

# Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

Victoria Kytina, Natalia Kytina, Victoria Kurilenko, Svetlana Elnikova

**Abstract:** *The article is devoted to the problem of teaching Russian to bilingual children in a limited Russian-speaking environment. The study developed a methodological model of education based on the principles of intercultural pedagogy and comparative method of teaching in two languages, which, with a methodically sound and appropriate organization of the educational process, will contribute to the effective teaching of Russian to children with Russian roots in a limited language environment, the harmonization of bilingual personality, the formation of this category of students a positive attitude to the country of origin. The article presents a scientifically based concept of a methodical model of teaching, a comprehensive solution to the problems of teaching Russian to bilingual children in a limited language environment. This study was conducted on the basis of cultural and educational center "Znayka" Madrid, Spain. The study aims to develop a methodological model of teaching Russian to bilingual children in a limited language environment, taking into account the linguistic, psychological and ethno-linguistic and cultural characteristics of students. Forty-one Russian-Spanish bilingual children, their parents and teachers of the center took part in experimental work. Theoretically justified and has been successfully tested in practice, simultaneous methodological model of teaching Russian language to bilingual children in the limited language environment can be used in the schools of the day, in the framework of family education with the use of Russian and Spanish languages and it will be useful to teachers, parents who are involved in the process of formation of the polycultural personality of a child bilingual in a limited speaking environment.*

**Keywords:** *Bilingualism, Harmonization of Bilingual Personality, Limited Language Environment, Simultaneous Model of Russian Language Learning, Preservation and Support of the Russian Language Abroad.*

## I. INTRODUCTION

Each ethnic group has its own language, which is an integral national feature, acts as a carrier of mentality, the Keeper of culture and historical experience of the people.

**Revised Manuscript Received on October 05, 2019.**

**Victoria Kytina**, Universiti Kuala Lumpur, Malaysia Institute of Aviation Technology, Dengkil, Selangor, Malaysia

**Natalia Kytina**, Pavlovskaya Primary School, Domodedovo, Russia

**Victoria Kurilenko**, People's Friendship University of Russia, Moscow, Russia

**Svetlana Elnikova**, Pushkin State Russian Language Institute, Moscow, Russia

At the same time, in today's globalizing world there are more and more people who consider not one but two or more languages native. Migration processes lead to the fact that non-indigenous people are forced to adapt to the conditions of the host countries, and the language here is the most important tool for successful integration. In addition, more and more inter-ethnic marriages are taking place. In this case, immigrants tend to continue to use their mother tongue, but their children are not always willing to speak the language of the country of origin. At best, they use the language of both parents, and the languages of the country of origin and the country of residence are used by them. At the same time, as the data of numerous sources and our research show, a significant part of bilingual children with Russian roots have difficulties in determining their ethnic identity, assimilate, lose their ethnic mentality and Russian as a native language.

This situation is particularly characteristic of Spain, as in the last decade, this country has become one of the leaders in the relative growth of Russian-speaking immigrants. The dialogue of cultures, the expansion of socio-economic ties, the support and preservation of the Russian language in the children of compatriots and, as a result, the emergence of a multicultural personality of the "Russian Spaniard" determine the peculiarities of the existence of the Russian Diaspora in this country. Accordingly, the problems of linguistic and cultural self-determination of the younger generation, children, many of whom were born in Spain and who consider Spanish as their native language or identify themselves with two languages and cultures, are being actualized.

The process of mastering the Russian language and native culture in the children of our compatriots takes place in a limited language environment. At the same time, the child learns Spanish language and culture. Therefore, the task of parents and teachers — to maintain interest in Russian culture and Russian language to preserve ethnic identity and at the same time to help the child learn the language and culture of the country of residence. The emergence of a significant number of scientific papers, numerous conferences at various levels devoted to the issues of additional language education of children from Russia, currently living in Europe, determine the relevance of the

## Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

development of methods, technologies, programs, which will take into account the experience of Russian and European education and which will help to solve the problems of adaptation of children with Russian roots in new language conditions.

At the same time, the analysis of scientific and methodological literature on the issue under study suggests that the problem of teaching bilingual children in a limited language environment still does not have a comprehensive linguistic and didactic justification from the standpoint of modern achievements of the methodology and basic disciplines for it. Therefore, the purpose of this study is to create a theoretically grounded and experimentally tested methodological model of teaching Russian to bilingual children in a limited Russian-speaking environment.

### II. MATERIALS AND METHODS

This study was conducted on the basis of cultural and educational center "Znayka" Madrid, Spain. The study aims to develop a methodological model of teaching Russian to bilingual children in a limited language environment, taking into account the linguistic, psychological and ethno-linguistic and cultural characteristics of students. Forty-one Russian-Spanish bilingual children, their parents and teachers of the center took part in experimental work.

In the course of the study, we relied on the theoretical and methodological foundations of the formation of linguistic identity of bilingual children; used the principles of modeling the educational process, as well as methods and principles of competence formation in all types of speech activity; took into account the traditions of the educational system, conditions and forms of organization of the educational process adopted in Spain; identified ethnospecific problems of teaching Russian to children with Russian roots living in Spain; focused on teaching receptive and productive types of speech activity in a limited language environment; in the process of learning Russian language implemented the principle of dialogue of cultures.

The study was conducted in stages.

At the diagnostic stage (2012), new typical needs of the educational services market were studied; the social order of parents was formulated; the readiness to participate in the experiment of teachers and children was determined. At this stage, had a diagnosis of parents, students and teachers; pedagogical observation with the aim of determining the basic level of bilingual competence and willingness of the trainees to the perception of the simultaneous model of education. To carry out the scientific and pedagogical ethnooriented diagnostics of identification of the linguistic personality of the analyzed contingent of students in the article, the method of qualitative research implemented with the use of case-study technology, "bilingual road map", developed by the team of the author under the guidance of E. L. Kudryavtseva and adapted by us in relation to the tasks of this study, was used.

