PSYCHO-PEDAGOGICAL AND METHODOLOGICAL LANDMARKS FOR MULTILINGUAL EDUCATION OF STUDENTS FROM A MOTIVATIONAL PERSPECTIVE

REPERE PSIHO-PEDAGOGICE ŞI METODOLOGICE PENTRU EDUCAŢIA MULTILINGVĂ A ELEVILOR DIN PERSPECTIVĂ

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This article is a complex study dealing with the differences between bilingual students (who learn two or more foreign languages) and monolingual students (who know only one language). This study is relevant considering the current situation in the Republic of Moldova, thus the students of the two Jewish schools in Chisinau who speak russian and romanian are obliged to learn hebrew as a foreign language. In Israel, Hebrew-speaking students must learn Arabic as a foreign language, in connection with the relationship between bilingualism and foreign languages.

Keywords*: curriculum; multilingual curriculum; multilingual education; teaching methods; educational methodology; multilingual study; psycho pedagogy.*

INTRODUCTION

Psycholinguistic and motivational approaches to learning several languages the approaches and processes that characterize foreign language learning in the field of 'bilingualism' have undergone drastic changes in the last half century. In general, part with the old position that bilingualism is harmful to the speaker. There is a certain consensus that, under favorable circumstances, the use or mastery of two or more languages may have a positive effect on the social and cognitive aspects of human development.

Many studies, conducted before 2009, stated that bilingualism caused damage to the child's development. These studies ignored the qualitative biographical data, which pointed to the advantages of bilingualism. Furthermore, in these studies, the lack of adherence to a correct and accurate methodology stands out, such as: a comparison of bilingual subjects with monolingual subjects of different socio-economic status. It is evident that the researchers then started from the assumption that bilingualism is the property of immigrants only without language tests or a clear definition of bilingualism. This position changed, claims Cummins [1] when canadian researchers, Lambert & Peal pointed out methodological deficiencies of many of the early studies, which were done on second language acquisition.

A decade after the publication of this study, a study was published that accompanied English-speaking students who attended a French-speaking school in Montreal for 7

years. The researchers followed the cognitive, linguistic, and emotional development of the students, and compared them with their monolingual peers. They refuted the claims of the previous studies and showed that bilingual students have many advantages in the areas of language and thinking from it and testified to the linguistic and social advantages of learning additional languages. [11]

EXPERIMENTAL VALIDATION OF STUDENT MOTIVATION METHODOLOGY

The goal is for research to meet the six basic conditions of scientific investigation: organized and systematic procedures, research processes that can be tested externally, it is possible to repeat research results, to carry out internal feedback, research aims to explain phenomena, research makes possible confidence in the results obtained through this (Antonovski, A. 2012).

The purpose of the questionnaire is to establish the differences between bilingual and monolingual students in foreign language learning, and an attempt to find out what helps these students, and teachers, to learn a foreign language optimally, the students' achievements, the teachers' difficulties will be examined and student difficulties. Explaining the theoretically based formulation questions examines the relationship between the two subjects (the two variables of the research question).

In the questions, hypotheses were presented that define the relationship between the two variables: the number of mother tongues the child speaks for another foreign language learning variable.

In formulating the questions and constructing them, I will refer to the types of questions in the social sciences: anthological questions are concerned with understanding the nature of reality and questions such as: "How does reality work?" and epistemological questions that are engaged in learning from reality such as: "What is the nature of the relationship between the learner and the learned with whom the method deals?" (Corbin, 2014).

THE STANDARDS APPROACH IN A MULTILINGUAL CURRICULUM

One of the accepted approaches to learning several languages is the pedagogical approach that emphasizes the existing importance of education for understanding and thinking, the standards approach, which is reflected in the stated policy that guides the curriculum. These questions come up with great frequency in various discussion frameworks in which experts in the field of curriculum planning and assessment, academics from various fields and disciplines, administrators and teachers and other factors from the field of education participate. The agreed upon and accepted definitions for the term standards define that standards are standards that define what the student needs to know in the field of writing and reading skills in order to be able to determine what his level is. According to the model of levels of complexity that allows one to stand on the level of his linguistic performance, at different ages [2]. There are three types of standards:

standards of content, standards of performance and standards of learning opportunities. "Content standards" - are contents that define what learners should know and be able to do. These standards indicate knowledge and skill, ways of thinking, vocabulary, and grammar rules. "Performance standards" are contents defined as more specific and concrete examples. That is, explicit definitions of what the student needs to know and be able to do in order to demonstrate compliance with the content standards. That is, these standards provide examples of learner activities regarding what they need to know and be able to do in order to demonstrate compliance with the content standards and the expected level of performance or understanding. These are indicators of quality that indicate how much proficiency or mastery the student's performance should reflect, that is, what is considered a good level in oral and written expression.

