The psycholinguistic development of children aged 3-6

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Abstract

Contemporary views on the psycholinguistic development of children confirm that the psycholinguistic development of children is mutually conditioned by a multitude of factors, which in a causal way act in one another. Regarding this research, analyzes of determinants have been made, which determine the normal psycholinguistic development of children aged 3-6 years. The basic purpose of the research was to determine the relationship between psychological development and psycho-linguistic development between pre-school children aged 3-6 years. The other purpose of the research was to analyze the psycholinguistic development of children aged 3-6 by determining differences in terms of psycholinguistic development among children aged 3-6 years. In this research the psycholinguistic development of 3-6 year olds was attended by 60 children (respondents) from kindergartens, preschools (preparatory classes), and kindergartens. This research is an inductive-deductive critical research conducted as a case study for assessing the psycholinguistic development of children aged 3-6 years. The sample was selected through a selective method, taking a non-casual sample. The results of the research on the psycholinguistic development of children aged 3-6 have reflected that the psycholinguistic development of children is gradual, there are differences from the level of psycholinguistic development, the results obtained from the research confirm that there are differences from the psycholinguistic development rate in between relevant age groups and different age groups (referent and differential).

Keywords: development, dictionary, pictogram, symbols, words.

Introduction

The theoretical debate on children's psycho-linguistic development is not new. Psycholinguistic-linguistic development is one of the components of child development. Psycholinguistic development is closely related to the child's cognitive, social, motor and emotional development. The development of language increases the power of recognition, enhances the possibility of interaction with others, helps to organize and articulate experiences, ideas and emotions. Children use mental symbols when people, objects or objects are present. Children connect language symbols in sentences to share with others people's emotions, thoughts, and ideas. Children through symbolic language enhance the ability to continually smash information on everything that surrounds them. At the age of (3 to 6), children

achieve significant progress in psycholinguistic development. The child's speech goes by being completed and being perfected, as well as being modified and unified with adult speech. Children during this period of time embrace the correct meaning of many words, as well as the sentence structure, which is always complicated. Thus a child aged 5-6 years must speak well of his/her mother tongue. At this age he is able to speak about things and about the usual and interesting phenomena. Under good social and family conditions and circumstances, when the child experiences normal psycho-social development, he will acquire the correct pronunciation of all sounds, clear and fluent speech, accurate intonation, and timing right to speak. Psycholinguistic development implies the psychological development of the language, which includes phonemic, phonological, articulation, grammar, semantics, syntactic, pragmatic and morphological development. The term development, in the most general psychological sense, refers to certain changes occurring in human beings. Development differs from growth; it is related to morphological change of cells and the addition of intercellular fluid. Growth is realized under the influence of genetic factors, food, medicines, endocrine glands, and so on. Development is about the functional change of cells, especially those of the nerve which is carried out under the influence of biological and social factors. The more experiences we offer to the child, the more he finds impulses, the material that will affect the development of speech. The child should adopt language words and concepts in close connection with the recognition and naming of things and phenomena. Children can only absorb the contents of words only when their brains develop enduring bonds between the word and the imagination that will be achieved on the basis of accurate and perceptual perceptions. Imitation of children's speech by adults negatively impacts on speech development, respectively, in pronunciation of words. Psycholinguistics is a psychological study of how children convert the sounds of language into mental symbols, and that these symbols give meaning, because through human language symbols human beings communicate with others. Speech and psycholinguistic development is conditioned by the psychological development and neuropsychological functions of the human brain, which as such is one of the most complex structures in the human body. Much of what we know about brain function and attachment to language functions have come from so-called nature accidents or what has happened with the language, following various types of brain injury. Since birth, the brain is prepared to learn the language spoken. The right hemisphere of the human brain, by its composition, is very sensitive to the shapes and structures of the speech sounds or otherwise called auditory-hearing centers, in which the sounds are decoded. Meanwhile, the left human brain's hemisphere, by its structure, function, and composition, represents the most analytical area of speech. Brain regions where the language functions are centered are located in the left hemisphere, which wraps the sylvian area region then regions in the back regions of the sylvian fissure region, near the primary auditory areas of the brain, which are related to the meaning of language. Meanwhile, the area behind the sylvian area, near the primary motor area of the brain, have expressive (expressive) functions. Damage to any of these areas or nerve fibers that are between them will result in the disruption of the language known as aphasia. But the right hemisphere plays a smaller role in terms of simple words. People who have damage