The data of the diagnostic stage became the basis for the prognostic and organizational stages of the experiment.

At the prognostic stage (2013), the concept of a simultaneous model of teaching Russian to bilingual children in a limited language environment was determined

on the basis of scientific and theoretical developments on the subject of the experiment:

- psycho-pedagogical research devoted to the methodology of teaching Russian language (T. M. Balykhina, A.A. Akishina, V. B. Kurylenko, I. A. Zimniaya, V. G. Kostomarov, A. A. Leontyev, G. P. Melnikov, O. D. Mitrofanova, E. I. Passov, N. M. Rummyantseva, V. M. Shaklein, A. N. Shchukin, etc.);
- works in the field of psycholinguistics (E. M. Vereshchagin, K. N. Gorelov, A. A. Zalevskaya, I. A. Zimnyaya, N. I. Ufimtseva, and others.);
- research in the field of the theory of language contacts (E. Haugen, W. Weinreich, G. Shuhardt, L. V. Shcherba, etc.);
- research of problems of bilingualism (Z. U. Blyagoz, K. Z. Bagirokov, S. Romaine, K. H. Khazanov.);
- theoretical-methodological and psycho-pedagogical study of the problems of interference and transference (E. M. Akhunzyanov, B. Havranek etc.);
- work is devoted to the development of child bilingualism in early childhood (E. A. Khamraeva, A. S. Markosyan, S. Romaine, G. Saunders, G. N. Chircheva, E.U. Protasova etc.);
- study the problems of linguistic identity (O. B. Altynbekova, W. M. Bahtikireeva, M.N. Guboglo, T. P. Mlecko etc.);
- works in which the issues of teaching Russian to bilingual children outside the language environment are studied (V. Dronov, A. L. Berdichevsky, E. Madden, V. P. Sinichkin, E. L. Kudryavtseva, O. V. Bazhenova etc.);
- scientific and theoretical studies of linguistic and cultural models (B. V. Gershunsky, B. C. Lednev, V. V. Kraevsky, V. P. Bespalko, etc.).

At the coordination stage (2014), work was carried out to prepare the organization and create a comfortable psychological climate in the framework of the experiment, to provide motivational, organizational, pedagogical, scientific, methodological and information conditions.

Classes were implemented taking into account the following methodological requirements:

- creation of comfortable learning conditions that contribute to the formation of internal and external activity of students (positive microclimate, individual approach to children, taking into account their psychological characteristics, etc.);
- centric presentation of educational material;
- the repetition of the study material relying on the visibility;
- complex presentation of material representing various aspects of language in speech samples;
- providing positive motivation (interest in what is happening in the classroom, the importance of educational content, its relevance for students);
- allocation of the teacher for each lesson of the speech educational task and definition of the system of exercises allowing to solve it successfully;
- formation of General educational skills with which to carry out subsequent training activities.

At the pragmatic stage (2015) metodicheskaja model of teaching the Russian language was tested in the center of additional education "znayka", Madrid, Spain. Forty-one Russian-Spanish bilingual children, their parents and teachers of the center took part in experimental work.

During the period of adaptation, we fix the dynamics of the formation of communicative-speech and bicultural competences of students.

In addition, the objective of the diagnostic study was to identify the level of formation of communicative and cultural component in students. At the same time, the emotional-evaluative and behavioral aspects of this quality of students were studied.

One of the indicators of the formation of the communicative and cultural component are such qualities of linguistic personality as General tolerance and the degree of acceptance of national and cultural differences. The level of General personal tolerance of students was measured by us by the method of V. V. Boyko, adapted to the age and competence characteristics of students. We believe that it is advisable to apply this technique as a tool for determining the dynamics of the degree of formation of tolerance of a bilingual child at the initial and final stages of education.

To highlight the levels of acceptance of national differences, we turned to the work of G. D. Dmitriev "Multicultural education.

With the current control of knowledge as a tool for the formation of an objective picture obtained as a result of the implementation of the methodical model of training, the teacher widely used diagnostic methods such as observation, systematic control of the level of knowledge of the student, the analysis of skills in the subject and attitude to learning, the degree of his cognitive activity, consciousness, ability to think, make independent decisions. In the classroom, the teacher uses such forms of oral control as an individual survey, a frontal test or applies these methods in a combined form. The combination of a variety of survey techniques with the use of ICT, didactic materials, games allow the teacher to effectively control the learning process. The results of the current knowledge control are necessary for the teacher to adjust and improve the learning process. In order to systematize students' knowledge and preparation for the control testing, it is necessary to periodically carry out thematic control as a result of passing a new topic. It is advisable to use this type of control in the re-generalizing classes.

The final control in the form of a linguo-didactic test with the inclusion of a cultural component in the framework of the implementation of a simultaneous model of training took place at the end of the curriculum at the end of the school year. The main purpose of testing is to check the specific learning outcomes inherent in the curriculum. It is aimed at checking the specific results of training, identify the degree of assimilation of students' knowledge, skills acquired in the process of studying a particular subject or a number of disciplines.

Tasks of the subtest "vocabulary/grammar" diagnose the meaning of the form and features of the use of lexical units, as well as test the ability to operate active and passive vocabulary in the communication process. Diagnostics English grammar skills demonstrates knowledge of the

grammatical phenomena, the volume of the acquired grammar material, knowledge, and value the forms and terms of use.

Subtest "Oral speech" diagnoses the level of formation of speech skills and abilities necessary for the successful solution of tasks in the process of oral communication (Dialogic and monologue speech).

