



THE ROLE OF TEACHERS IN EARLY LANGUAGE DEVELOPMENT

Fayzullayeva Qunduzoy Maqsudbek Qizi

Uzbekistan State World Languages University, a student

Annotation. *This article examines the role of teachers in early language development, emphasizing teacher-child interactions, emotional support, classroom organization, and instructional strategies. It highlights scaffolding, open-ended questions, and digital tools in fostering vocabulary and communication skills in preschool learners.*

Key Words: *Early language development, teacher-child interaction, scaffolding, vocabulary, digital tools, preschool education.*

Introduction

Teachers play a pivotal role in the early language development of preschool learners, serving as primary facilitators of linguistic and cognitive growth during critical developmental periods. Their interactions, instructional strategies, and the learning environments they create significantly influence children's language acquisition and overall communication skills.

Main body

High-quality teacher-child interactions are foundational to effective language development. Research indicates that when teachers provide consistent emotional support, well-organized classrooms, and robust instructional guidance, children exhibit enhanced receptive vocabulary and language competencies (Curby, T. W., et.al, 2013. — pp. 292–309). These interactions encompass emotional support, classroom organization, and instructional support, collectively fostering an environment conducive to language learning. For instance, teachers



who engage in meaningful conversations, ask open-ended questions, and offer constructive feedback create rich linguistic experiences that promote vocabulary expansion and syntactic understanding (<https://pubmed.ncbi.nlm.nih.gov/34335365/>). In a preschool setting, when a teacher asks a child, “*What do you think will happen next in the story?*” instead of a yes-or-no question, it encourages critical thinking and verbal expression. Similarly, when teachers engage in back-and-forth exchanges, known as *serve and return* interactions, they reinforce children's ability to structure sentences, use descriptive language, and articulate their thoughts clearly.

Moreover, emotional support from teachers plays a crucial role in language development. When educators respond warmly and patiently to children's attempts at communication, they foster a sense of security and confidence that encourages further language use. For example, a preschool teacher who acknowledges a child's incomplete sentence by repeating it correctly and expanding on it—“*You want the blue block? Yes, that's the biggest blue block in the pile!*”—models correct grammar and vocabulary in a natural and supportive way. This positive reinforcement helps children internalize language structures and become more comfortable expressing themselves.

Classroom organization also significantly impacts language development by creating a structured yet flexible learning environment. In well-organized classrooms, teachers arrange learning centers dedicated to storytelling, role-playing, and hands-on activities that promote oral language skills. For example, a dramatic play area where children pretend to be shopkeepers or doctors provides opportunities to use context-specific vocabulary and practice conversational exchanges. Similarly, interactive read-aloud sessions, where teachers pause to ask predictive or inferential questions, deepen comprehension and encourage verbal participation.



Instructional support, which includes scaffolding and guided learning, further enhances language acquisition. Teachers who use modeling and explicit instruction help children understand and use new vocabulary in meaningful ways. For instance, during a science experiment on floating and sinking, a teacher might introduce terms like “buoyant” and “dense” while demonstrating with objects in water. By integrating these words into conversations and encouraging children to use them in their explanations, the teacher expands their vocabulary and conceptual understanding. Additionally, incorporating technology, such as interactive storytelling apps or digital language games, can supplement traditional teaching methods and provide further opportunities for engagement. A study highlighted that digital technology, when used appropriately, can offer rich opportunities for child development, including language skills (https://www.theguardian.com/society/2024/nov/05/digital-tech-rich-opportunities-child-development-study?CMP=share_btn_url).

In the context of Uzbekistan, educators have explored culturally relevant methodologies to enhance early language development. Muxtorova and Djurayeva investigated the role of games in speech development among preschool children (Muxtorova, D., & Djurayeva, M. 2024). Their study highlighted that interactive, play-based activities engage children in linguistic interactions, facilitating vocabulary expansion and speech sound production. By integrating traditional games and storytelling into the curriculum, teachers can create immersive language experiences that resonate with children's cultural backgrounds, thereby enhancing engagement and learning outcomes.

