

Causes And Manifestations Of Writing Disorders In Primary School Students In A Bilingual Condition

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Abstract: This article examines the main causes and characteristics of writing disorders in young schoolchildren raised bilingually. It analyzes the psycholinguistic, neuropsychological, and pedagogical factors influencing the development of written language. Particular attention is paid to the specifics of dysgraphic errors in bilingual children caused by language interference. The need for a differentiated and comprehensive approach to the diagnosis and treatment of writing disorders in elementary school is emphasized.

Introduction: Modern educational practice increasingly faces the challenge of teaching children developing bilingually. In multinational regions, bilingualism is a natural phenomenon, but it often complicates the development of written language in young schoolchildren. Writing, as a complex psycholinguistic process, requires a high level of phonemic awareness, lexical and grammatical structure of speech, language analysis, and synthesis. In bilingualism, these components may develop unevenly, leading to specific writing disorders. The relevance of this study stems from the steady increase in the number of primary school children experiencing difficulties in mastering written language in a bilingual environment. In today's educational environment, the problem of bilingualism is particularly significant, as many children are exposed to two languages from an early age: one language is used at home, the other in education and social communication. Despite the positive impact of bilingualism on the development of thinking and the expansion of a child's linguistic worldview, mastering written language in such an environment is often accompanied by specific difficulties. Primary school children make persistent writing errors associated not only with insufficient mastery of spelling rules but also with the developmental characteristics of linguistic and mental processes. Therefore, studying the causes of

writing disorders in bilingual children is of particular scientific and practical importance.

The development of written language is a complex psycholinguistic process that requires the coordinated work of various analytical systems: speech-auditory, visual, motor, and intellectual. In bilingual children, this process is significantly more complex, as the child simultaneously acquires two language systems with different phonetics, grammar, vocabulary, and orthography. This results in specific difficulties that affect the quality of writing.

One of the main causes of written language impairments in bilingual children is language interference. Interference refers to the mutual influence of two languages during speech activity. The child often transfers the characteristics of one language to the other, leading to persistent errors in writing. Interference is particularly evident in the confusion of sound and grammatical norms.

Differences in the phonetic systems of languages hinder the development of complete phonemic perception. Some sounds may be absent in one language or have a different pronunciation, making it difficult for the child to correctly associate sounds with letters. This leads to errors in sound-letter analysis and synthesis, which underlie the writing process.

Furthermore, significant differences in the grammatical structure of languages also have a negative impact on written speech. If certain grammatical categories are absent or expressed differently in one language, the child begins to confuse linguistic rules. For example, errors arise in the use of case endings, prepositions, and word agreement in gender and number.

Limited vocabulary in the language of instruction is also significant. If a child lacks sufficient proficiency in the language of instruction, they experience difficulties understanding texts, constructing sentences, and choosing words, which affects their written speech.

The developmental characteristics of higher mental functions play a significant role in the development of writing disorders. According to Alexander Romanovich Luria, the writing process is ensured by the combined activity of several functional units of the brain. Insufficient development of even one of these units can lead to difficulties in mastering written speech.

Bilingual primary school children often experience impaired auditory-verbal memory, insufficient concentration, weak visual-spatial perception, and difficulties with voluntary regulation of activity. Such children quickly become fatigued when completing written assignments, make a large number of repetitive errors, and experience difficulty with self-control.

Insufficient development of phonemic awareness is also one of the causes of dysgraphic manifestations. The child has difficulty distinguishing similar-sounding phonemes, leading to letter substitutions and word distortions. Such errors are especially common in children learning languages with different sound systems.

Some researchers note that bilingual children develop writing skills more slowly than monolingual children. This is explained by the increased strain on memory and attention that arises from the need to constantly switch between two languages.

Pedagogical learning conditions and the characteristics of the child's linguistic environment significantly influence the development of written language. In many families, the language of communication differs from the language of instruction at school. As a result, the child finds himself in a situation of constant language switching, which complicates the acquisition of written language norms.

One of the causes of writing disorders can be an insufficient level of verbal communication in the language of instruction. If a child rarely uses a given language in everyday life, their vocabulary and grammar develop more slowly. This negatively impacts the quality of their written communication.

The level of pedagogical support is also important. A lack of timely speech therapy, insufficient attention to oral speech development, and poor individualization of instruction contribute to the persistence of writing errors. Sometimes, teachers mistakenly perceive dysgraphic errors in bilingual children as a simple lack of knowledge of the rules, failing to take into account the specific characteristics of bilingual development.

Social factors also play a significant role: an unfavorable speech environment, limited communication with peers in the language of instruction, low motivation for language learning, and psychological difficulties adapting to school.

Manifestations of Writing Disorders in Bilingual Primary School Children

Writing disorders in bilingual children most often manifest as various types of dysgraphia. Errors are persistent and persist even after repeated repetition of spelling rules.

