in the last 5 years in modern linguistics. For example, the article by L.Y. Mirzoeva and O.V. Syurmen «Reflection of polylingualism in communication in digital space» is devoted to the study of speech material (about 100 speech situations in social networks), clearly demonstrating the switching of language code in a homogeneous environment [8]. Y.S. Kosyakova's study «Linguistic Personality in the Internet» analysed the behaviour of linguistic personality in the Internet on the example of blogs [9]. D.T. Kenzhebulatova and I.V. Grigorieva in the article «To the question of researching the linguistic personality of an IT-specialist» describe the results of a free associative experiment to determine the phenomenon of linguistic personality of an IT-specialist [10].

To identify the role of the Internet influence on the development of bi- and polylingualism in preschool and primary school children, a sociolinguistic survey was conducted with the participation of 54 respondents. Among the respondents were persons of different nationality, education and social status aged from 18 to 55 years old, living with children of preschool and primary school age in the territory of West Kazakhstan region. Each respondent was offered a questionnaire with open and closed-

ended questions. The content part of the questionnaire was aimed at identifying such indicators as:

1) socio-demographic characteristics: gender, place of residence (village or city);

2) status characteristics of languages in the consciousness of native speakers (language as mother tongue/second language/foreign language);

3) characteristics of the communicative passport of natural bilinguals (in which situations and in which language speech production takes place);

4) characteristics illustrating the axiological support of bilingualism (benefits and harms of the influence of the Internet on children's development of polylingualism).

Let's consider these questions in more detail and analyse the data obtained.

Question 1. Place of residence (rural or urban). The analysis has shown that 31.48% live in the city and 68.52% live in rural areas.

Question 2. Your age. As mentioned above, 54 people between the ages of 18 and 55 participated in the survey. The results of the analysis are presented in Figure 1.
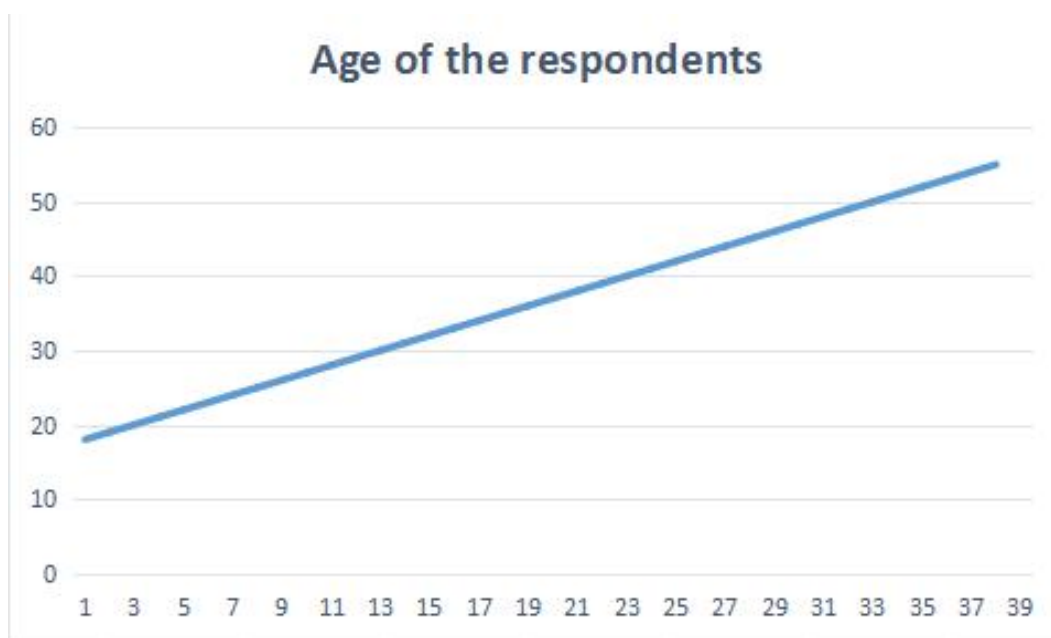

Figure 1 – Age characteristics of respondents

Question 3. Which age group your child belongs to:
1. 0-3 years;
2. 4-6 years old;
3. 6-8 years old;
4. 8-11 years old;
5. over 12 years old.

