ABSTRACT
dissertation for the degree of Doctor of Philosophy (PhD)
on specialty «8D01704 - Russian language and literature»

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«Development of narrative skills of oral Russian speech of Turkic-speaking bilingual students»

General description of the work. Bilingualism of adults and children in the Republic of Kazakhstan is a mass phenomenon. Its different types are widely and clearly presented: Kazakh-Russian (rarely Russian-Kazakh) and national-Russian bilingualism with the participation of Uzbek, Uighur, Tajik, German and other languages.

The general characteristics of children's bilingualism are determined by the heterogeneity of the language situation in the country and the regional characteristics of bilingualism: in the north and east, Kazakh-Russian (sometimes Russian-Kazakh) bilingualism is mostly widespread, in the west and south multilingualism is often represented, the components of which, in addition to Kazakh and Russian, are Uzbek and Uighur languages.

The issues of understanding and determining the advantages of children's bilingualism are considered by linguists from various research points of view, which is explained by the multidimensional nature of this linguistic phenomenon. Bilingualism in children was once thought to lead to cognitive deficiencies, but research in recent decades has shown that the experience of active use of two or more languages, on the contrary, provides some benefits in improving the executive functions of the brain of bilinguals. They can build stories based on their own psychological capabilities, socio-cultural components, knowledge of the grammatical structure of languages, and other components.

The relevance of the research work is conditioned to the ever-increasing presence of bilingual children in the Kazakh society and their various levels of language proficiency. This circumstance determines the urgent need for a targeted and detailed study and development of the narrative skills of bilingual children as the main indicator of the success of the formation of their bilingualism with the participation of Russian and Turkic languages.

Equally important in this regard is an in-depth study of the specifics of the macrostructure of the narratives of bilingual children, native speakers of Russian, Kazakh, Uzbek and Uighur. This makes it possible to analyze the qualitative and quantitative indicators of the structure of narratives and to identify similarities and differences in the processes of formation and development of narrative skills in the studied languages.

The novelty of the work lies in the fact that firstly:

1. The adapted test for determining the narrative skills of bilingual children has been updated on the Kazakhstani material. Three adapted language versions (Kazakh, Uzbek, Uyghur) of the Bilingual Children's Narrative Skills Test were included in the

database of the international research program MAIN - The Multilingual Assessment Instrument for Narratives, posted on the official website of the Leibniz Association.

2. The language versions of the Bilingual Turkic Children Narrative Skills Test proved the applicability of this tool to study the narrative skills of bilingual students. Thus, a new for Kazakhstan methodology for describing and analyzing the narrative skills of bilingual Turkic-speaking children was extrapolated to a wider field of research.

3. The narrative skills in Russian of children speaking Kazakh, Uzbek and Uighur were compared. It was found that under relatively similar conditions, the narrative abilities of bilinguals, representatives of related languages, in the second common language develop in a similar way in many respects.

4. Adapted and updated versions of the test for determining the narrative skills of multilingual children also became the basis for understanding systemic errors and further developing methodological proposals for the development and improvement of narrative skills in Russian of bilingual Turkic children.

The object of the research: narrative skills in Russian of bilingual Turkic-speaking students.

The subject of the research: macrostructure of narrative texts created by Turkic-speaking bilingual students in Russian.

The purpose of the research is to describe the narrative skills of bilingual Turkic-speaking students in Russian and, on this basis, to create a system of methodological proposals for their development.

The objectives of the study are presented in three blocks.

Theoretical block:
- determination of the prerequisites for the study of the narrative skills of bilinguals in Russian, analysis of the state of knowledge of the problem;
- identifying the essential characteristics of the narrative skills of bilingual children.

Experimental block:
- diagnosing the representativeness of the macrostructural research tool used for the narrative skills of bilingual children;
- translation into Kazakh, Uzbek and Uighur languages of test materials to identify their narrative skills;
- conducting an experiment using the updated and adapted Test for determining the narrative skills of Turkic-speaking bilingual students;
- analysis of textbook texts and comparison of the obtained results.

Analytical summarizing block:
- systematization, taxonomic, comparative and linguistic analysis of the obtained quantitative and qualitative indicators of the macrostructure of the narrative skills of the participants in the experiment;
- generalization of research results;
- development and approbation of methodological proposals for the development of narrative skills in Russian for bilingual Turkic-speaking students.

The theoretical significance of the study lies in the adaptation of the language versions of the Test for determining the narrative skills of bilingual children; in highlighting the narrative skills of bilinguals on the example of the oral Russian speech of Turkic-speaking bilingual students of bi- and multilingualism in the Republic of Kazakhstan, including at the regional level; in a comprehensive study of typical speech errors of bilingual Turkic-speaking children in Russian and the reasons for their occurrence; in determining the most effective methods and techniques for the formation and further development of the narrative skills of bilingual children.

The practical significance of the work research carried out is determined by the possibilities of applying its results in theoretical courses in linguistics, psycholinguistics, sociolinguistics and comparative narratology. The results of the study can also be used for special courses on the features of the narrative approach. The results obtained in the dissertation research can be used as a research tool for macrostructural analysis of the narrative skills of bilingual children. Methodological proposals developed on the basis of the analysis of the research results have a wide range of application possibilities.