The results of the diagnostic study demonstrate the ability of the test to understand the interlocutor and determine his communicative intentions, to respond adequately to the interlocutor's remark (consent or disagreement, own opinion or attitude), to Express their own communicative intentions, to use the norms of language and communicative etiquette characteristic of dialogical speech. In assessing the subtest "Oral speech" also takes into account fluency, sharpness of reaction, the correct use of speech formulas, the relevance of replicas, and the correct use of grammatical and lexical structures. In the diagnosis of the formation of the skill of monologue speech as a form of communication, the ability of the test to build a coherent text of various communicative directions (message, description, narrative) is estimated. Evaluation criteria: the presence of communicative intention and its implementation; the volume of statements, the number of sentences expressing subjective information; compliance of linguistic means of communication situation; deployment and sequence of messages; correct use and variety of grammatical structures and vocabulary.

Subtest "Letter" shows the degree of formation of communication skills and abilities required to Express the relevant information in writing, as well as the ability to be diagnosed in writing to provide information in accordance with the communicative setting of the task. The degree of development of writing skills was evaluated according to the following criteria: the quality of the content of the reproduced written text; compliance with the communicative setting of the task; the quality of the language side of the written text.

Evaluation of the text according to the criterion of communicative installation is determined by the following factors: the presence of communicative intention; skills of using language tools according to the communicative setting; individually-differentiated perception of the situation. An important criterion is the evaluation of the quality of the content of the written text. In assessing the subtest "letter" we took into account the number of transmitted facts, the volume of written text, the level of language difficulty, the use of lexical, grammatical, syntactic structures corresponding to the communicative setting.

Checking the level of formation of speech skills and reading skills with a General coverage of the content to solve certain tasks of a cognitive nature acts as an object of control during the subtest "Reading".

In the framework of the methodical model of training in the process of control diagnosis of reading skills and abilities, we used closed-type tasks in which you need to choose the correct answer from several proposed.

## Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

To control the skills of reading bilingual children at the final stage of training we used unadapted, authentic texts of a cultural nature, with the theme laid down in the curriculum.

Control final test, or test examiner to check the degree of formation of communication skills and abilities is presented in the form of working matrices with test tasks. The group test is performed after listening to the audio. In the course of control diagnostics are evaluated lexical, grammatical, perceptual listening skills; the ability to understand at a single presentation at a normal pace; the ability to understand the General content, the basic idea of the sounding text; the ability to choose the main thing of one or more sounding statements.

– At the generalizing stage (2016), following the results of testing, changes were made to the concept of a simultaneous model. Efficiency verification, processing and generalization of the results were carried out.

### III. FINDINGS

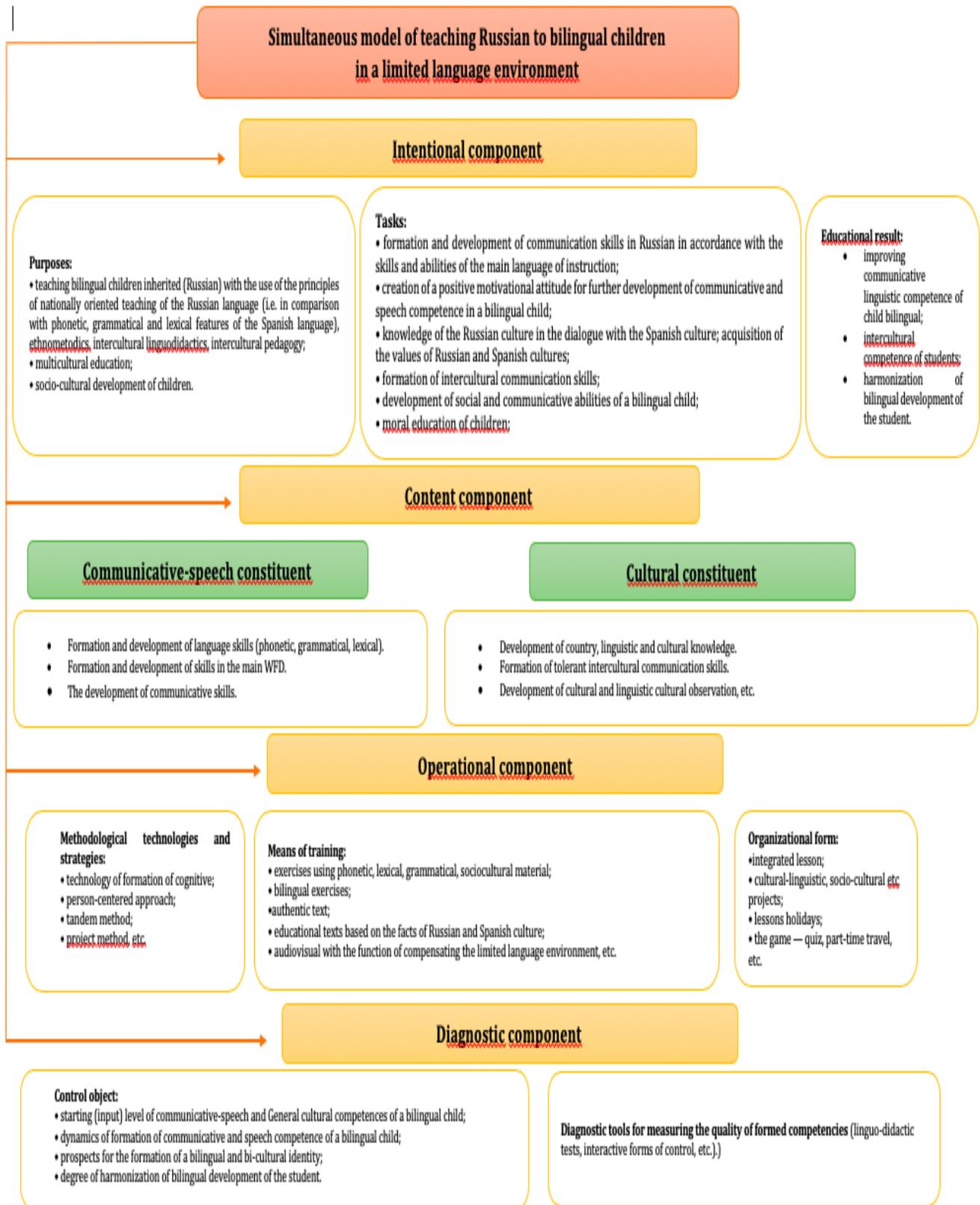
Bilingual children with Russian roots living in Spain are a special category of students, which determines the specifics of methodological strategies for the formation and development of their skills and abilities of communication in Russian. The requirements for textbooks and teaching AIDS for this category of students differ from the requirements for the means of teaching Russian as a native language, as a non-native language, as a foreign language. This is due to the fact that the lexical content of classical textbooks on the Russian language as a native student is unknown. Their level of grammatical competence is significantly lower than that of native speakers of the Russian language, modeling of syntactic constructions is not brought to automatism. Being outside the language environment, children-bilinguals are unable to perceive many of the realities of Russian culture. Finally, the descriptive model of teaching Russian to native speakers, adopted in the Russian "school" methodology, does not meet the objectives of the formation and development of communicative competence of bilingual children in a limited language environment. Textbooks on the Russian language as a foreign language are also ineffective for children-Russophones, because these students have a fairly high level of linguistic competence: their speech is characterized by correct pronunciation, they have a large passive vocabulary, they have a high level of skills and abilities of oral communication. A specific factor that should also be paid special attention to when designing a learning model is the limited number of people with whom students can communicate in Russian. Bilingual children speak their native language with a native – speaking parent, representatives of the Russian Diaspora in the country of residence, teachers and teachers of the Russian language.

