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Investigating the role language in growth and development

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Abstract

In this research, an attempt has been made to have a comprehensive discussion about language and its role in growth and development. This research is a review and descriptive research, which recognizes the role of language in growth and development. In this research, books and articles related to the research topic have been used as a library using keywords. The results show that the language of the stream is so complex that only humans can understand and learn it. Language learning takes place in specific and continuous stages so that the language system of children and adults becomes the same until the age of four. Language is one of the most important means of communication and understanding that God Almighty has given only to man, that this means of communication has a very important and worthy role in human life. Through him, we can convey our meaning to the other party very easily, or we can understand the meaning of the other side and show the appropriate reaction. Language is not only a means of understanding, but also a means of growth and development of human beings and human societies. The role of language in the development of culture, education and thinking is not hidden from anyone. Philosophers and thinkers' definitions of man as "man is a talking animal" or "a social and cultural animal" indicate the importance of language in man and its role in his life. Language is a window to penetrate the inner and cosmological world of people and to understand their personality traits, in other words, language and speech represent the personality and way of thinking of human beings. The easiest means of education is language, so it is up to parents, educators and teachers to take every opportunity to develop children's language ability. It is important that their verbal skills are properly developed.

Keywords: language, thinking, education, culture, community

Introductions

As a social being, human beings, whether they like it or not, are in contact with others and have to interact and exchange information with their fellow human beings and convey their meaning to others. This interaction inevitably requires a tool. This tool is the same language. On the one hand, language is a tool for thinking, because most of our thinking is done in words and in the form of words. On the other hand, as we mentioned, language is also a means of communication and social interaction. Although other beings often use the same kind of communication system in relation to each other, "language" in the literal sense of the word, if not exclusive to man, can at least say that in man it is more complete, comprehensive, and complex than all other beings. It can be said that the difference between man and other animals in terms of social and cultural development is mainly due to his advanced language. The complexity, multiplicity and diversity of language is one of the outstanding and prominent characteristics of human beings that play a very important role in human identification and relations and their development. This has attracted the attention of many scientists, so that each of them has studied it from a specific angle according to their expertise and ability.

Language definition

Definition of action: Language is a social tool for interpreting and expressing thoughts. Formal definition: The language of all expressions and sentences is understandable that is made and produced according to grammatical rules (Shaarinejad, 1390) ^[4]. Linguists define language as a set of words and conventional grammatical rules that reside in the mind and memory of individuals. In other words, language is a semantic system that symbolizes the outside world and stores it in our memory. And we want to learn and store them in our minds, here we get that I am a symbolic symbol that refers to a person who is ourselves, and that I am different from him or them.

One of the characteristics of man is that he can substitute signs or codes for people and situations that all these signs and codes are called "language" in the psychological culture, whose important and basic function is to create and strengthen "understanding". And "interaction" between people. When these signs are in the form of gestures on the hands, head, eyes, lips, etc., they are called "sign language" or "non-verbal", and if they are in the form of words, they are called "verbal language". Man has used sign language for many years before verbal language, and yet, despite many advances in verbal or verbal behavior, he still does not need to use sign language. Therefore, language is not synonymous with speaking (spoken language). People who are born deaf learn to communicate with those around them through sign language. (Karimi, 1395).

The origin of language

The interest in knowing the origin of language in humans has a long and ancient history. Curious people, and scientists, and even ordinary people, are eager to know when spoken language began in humans, and myths and stories have been told in this regard, such as Otto Kleinberg (1953) and Bickerton (1983). The following is quoted with distinction: First Psammetic, the Egyptian pharaoh in the seventh century BC decided to discover the first language of man. At Pharaoh's command, the two children were taken from their parents and placed under the care of a dumb shepherd, and the shepherd was strictly instructed to raise these blind men in isolation and away from other human beings. The shepherd was instructed to write down the first word the children said. Pymatic argued that because the language of these children was not influenced by the language of their parents, when they began to speak, it would be the most authentic language from which all languages were derived. The first intelligible sound that came out of the mouths of these children was the word bakus, which in the ancient Phrygian language meant bread. Therefore, Pessimist believed that the original language of mankind was the Phrygian language. Of course, most linguists and social scientists do not believe such a story and believe that if they put children in extreme isolation they will not learn any language at all, not that they will learn the original human language. Another justification for the origin of language is various theories. Experts have stated in this regard.

