Bilingualism as one of the problems of first-former’s dis-adaptation to school

Jestomirova Kheda
Psychology and Pedagogics Department
Chechen State Pedagogical Institute

Abstract: This article reviews dis-adaptation of young pupils affected by bilingualism, which is a regular usage of two languages.

Keywords: bilingualism, native language, Russian language.

Introduction

School dis-adaptation - it is a moment when a pupil turns out to be unsuited for studying in the school environment. Very often it is seen amongst kids of young age, though dis-adaptation can develop at the older age. It is very important to recognise the cause and solve the issue.

Factors influencing first-former’s dis-adaptation

Factors affecting dis-adaptation can vary:

- Insufficient preparation for the school - pupil is unable to keep up with the school program due to the shortage of knowledge and abilities or due to the poorly developed mental abilities.
- Deficiency of abilities to control own behaviour – pupil is unable to remain sited throughout the class, remain silent or not to shout from his desk and e.g.
- Physical inability to keep up with the school program. Usually met amongst physically weak kids or lagging by nature (due to the physical factor)
- Social dis-adaptation – pupil is unable to build relationships with the peers or the teachers.
- Bilingualism. Speaking two languages presents a risk of developing defection of speech.

In order to detect dis-adaptation it is crucial to monitor pupil’s emotional state and behaviour. It is also useful to correspond with the teacher who is daily observing pupil’s behaviour in the school.

Indications of pupil’s dis-adaptation

Indications of school dis-adaptation can evolve on different levels. It is important to note however, that causes and consequences might not coincide with each other. For example, one pupil can develop behavioural difficulties due to the social dis-adaptation whereas the other one can feel overworked and tired. The levels on which school dis-adaptation is expressed are indicated below:

Physiological level. If a pupil is experiencing a high fatigue, decrease in work efficiency, complaining about headaches or stomach aches, sleep and appetite disruption indicates the development of the issue. Emergence of bad habits is possible, such as nail or pen biting, finger shaking, stuttering, lethargy or, conversely, disinhibition and impulsivity.

Educational level. The pupil is chronically unable to keep up with the school program. Nevertheless, he can unsuccessfully attempt to study or refuse to study at all.

Emotional level. Pupil has a negative attitude towards the school, does not want to attend or cannot build relationships with classmates and teachers. In addition, has a negative attitude to educational perspective. It is very important to distinguish different difficulties regarding pupils complains about his problems and complains about inability to solve the problems set in front of him. In the first case kids tend to attempt to overcome the difficulties whereas in the second case they give in and express the it in their behavioural disruption.
Behavioural level. School dis-adaptation is usually expressed in aggressive behaviour, rejection of school rules, inadequate demands from the peers and teachers. Moreover, kid’s behaviour highly depends on personal and physiological characteristics.

In terms of bilingualism, the concept of it is the ability to speak two languages fluently, frequently, with the relatives or non-relatives, or in a broad sense ability to speak two languages to some extent or in some certain field. Bilingual children are able to attend schools and to interact with the peers and adults, however, they are having difficulties in adaptation with the set rules of schools. The issue of bilingualism has been examined in following works of researchers such as Vigotskiy L. S., Zimnyaya I. A., Ivanova V. V., Leont’ev A. A., Zhlutenko JU. A., Vereshagin E. M., Haugen Je., Masenko L. T., Tolstoy N. I. and others.

Negative impact of bilingualism at young age is indicated by the disruption of speech. While adopting two languages at the same time one language system (dominant) affects the other one. This subsequently leads to mixing of these to language systems, which in turn causes a chain of language and speech issues. Acquisition of two languages in the row often can represent a cause of different breakdowns in the work of central nervous system. If speech is not fully formed in either language it can interrupt think-in-words structure which can lead to psychological stress. Pupil might become reclusive and experience difficulties in social adaptation.

Interactions of educational establishments with society and parents, and also consideration of native language and culture of pupils can create advantageous social conditions. Extra tuition hours, Russian speaking circle of communication – all this builds a great environment for school adaptation of bilingual pupils.

Frequently, bilingual pupils poorly speak Russian when first coming to school and the lack of educational base-programs, teaching methodologies or special textbooks on acquiring Russian language exacerbates the dis-adaptation condition of pupils.

References