It is necessary to take into account the high social importance of the language of the country of residence, which for this category of children is the language of entry into a new society, the language of communication, the language of education.

Taking into account all the above data, we have developed a simultaneous methodological model of teaching Russian

to bilingual children in a limited language environment in order to teach Russian to bilingual children living in Spain, which is based on the principles of nationally oriented teaching of the Russian language (i.e., in comparison with the phonetic, grammatical and lexical features of the Spanish language), ethnomethodics, intercultural pedagogy; multicultural education and socio-cultural development of students in the process of acquaintance with the living conditions of Russian peers, the study of communicative etiquette of Russian and Spanish folklore, taking into account the values of "folk pedagogy".

The structure of the model proposed in the study includes intentional, meaningful, operational and diagnostic components (see diagram 1).



## Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

The intentional component of the model is characterized in the work through such components as: goal, objectives, educational result, reflecting changes at the level of the structure of the linguistic personality.

In the proposed model, the content of the training acts as a system-forming component, because it is through the content that the educational process is modeled and programmed. The content component has a block - modular structure that provides flexibility and variability, increases the focus of the proposed model both in terms of the content of individual topics, and in the choice of tools and forms of training. The variability of the model seems to us to be a very important quality, because it helps to adapt the content to the micro learning conditions, which, in practice, are subject to significant dynamics.

As a structural unit of the content of training we consider bicultural thematic block, the main feature of which is the synthesis:

- a) communicative and speech component aimed at the formation and development of language (lexical and grammatical skills), speech (aimed at the development of skills in the main types of speech activity), communicative (aimed at teaching strategies and tactics of discourse);
- b) bi-cultural component, aimed at the development of cross-cultural, linguistic-cultural and linguistic-cultural knowledge, the development of cultural and linguoculturological of observation, skills of intercultural communication, etc.

The operational component of the simultaneous model is developed taking into account the main characteristics and linguistic needs of the analyzed contingent of students – bilingual children with Russian roots living in Spain. The operational side of the training on the proposed model is characterized by a phased organization and involves a concentric model of presentation of educational material. According to the study, the most effective forms of teaching bilingual children should include integrated lessons, project activities, lessons-holidays, such game forms of educational activities as: quizzes, distance travel using ICT.

The diagnostic component integrates such components as:

- a) the object of control (start (input) control of communicative-speech and bicultural competences of the child-bilingual; dynamics of formation of communicative-speech competence of the child-bilingual; prospects of formation of bilingual and bicultural personality; the degree of harmonization of bilingual development of the student)
- b) diagnostic tools for measuring the quality of formed competencies (linguodidactic tests, interactive forms of control, etc.).

To test the effectiveness of the proposed methodological model of teaching Russian to bilingual children in a limited language environment, we organized and conducted pilot training. During the diagnostic study of ethnolinguocultural identity of bilingual children with Russian roots, who are trained in the center of the Russian language "znayka" in Madrid, it was found that the identity of the bilingual child is a dynamic structure, which is formed in interaction with the environment, culture, and has a close relationship with situational factors. The results of the diagnostic study indicate that identification with the first language, or minority language (i.e. Russian), is slightly stronger in

preschool and primary school. We believe that this is due to emotional connections with the mother's language, as well as the fact that the identity of young children is formed in interaction with the family.

Our research also suggests that citizenship and official mother tongue do not have a significant impact on the identification of those groups of informants who:

- a) consider themselves Spanish, have Russian citizenship, and their official mother tongue is Russian;
- b) consider themselves Russian, are citizens of Spain, and their official native language is Spanish.

For those informants who consider themselves bilingual, this indicator is unstable. In this regard, we can conclude that the main factors that affect the formation of the linguistic identity of the analyzed contingent of students are age, language environment, frequency of use of languages. It is important to note that the environment, especially friends, begin with age to influence the linguistic identity of bilingual children with Russian roots living in Spain. In certain age periods (in particular, in adolescence), the influence of the family on the linguistic identity of the bilingual child is reduced. This shows the desire of the teenager to identify with the majority. Conversely, if a child wants to stand out among peers, he will not identify with the language of the environment. As a result, it can be concluded that in most cases it is impossible to talk about one of the languages or one of the cultures that make up the picture of the world of natural bilingual, as a "stranger", due to the duality of the linguistic picture of the world of the bilingual child.