to the right hemisphere of the brain can find difficulty in understanding the jokes and improper language. The right hemisphere affects the evaluation of emotional aspects of communication that are transmitting I get through vocal prose, gestures and facial expressions, both the hemispheres of the brain, both left and right, are important in normal human communication. Speaking, children are divided into small segments (sounds, phoneme, syllables) and in long segments (words, sentences, and periods), definitely when the child understands that the words are constructed by individual phonemes and that the phonemes can be combined in words, then children are able to use the language. This is achieved when the child reaches the optimum degree of psychological, emotional, motor and organic development.

2. Psychological views on psycholinguistic development

One of the views that is considered to be the most prevalent in the development of language in children is a view that assumes that children learn the language, just as they learn everything else, striving and repeating what they hear. As the child first produces a sound, the mother laughs and answers. The child says "m m", drinking the mother's milk and the mother tells her, drinks the milk and gives the baby to drink. In this way, the child learns the word milky and other words. Children add new words, imitating sounds, listening, and improving the use of language when the child is corrected by adults. According to Nikolevski and Jakovlev:"Everywhere in the world, children learn to create the basic structure of language within the first three years of life, while at the age of five, they have a dictionary of several thousand words. When a person grows up, learning a language for him is more difficult. Learning the language easier and faster is done in the childhood age. "Another factor that affects the psycholinguistic development of children aged 3-6 years is social interaction. It seems that the social factor is crucial, fundamental and decisive in language acquisition and speech by children. Young people (children) who have been held in isolation often get stuck in speech skills and development, and often fail to speak as before. Some scholars, about the impact of the social environment factor and social interaction, cite the case of Viktor, the Aviyron's wild boy. According to psychological (behaviorist) theory in language learning, the decisive fundamental factor considers strengthening. This psychological theory argued that parents reinforce children to create sounds to learn the language. According to Skinner, children through the process of formation and reinforcement learn the language. Therefore, the process of forming and strengthening plays a decisive and important role in children's language development. Reinforcement may be a stimulating event associated with the timing, a reaction, expected to maintain or increase the strength of a reaction, a stimulus-response link, or a stimulant-stimulus link. Reinforcement is a principle of behavior. It describes a functional link between behaviors of different controlling factors. Harold Skeels tested the intelligence of two girls living in an orphanage (the girl most of the time spent looking at the space) at his request, sending the orphanage's administration to an institute for mental retardation children. After a year, Skeels re-test girls, and found that girls had experienced a substantial change in development. Skeels assumed that this could have caused the environment. A stimulating environment

could dramatically increase the psycholinguistic development. While a not an incentive environment can reduce IQ and lingual development of children. Jerome Bruner has concluded that the typical social environment affects a child (1-2 years old) in language learning. These opportunities form the language support system whose function is to help the child in his/her effort to gain the understanding of grammatical rules from linguistic data. Family format involves looking together of books, playing with the appointment of items, and the toys associated with gestures in this way, children teach different elements of language within a very limited context-usually simply remembering words and actions that accompany them they/them. Gradually, children can change the format in such a way that they include more elements or require greater help from the child. In this way other additional words can be learned and the answers previously received can be applied in a new way (Bruner, 1983). According to Moerk, the important role in linguistic development plays imitation. Children try to mimic those words and phrases that parents use most often. Chomsky argues that the child's ability to accept the language can not be explained more accurately by the principle of operating conditionality. He and many psycholinguists who followed it supported the evolutionist idea of language development on innate structures and biological mechanisms (Chomsky, 1965). Psycholinguists defend the language of conditional language learning from a genetic basis (inherited genetics). They exclude the thesis that language can be taught by rewards or punishments and supervised learning. According to Chomsky's original model, the language has two types of structures; Its superficial structure refers to how words and phrases can be stressed, which varies widely from one language to another. The profound structure of sj refers to human knowledge born of the qualities of any kind of linguistic system, so it is the same for all languages. The Chomsky model also includes a language analysis mechanism, otherwise called the Language Learning Tool (LDA). This hypothetical brain mechanism takes good, bad or whatever language patterns - and removes the surface structure of the language. According to Chomsky, language is a mirror of the mind. He has argued that language possession is possible because children are born with a considerable knowledge of the rules of grammar and language forms, which gives the child the opportunity to understand the language code and speak. Language can only be learned when it is "designed" in the cognitive concepts that the child already has.(Bruner, 1979; Jonson 1986). The other model of language learning is at odds with Chomsky's aunt, and they protect the thesis that children analyze language based on its semantics, concepts that include links between object, action, and events. When a child is listening to speech-like speech, he or she can analyze it (the child's concept of recognition) then children develop simple rules in the context of speaking. Even cognitive psychologists protect the thesis that children initially become accessible to the structural aspects of language, as psycholinguists suggest. But the essence of recognizing it is that the early knowledge of children about how the world operates is in what they use to "decode the code" of the speech they hear. Cognitive considerations of particular importance give recognition development. According to Jean Piaget, the process of thinking and language vary radically, albeit slowly, from birth to maturity. For the first time, the idea of organization, combination, recombination, and organization of thoughts in coherent systems is for the pioneer,