1. The theory of imitation of natural sounds: According to this theory, the origin of human language is imitation of sounds that exist in nature, for example, the chirping of birds, the rustling of dry leaves, howling of the wind, etc. were the first words that human beings learned and It has gradually become the current language.
2. Theory of voice: According to this theory, in human language, it is the result of voices that come out of his throat during excitement, pain, sorrow and the like, such as sigh, sigh, and the like.
3. The theory of natural echoes: According to this theory, man has an innate talent that creates an acoustic equivalent for external stimuli, for example, he looks at an object that emits light and has certain characteristics and invents the word lamp for it. Slowly He looks at an object that has leaves and trunks and makes the word tree for it.
4. Evolutionary theory of language: According to this theory, language is the product of the process of

evolution in human beings. Early humans in caves tried to convey their fear, hunger, anger, or dissatisfaction to others with the first principles they could produce. These simple pronounced sounds gradually became the complex language we see. Studies of written language as a derivative of spoken language have had the same evolutionary explanation.

5. Theory of gestures and gestures: According to this theory, man was a sign language in the beginning. Reasons are given to support this theory. First, if we travel to a foreign country whose language we do not know, the only way to communicate is to use gestures and hand and face movements, and to some extent we can communicate and understand our purpose. Second, in ordinary spoken language, we also use a large number of hand and face gestures (Atkinson and Hilgard, 2012).

Language and thinking

Social psychologists have long been fascinated by the relationship between language and thought. Almost all of them agree that these two currents have a complex relationship, but the special nature of this relationship has been much debated. Does language shape thinking? Or is it a place to express ideas? Or is it a combination of both? Or is language a tool for thinking? What follows are explanations in examining these questions and trying to find appropriate answers to them (Norman, 1999).

Language as a Shaper of Thought

This view shapes the language of thought. It has been discussed most of all in the works and researches of Benjamin Lee Werf and Edward Cypher, who have studied language in various fields. Their research has led to the development of the theory of linguistic relativity based on the belief that language The particularity with which people of any culture are nurtured not only affects the way they perceive the world, but also how they function in their particular world and subjects. In other words, Werf believed that the kinds of concepts and perceptions we can have are under the influence of the particular language or languages we speak, and therefore people who speak different languages perceive the world differently. This theory has been called linguistic relativity because it considers thought to be dependent on the language used to express thought, ie thought is relative to language (Norman, 1999).

Language as a tool of thought

Piaget believed that language was used as a tool to express thought. The child seems to be in the sensory-motor stage of development, which is created by touching and manipulating real-world objects and by patterns of thinking. This touch and manipulation leads to the idea that the child learns the relationships between objects and begins to create categories for manipulating, categorizing, pushing, and accessing different objects. Researchers working with deaf children confirm Piaget's formulation. In these studies, deaf children are said to lack sound in their usual sense, to be able to solve problems, and to play games that required the use of logic at a level comparable to children who are hearing. Research in which researchers have failed to improve children's cognitive abilities by improving verbal skills is seen as confirmation of Piaget's theory. In this research, researchers tried to teach concepts to children

through a speech therapy program, and speech therapy could not increase their scores on cognitive tests. Although research on young children seems to support Piaget's theory that thinking occurs before a child learns language, many ordinary people do not accept the idea that language is merely an expression of thought. Common sense dictates that language really facilitates thinking. Even the ability to think about certain topics, discussing them, requires learning the necessary words, for example, when mathematical words are learned, it is then that one can use those words to think about mathematical problems and solve them. The same is true of philosophical topics (Norman, 1999).