The global shift towards digital learning tools has also impacted early language development strategies. Educators like Rachel Accurso, known as Ms. Rachel, have utilized platforms such as YouTube to create content aimed at improving toddlers' language skills. Her methods, inspired by early intervention speech therapy, include slowed speech, clear enunciation, and the use of sign



language, demonstrating how digital media can support traditional teaching methods (https://www.theguardian.com/commentisfree/2024/nov/22/meet-ms-rachel-the-youtube-goddess-worshipped-by-toddlers-and-parents-alike?CMP=share_btn_url).

High-quality *teacher-child interactions* are foundational to effective language development. Research indicates that when teachers provide consistent emotional support, well-organized classrooms, and robust instructional guidance, children exhibit enhanced receptive vocabulary and language competencies. These interactions encompass emotional support, classroom organization, and instructional support, collectively fostering an environment conducive to language learning.

Emotional support from teachers plays a pivotal role in children's language development. When educators display warmth, sensitivity, and responsiveness, children feel secure and are more likely to engage in verbal interactions. This secure attachment encourages exploration and communication, leading to improved language skills. For example, teachers who consistently acknowledge children's efforts and provide encouragement create an environment where children are motivated to express themselves, thereby enhancing their vocabulary and syntactic abilities. Studies have shown that children who receive consistent emotional support from teachers tend to have higher language competency and social communication skills (Curby, T. W., et.al, 2013. — pp. 292–309).

A well-organized classroom maximizes learning efficiency and supports language development. Teachers who effectively manage classroom routines and provide diverse learning modalities create an environment where children can focus on language-rich activities without distractions. For instance, designated reading corners, interactive storytelling sessions, and thematic play areas encourage children to engage in conversations, ask questions, and use new vocabulary in context. Such structured environments facilitate emergent language



development by providing consistent opportunities for verbal engagement. Research indicates that well-organized classrooms that maximize learning efficiency contribute to children's emergent language development (Dickinson, D. K., et.al. 2011. — pp. 870–886).

Instructional support involves providing feedback and promoting higher-order thinking skills, which are crucial for language development. Teachers, who challenge children with open-ended questions, encourage problem-solving, and scaffold learning experiences stimulate cognitive processes that underpin language acquisition. For example, during a science activity, a teacher might ask, "What do you think will happen if we mix these two liquids?" Such questions encourage children to articulate their thoughts, reason verbally, and expand their vocabulary. Providing feedback that extends children's responses also reinforces language structures and introduces new vocabulary. Instructional support characterized by providing feedback and promoting higher-order thinking skills, has been found to enhance children's receptive vocabulary.

Conclusion

The quality of teacher-child interactions, encompassing emotional support, classroom organization, and instructional support, is intrinsically linked to children's receptive vocabulary competency and overall language development. Educators who cultivate supportive, structured, and intellectually stimulating environments provide the foundation for robust language acquisition in young learners.

In summary, teachers significantly influence early language development through their interactions, instructional strategies, and the learning environments they create. By providing emotional support, organizing effective classrooms, and employing interactive and culturally relevant teaching methods, educators can foster robust language skills in preschool learners, laying a solid foundation for their future academic success.



The list of used literatures

1. Curby, T. W., Brock, L. L., & Hamre, B. K. Teachers' Emotional Support Consistency Predicts Children's Achievement Gains and Social Skills. // Early Education and Development, 24(3), 2013. — pp. 292–309.
2. Dickinson, D. K., & Porche, M. V. Relation between Language Experiences in Preschool Classrooms and Children's Kindergarten and Fourth-Grade Language and Reading Abilities. // Child Development, 82(3), 2011. — pp. 870–886.
3. Muxtorova, D., & Djurayeva, M. (2024). The Role of Games in Speech Development among Preschool Children. Uzbek Scholar Journal. Retrieved from <https://uzbekscholar.com/index.php/uzs/article/view/903>
4. <https://pubmed.ncbi.nlm.nih.gov/34335365/>
5. https://www.theguardian.com/society/2024/nov/05/digital-tech-rich-opportunities-child-development-study?CMP=share_btn_url
6. https://www.theguardian.com/commentisfree/2024/nov/22/meet-ms-rachel-the-youtube-goddess-worshipped-by-toddlers-and-parents-alike?CMP=share_btn_url