The results of the diagnostic phase indicate that the parents of students, in General, positively perceived the project of the experiment, and teachers were interested in the experiment. The students who took part in the experiment demonstrated a high level of language competence based on the results of the entrance test. It should be added that the level of communicative and cultural component in its behavioral aspect was not sufficiently formed in the majority of students due to the influence of interference and lack of language environment.

Approbation of the simultaneous model of teaching the Russian language indicates that during the interview the teacher has the opportunity to find out the level of communicative, speech and bicultural competences of the bilingual child, as well as to assess the ability to logically build an answer, build a monologue, dialogue in a spontaneous conversation, etc. Entrance interview is a basic component in the modeling of the educational process, predicting the individual route of the educational process of each student, which is a special conversation of the teacher with the student on the topics laid down in the curriculum.

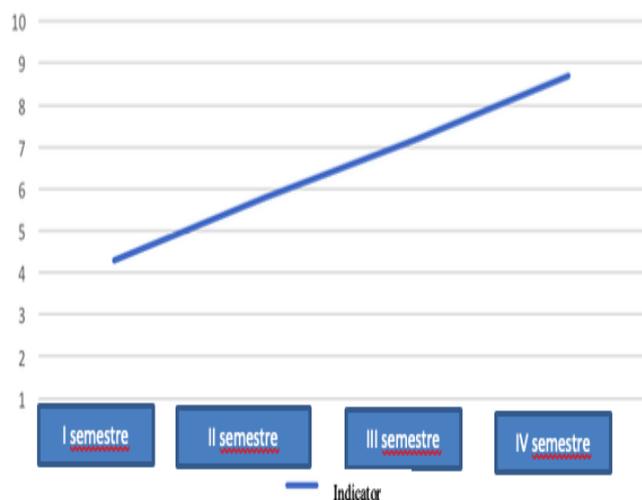
The results of the entrance control indicate that students have certain cognitive and psychological difficulties associated with the adaptation period to new types of educational and social activities.

During the period of adaptation, we fix the dynamics of formation of communicative-speech and bicultural

competences of students, which indicates an increasing rate of mastering the content of the program of simultaneous learning. This testifies to the increasing ability of students to work according to a simultaneous model and is a consequence of psychological adaptation, which determines the dynamics of the growth of communicative-speech and bicultural competencies.

One of the objectives of the diagnostic study was to identify the level of formation of communicative and cultural component and emotional evaluation and behavioral aspects of students.

The indicator of the formation of the communicative and cultural component is such qualities of the linguistic personality as General tolerance and the degree of acceptance of national and cultural differences. The level of General personal tolerance of students was measured by us by the method of V. V. Boyko, adapted to the age and competence characteristics of students. This technique is a list of 45 statements describing the behavior of an individual in different situations. The subjects are asked to determine the degree of conformity of these statements to their real behavior on the following scale: 1) completely wrong; 2) true; 3) true to a large extent; 4) true to the maximum extent [Boyko, 1996]. The results of the diagnosis indicate that the training on the simultaneous model has a positive effect on the formation of the General tolerance of the bilingual child (see figure 4).



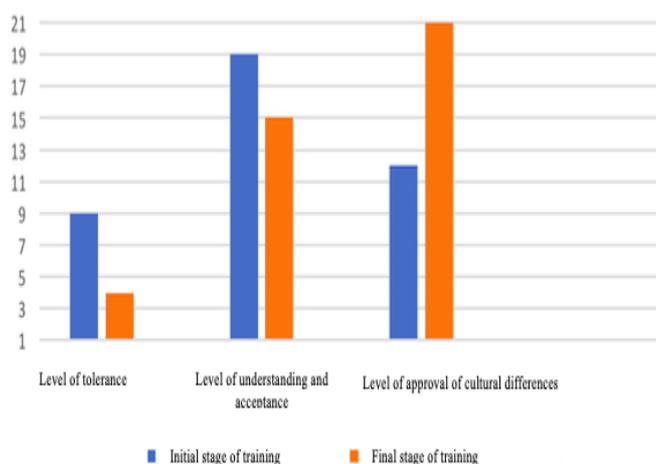
To highlight the levels of acceptance of national differences, we turned to the work of G. D. Dmitriev "Multicultural education", where he identifies the following levels of multiculturalism [Dmitriev, 1999]:

- 1) the first level implies tolerance of cultural differences and liberal attitude to them, willingness to allow deviations from the generally accepted standards of evaluation and understanding of their accuracy;
- 2) the second level involves the understanding and acceptance of, and respect for other cultures;
- 3) the third level is the level of admiration and affirmation of cultural differences, this level implies a high positive assessment [Dmitriev, 1999] (see Table 7):

**Table. 7 Correlation of scores and levels of acceptance of national differences**

Score	Levels of acceptance of national differences (by G. D. Dmitriev)	Level
0-12	Level of tolerance	First level
13-28	Level of understanding and acceptance	Second level
29-36	Level of cultural differences approval	Third level

At the initial stage, the level of tolerance to national and cultural differences was demonstrated by 9 students, 19 subjects – the level of understanding and acceptance, the level of approval of cultural differences was demonstrated by 12 students. As the program progressed, the positive dynamics of indicators of tolerance and liberal attitude to other cultures and nationalities was noted, which indicates the effectiveness of solving the tasks set in the course of implementing the model of simultaneous teaching Russian to a bilingual child in a limited language environment (see figure 5).



**Fig. 5 Changes in the level of acceptance of cultural differences at training on SM**

As a final control was used linguodidactic test. The conceptual component of the developed diagnostic test corresponded to the main criteria that determine the test as an effective tool for monitoring the knowledge of students.

When developing a diagnostic control test, we took into account the following requirements:

- correlation with the sources on which the content of the model of simultaneous learning is based;
- simplicity, clarity, unambiguity;
- lack of secondary terms and details;
- clarity of wording, brevity and unambiguity of tasks;
- plausibility and logic of distractors.

