



THE ROLE OF EARLY CHILDHOOD EXPERIENCE IN LANGUAGE DEVELOPMENT

Tursunkulova Ugiloy

NavDPI faculty of Uzbek language and literature Uzbek language and
literature course 3rd year

Yuldashev Farrukh

Associate Professor of the Department of Uzbek Linguistics, Navoi State
Pedagogical Institute, Doctor of Philology (DSc)

ARTICLE INFO

Received: 06th June 2024

Accepted: 12th June 2024

Online: 13th June 2024

KEY WORDS

*Environmental factors,
social and economic
environment, early
childhood experiences,
positive environmental
factors, negative
environmental factors,
language development
and cognitive
development.*

ABSTRACT

The influence of environmental factors on language development has been widely studied. For example, research has shown that children who grow up in households with more parent-child interaction tend to have stronger language skills. Conversely, children who do not receive such communication may experience delays in language development.

РОЛЬ ОПЫТА РАННЕГО ДЕТСТВА В РАЗВИТИИ РЕЧИ

Турсункулова Угилрой

НавДПИ факультет узбекского языка и литературы курс узбекского языка и
литературы 3 курс

Юлдашев Фаррух

Доцент кафедры узбекского языкознания Навоийского государственного
педагогического института, доктор филологических наук (DSc)

ARTICLE INFO

Received: 06th June 2024

Accepted: 12th June 2024

Online: 13th June 2024

KEY WORDS

*Факторы окружающей
среды, социально-
экономическая среда,
опыт раннего детства,
положительные
факторы окружающей
среды, отрицательные*

ABSTRACT

Влияние факторов окружающей среды на развитие речи широко изучается. Например, исследования показали, что дети, которые растут в семьях с более тесным взаимодействием родителей и детей, как правило, имеют более сильные языковые навыки. И наоборот, дети, которые не получают такого общения, могут испытывать задержки в речевом развитии.



*факторы окружающей
среды, языковое
развитие и
когнитивное развитие.*

In addition, the type of language heard at home is also crucial. For example, children who grow up in households where a foreign language is spoken, but family members switch to the mother tongue when speaking to the child, acquire this mother tongue faster and more effectively than those who only speak a foreign language. Because familiarity with the mother tongue is necessary for the optimal development of language skills. In addition to parent-child interaction and language exposure, the social and economic environment in which a child grows up can also influence language development. Children who grow up in poverty or of low socioeconomic status may be less likely to experience optimal language development due to a lack of resources such as books and learning materials or exposure to a limited range of vocabulary and concepts. Early childhood experiences play an important role in language development. Environmental factors, such as the type and amount of communication a child receives from parents, exposure to the mother tongue, and socioeconomic status have a significant impact on language acquisition. Parents and caregivers should recognize the importance of providing an environment conducive to language acquisition, providing adequate resources and opportunities to encourage language development.

The brain of children from birth to three years of age is developing significantly in language acquisition. During this period, children are very sensitive to experiences that shape language development. Research shows that a child's early language experiences influence their language acquisition in later years. In the first few years, children pick up a few sounds and begin to understand the meaning of words. Babies also learn to read facial expressions, understand directions, and interpret tone of voice. Positive environmental factors, such as engaging parents who use rich and conversational tones, can have a significant impact on young children's language development. A high level of participation in social interaction, such as reading, singing, and talking to children, helps language acquisition. Children in such an environment learn to pay attention to the words spoken to them, to interpret them and to respond. This process allows children to acquire a rich vocabulary and complex sentence structure. Positive environmental factors include parental education. Children whose parents have higher education acquire language faster than those whose parents have less.

On the other hand, negative environmental factors disrupt children's rich language experiences necessary for optimal language acquisition. Neglect, lack of interaction with parents, and children's exposure to the secondary language environment are examples of negative environmental factors that reduce the effectiveness of language acquisition. Researchers attribute children's language difficulties in such an environment to a lack of stimulation. Positive environmental factors increase the chances of optimal language acquisition. Negative environmental factors are challenging and can prevent optimal language acquisition. Parents, caregivers, and teachers can help children acquire language by providing them with rich and interactive language experiences.



Understanding the role of early childhood experiences in language development can help parents, educators, and policymakers design more effective programs and initiatives aimed at promoting optimal language development in young children. A positive environment plays a crucial role in supporting a child's language development. A positive environment creates a sense of security and confidence, which encourages children to communicate and explore their language potential. When children are exposed to a communicative and supportive environment, they build a solid foundation for language acquisition, which helps them acquire language more quickly. Caregivers or parents who communicate effectively and frequently with a child have a significant impact on language acquisition. Babies and children need to interact with others to fully develop their language skills.

On the other hand, negative environmental factors can hinder the process of language acquisition. For example, if language is limited or a child experiences neglect, this can lead to underdeveloped language skills. Such children may have difficulty expressing themselves, understanding complex vocabulary, or forming sentences. Additionally, exposure to negative environmental factors such as violence, abuse, or trauma can lead to language delays, disorders, or cognitive and behavioral problems, leading to intergenerational periods of poor language acquisition and socialization.

In summary, early childhood experiences have a significant impact on a child's language development. Positive environmental factors such as emotional support, communication, and interaction may promote language acquisition, while negative environmental factors such as neglect, trauma, and violence may inhibit it. Parents, caregivers, and teachers should focus on creating a positive environment that supports children's language development and cognitive development.

References:

1. State educational standard and curriculum of general secondary education. Mother tongue. Literature. Uzbek language (for schools where education is conducted in other languages). Tashkent. "Sharq" publishing-printing concern.
2. "Law on Education" of the Republic of Uzbekistan. September 23, 2020
3. Karima Kasimova, Safo Matchonov, Khalida Gulomova, Sharofat Yoldosheva, Sharoljon Sariyev " Methodology of mother tongue teaching" Tashkent "Nasir" publishing house. 2009
4. A. Gulomov, M. Kadirov, M. Ernazarova, et al. Methodology of mother tongue teaching. - T.: "Science and technology", 2012