The performance includes a graded selection of performance levels in the learning process to be able to assess the progress of the learners in their learning process. "Standards of opportunity for learning" - these standards provide a measure for determining whether the school provides its students with an equal and equal opportunity to learn the new foreign language well. This is indeed an opportunity for teachers who have undergone appropriate training in the areas of content, teaching materials and resources suitable for the purposes of teaching, a suitable and safe learning environment and a teaching program which sets higher standards of content and performance. The policy of standards in the field of education in general and not only linguistic education, began to develop starting in 2000. The initial definition given to the concept of "standards" was in 2002. According to it, a standard in education expresses what all students should know and be able to do in each subject - to be able to determine "how good is good" in the different professions at different ages. A standard does not dictate pedagogy [5].

In one of the studies that took place on the subject, it was found that one of the basic assumptions was that the standards approach will have a significant impact only when it focuses on the products and emphasizes what is received from the school, instead of what is introduced and included within the educational process. That is, when it seeks to intervene in the educational act by setting common, high, strict standards, which define what students should know and what they should be able to do or when it seeks to use appropriate evaluation systems, based on standards, it may succeed in realizing its ambition. In such a situation, it may be able to transfer the responsibility for achievements to students, teachers and schools, while being able to introduce a reward system accordingly. The standards approach defines standards in teaching as an expression of what all students should know and be able to do. This definition emphasizes and sharpens the existing importance to the result expected from the educational process - social-behavioral-value.

There are many approaches and processes that characterize learning a foreign language in a school setting. I will refer to the most accepted approaches today to teaching foreign languages [2]. Each approach gives room for the creation of different learning and teaching methods, which apply the principle of optimal learning. In examining the

approaches, we can notice the gradual progress of the different methods and approaches to language teaching, since the sixties. These resulted from changes and developments in linguistic theories dealing with language acquisition.

At the beginning of the field, the understanding of ways of acquiring a second language was based on behavioral theories in psychology. Language acquisition was a learned behavior, through conditioning and repetition. Also, the focus on learning the language on its various components, resulted to apply knowledge from these components of language teaching and acquisition.

The teaching was based on detailed grammatical explanations, and there was an expectation that the learner would master the material, as an essential element for the ability to function in the target language. Later, as the processes in the field of linguistics progressed and were refined, they came to the conclusions that the theory of behavior could not explain their ability of the students, to express an idea that had not been heard before, or to create a sentence, which was not part of the repertoire of the course they studied as a result of the above conclusions, which were mixed with a feeling of dissatisfaction with the existing teaching methods, began about turning to and looking for new channels for language teaching? Then arose the need to expand the learner's knowledge to communicative abilities, in addition to the formal knowledge of the language.

Diverse and new approaches and methods have been developed to answer this need, and in each a different degree of emphasis on communication and the structure of the language. In the first stage, there was a sharp shift to an emphasis on the content and the message, assuming that the language structure would be acquired naturally, but over the years, professionals, linguists and teachers, saw the need to find a balance between all the essential elements of the curriculum, in additional language instruction. The main approaches, which have taken shape over the years, are listed below:

In general, when it comes to language acquisition, there is general agreement among linguists that the essential component in the process of acquiring a mother tongue, or a second language, or additional languages is exposure. A child learns his mother's language by being exposed to the language from infancy. This method is based on the theory that there is interaction between parent and child as needed, and children speak among themselves, but they are exposed to proper language due to being surrounded by adults who speak the language. This exposure is the basic element for acquiring a mother tongue. There are clear implications from this theory for the issue of acquiring additional languages. In this area too, the role of exposure is clear. Many theories in the field of second language acquisition are based on this premise. [7].

The purpose of the research is to identify what are the gaps in the study of one or more foreign languages, if they can be overcome, and also to refine the learning program according to the findings to guide teachers accordingly, with reference to the skills of communication, literacy and increasing student motivation for learning.

The study is based on the concept of the acquisition of an additional (foreign) second language - and refers to the learning of a language, which is not the learner's mo-

ther tongue, but is spoken in his environment, such as in a bilingual environment. When it comes to a foreign language (acquired foreign language), it means a language that is not spoken in the learner's place of residence and is not his mother tongue. The research will deal with an empirical investigation of claims that can be confirmed/disproved by collecting and testing current data.

