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**PEDAGOGICZNE NAUKI**

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# TREŚĆ

## PEDAGOGICZNE NAUKI

<b>Karmanova Zh.A., Nefedova O.A.</b> PROBLEM OF FAMILY INTERACTIONS AND ASOCIALNESS IN BEHAVIOR OF TEENAGERS.....	4
<b>Tomaszewska S.O.</b> TRADYCYJNA JAPOŃSKA RODZINA (HISTORYCZNA RETROSPEKTYWA) .....	9
<b>Fazan V.</b> THE DEVELOPMENT OF STUDYING DIDACTICS IN THE UKRAINIAN HIGHER SACRED ESTABLISHMENTS IN THE LATE XX – EARLY XXI CENTURIES .....	14
<b>Palii Y.</b> THE RELEVANCE OF THE ANALYSIS OF FOLK PEDAGOGICAL TRADITIONS OF CRIMEAN GREEKS OF THE XIX CENTURY .....	22
<b>Komar O.</b> PHILOSOPHY OF ADULT EDUCATION .....	26
<b>Kharkivska A.</b> URGENT DIRECTIONS FOR MANAGING OF PEDAGOGICAL UNI-VERSITIES ` INNOVATIVE DEVELOPMENT .....	35
<b>Shkutina L.A., Karmanova Zh.A., Mazhenova R.B., Asanov K.D.</b> THE PRINCIPLES OF SCIENTIFIC MANAGEMENT IN PROFESSIONAL ORIENTATION WORK .....	40

## FILOLOGICZNE NAUKI

<b>Makhmetova A., Suleimen A.</b> BORROWINGS IN ENGLISH AND KAZAKH LANGUAGE.....	45
<b>Voronchenko T.V., Zherebtsova E.V.</b> LONDON PUBLICATION OF THE NOVEL «THE CAREER OF A NIHILIST» BY S.STEPNYAK-KRAVCHINSKY (1889): THE PROBLEM OF RUSSIAN TERRORISM .....	49
<b>Kiyko S.V.</b> HOMONYMY AND THE COGNITIVE OPERATOR OF NORM.....	55
<b>Shayakhmet A.</b> BILINGUAL CHILDREN'S DOMINANT LANGUAGE .....	71



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## BILINGUAL CHILDREN'S DOMINANT LANGUAGE

**Abstract.** *In this article the author researches the urgent problems of Kazakh-Russian bilingualism of primary school age children; main types of children's bilingualism to be mentioned, among them the type with dominant language is considered. Although there are many factors which have an influence on development of school children's bilingualism such as family, school, peers, etc., the most important is socialization that has a great impact on children's bilingualism.*

**Key words:** *dominant language, children's bilingualism, diglossia, speech activity, switching codes.*

### I. Introduction

Since the globalization and internationalization phenomena are spreading more and more all over the world, and they embrace almost all fields of people's life including their speech activity, nowadays the problem of children's bilingualism are being considered as one of the most important problems in linguistics. Some researchers believe that «in principle, all of the world's population can be considered bilingual, because in most countries of the world more than one language are included into school curriculum» [1, 1]. International contacts and exchanges increase, and the important role is played by knowledge of a second language.

Children's bilingualism in Kazakhstan is not just co-existence of two languages in children's speech, but vital necessity due to the main factor leading to children's acquisition of a second language – both Kazakh and Russian, i.e. inevitable socialization, which appears as a mandatory part of linguistic socialization, accompanied by different psycholinguistic factors. One of them is the hypothetical balance between two languages in children's bilingual speech.

We have done a research on the speech of bilingual children of primary school age, that is, pupils from the first to the fourth grade at the beginning of the study; the children were six or seven years old at the first school year, and respectively, at the last grade of primary school – at ten or eleven. On the basis of our preliminary screening for our research we have chosen children attending Kazakh schools; they can be called bilingual whereas pupils attending Russian schools have different and unequal skills in two languages, so the latter are rather diglossial than bilingual, moreover many Kazakh children of Russian schools to be revealed as monolingual.

cal, grammatical, and cultural. The second group of errors, which are characteristics of the speech of bilingual children, could be also easily found in the speech of monolingual children.

The sociolinguistic situation in the Republic of Kazakhstan allowed existing and functioning for natural Kazakh-Russian children's bilingualism which is determined by the situation of stable bilingualism among the indigenous population who are bilingual due to multiethnic peoples of Kazakhstan where more than hundred ethnical representatives live nowadays. In this surrounding children of primary school age have to be bilingual although in different way; some of them have high level of linguistic skill while speaking Kazakh or Russian, others have as a dominant language the Kazakh language whereas the third group of children's speech is characterized by Russian as a dominant language.

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