Language growth and development

In the first years of growth and development, children also grow rapidly in terms of language and speech, so that by the age of five they can understand and say thousands of words. They can also combine words and form sentences to express their thoughts. Some of the characteristics of language growth and development are as follows:

1. At about two months of age, the baby whispers some sounds that are pleasant to him in response to pleasant stimuli. During the second month, most babies begin to express their feelings through laughter.
2. About six months old begins to make unintelligible sounds, and these sounds are often related to the language spoken in the child's environment.
3. At about 10 months, adults recognize between a few words of letters. For example, it can give different answers to the words "bed", and this shows that children can compare words before they can use them.
4. Around 12 months, children use singular words to name people and objects around them, such as "Daddy", "Mama", "Apple" and ...
5. At about 15 months, single words are used in a new way. This means that the child uses a word instead of a sentence and this step is called "speaking a single word sentence". For example, the child says "ball" in order to "give me the ball."
6. At about 24 months, the baby can combine words into two-word sentences.
7. During the second year, the child quickly learns to expand his two-word sentences and make longer sentences (Shaarinejad, 2011).

The importance of language in the development of thinking

The importance of language in the development of thinking can be summarized as follows:

1. Language helps in the form of concepts and conveys every word, meaning or concept, which is also the basis of thoughts.
2. Language is effective in thinking and its way.
3. Words are a great help in experiencing and analyzing complex generalities. If we give a young child an Afghan coin and a round plate with the lid of a cylindrical can, he can see that they are similar in shape (roundness). Because he learns that the coin of an Afghan is "round", and the lid of the can is "round", and so the concept of "round" is found in the child's mind, and he can later apply it to other similar objects. (Round) to user (parsing and generalization).
4. Language helps us focus our attention on thoughts that are difficult to memorize.

5. Communication between the dimensions of time (past, present, future) in thinking is done with the help of language. In short, the use of a code or symbol is one of the most important ways for a person to remember and think about the world in which he lives. According to a group of psychologists, the structure of a person's language plays an important role in the nature of his thinking (Shaarinejad, 2011).

The role of language in the growth of culture

Language is one of the most important and fundamental means of the emergence, development and evolution of human civilization and culture. Because it is through language that science, art, customs can be passed from one generation to another. In other words, we continuously acquire our concepts and categories throughout our lives from our own culture or the group culture to which we belong. Also, the form we give to reality is not entirely the true form of the world; Thus, the symbolic environment or adult personal sign is the product and result of the life of the group and society. This cryptic environment is a special new combination that is built on our needs and the needs of faith groups. Thus, the structure of language, whether it refers to real situations or perceptions and illusions, forms a new structure based on the needs of the individual and society; It organizes a large part of a person's behavior in relation to the natural environment and to people and even to himself. In other words, most of the characteristics of a language owe to the political and social events of society and the world. Language depends on the forms of human cognition and perception. In the sense that the history of human language is not only related to the history of the forms of his knowledge of the world, it can be justified and expressed. In fact, language is an abstract system of word meanings and mysteries for all aspects of culture, which includes spoken, written, numerical, sign, and other nonverbal communication features (Shaarinejad, 2011).

The role of language in the development of education

The study of any science, and even its evolution and development, is largely based on the factor of language. For this reason, language learning is the basis of teaching and learning science and technology. And experience has shown that students are better able to learn different fields when they have mastered the language, the language in which science or technology is spoken or written. This is why in teaching any science and technology, they first try to acquaint the volunteers with the language of that field so that learning can be done quickly and easily. This fact highlights the importance of paying special attention to language learning and teaching Dari in schools. The language that students need to learn different sciences. Teaching Dari and Pashto languages is not only the duty of language and literature teachers, but all teachers at all levels and levels of education and in all subjects, without exception, are required to pay more attention to spelling and reading correctly, and in this case, do not ignore any mistakes by students. Also, provide many opportunities to motivate students to read and write a lot. All teachers in all stages of education are first language teachers then teachers of other subjects. Because language means the culture of society and culture of society means the life and personality of society. Let us never forget Sanford: "We have many reasons to say that language is a tool for character as well as

a tool for thinking. That is, when one speaks, one does not only illuminate the outside world. But also shows itself in the form and content of his words (Shariatmadari, 2006).