Since some families have more than one child, there were 77 children per 54 adults interviewed (Figure 2).
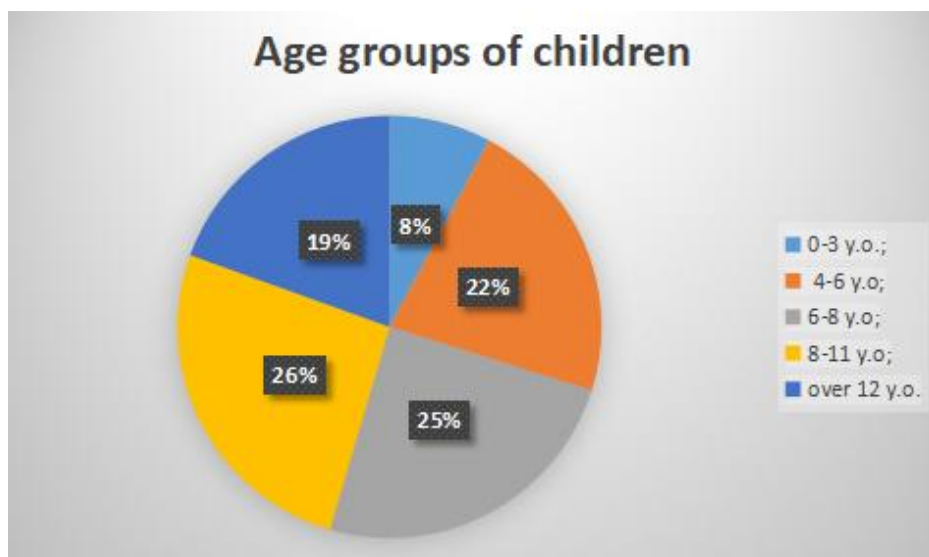
Figure 2 – Age group of respondents' children

Question 4. What gender is your child? According to the results of the survey, out of 77 children -38 (49.35%) are male and 39 (50.65%) are female.

Question 5. What is your native language? 35 people consider Kazakh, 15 – Russian, 1 – Ukrainian, 1 – Tatar, 1 – Uzbek, 1 – Bashkir as their native language.

Question 6. Are the child's parents of the same ethnicity or is the family «mixed»? 34 (63%) respondents answered that their family members are of one ethnicity; 37% – mixed.

Question 7. What language do you speak at home with family members, in particular with your child? Kazakh – 18.5%, Russian – 44.5%, Kazakh+Russian – 33.3%, native non-Kazakh+Russian – 3.7%.

Question 8. Does your child have access to the Internet? From what age? What content do they view? 100% of the respondents surveyed have children of all age groups with access to the Internet. And about 70% of respondents gave gadgets to children aged six months and older. 100% of respondents said that their children watch cartoons via the Internet, about 20% said that their children use educational and educational programmes, about 40% of children have access to social networks and messengers (WhatsApp, Live, Tik-tok, etc.). Children aged 3-6 years old have their own smartphone with access to children's YouTube in 5 of the interviewed respondents. Absolutely all respondents with children over 7 years of age have their own smartphone with internet access.

Question 9. What language do your children speak? Kazakh - 13%, Russian - 48%; Kazakh+Russian – 43%; native non-Kazakh+Russian – 1.9%; Russian+English – 24%:, Kazakh+English – 12.9%.

Question 10. Do your children have speech difficulties? Which ones? Why do you think so? About 70% of respondents believe that their children (mostly boys) had a delay in speech development – they started to speak late. About 30% of respondents

believe that the delay in speech is related to the bilingualism of their family. About 20% observed language mixing in their children, and this occurred not only in bilingual families, but also in monolingual families. The latter attribute the appearance of certain foreign words in the child's speech to the influence of the Internet.