The most common errors are those related to insufficient sound differentiation. Children experience letter substitutions, omissions, transpositions of syllables and letters, and distorted word structure. Often, a child writes a word as they hear it in one of the languages. For example, voiced and voiceless consonants, hard and soft sounds may be mixed, vowels may be omitted, or sounds not present in the child's native language may be incorrectly represented.

Grammatical errors are common in bilingual students. Word agreement in sentences is disrupted, and endings, prepositions, and case forms are incorrectly used. Such errors are explained by differences in the grammatical structure of the two languages.

Children can construct sentences based on patterns in their native language, transferring them to the language of instruction. In written speech, this manifests itself in incorrect word order, incorrect use of functional parts of speech, and distorted sentence structure.

Bilingual children often have difficulty mastering

spelling norms. They experience difficulty spelling vocabulary words, using soft signs, and distinguishing between continuous and separate spellings. Errors in the designation of long and short sounds, and the writing of unstressed vowels and paired consonants are common.

Written speech disorders are accompanied by a poor vocabulary and an insufficient development of coherent written speech. Children have difficulty independently composing texts, expressing thoughts coherently, and maintaining a logical structure of utterances.

The correction of writing disorders in bilingual primary school children should be comprehensive. The effectiveness of this work depends on the collaboration between the elementary school teacher, speech therapist, psychologist, and the child's family.

An important area of corrective assistance is the development of phonemic awareness, language analysis, and synthesis. Much attention is paid to the development of vocabulary, grammatical structure of speech, and the development of coherent utterances.

It is important to consider the characteristics of both languages of the child and prevent any interference. During the teaching process, it is recommended to use visual aids, game-based methods, exercises for comparing linguistic phenomena, as well as special tasks for developing memory and attention.

Early diagnosis of writing disorders is of particular importance. The earlier difficulties are identified, the more successful the interventions will be and the easier it will be for the child to adapt to school.

In addition, it should be noted that the process of mastering written language in bilingual children is closely connected with the level of development of cognitive activity and emotional stability. Primary school students who constantly function in two linguistic systems often experience increased psychological and intellectual strain. The need to simultaneously differentiate between two phonetic, lexical, and grammatical systems requires significant concentration, memory involvement, and self-regulation. Under such conditions, the child may experience insecurity in educational activities, fear of making mistakes, and reduced motivation toward writing tasks. These psychological difficulties can intensify the manifestations of writing disorders and

negatively affect overall academic achievement.

An important factor influencing the formation of written speech in bilingual children is the degree of balance between the two languages. In some cases, one language becomes dominant while the other remains insufficiently developed. This imbalance affects the child's ability to correctly perceive linguistic structures, perform sound-letter analysis, and apply grammatical rules. Researchers emphasize that insufficient proficiency in either language may lead to incomplete language competence, which becomes particularly evident during written communication.

Another significant aspect is the influence of sociocultural conditions on speech development. Children raised in bilingual families may encounter different communication traditions, speech norms, and educational expectations. If parents and teachers use different language models or apply inconsistent language requirements, the child may experience additional confusion when mastering writing skills. Therefore, a supportive linguistic environment and coordinated cooperation between school and family play an essential role in overcoming writing difficulties.

Modern studies also indicate that bilingual children often demonstrate uneven development of oral and written speech. In many cases, oral communication skills may develop relatively successfully, while written language remains vulnerable due to the complexity of orthographic and grammatical rules. This confirms the necessity of systematic preventive work aimed at strengthening phonemic awareness, visual perception, motor coordination, and language competence from the first years of schooling.

Special attention should also be paid to the role of inclusive and individualized teaching approaches. Educational programs designed for bilingual learners should consider the child's linguistic background, level of speech development, and cognitive abilities. The use of differentiated tasks, interactive exercises, visual support, and speech therapy technologies contributes to reducing dysgraphic manifestations and improving writing accuracy. Positive emotional support from teachers and parents additionally increases the child's confidence and willingness to participate actively in educational activities.

Thus, the successful development of written language

in bilingual primary school children depends not only on linguistic competence but also on psychological comfort, pedagogical support, and favorable social conditions. Comprehensive corrective and educational assistance creates opportunities for the harmonious development of speech, thinking, and academic abilities, allowing bilingual children to integrate successfully into the educational environment.

Conclusion

Thus, writing disorders in young bilingual children have a complex, multifactorial nature. Their development is determined by the interaction of psycholinguistic, neuropsychological, pedagogical, and sociocultural factors. The specific nature of bilingual development leads to persistent dysgraphic errors affecting the phonetic, grammatical, and spelling aspects of written language. Effective assistance for bilingual children is only possible with a comprehensive approach that takes into account the developmental characteristics of both language systems. Timely diagnosis, targeted remedial work, and collaboration between teachers and families contribute to the successful development of written language, increased academic motivation, and the child's full social adaptation.

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