Language and social development

As the discovery of the environment becomes possible for the child through the development of motor abilities, the rapid development of the child's language and ability to speak allows him to make symbolic discoveries of the environment. Adults are often confused by the child's endless questions (called the "why" stage). This question is in fact a way for the child to enter the adult world by internalizing the outside world and forming a symbolic representation of external objects within himself. Thus, learning the names of objects allows the child to visualize those objects in their minds without their presence. A phenomenon called mental retention. In the beginning, child words mostly include nouns; Because he realizes that everything and everyone around him has a name. In this process, he also learns his name, and thus, his sense of identity, which until now had a perceptual aspect, becomes symbolic. In other words, the child's self-concept begins to take shape. Because the child can first apply a name and finally a large number of verbal tags to his set of experiences that distinguish him as a person from others and his environment.

After the noun learning phase, verbs, prepositions, and other parts of the grammar gradually enter the child's speech, and as words evolve, he or she becomes able to describe actions and relationships. Finally, in the final stages of language learning, the child succeeds in properly cleaning up pronouns and using them instead. Apparently, this ability is a reflection of the child's ability to properly understand the relationships of the people around him to each other and to himself. Undoubtedly, language reflects both the child's social experience and his or her understanding of social relationships. In the final stages of language formation, which Piaget calls the self-centered stage, the child's social interactions are balanced with his or her verbal communication. But what scientific research has shown on a self-centered subject is more about the child talking about himself than about talking to himself in a two-person conversation during this period, both children talking as if no one else is present, and in fact, it seems that the motive for their speech was another presence, but none of them listened to the other. Children in this period also show a life-giving state to inanimate objects in their games; That is, they talk to inanimate objects while playing as if they are alive.

In short, the degree of breadth and complexity of the child's language in this period can be a reflection of the richness of the social environment and the child's ability to establish social interactions. Observing children with disabilities, such as orphans, clearly shows the importance of language in this regard; Because these children are often weak and backward in various aspects of social relations (Karimi, 2012).

Language goals

The goals of language - especially verbal language - can be summarized as follows

1. Interpretation and expression of feelings and emotions,
2. Interpretation and expression of thoughts and ideas,
3. Helping to create and continue national unity,

4. Disrupting silence and silence; A healthy person suffers from silence and whenever he feels lonely, he takes refuge in radio and television and sometimes talks to himself or whispers to neutralize the silence and loneliness.
5. Enjoying the sounds of language, language produces beautiful pleasure, especially sounds that are familiar and pleasant.
6. Creating feelings of belonging such as prayers and religious ceremonies.
7. Establishing relationships and understanding even with people who live in the most remote places.
8. Preserving the culture of the society,
9. Establishing a connection between the vital dimensions of human beings (past, present, future),
10. Influencing the feelings and emotions of others,
11. Influence and influence on the behavior of others,
12. Expressing insights (literary and philosophical use),
13. Connecting thoughts (ideas) with facts and events,
14. Using the magical effect of the word, especially propaganda.

In fact, words have the following values for human beings

- Psychological value
- Socio-cultural (sociological)
- Grammatical (especially when used in teaching the rules of the language.)
- Essay (in which the correct combination of words in a sentence is considered.)
- Spelling (which is considered correctly in each word)
- Meaning (in which only the meaning of the word or word matters to the person)

According to one scientist: "Language is one of the topics that psychologists have been discussing for a long time before different perspectives. We consider it (language) as a system of cognitive categories, a means of expression, treatment, education. "We study a tool for ordering and controlling our other mental operations and in several other ways" (Joyce, 2005, p. 461).