Question 11. Do you think there is a positive influence of the Internet on your child's speech, in particular, on the development of polylingualism? What does it consist in? About 60% of respondents believe that the Internet has a positive influence on the development of children's polylingualism. Firstly, the majority of Internet content is in Russian; secondly, all applications used by respondents are in Russian; thirdly, respondents note that their children prefer to watch foreign cartoons.

As we can see, the results of the questionnaire turned out to be ambiguous.

The conclusion

In this article the essence of bilingualism was analysed and relevant examples from the linguistic situation of Kazakhstan were given. There was also an assumption that the Internet has an impact on the development of a polylingual personality, and in order to confirm or refute this hypothesis a questionnaire survey was conducted. According to the conducted survey, we conclude that the Internet provides access to numerous learning resources such as online courses, interactive games, cartoons and videos in different languages. These resources help children to learn new languages, develop their reading, writing and speaking skills, and expand their vocabulary. However, it is important to remember that the Internet is not the only factor influencing the development of children's polylingualism: parents and educational programmes also play an important role in this process. Also, along with its advantages, the Internet can have some negative effects on a child's speech development. We believe that the influence of the Internet on children's speech delay requires a separate study in diachrony. It should be noted that the results of the survey cannot be fully interpreted as solely reliable, firstly, because it is based on the subjective opinion of the participants; secondly, the language situation throughout Kazakhstan may differ. However, the survey data can show general trends in the society.

Thus, the impact of the Internet on the development of polylingualism can be positive if it is adequately used by children of preschool and primary school age, with parents controlling access to it. Parents and teachers should help children to choose quality learning resources and monitor the time spent by children on gadgets.

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ИНТЕРНЕТ КӨПТІЛДІЛІКТІҢ ДАМУ ФАКТОРЫ РЕТІНДЕ

Аңдатпа. Қазіргі әлемде Интернет көптеген адамдар үшін өмірдің ажырамас бөлігіне айналды, ал балалар да ерекшелік емес. Қарқынды технологиялық прогресс және интернет-ресурстардың қол жетімділігі балалардың оқуы мен дамуына жаңа мүмкіндіктер туғызды. Сонымен қатар, Интернеттің балалардың тілдік дағдыларын дамытуға әсері туралы мәселе өзекті мәселеге айналды. Интернеттің балалардың көп тілді тұлғасының дамуына әсері – бірнеше тілді қолдану және түсіну қабілеті ерекше қызығушылық тудырады. Бұл мақалада зерттеу мәселесінің кейбір теориялық аспектілері талқыланады және қазіргі заманғы балалардың көпшілігінің Интернетке қол жеткізе алатынын, көптеген ата-аналардың Интернет-ресурстардың баланың тілінің дамуына оң әсерін тигізетінін көрсеткен социолингвистикалық сауалнаманың нәтижелері келтірілген, ал көпшілігі интернетті балалардың сөйлеуінің кешігуінің себебі деп санады.

Кілт сөздер: көптілділік; қостілділік; көптілді тұлға; тілдік жағдай; Интернеттің әсері; әлеуметтік лингвистикалық сауалнама; мектеп жасына дейінгі және бастауыш сынып оқушылары; зерттеу.

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ИНТЕРНЕТ КАК ФАКТОР РАЗВИТИЯ МНОГОЯЗЫЧИЯ

Аннотация. В современном мире Интернет стал неотъемлемой частью жизни большинства людей, и дети не являются исключением. Стремительный технический прогресс и доступность онлайн-ресурсов создали новые возможности для обучения и развития детей. В то же время вопрос о влиянии Интернета на развитие языковых навыков у детей стал актуальным. Особый интерес представляет влияние Интернета на развитие полиязычной личности у детей – способности использовать и понимать несколько языков. В данной статье рассматриваются некоторые теоретические аспекты проблемы исследования и представлены результаты социолингвистического опроса, который показал, что большинство современных детей имеют доступ к Интернету, многие родители считают положительное влияние интернет-ресурсов на языковое развитие ребенка, в то время как большинство также считают Интернет причиной о задержке речи у детей.

Ключевые слова: многоязычие; билингвизм; многоязычная личность; языковая ситуация; влияние Интернета; социолингвистический опрос; дети дошкольного и младшего школьного возраста; исследование.