Research does not deal with evaluative questions, with morality, or with what is impossible to restore. The research is quantitative and can be applied to the knowledge domain of learning multiple languages that have accumulated enough information to derive quantitative models from them.

A. Basic premise for the study. The present quantitative research is that the world is objective, meaning that it can be measured independently.

B. It performs the same methods of analysis and systematization that act on the basis of numerical data, the research is quantitative.

Systematic scientific investigation of quantitative (numerical) properties, testing variables. Research is quantitative empirical, where you can quantify data and perform statistical processing on it. A systematic, controlled, empirical and critical investigation of hypothetical claims about connections.

The research aims to explain the natural phenomenon of teacher education in language teaching under normal conditions. In this research there are several hypotheses that prove that learning several foreign languages is closely related to the collective, analysis and information obtained from the external environment.

Attention will be paid to:

• inclusions - prioritizing for generalized and also extracts by using small changes to explain as much as possible the correlation between bilingual and monolingual students;

• coordination - there will be an attempt to find the relationship between the relevant variables;

• reproducibility – the research will be carried out under the same terms and conditions;

• similar results – (generalization or induction) extrapolation from the research sample to be carried out on a certain number of people.

Students' study must include the following requirements:

1. voluntariness - students should not be forced to participate in research;

2. scientific consent - before participating in the study, they must complete a form in which they agree to the requirements;

3. reducing the risk of injury - it will be ensured that the research participants (students) will be out of any risk and also respectful language will be used in which questions will be formulated in an uncomplicated format (simple formulation);

4. confidentiality – anonymity is not required, but the study does not require the leakage of personal information that could betray the identity of the study participants;

5. maximum quality - professional approach to students;

6. ensuring reliability – meaning that the methods in which the sample measures knowledge or skills will perform consistently;

7. reproducibility - the research will be carried out under the same terms and conditions thus obtaining similar results, in Israel and in Moldova in different situations, with a control and analysis group;

8. stability – retesting students to check how sensitive the measurement method is to changes in time;

9. traceability – inspecting the dimensions that reflect the reliability of the measurement methods, that is, the compatibility between the values that will be obtained from the differences between the items that measure the same phenomenon;

10. data attacker - paying attention to the fact that the measurement methods will test only what is intended to be tested in the study, that is, in such a way that the measurement methods will be more valid (Antonovsky, 2012).

The research process will include a well-structured and detailed questionnaire pattern in which all the details of the execution will be indicated. Quantitative variable data that can be applied and measured are presented.

CONCLUSION

Education two linguistic he a means It is important to share Kinds Different of families and communities in education the children.

inclusion the language and practices the civility of Community close up Home The book and the house . The inclusion of community language methods means that families can participate in the education of their children , what that allows them to continue their work as educators legitimate of their children . their involvement of families

and old men in education their children She object for empowerment self for communities a minority. It compatible with also for my efforts planning language family and communal that are important for how many communities with a minority Language but transition to combine of people, their involvement of families and communities means that the girls and the knowledge expanded transition For those of the groups in power inclusion families and communities in education two linguistic is not only interest of benefit for children Because participation increased at home ; It helpful for production knowledge Because that the lenses for understanding the world expanded On my hand combination of points look Various and epistemologies embedded in practices the tabs and the culture of communities Locality. mature so, for education Bilingual. there is role It is important with a promise the use in languages in danger extinction to create knowledge and learning . in cases these Education two linguistic No was only Player “save” language in danger extinction and its spokespersons but rather to expand the girls transition for those of membership Westerns Strong .

It is not impossible that we will notice differences of opinion regarding the very definition and applications of the approach, after so many years of research and discussion

on communicative approaches in foreign language teaching. Some state that communicative teaching is not a collection of methods, but rather an approach. Others emphasize that communicative teaching is not an approach, but rather a philosophy. There are disagreements among the researchers regarding different teaching methods, which are considered as communicative approaches. Larsen-Freeman, for example, reviews different foreign language teaching methods [5] she classifies only some of the methods as a communicative approach, and due to various subtleties, another part she claims is not compatible with this approach. In contrast, other authors consider the approaches that are not appropriate, in her opinion, to be communicative Spada[8], in a comprehensive and up-to-date look at the concept of "communicative teaching", emerges a broad picture that offers a combination of emphases - an emphasis on the content as well as an emphasis on the form. It is possible to apply

Communicative approach through multiple methods. The focus of the method, that is communication, must be in the center, alongside reference to the linguistic knowledge base. Details of traditional and accepted teaching methods, which are included under the heading "communicative approach".

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