and according to him people are born with the tendency to organize the thinking processes in the psychological structure. These psychological structures are our systems that enable understanding of interaction with the world. These structures, called the Scheme, are schemes, (and schemes are building blocks of thinking.) They are systems of organized actions or thoughts. Therefore, according to Jean Piaget, the cognitive development of the child is based on three factors. The first important factor is the change in the thinking process. The second factor, which affects changing the thinking process, is activity. But the third factor is social transmission or learning from others. One of the decisive fundamental factors in the psycho-development of children aged 3-6 is hearing, because to develop and understand the language, the child needs to hear. If this line does not work, problems, difficulties or even stagnation in psycholinguistic development occur in the child. The complex role of psycho-linguistic development is accomplished through the semantic aspect (which deals with the meaning of the linguistic symbols of certain linguistic coding) and the phonetic aspect (which is related to the practical action of the activating system).

3. Analysis and Interpretation of Research Results

Research findings on the psycholinguistic development of children aged 3-6 confirm that the degree of psychological development and the children are gradually increasing gradually with the psychological, emotional, motor and anatomical development of children. In research we have been consulted, defined differences-differences in psycholinguistic development between the relevant age groups and different age groups (referent and differential).

Results from the psycholinguistic development test of children aged 3-6 years

The age of the children		3-years	4-years	5-years	6-years
The number of the children	60	15	51	15	15
1.Numbers and colors	30	6.40%	20.06%	24.33%	25.13%
2.Verbalization of the reports in pictures	31	5.20%	24.66%	37.33%	29.60%
3.Things like food, fruits and vegetables	38	7.20%	26.93%	19.00%	26.86%
4.Different things – the recognition and utilization	48	4.60%	30.20%	31.26%	42.53%
5.Animals and wildfowl	23	7.20%	29.86%	22.73%	27.20%
6.Recognition and importance	43	8.80%	35.66%	25.73%	25.46%
7.Transportation and professions	58	8.40%	31.40%	42.20%	58.26%

8.Pronouns with opposite meaning	85	11.40%	40.26%	52.80%	65.46%
9.A story and other things	56	12.00%	41.93%	37.00%	77.26%
10.Different thing, objects	97	16.40%	48.53%	57.53%	76.46%
Totally:	508	8.76%	28.92%	34.99%	45.46%

Table 1: Psycholinguistic development of children aged 3-6 years

1. The average psycholinguistic development of children aged 3 years is 8.76% average. Children of this age group of 508 word-pictograms (photo-words) offered to identify, have named, understood by 508 photo-words only 8.76% average. The best individual score of this age group is 144 words or 28.8 average photo-pictograms that we have provided to children. While the weake rest result was 75 words or 6.66% of the average of the pictograms that we gave the children to name and understand.
2. The average psycholinguistic development of children aged 4 years is 28.92%, the average of 508 pictographs (pictograms) that children have offered to interpret, identify, understand and label, positive responses gave 28.92% average in the test material. The best individual score of the 4 year age group is 370 photos or 74.0% of the average, of the pictograms.
3. The average psycholinguistic development of children aged 5 years has reached the 34.99% average, out of the 508 pictorial words provided by children to identify, understand and name positive responses to 34.99% average test material. The best individual score of the 5 year age group was 431 words or 86,205 average of the pictograms.
4. The average psycholinguistic development of 6-year-old children reached 76.46%, the average of 508 pictograms provided to identify, understand and name, children of this age provided a positive answer to 76.46 % average of test material. The best individual score of this age group is 505 words or 99.4% of the average of the pictograms.