The final control test is a multi-faceted, criterion-oriented diagnosis of the formation of communicative-speech and bicultural competences of students on a simultaneous model of learning. The tests contain language and speech material authentic to the most frequent real acts of communication in the curriculum.

## Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

The developed test consists of five specialized subtests (vocabulary/grammar, reading, listening, writing, speaking). The test is considered to be completed if the test taker has scored at least 66% for each of the subtests.

Control and measuring materials are made in such a way that the teacher had the opportunity to evaluate the answers of the tested according to the following criteria:

- ability to understand the main facts of the text and its General content;
- search and definition of the necessary information in the text;
- ability to accurately understand the information contained in the text.

The positive results of the diagnostic sections conducted at the end of each semester and the control diagnostic section in the framework of the implementation of the simultaneous model of training indicate its effectiveness. All students coped with the tasks and showed the results presented in Fig. Six.

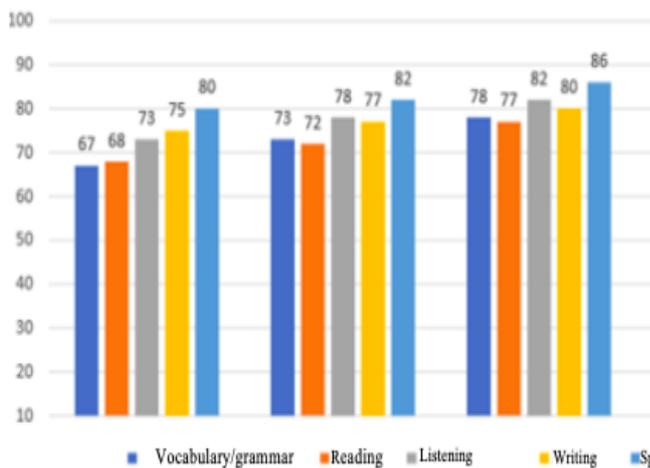


Fig. 6 Average group rate of material assimilation

The average score in the group of 41 students became an indicator of evaluation. As evidenced by the results of the diagnostic control, the greatest difficulty for bilingual children studying on a simultaneous model are the subtests "Vocabulary/grammar", "Reading", "Writing". This is due to the fact that bilingual children studying in Russian schools as part of the system of additional education come from Russian-speaking families, where parents speak Russian with their child, but not all of them speak standard Russian. The tasks that a child should perform at home are often done with the help of parents, so teachers working in the system of additional education should conduct educational work among parents of students and in the future develop a plan for interaction between the school and parents. In the preparation of the educational and thematic plan in the framework of the implementation of a simultaneous model of training should be given to the sections "Writing", "Reading", "Vocabulary/grammar" more hours.

In conversations with the teachers of the training center "znayka" it was found that the degree of interest in the program is directly dependent on the performance of students.

According to the results of the survey of students on the effectiveness of training on a simultaneous model, most of

them noted that classes in the group using a simultaneous model based on the parallel submission of language material, helped them not only in the development of languages, but also gave the opportunity for the successful development of material in other subjects. The positive side of the experiment was that all students expressed a desire to continue their education in the group on the program of simultaneous training.

The students noted that the training on the simultaneous model helped them to see and compare common and particular elements in co-taught languages and cultures, to understand the essence and causes of cultural differences, to assess the possibilities of dialogue between cultures and languages.

During the interviews, teachers told us that language is perceived by students as a means of communication, while thematic content with a bicultural component is their motivation and incentive to learn the language.

## IV. DISCUSSION

The problem of preservation and support of the Russian language in children of our compatriots living abroad, and teaching Russian to bilingual children in a limited language environment is due to the social order and has recently attracted increasing attention of the pedagogical community. Peculiarities of functioning of Russian language in foreign countries in the form of Russian-foreign language bilingualism, its essence and specificity are considered in the works by M. J. Glowinski, N. And. Golubeva-Mondini, E. A. Zemskaya, etc. Theoretical foundations of teaching Russian as a native language in a foreign environment are developed in the works of V. G. Kostomarov, S. Kroon, O. D. Mitrofanova, E. J. Protassova, Y. Prokhorova, N. M. Home, E. A. Khamraeva, G. V. Khruslov, etc. the General theory of bilingual preschool education abroad presented in the writings of A. L. Berdichevskii, E. J. Protassova, N. M. Homeland Hamraeva E. A. Kuzmina, V. V. Dronov, V. P. Sinyachkin etc. Psycholinguistic bases of teaching native language to preschoolers are examined in the works of L. S. Vygotsky, A. Leontiev, A. S. Markosyan, E. I. Negnevitsky, A. M. Shakhnarovich.

## V. CONCLUSION

Thus, the objective results of the experiment indicate the effectiveness of the simultaneous model: the content of the course is evaluated by students as a whole positively; the concept of the model and its implementation in the course of training activities corresponds to the goals and objectives for the successful assimilation of language material; The method of mastering the educational material, based on a comparison of linguistic and cultural facts, which is the basis of a simultaneous model of learning, allows the student to draw conclusions, increases the attractiveness of classes, develops analytical skills. The method of comparative analysis involves the comparison of language material, helps children to understand their bilingualism and

avoid confusion in speech and writing. The implementation of the proposed model increases the efficiency of adaptation of bilingual children in the country of residence with the successful assimilation and preservation of the values of the culture of the country of origin – Russia. We assume that the structural simplicity and accessibility of the content of the simultaneous model, its linguocultural and linguistic-cultural orientation, flexibility, adaptability and targeting will contribute to its successful implementation in pedagogical practice.