The role of language in communication

One of the most important functions of language is communication. It means the ability to say the right thing at the right time and place to the right people and according to the right topics. Children can communicate before they learn to speak, and this is done through their movements and actions. According to Piaget, the child does not have the necessary cognitive ability to communicate effectively, and by the age of 6 to 7, the child's speech is self-centered, and his words are not really in response to the audience. But recent studies have suggested that Piaget underestimated children's ability to communicate. Two-year-olds often repeat what adults say when talking to adults, while three-year-olds take turns talking to adults. And almost half of their answers contain information about what adults say, but the conversation is short. At the age of 4, children show a remarkable ability to be flexible and can adapt their conversational style to the situation of their audience. For example, they talk to children younger than themselves as children. Children's understanding and their use of indirect questions and demands (for example, the sentence is cleaning time instead of the sentence you should clean)

indicates the child's understanding of the speaker's intentions, sensitivity to the speaker's situation and needs, and social rules. Noam Chomsky believes that all theories related to language are theories related to cognitive development (Laura Burke, 2015).

Environment and language

In different theories, we can see the traces of the environment on language. Learning theories are considered as the most important determinant of language development, and cognitive and institutional development theories, sense of hearing and exploration in the environment are considered. Know the important factors of growth. The most important shaper of the primary language environment is the mother child. Studies have shown that mother tongue facilitates early language development; Kokans with whom their mothers speak in a relatively simple language have a higher language ability. And children with whom their mothers speak in a complete and complex way have slower language development (Laura Burke, 2015).

Language and cognition

Words and sentences can be effective in problem solving, decoding and gaining knowledge. As a child's cognitive development develops, a child's verbal skills increase dramatically, but there has been much debate as to which is a priority, which is a prerequisite for another, and which is involved in another. In this regard, Piaget advocates believe that language skills have no effect on cognitive development. Pro-Piaget researchers concluded that language does not directly, generally, or decisively affect mental development (Firth, 1966) because deaf children, like hearing children, perform many cognitive functions and solve many problems. A few that do not grow linguistically (Fert 1966). On the other hand, cognitive development affects language development. Language can be effective in some cognitive skills. Language psychologists generally believe that language is important in understanding social concepts that reflect the status and role of individuals such as friend, teacher, aunt, uncle, physician, and employee. Learning social concepts is more difficult than classifying objects. The language used in interaction and conversation with others reflects their social status (Face, 2010).

The place of mother tongue in human societies

The mother tongue is associated with all human activities. A nation whose language is forbidden, in fact, its life is forbidden. The mother tongue is the first language in which the child experiences the world around him in the environment before birth and after opening his eyes to the world, a language that has its components at birth and grows in the atmosphere of that language. A language that is the language of the majority of those around the child. Learning the mother tongue or the original language, and according to some social linguists, "first language" for children is vital in life, mental development and mental health. Because the mother tongue or the main language is the capital that the child carries with it the components of that language. In this article, we refer to the position of the mother tongue and the need for its education in building a healthy society and follow the article. A summary of linguists' research is also quoted in simple language: It is still widely believed today that children learn their mother tongue by imitating their parents, nursing mothers, or through their peers in the

dormitory and bazaar. they take. This means that children learn language in a simulated way. Until 1957, this idea was prevalent even among linguists, and some behaviorists believed that children learn their mother tongue through behavioral communication. But all these popular theories, hypotheses, and ideas changed in 1957 at once with the views of a young and relatively anonymous linguist. This young genius was none other than Noam Chomsky, who expressed his deep-rooted and strong theory and declared that the mother tongue was like a treasure in the baby at birth. The baby who brought life with him has a capital called mother tongue in him. Capital that is potential is inherent, primary, and precedes his birth. And this language is boiling with its complexities in the child's brain structure. In other words, the child instinctively or inherited a capital that he wants to benefit from, and in life from this spiritual, intrinsic, innate and And according to some scientists, it is "heavenly". The mother tongue is the only property of the child at birth, the capacity that the child carries with it.

