

№2 (4) 2023

Social Sciences series



International Science Reviews

Social Sciences series

Published since 2020

No. 2 (4) / 2023

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International Science Reviews
Social Sciences series

Owner: Astana International University
Periodicity: quarterly
Circulation: 500 copies

«INTERNATIONAL SCIENCE REVIEWS»
Social Sciences Series 2023 / №2

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CONTRIBUTION OF FOREIGN LANGUAGE ACQUISITION ON THE PERSON'S SELF-DEVELOPMENT

Bektursynova Madina Aidarqyzy

3rd year student, 20-9-2 6B01701– Two Foreign Languages
Astana International University,
Astana, Kazakhstan,
madina.bektursynova.15@mail.ru

Malgazhdarova Dina Altayevna

Ph.D, Teacher of English,
L.N. Gumilyov Eurasian National University, Astana International University,
Astana, Kazakhstan,
Dinamalgazhdarova01@gmail.com

Abstract: Weak language skills or its weak and insignificant use of multiple languages in a person's life and speech does not allow them to harness the power of the brain to the extent that bilingual individuals do. Knowledge and study of multiple languages have a positive impact on a person, their activities, and the health of the brain and nerves. We conducted an analysis among a narrow group of students who used more than three languages in their daily lives, as well as among a narrow group of students who used more than one language. The results showed that language proficiency and active use in daily life yield more benefits and advantages for the human brain, as they are more inclined towards better information retention, good memory and sustained concentration.

Key words: *Bilinguals, development of the brain, analytical thinking, Romance language, Memory Enhancement.*

Learning a foreign language is one of the best available tools for personal growth and self-development, helping to develop mental abilities, analytical thinking, creativity and mental flexibility. Neuroscientists claim that learning a foreign language develops the ability to establish logical connections and create intelligence maps.

Acquiring a foreign language has a transformative impact on the brain's organization. It leads to a rise in the number of neural connections and enhances the efficiency of both gray and white matter. Irrespective of age, transitioning between languages challenges the brain, providing exceptional training for memory and cognitive abilities. While children benefit from a more adaptable brain during their early years, learning foreign languages in adulthood and even old age remains highly

beneficial, as it significantly delays memory decline. Additionally, it aids in slowing down the progression of illnesses that adversely impact cognitive functions.

"To speak a second language is to possess a second soul," Charlemagne argued. "If we spoke a different language, then we would perceive the world differently," Ludwig Wittgenstein, an Austrian philosopher, supported this idea.

We conducted a survey among a small group of students at one of the universities in Astana. The survey revealed the information that a significant percentage of students struggle with concentration during studying and memorizing information. This survey included 6 students who speak more than three languages and 6 students who speak fewer than three languages. The results showed that in the first two diagrams (6 students proficient in less than three languages) 83.3% of students forget about minor tasks that need to be done, while only 16.7% have no issues with minor tasks. The next two diagrams demonstrate that students who speak more than three languages do not get distracted while solving tasks and prove that they have good concentration. Only one out of six students forgets about minor details that needed to be completed.



Chart 1 - survey of students speaking more than three languages



Chart 2 - survey of students speaking fewer than three languages

People who use languages less in their daily lives and speech, and who do not study new languages, tend to have poor memory retention, poor concentration, and difficulties in learning a new language. As a solution, we suggest studying foreign languages to improve concentration and memory development.

There have been studies conducted claiming that individuals who are proficient in multiple languages face challenges with vocabulary and experience slower thinking. However, it is important to emphasize that these notions are widely regarded as myths. The following examples illustrate reasons why these beliefs are considered unfounded.

Development of the Brain

The acquisition of a foreign language leads to substantial growth in the language centers of the brain. Successful learning of a foreign language corresponds to increased growth in these crucial regions of the brain.

Swedish researchers (Martensson, 2012 p. 240) conducted a study involving conscripts enrolled in the interpreter academy of the Swedish military. «These individuals undergo an unparalleled level of language instruction within the Swedish education system. Starting from scratch, the interpreters achieve fluency in a new language within a span of 10 months. The languages they learn (Dari, Russian, or Egyptian Arabic) differ significantly from their native Swedish language. The rapid pace of learning necessitates the acquisition of 300 to 500 new words each week. A typical weekday at the academy involves a combination of classes, independent language studies, and military training from 08:00 until bedtime. The weekends are equally demanding, with continuous individual language studies throughout the day.

Over time, interpreters exhibited substantial increases in cortical thickness, whereas the control group showed minor decreases (Figure 1C).» (Martensson, 2012 p. 240)

Findings provide evidence that learning a foreign language in adulthood changes the structure of language-related brain regions. To our knowledge this is the first time the effects of acquiring a foreign language has been measured in adults. The observed significant changes in cortical thickness were located in the fronto-temporal cortex of the left hemisphere.

Prevention of Dementia

Having proficiency in foreign languages contributes to the prevention or postponement of Alzheimer's disease in individuals who are susceptible to it, for a span of five years (Bloom, 1988 p. 231). Although it may sound remarkable, ongoing research consistently supports this hypothesis. In fact, we can go as far as to state that learning a foreign language is more effective in delaying the onset of this illness compared to any medication.

Memory Enhancement

Children raised in a bilingual environment possess superior memory capabilities compared to their counterparts in a monolingual setting. This implies that these children exhibit enhanced mental abilities such as mental arithmetic, reading, and other cognitive tasks.