## REFERENCES

1. Kudryavtseva, 2014 – *Kudryavtseva, E. L. (2014)*. A comprehensive approach to teaching bilingual children language in the ECES of the European Union: A framework for an advanced training programme for pre-school teachers and similar structural units in mainstream schools. Riga: RetorikaA.
2. Balyhina, 2007 – *Balyhina, T. M. (2007)* Metodika prepodavaniya russkogo yazyka kak nerodnogo, novogo [Methods of teaching Russian as a second language, new.]. Moscow: RUDN. [in Russian]
3. Brown, Kurilenko, 2014 – *Brown, T., Kurilenko V.B (2014)* Mastering Russian through Global Debate. Washington, DC: Georgetown University Press.
4. Akishina, 2005 – *Akishina, A. A. (2005)* Uchimsya učit': Dlya prepodavatelya russkogo yazyka, kak inostrannogo [Learning to teach: For teachers of Russian as a foreign language.]. Moscow: Russkiy yazyk. Kursy. [in Russian]
5. Kostomarov, 2000 – *Kostomarov, V. G. (2000)* Sovremennyy russkiy yazyk i kul'turnaya pamyat'. Ehtnokul'turnaya spetsifika rechevoy deyatel'nosti [Modern Russian and cultural memory. Ethnocultural specificity of speech activity.]. Moscow: INION RANS. [in Russian]
6. Leontiev, 1985 – *Leontiev, A. A. (1985)* Psihologicheskie predposylki rannego ovladeniya inostrannym yazykom [Psychological background of early foreign language acquisition.]. Inostrannyye yazyki v shkole, 5:24–30. [in Russian]
7. Melnikov, 2003 – *Melnikov, G. P. (2003)* Sistemnaya tipologiya yazykov: Printsipy, metody, modeli [System typology of languages: Principles, methods, models.]. Moscow: Nauka. [in Russian]
8. Mitrofanova, 1990 – *Mitrofanova, O. D. (1990)* Russkiy yazyk i literatura v obuchenii narodov mira: problemy funktsionirovaniya i prepodavaniya: Metodika prepodavaniya russkogo yazyka kak inostrannogo [Russian language and literature in teaching the peoples of the world: problems of functioning and teaching: Methods of teaching Russian as a foreign language.]. Moscow: IRYA them. Pushkin. [in Russian]
9. Passov, 2000 – *Passov, E. I.(2000)* Programma-kontseptsiya kommunikativnogo inoyazychnogo obrazovaniya [The concept program of communicative foreign language education.]. Moscow: Prosveschenie. [in Russian]
10. Rumyantseva, 2004 – *Rumyantseva, N. M. (2004)*. Psihologiya rechi i lingvodidakticheskaya psihologiya [Psychology of speech and linguodidactic psychology.]. Moscow: Perh Logos. [in Russian]
11. Shaklein, Ryzhova 2008 – *Shaklein, V. M., Ryzhova N.V. (2008)* Sovremennyye metodiki prepodavaniya russkogo yazyka nerusskim [Modern methods of teaching Russian language to not Russians.]. Moscow: RUDN. [in Russian]
12. Shchukin, 2008 – *Shchukin, A. N. (2008)* Metody i tekhnologii obucheniya russkomu yazyku kak inostrannomu [Methods and technologies of teaching Russian as a foreign language.]. Moscow: Russkiy yazyk. Kursy. [in Russian]
13. Vereschagin, 1989 – *Vereschagin, E. M. (1989)* Psihologicheskaya i metodicheskaya harakteristika dvuyazychiya (bilingvizma) [Psychological and methodological characteristics of bilingualism.]. Moscow: Nauka. [in Russian]
14. Gorelov, Sedov 2001 – *Gorelov, K. N., Sedov K.F. (2001)* Osnovy psiholingvistiki [Basics of psycholinguistics.]. Moscow: Labirint. [in Russian]
15. Zalevskaya, 1996 – *Zalevskaya, A. A. (1996)* Voprosy teorii ovladeniya vtorym yazykom v psiholingvisticheskom aspekte [Questions of the theory of mastering the second language in the psycholinguistic aspect.]. Tver: TGU. [in Russian]
16. Zimnyaya, 1989 – *Zimnyaya, I. A. (1989)* Psihologiya obucheniya nerodnomu yazyku (na materiale russkogo yazyka kak inostrannogo [Psychology of teaching a non-native language (by the material of Russian as a foreign language).]. Moscow: Russkiy yazyk. [in Russian]
17. Ufimtseva, 2006 – *Ufimtseva, N. V. (2006)* Etnopsiholingvistika: vchera i segodnya [Ethnopsycholinguistics: yesterday and today] Voprosy psiholingvistiki. 4:92–100. [in Russian]
18. Haugen, 1972 – *Haugen, E. (1972)* Yazykovoy kontakt [Language contact.]. Novoe v lingvistike. 6:253–261. [in Russian]
19. Weinreich, 2000 – *Weinreich, U. (2000)* Yazykovye kontakty. Sostoyanie i problemy issledovaniya [Language contact. Status and challenges of the study.]. Blagoveshchensk: BGK them. I. A. Baudouin de Courtenay. [in Russian]
20. Schuchardt, 1950 – *Schuchardt, H. (1950)* K voprosu o yazykovom smeshenii [On the question of language confusion.]. Moscow: Publishing house of foreign literature. [in Russian]
21. Scherba, 2004 – *Scherba, L. B. (2004)* O vzaimootnosheniyah rodnogo i inostrannogo yazykov [On the relationship between native and foreign languages.]. Moscow: Editorial URSS. [in Russian]
22. Blyagoz, 1991 – *Blyagoz, Z. U. (1991)* Problemy dvuyazychiya v tsentre vnimaniya uchenykh i praktikov [Problems of bilingualism in the center of attention of scientists and practitioners.]. RYASH, 2:118–123. [in Russian]
23. Bagirokov, 2004 – *Bagirokov, H. Z. (2004)* Bilingvizm: teoreticheskie i prikladnye aspekty [Bilingualism: theoretical and applied aspects.]. [Electronic resource]. URL: <http://window.edu.ru/resource/799/60799/files/bagirokov.pdf> (date of access: 20.09.2018). [in Russian]
24. Romaine, 1995 – *Romaine, S. (1995)* Bilingualism. Oxford: Basil Blackwell.
25. Hazanov, 1972 – *Hazanov, K. H. (1972)* Kriterii dvuyazychiya i ego prichiny [Criteria of bilingualism and its reasons.]. Moscow: Nauka. [in Russian]
26. Ahunzyanov, 1978 – *Ahunzyanov, E. M. (1978)* Dvuyazychie i leksiko-semanticheskaya interferentsiya [Bilingualism and lexico-semantic interference.]. Kazan: Publishing house of Kazan University. [in Russian]
27. Gavranek, 2002 – *Gavranek, B. (2002)* K probleme smesheniya yazykov [On the problem of mixing languages.]. Moscow: Progress. [in Russian]
28. Hamraeva, 2015 – *Hamraeva, E. A. (2015)* Russkiy yazyk dlya detey-bilingvov. Teoriya i praktika : uchebnoe posobie [Russian language for bilingual children. Theory and practice : textbook.]. Moscow: Bilingva. [in Russian]
29. Markosyan, 2004 – *Markosyan, A. C. (2004)* Ocherk teorii ovladeniya vtorym yazykom [Essay on the theory of mastering the second language] Moscow: Psihologiya. [in Russian]
30. Saunders, 1988 – *Saunders, G. (1988)* Bilingual children: From birth to teens. Clevedon: Multilingual Matters.
31. Chirsheva, 2012 – *Chirsheva, G. N. (2012)* Detskiy bilingvizm. Odnovremennoe usvoenie dveh yazykov [Children's bilingualism. Simultaneous learning of two languages.]. Saint-Petersburg: Zlatoust. [in Russian]
32. Protasova, 2013 – *Protasova, E. U. (2013)* Mnogoyazychie v detskom vozraste [Multilingualism in childhood.]. Saint-Petersburg: Zlatoust. [in Russian]
33. Bahtikireeva, 2017 – *Bahtikireeva, U. M. (2017)* National identity through the prism of historical drama. Conference Proceedings 4-th International Multidisciplinary Scientific Conference on Social Sciences and Arts. 24-30 August, 2017, Albena Co., Bulgaria: SGEM 2017: 283–289.
34. Guboglo, 2003 – *Guboglo, M. N. (2003)* Identifikatsiya identichnosti. Etnosotsiologicheskie ocherki [Identity identification. Ethno-sociological essays.]. Moscow: Nauka. [in Russian]
35. Mlechko, 2013 – *Mlechko T.P. (2013)* Yazykovaya lichnost' v dialoge kul'tur: specifika samoopredeleniya i samovyrazheniya [Linguistic personality in the dialogue of cultures: specificity of self-determination and self-expression.]. International conference dedicated to the 20th anniversary of ULIM. Chisinau: INTERTEXT, 43–50. [in Russian]
36. Prohorov, 2008 – *Prohorov, U. E. (2008)* Natsional'nye sotsiokul'turnye stereotipy rechevogo obscheniya i ih rol' v obuchenii russkomu yazyku inostrantsev [National socio-cultural stereotypes of

