



COGNITIVE ABILITIES AND MEMORY DEVELOPMENT OF MULTILINGUAL PEOPLE

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Abstract

The article analyzes the views on the interaction of multilingualism with cognitive processes, and also highlights the role of cognitive processes in the formation of speech in a child and the ability to speak two languages.

Keywords: Research theory, language, speech, communication, communication process, cognition, speech development, approach, necessity, neuropsychology, mental abilities.

Introduction

Bilingual education opens up many opportunities for students to improve their intellectual development, cultural enrichment, and career prospects. Learning several languages has a significant impact on the development of children's cognitive abilities: Improving memory and attention: bilingual children often demonstrate high levels of memory and concentration. Switching between languages activates brain activity, improves memory and attention functions. Studies show that bilingual children have an increased working memory, which has a positive effect on the ability to remember and process information. This skill is especially important in the learning process, when it is necessary to remember a large amount of information.

Develop multitasking: Knowing two languages helps develop multitasking skills. Children learn to quickly switch between different thinking and cognitive systems. This increases their ability to adapt and solve complex problems. Bilingual children achieve high results in tasks that require switching attention and performing several actions in parallel.

Improve analytical skills: Bilingualism develops critical thinking and analytical skills, as children learn to approach problems from different perspectives. They



become more flexible in their thinking. Multilingualism is the use of more than one language by an individual or group of speakers. When there are only two languages, it is usually called bilingualism. Multilingual speakers are believed to outnumber monolingual speakers in the world's population, with more than half of all Europeans claiming to speak at least one language other than their native language, but many read and write in one language. Being multilingual is beneficial for people who want to participate in trade, globalization, and cultural openness. With the ease of access to information facilitated by the Internet, it has become increasingly possible for individuals to be exposed to more than one language. People who speak more than one language are also called polyglots.

Multilingual speakers have acquired at least one language during childhood and have maintained their first language. The first language (sometimes called the mother tongue) is usually acquired without formal instruction, through mechanisms that scholars disagree on, and children who acquire two languages from these early years are called simultaneous bilinguals. It is common for young people who are simultaneously bilingual to be more proficient in one language than the other. People who speak multiple languages have been reported to learn languages better than monolinguals. In computing, multilingualism can be considered part of a continuum between internationalization and localization. Due to the status of English in computing, software development almost always uses it (but not in non-English-based programming languages). Some commercial software is initially available in an English-language version, and multilingual versions may be produced as an alternative, based on the original English version, if available. The definition of multilingualism is a matter of debate in the same way as language fluency. At one end of the linguistic continuum, multilingualism can be defined as the mastery of multiple languages. A speaker would have to know and control a language equivalent to a native speaker. At the opposite end of the spectrum would be people who know enough phrases to get around as a tourist using an alternative language.

Since 1992, Vivian Cook has argued that most multilingual speakers fall somewhere between the minimal and maximal definitions. Cook calls these people polyglots. Furthermore, there is no consistent definition of what constitutes a specific language. For example; scholars often disagree about whether Scots is a language in its own right or whether English is just a dialect. Furthermore, what is



considered a language can change, often for purely political reasons. One example is the Serbo-Croatian dialect of Eastern Herzegovina, which serves as an umbrella for many South Slavic dialects; after the breakup of Yugoslavia, it was divided into Serbian, Croatian, Bosnian, and Montenegrin. Another example is the historical dismissal of Ukrainian as a dialect of Russian by Russian tsars in order to quell nationalist sentiment. Today, schoolchildren in many small independent states are forced to learn multiple languages due to international relations. For example, in Finland, all children are required to learn at least three languages: two national languages (Finnish and Swedish) and one foreign language (usually English). Many Finnish schoolchildren also learn additional languages such as German or Russian. In some large nations with multiple languages, such as India, schoolchildren may learn several languages on a regular basis, depending on where they live in the country. In many countries, bilingualism is brought about by international relations, with English being the global lingua franca, which sometimes leads to many people being bilingual even if there is only one local official language in the countries in question. This is particularly common in regions such as Scandinavia and the Benelux, as well as among Germanophones, but the phenomenon is also expanding in some non-Germanic countries. If language learning were a cognitive process rather than a language acquisition device, as the school led by Stephen Krashen suggests, there would be only relative, not categorical, differences between the two types of language learning. Rod Ellis has previously argued that children who learn a second language are better at speaking it, in terms of pronunciation. European schools often offer secondary language classes to their students, due to the close proximity of neighboring countries with different languages. Most European students now learn at least two foreign languages, a trend strongly encouraged by the European Union.

Based on research by Ann Fathman, there is a correlation between age and second language production, with age-related differences in the speed of learning English morphology, syntax, and phonology, but the order of acquisition in second language learning does not change with age. In second language classes, students often have difficulty thinking in the target language because they are influenced by their native language and cultural patterns. According to Robert B. Kaplan, in second language classes, foreign students are provided with rhetorical and thought sequences that violate native speaker expectations, because foreign students may seem to be at the



center of papers, syntactic structures that foreign students have mastered yet demonstrate the lack of confidence to write enough topics, term papers, theses, and dissertations. Robert B. Kaplan describes two key words that affect people when learning a second language. Popular logic is the basis of rhetoric that is culturally derived, rather than the logician's word meaning; it is not universal. Therefore, rhetoric is not universal, but varies from culture to culture and even from time to time within a given culture. Language teachers know how to predict differences between pronunciations or constructions in different languages, but they may not be as clear about differences between rhetorics, that is, the use of language to accomplish different purposes, particularly in writing.