The mother tongue or the first language is a ready-made bed on which the child buys and with which he meets his needs as he grows up. Any disturbance in this property of the mother tongue prevents the child from the path of normal development. Learning a mother tongue by a child does not go through the same process that a young person later desires to learn a second or foreign language. The concept of identity and its connection with the mother tongue begins with the fact that the child organizes all his sounds, cries and gestures in the context of the mother tongue; A language that inspires the child from within, a language that is internal. It should be noted here that learning a mother tongue does not follow the same process as an adult in learning another language, because learning external skills is different from extracting language capital from within; The most talked about topic. Chomsky's theory created a very controversial stage. And revolutionized linguistics. I point out the importance of the mother tongue from the novel of this thinker. When Chomsky finally published his famous book, *Aspects of Syntax Theory*, in 1964, his views have since been widely accepted and accepted by academia. Thus Chomsky has initiated a new era in linguistics and mother tongue since the 1960s.

It should be noted that in ancient times, the subject of learning the mother tongue for children had attracted the views of other thinkers and philosophers. Centuries ago, Plato posed the same question of how it is possible for a child who cannot even fasten his shoelaces to learn the intricacies of the mother tongue from an early age, while children are in the stage of "pre-linguistic" development. It has also been discovered that in the brain layers of children lies a rich vocabulary of the mother tongue. And this is where the child is able to manipulate and use the same rich vocabulary to create complex sentences. Native language is not a skill like learning to drive, cook or embroider, or it is not a skill like learning math. These skills cannot be taught to children at an early age. The mother tongue is like a midwife who caresses the child from moment to moment and the child grows with the music of the sounds and melody of the mother tongue breathing (Jess Face, 2010).

Conclusion

One of the organs of the human body is the tongue. This fleshy organ, which is in the mouth and is used for tasting, swallowing and speech, plays a very important role in

human life. It is through this organ that man can speak and have speech. In fact, the human dialect depends on this organ, and it is possible to express intentions and menus through it. Differences in human speech depend greatly on this organ; Because the difference in volume has a tremendous effect on the presentation of the letters. There are many secrets in the member of language and its role in different dialects and the creation of different dialects that can be considered by humans. But it should be noted that human speech and dialect through language is a great verse and sign from God that is remarkable and thankful.

Language, as a member of the human body, is one of the most important tools in expressing what goes on inside a person. If there were no language, man would not be able to speak and express his findings and experiences and transfer them to another, and understanding would not be possible. This organ helps man to express his sciences and knowledge in the form of speech and share them with others. That is why God has spoken of teaching speech to man as a great blessing. The language of the mirror expresses the inside and personality and structure of everyone. In Persian poetry, this meaning is beautifully expressed that until a man has spoken, his flaws and art are hidden. In fact, it is the human dialect and speech that reveals the truth of the existence and personality of each individual. Language is a certificate that communicates from within. It is arbitration, which puts an end to disputes. It is a rhetoric that answers questions. It is an intermediary with which the problem is solved. It is a descriptor by which objects are identified. It is a command that commands goodness. It is a reminder that prevents ugliness. It is a consolation to which sorrows are relieved. It is the presence by which the grudges are dispelled, and it is the charm by which the ears enjoy. Language, meaning dialect and speech, is an important factor in human growth and development. Humans make themselves as they speak well; Because they pay the zakat of their knowledge in this way and by paying zakat on the tongue, they figure out growth and maturity for themselves; Because the property of Zakat is that it purifies a person and causes him to grow and develop; As zakat on property acts in this way and causes the increase and increase of property and its purification.

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