«To improve memory, a person must constantly engage in training since memory is essential for learning. By the age of twenty-five, verbal memory became overloaded with acquired information that is mostly no longer useful. As a result, the ability to memorize new things decreases, and individuals stop learning. The capacity of visual memory, however, is boundless, as images can be retained for as long as needed. These images can always be utilized and translated into any language: formulas, symbols, Russian, English, and German.»

Anderson and Bower, who proposed an associative network model (Anderson, 1973 p.24), have developed a detailed theory of this process.

According to their viewpoint, anything that facilitates associations between elements of a memorized set also enhances subsequent recall. This occurs because any form of organization, even to a small extent, eases the processes of learning and retrieval. In the presence of an associative structure, the paths between its elements become more numerous.

The ability to recall is the result of forming associations or connections between stimuli and responses, and the strength of these connections determines the ease of recall.

Therefore, successful learning of foreign languages depends on forming a multitude of associations for each idea that needs to be stored in memory. The more other ideas and sounds are associated with newly acquired information, the easier it is for our memory to retain it.

«From the very beginning, a person who speaks one Romance language already knows a lot in other Romance languages. They don't have to learn a language from scratch since they transfer a wealth of linguistic knowledge from one language to another. Let's take a look at interesting text examples presented to Romance language learners in their initial classes:

French: La vache a des cornes sur la tete et quand elle ne dort pas, elle est tout le temps en train de manger de l'herbe et des fleurs des pres, elle les prend avec la langue et elle les rompt avec les dents.

Italian: La vacca ha le corna sul capo e quando non dorme mangia tutto il tempo l'erba e i fiori dei prati che prende colla lingua e rompe coi denti.

As seen in the example, the text is constructed using lexical units known to learners (French and Italian languages), making it easy to recognize equivalent forms in the Italian (French) text: French vache ('cow'), Italian vacca; French corne ('horns'), Italian corna; French fleurs ('flowers'), Italian fiori; French tout le temps ('all the time'), Italian tutto il tempo. (Gural, 2017 p. 9)

Speaking two languages enhances your ability to comprehend others and gain insight into their thoughts. Bilingual individuals excel in communication. Susan Erwin Tripp, a researcher at the University of California, has extensively studied the impact of multilingualism on a person's behavior and cognition. (Ervin-Tripp, 1967 p. 62). According to her findings, when we find ourselves in situations where we must communicate in a non-native language, our values and emotions undergo temporary transformations. Some bilingual individuals even claim to possess dual personalities, which they can "switch" between during their thought processes. Tripp's observations hold true. While we cannot definitively live two lives by learning another language, the experience undoubtedly enables us to better understand and empathize with individuals who differ from ourselves. Language choice can serve as a tool that shapes our moral standpoint, beliefs, and even our interests. Moreover, multilingualism aids in self-understanding. Ultimately, it liberates and instills confidence within us. Those who speak two languages recognize the importance and value of this skill.

In summary, learning a foreign language serves as an excellent tool for enhancing brain function, developing emotional intelligence, and broadening horizons. It transforms our perception of the world. We gain a profound appreciation for the significance and worth of diverse perspectives. Suddenly, we begin to notice things that remain concealed to others. Language represents an entire world, an alternate universe with its own rules, times, colors, and perceptions.

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ШЕТ ТІЛІН ОҚЫП ҮЙРЕНУДІҢ АДАМНЫҢ ӨЗІН-ӨЗІ ДАМУЫНА ТІКЕЛЕЙ БАЙЛАНЫСЫ МЕН ӘСЕРІ

Аннотация: Тіл білмеудің әлсіз тұстары немесе оның тілді жеткіліксіз білуі және бірнеше тіл білген адамға қарағанда, тек бір тілмен шектелеген адам миының потенциалдық жағынан жұмыс жасауының бәсеңділігі. Бірнеше тілді біліп және үйрену адамның беделін арттырып, миы мен жүйке жүйесіне пайдалы болып табылады. Біз күнделікті өмірде үш тілден көп қолданатын студенттер тобына, сондай-ақ бір тілді қолданатын студенттер тобына талдау жасадық. Нәтижелер тілді меңгеру және оны күнделікті өмірде белсенді қолдану адам миына көбірек пайда мен пайда әкелетінін көрсетті, өйткені олар ақпаратты жақсырақ сақтауға, жақсы есте сақтауға және назар аударуға бейім.

Түйінді сөздер: Екі тілді меңгерген адам, мидың дамуы, аналитикалық ойлау, роман тілі, есте сақтау қабілетін жақсарту.

ВКЛАД ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В САМОРАЗВИТИЕ ЧЕЛОВЕКА

Аннотация: Слабые навыки владения языком или его слабое и незначительное использование множества языков в жизни и речи человека не позволяют ему использовать потенциал мозга настолько, насколько это делают двуязычные (билингвисты) люди. Знание и изучение нескольких языков положительно влияют на человека, на его деятельность и здоровье мозга и нервной системы. Мы провели анализ среди узкой группы студентов, которые используют более трех языков в своей повседневной жизни, а также среди узкой группы студентов, которые используют более одного языка. Результаты показали, что владение языком и активное его использование в повседневной жизни приносят больше пользы и преимуществ для человеческого мозга, поскольку они больше склонны к лучшему запоминанию информации, хорошей памяти и сосредоточенности.

Ключевые слова: Билингвы, развитие мозга, аналитическое мышление, романский язык, улучшение памяти.