4. Determining the differences, in terms of psycholinguistic development, between children of 3-6 year-olds

Age 3-5 years	3-4 years old	4-5 years old	5-6 years old	3-6 years old
Nr. of children	30+30	30+30	30+30	30+30
6.40%24.33%=17.93% difference	6.40%20.06%=14.20% diff.	20.06%24.33%=4.27% diff.	24.33%2513%=0.80%diff.	6.40%25.13%=18.73% diff.
5.20%37.33%=32.13% d	5.20%24.66%=19.46% d	24.66%37.33%=21.67% d	37.33%29.60%=7.73% d	5.20%29.60%=24.40% d
7.20%19.00%=11.8%	7.20%26.94%=19.73%	26.93%19.00%=-7.93%	19.00%26.86%=7.86%	7.20%26.86%=19.66-%
4.60%31.26%=26.66%	4.60%30.20%=25.60-%	30.20%31.26%=1.06-%	31.26%42.53%=11.2%	4.60%42.53%=37.93-%
7.20%22.73%=15.53-%	7.20%29.86%=22.62-%	29.86%22.73%=7.13-%	22.73%27.20%=4.47%	7.20%27.20=20.00-%
8.80%25.73%=16.93%	8.80%35.66%=26.86-%	35.66%25.73%=-9.90-%	25.37%25.46%=-0.27-%	8.80%25.46%=16.66%-

8.40%42.20%=33.8-%	8.40%31.40%=23.00-%	31.40%42.20=10.80-%	42.20%58.26%=16.0%	8.40%58.26%=49.86-%
11.40%52.80%=41.40-%	11.40%40.26%=28.86-%	40.26%52.80%=12.54-%	25.80%65.46%=12.6%	11.40%65.46%=54.06-%
12.00%37.00%=25.00-%	12.00%41.93%=29.93-%	41.93%37.00%=4.90-%	37.00%77.26%=40.2%	12.00%77.26%=65.26-%
16.40%57.53%=41.13-%	16.40%48.53%=32.13-%	48.53%57.53%=9.0-%	57.53%76.46%=18.9%	16.40%76.46%=60.06-%
Overall:the difference 26.23%-d	24.20%-d	5.38%-d	11.97%-d	36.66%-d

Table 2. Determining the differences, in terms of psycholinguistic development, between children of 3-6 year-olds

Table 2. shows the distinction in terms of psychological development between children aged 3-6 years. The difference in terms of psycholinguistic development among children aged 3-5 is 26.23% in favor of 5 year old children compared to children of 3 years of age. Meanwhile, the difference in psycholinguistic development among the 3-4 year olds is 24.29% in favor of the 4 year old age group. However, the difference in the psycholinguistic development of 4-5 year-olds is only 5.38% higher than 5 years of age compared to children of 4 years of age. Meanwhile, the difference in psycholinguistic development among 5-6 year-olds is 11.97% of the 6-year-old age group compared to the age of 5. The highest difference in psycholinguistic development is marked between 3-6 years old, 6 year old children advance for 36.66% compared to children aged 3 years.

Recommendations

Within these two or three decades, kindergartens have spread widely; children between the ages of 2 and 5 are sent to kindergartens 2 to 6 hours a day for five days a week. What the parents expect is that the kindergarten should provide children with opportunities for developing social skills, lingual development, motivation, and confidence that would affect children's school years. But not all kindergarten and kindergarten programs promote children's intelligence. For optimal development of children aged 3-6 years, it is imperative to create these conditions and conditions:

1. Creating good conditions for a psycholinguistic, emotional, and psycho-social development etc.
2. Creating a suitable family environment, an environment dominated by joy, lust, love, and family abundance.
3. Professional approach in terms of psycholinguistic development of the child (in kindergartens, preschools and nurseries).
4. Proactive social interaction of the child in the environment in which the child lives in both the family and kindergarten.
5. Kindergartens and kindergartens provide the children with as much enjoyment as the more enjoyment we offer to our children will affect their language development.
6. The curriculum in the kindergartens and the jewels adapts to the age of each group of children,
7. The more you communicate with your child, the more your child will develop the language**.**

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