The theoretical and methodological basis of the work is the works of Kazakh and foreign scientists on narratology: B. Akkorti, A. Aksu-Kocha,
G.V. Belaya, R.A. Berman, J. Valetsky, B. Wulfek, A.A. Dzhundubaeva,
S.K. Zenkina, U.V. Labov, A. Lieblich, S. Linde, D.I. Slobin, R. Tubal-Mashiach, M.J. Tulan and others. in sociolinguistics: K.B. Aitzhanova, O.B. Altynbekova, Z.K. Akhmetzhanova, J. Brockmeier, K.N. Bulatbaeva, K.S. Nyyazbekova,
Zh.S. Smagulova, E.D. Suleimenova, R. Harre, N.Zh. Shaimerdenova and others; on the theory of bilingualism: E. Bialystok, N.V. Gagarina, E. Galkina,
Sh.K. Zharkynbekova, A.K. Kazkenova, M. Martin, E.Yu. Protasova,
N. Ringblom, Yu. Rodina, E. Fichman, V.E. Cherniavskaya and others; according to the method of speech development: A.M. Borodich, M.R. Lvova, P. Rodkina, E.M. Strunina, T. Trabasso, E.G. Trubina, O.S. Ushakova, S.N. Zeitlin,
N.K. Shayakhmetova, L.V. Shcherby; on "analysis of errors":
U.A. Babamuradova, E.V. Dormidonova, T.V. Zherebilo, S.G. Ilyenko and others.

Methods and techniques for collecting and analyzing material. The factual material was obtained by testing with the help of a proven and well-established basic international Test for determining the narrative skills of 45 bilingual children.

In parallel, a survey was conducted of the parents of bilingual children who participated in the experiment. In addition, a narrative analysis of the texts of Russian language textbooks for grade 3 for national schools was carried out.

For the processing and analysis of the material obtained during the experiments, the following were used: the computer program Adobe Audition for transcribing audio into text format; macrostructural analysis, which allows describing and understanding the features of the development of the narrative skills of bilingual children in Russian.

Systematization and further classification of typical speech errors of bilingual Turkic children in Russian according to taxonomic features was carried out in accordance with the methods adopted in the "analysis of errors".

The material of the dissertation research was the data of our own experiments, materials of previous studies within the framework of the international research program for the development and improvement of language versions of the Test for Determination of the Narrative Skills of Bilingual Children (MAIN, the Berlin Leibniz Association – ZAS), as well as the texts of textbooks in the Russian language of the 3rd grade for national schools, total:

- 240 oral texts and answers to questions for understanding by bilingual children: in Kazakh - 46; Uzbek - 44; Uyghur - 38; Russian - 112, of which 82 answers were received from bilinguals, 30 from monolinguals;
- 45 written questionnaires filled in by the parents of the participants in the experiment;
- 120 narrative texts by Swedish, Swedish-German and Swedish-Turkish bilinguals and monolinguals aged 7–8 years;
- 230 texts from Russian language textbooks for grade 3 national schools.

The main provisions for defense:

1. Quantitative and qualitative indicators of the macrostructure of the oral narrative texts of bilingual Turkic children reveal that, under approximately the same conditions, the narrative abilities of bilinguals, representatives of the Turkic languages, in the second common language develop in a similar way in many respects.

2. Narrative structure and plot complexity appear in the three groups of bilinguals in a similar way. The average scores for story structure of the 30 bilingual participants are on average in the range of 11–12 points (65–70%), which is still quite far from the maximum (17 points). This is an important result that demonstrates the capabilities of a typical storyteller among our bilingual children, who generates on average 11 to 12 components in a story.

3. The narrative skills of bilinguals, in addition to their individual cognitive and psychological capabilities and socio-cultural components, depend on the historically established regional economic, demographic and ethno-linguistic conditions, sometimes diametrically opposed in different regions of Kazakhstan.

4. The production of various (frequent and rare) macrostructural components is strikingly similar in the three language groups, which proves the interlingual character of pictorial stimuli. Some macrostructural components are created regardless of the episode with the same frequency (at least 80%). On the contrary, the goal as a component of the macrostructure, which is considered the most important for a well-formed narrative, was created much less often: 1-2 episodes - 50%; Episode 3 - 30%.

5. Classification of identified typical speech errors of bilingual Turkic-speaking children in Russian and determination of the causes of such violations revealed a predominance of syntactical errors and a relatively smaller number of morphological and lexico-semantic errors. The obtained aggregate data became the basis for creating a system of methodological proposals for the development of the narrative skills of bilingual Turkic-speaking children.

Approbation of the work. The main content and results of the study were reflected in 9 publications, including those recommended by the Committee for the Control of Education and Science of the Republic of Kazakhstan and included in the Scopus database, in reports and messages at international scientific and practical conferences.

The course of the study and its results were discussed:

− at scientific and methodological seminars of PhD doctoral students, meetings of the Department of Russian Philology and World Literature of Al-Farabi Kazakh National University (09.2020–03.2023);

− in the course of research practice under the guidance of Professor D. Davidson at ACCELS (American Councils for International Education / American Councils for International Education), Washington, USA (07.2022–08.2022);

− at the scientific and methodological seminars «Text & Tea with LITMUS-MAIN» as a permanent member of the international research program for the development and improvement of language versions of the Test for the identification of narrative bilingual children, Berlin, Germany (09.2019–02.2023);

− when passing advanced training courses at the Berlin Leibniz Association, Germany (11.2019–12.2019);

− during the testing of methodological proposals in secondary schools of Turkestan (02.2023–03.2023).

Research prospects

The language variants of the test for determining the narrative skills of multilingual children, proposed and tested by us in this study, can become the basis for studying the regional characteristics of bilingualism.

However, further research is needed on how storytelling styles across cultures influence the formation and development of children's storytelling, as much of the existing work has been limited to European countries. In addition, preliminary linguistic analysis is required to obtain information about the grammatical skills of the subjects.

The structure and scope of the dissertation. The structure of the work is determined by the logic of the disclosure of its topic, the peculiarities of the goal set and the tasks solved in the dissertation. The dissertation consists of introduction, definition, three chapters, conclusion, list of references and appendices. The dissertation is illustrated with 9 tables, 35 figures and 14 diagrams.