People who learn multiple languages can also experience positive transfer – if the grammar or vocabulary of the new language is similar to the languages already spoken, it is easier to learn additional languages. On the other hand, students may experience negative transfer – interference from languages learned early in development, and later in life they learn a new language.

Translanguaging also supports the acquisition of new languages. It helps the development of new languages by establishing connections from one language to another. In simultaneous bilingualism, the native language and the public language are taught at the same time. The advantage is that the result is literacy in both languages. However, the teacher must be familiar with both languages and the techniques for teaching the second language. The stages that children go through during sequential acquisition are less linear than in simultaneous acquisition and can vary greatly between children. Sequential acquisition is a more complex and lengthy process, although there is no evidence that children who are not language-delayed are less proficient in two languages than those who are bilingual if they receive adequate exposure to both languages.

A multilingual person is someone who can actively communicate (through speaking, writing, or signing) in more than one language. Multilingual people can speak any language they write in (except for monolinguals, but they do not necessarily write in every language they speak). More specifically, bilinguals and trilinguals are those who are in a comparable situation with two or three languages, respectively. A multilingual person is usually called a polyglot, a term that can also apply to people who learn multiple languages as a hobby. Multilingual speakers have acquired and maintained at least one language, called a first language, during



childhood. The first language (sometimes called the mother tongue) is acquired through heavily debated mechanisms without formal education. Children who acquire two languages in this way are called simultaneous bilinguals. Although bilinguals are often bilingual at the same time, one language usually predominates over the other. In linguistics, first language acquisition is closely related to the concept of "mother tongue". It is widely used by linguists. The idea is that a native speaker of a given language has a level of proficiency in some respects that a second (or subsequent) language learner cannot easily match. Consequently, empirical studies characterizing languages are usually conducted using only native speakers. However, this view is somewhat problematic, especially since many non-native speakers not only successfully engage with and interact with their non-native language communities, but can actually make significant cultural and even linguistic contributions (e.g., writers, politicians, media, and performing artists) within their non-native language. In recent years, linguistic research has focused on the use of widely spoken world languages such as English as lingua franca, or the common common language of professional and commercial communities. In cases of lingua franca, most speakers of a common language are functionally multilingual. The reverse phenomenon, in which people who speak more than one language lose knowledge of some or all of their additional languages, is called language attrition. This is often observed among immigrant communities. By itself, the most important factor in general loss seems to be age; in the absence of neurological dysfunction or injury, only young children are usually at risk of forgetting their mother tongue and switching to a new one, after they have passed the age closely associated with the critical period, around age 12, when it is not unusual for a complete loss of the mother tongue to occur, although there may be a decline in expressive ability for speakers whose language is never used. There is no evidence for a bilingual advantage in executive function, and there is a small bilingual disadvantage in verbal fluency. Some early reports suggested that people who use multiple languages are reported to be more proficient at language learning than monolinguals, and this idea has persisted, in part due to publication bias. The current meta-analysis found no effect.

Bilinguals and multilinguals have been shown to have higher auditory processing abilities than monolinguals. Several studies have compared the auditory processing abilities of monolinguals and bilinguals using tasks such as sentence recognition,



temporal order, pitch pattern recognition, etc. In general, the results of the studies reported higher performance among bilinguals and multilinguals. In addition, the level of knowledge of a second language among bilinguals has been reported to affect auditory processing abilities. A 2012 study found that using a foreign language reduces uncertainty in decision-making. It was hypothesized that the framing effect would disappear when choices were presented in a second language. Since human thinking is shaped by two different modes of thinking: one that is systematic, analytical, and requires perception, and the other that is rapid, unconscious, and emotionally charged, it was believed that a second language provides a useful cognitive distance from automatic processes, promoting analytical thinking and reducing unthinking, emotional reactions. Therefore, bilinguals are more likely to have critical thinking and decision-making skills, a study published a year later found, suggesting that learning a second language seems to free bilinguals from social norms and constraints such as political correctness. Another study in 2014 found that people who use a foreign language are more likely to make utilitarian decisions when faced with ethical dilemmas such as the trolley problem and its variations. Participants in this study more often chose the utilitarian option in the fat man dilemma when presented in a foreign language. However, using a foreign language for the corresponding key track dilemma did not significantly affect participants' choices. Because it is difficult or impossible to master many of the higher-level semantic aspects of a language (including, but not limited to, its idioms and eponyms) as a practical matter without understanding the culture and history of the region in which that language developed, deep familiarity with multiple cultures is a prerequisite for high-level multilingualism. This knowledge of multiple cultures, both individually and in relation to one another, can shape an individual's sense of identity and how others perceive them. Some studies have shown that groups of multilingual individuals score higher on tests of personality traits such as cultural empathy, open-mindedness, and social initiative than average.

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