## Simultaneous Model of Teaching Russian to Bilingual Children in A Limited Language Environment As An Effective Tool for Harmonization of Bilingual Personality

- speech communication and their role in teaching Russian to foreigners.]. Moscow: URSS. [in Russian]
37. Dronov, 2002 – *Dronov, V. V. (2002) Maminy skazki. [Mom's fairytales.]. Moscow: Russkiy yazyk. Kursy. [in Russian]*
  38. Berdichevskiy, 2006 – *Berdichevskiy, A. L. (2006) Urok inostrannogo yazyka bez problem. [Foreign language lesson without any problems. Methodical portfolio of a foreign language teacher.]. Riga: RETORIKA-A. [in Russian]*
  39. Madden, 2015 – *Madden, E. (2015) Nashi tryoh"yazychnye deti [Our trilingual children.]. Saint-Petersburg: Zlatoust. [in Russian]*
  40. Sinyachkin, 2009 – *Sinyachkin, V. P. (2009) Russkiy yazyk i chtenie dlya zarubezhnyh shköl [Russian language and reading for foreign schools] Moscow: Drofa. [in Russian]*
  41. Bazhenova, 2016 – *Bazhenova, O. V. (2016) Bilingvizm. Osobennosti dvuyazychnogo vospitaniya, ili Kak vyrastit' uspehnogo rebenka [Bilingualism. Features of bilingual education, or How to raise a successful child.]. Moscow: Bilingva. [in Russian]*
  42. Gershunskiy, 1986 – *Gershunskiy, B. S. (1986) Pedagogicheskaya prognostika: metodologiya, teoriya, praktika [Pedagogical prognostics: methodology, theory, practice.]. Kiev: Vischa shkola. [in Russian]*
  43. Lednev, 1991 – *Lednev, B. C. (1991) Soderzhanie obrazovaniya: suschnost', struktura, perspektivy [Content of education: essence, structure, prospects] Moscow : Higher school. [in Russian]*
  44. Kraevskiy, 1994 – *Kraevskiy, V. V. (1994) Metodologiya pedagogicheskogo issledovaniya [Methodology of pedagogical research] Samara: SanGPI. [in Russian]*
  45. Bepalko, 1977 – *Bepalko, V. P. (1977) Osnovy teorii pedagogicheskikh sistem [Fundamentals of the theory of pedagogical systems] Voronezh : Publishing house of Voronezh University. [in Russian]*
  46. Dmitriev, 1999 – *Dmitriev, G. D. (1999) Mnogokul'turnoe obrazovanie [Multicultural education.]. Moscow: Narodnoe obrazovanie. [in Russian]*