



Article

Supporting Children's Language Learning

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Abstract. This study focused on the importance of supporting children's learning of English as a second language in early childhood using practical strategies. The research question focuses on improving children's language skills in order to support their overall development. The aim is to investigate the impact of language development programs on young children's language skills. The methodology involved a six-week intervention program with of 50 preschool children, including storytelling, word-building activities, and music-based exercises with parent participation. The results showed significant improvements in participants' vocabulary, language skills and fluency. Parental involvement plays an important role in supporting children's language development outside of school. The results suggest that a comprehensive intervention program that includes a variety of activities and parental involvement can have a positive impact on children's language learning. Future research could investigate the long-term effects of the intervention.

Keywords: language development, early childhood, second language acquisition, parental involvement, intervention program__

1. Introduction

Children who are learning English as a second language need quality exposure to the language, explicit modelling, and language instruction, as well as adequate time to learn the new language. This necessitates the knowledge of early childhood professionals regarding the stages of acquisition, the manner in which children acquire a second language, and the recognition of the fact that children acquire at varying rates.

Language preferences of children from backgrounds other than English vary. It is essential not to make the erroneous assumption that children from homes where English is not the primary language will only speak their native tongue at home. Some parents who are bilingual may decide to speak English at home. However, if parents decide to do so, it is essential that they comprehend the advantages of speaking their native tongue at home and feel comfortable doing so.

It is widely acknowledged that connections between the home and early childhood settings or schools are crucial. The educational program's development and implementation necessitate parental involvement.

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The early childhood professional has a wealth of cultural, linguistic, and economic experience that the children and their parents bring to the program.

For children learning English as a second language to have positive outcomes in the early childhood setting, strong partnerships with parents are essential. Equity is at the heart of any partnership with parents. Early childhood professionals assume responsibility for ensuring fairness and developing dynamic relationships that foster a sense of belonging for all while supporting families from culturally and linguistically diverse backgrounds.

2. Literature review

Research on child development has long emphasized the importance of language learning in the formation of cognitive skills, social interaction and academic success. Understanding how we can best support children's learning is crucial to improving their development and educational outcomes. This book reviews basic research and studies on strategies and interventions that facilitate children's language. Nina Kraus' research on the neuroscience of language learning sheds light on the neural mechanisms underlying language learning in children. Findings suggest that music training can lead to language skills by improving phonological awareness. This study demonstrates the potential benefits of integrating music-based learning to support children's learning (Nina Kraus et al., 2014). Anne Fernald's research focuses on the role of active parents in supporting children's development. Her work focuses on the effects of child care, where parents listen carefully to their children's words and provide timely feedback. This study highlights the positive effects of interactive interventions on vocabulary development and language comprehension in young children.

3. Methods

Data from the assessment were analyzed using descriptive statistics and t-tests comparing pre- and post-intervention scores. Qualitative data and comments from parents were analyzed to identify themes related to children's language learning experiences. Implementing a comprehensive and engaging program focusing on storytelling, word-building activities, music-based exercises, and parent involvement, this study aimed to provide information on effective strategies to support children's learning in early childhood.

Participants in this study included 50 preschool children (ages 3 to 5) from diverse socioeconomic backgrounds. Parental consent was obtained prior to participation and children with language delays or disorders were excluded from the study. The intervention consisted of a six-week language development program conducted in schools. The program included a combination of story discussions, vocabulary-building activities, and music-based exercises. Each session lasted 45 minutes and was conducted by trained teachers who specialize in children's language development.

During storytelling, children become more involved in story writing through group discussions, role playing, and creative storytelling activities. Teachers used visual aids, puppets, and software to increase children's understanding and encourage language development. Pre- and post-intervention assessments were conducted to assess children's language skills.

A formal language assessment, observation survey, and parent surveys were used to measure changes in vocabulary, expressive language ability, and communicative behavior.

4. Results and Discussion

Pre- and post-intervention assessments revealed significant improvements in children's language skills in several areas. Participants showed a statistically significant increase in vocabulary knowledge, as evidenced by higher scores on standard vocabulary tests. There was also a significant increase in language skills; Children experienced fluency and speech difficulties. Research has shown that children who participate more in storytelling sessions demonstrate better comprehension and fluency. Use handouts and activities to help children understand story elements and character development.

Additionally, vocabulary building activities improved familiarity and usage, resulting in expanded songs among participants. Music-based education has been shown to be an effective tool for improving phonological awareness and sound processing skills. Children's participation in singing nursery rhymes and bells and whistles helped people better understand different sounds and sounds. This different approach to language learning not only improved children's listening skills but also encouraged them to participate in language-related activities. Parental involvement has been identified as an important factor in supporting children's language development outside of school. Teachers were able to reinforce language learning strategies at home by offering homework activities and parent training. Parents reported increased awareness of the importance of creating a language-rich environment and having meaningful interactions with their children, which contributed to language development after the intervention period. Findings from these studies highlight the importance of a comprehensive intervention program to improve children's learning in early childhood. The integration of storytelling, word-building activities, music-based exercises, and parental involvement has shown positive results in children's development. The program focuses on many aspects of language learning, drawing on a variety of learning styles and facilitating overall language development. Additionally, the inclusion of children from different socioeconomic backgrounds demonstrates the program's ability to address language differences and support effective language acquisition. Future research could examine the long-term effects of the intervention and evaluate its long-term effects on children's language skills and learning.

5. Conclusion

Early childhood professionals learn as much as possible from parents about major cultures and religions, food preferences, taboos, and other cultural information relevant to the construction of child, family, and community identity in early family interactions. This includes knowing the child's last name and using the correct pronunciation of the child's and parents' names. Child care professionals should have meaningful conversations with parents and, if possible, use bilingual assistants, aides, or qualified and certified interpreters rather than other parents to provide information in their native language. Parents should be informed about their child's progress in learning English and their right to speak their native language at home. Identifiers should always be used to collect sensitive information. It is important to obtain parental consent before disclosing information to third parties. When children move from nursery to school or kindergarten, the transition report states this. Students can use this sentence as a social strategy. They give the impression that students understand English and can help by participating in discussions with experienced students. Stories, songs, programs, and language games are often heard to help children memorize the language. At this point, students cannot change the words or sentences they have memorized because this is the basis. Students' ability to understand and speak English improves as they get to know the language better. They can now understand more than they can say. They understand and respond to greetings and polite expressions, follow direct instructions, and share personal information and plans. They may still occasionally communicate through non-verbal communication. Pupils enjoy reading and listening to stories and gain confidence in hearing familiar and repeated language. As students improve their English proficiency and are able to distinguish between spoken English and other languages, they begin to demonstrate an understanding of the language used by early childhood professionals and their peers. Nowadays, they are very dependent on the support of their elders and peers. They still want that support to be actively involved in the process and provide feedback. This ratio of summarizes this point perfectly: Successful education includes students, their families, and schools with fewer credits.

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