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## Introduction

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Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

## INTRODUCTION

Another volume of “Pedagogical Studies” of the Jan Kochanowski University of Humanities and Sciences in Kielce was created thanks to the co-operation of the Institute of School Education with specialists dealing with children’s language development from various Polish universities. They include not only educators, but also psychologists, philologists, linguists, speech therapists and occupational therapists who work with children. The invitation to the collaboration of a wide spectrum of child language researchers allowed on the one hand to have a multi-faceted approach to language phenomena and on the other to raise topical issues. We hope that the themes of this publication will be interesting for the general public.

The leading theme of this volume has in fact a great educational and cultural significance. Stimulating the language development of children in preschool and early school age is invaluable when we look at the results of the research which give evidence of the negative consequences of negligence in this regard in early childhood. The pace of the development of the vocabulary of children aged 2–12 years is so fast that any negligence in this respect is not desirable, and even – as B. Berstein argues – cannot be made up for later. The problem of language development is also of particular importance for this reason that – as L. Vygotsky stressed – language contains two main functions: not only the function of communicating with others, but above all it is responsible for thinking and the development of higher mental functions. Language is thus a kind of base for the whole of intellectual processes. Their development would not be possible without mutual communication, and vice versa: the level, efficiency and effectiveness of communication is improved under the influence of intellectual development. Everything that is important in improving both the individual and the community revolves around language. Only such an approach to the problem of language, which does not ignore its relationship to the individual’s social development, seems to be legitimate.

Analysing the phenomena related to various aspects of child language learning, we cannot have doubts as to their pro-developmental character, particularly in the context of the interaction between social and individual reality. It is an undeniable fact that language is an essential tool for dialogue – speaking and understanding; therefore, one can say that it is a tool for social communication. The better a child can communicate their needs, the more likely it is to meet their own needs. The better and the more adequately to situation adults communicate with others, the better and in a more coordinated way they function in a social group. No one will learn cooperation and teamwork, no one will learn to think and operate on an intellectual level to the extent possible, if they do not learn to use language effectively. Communication and thinking are so closely related that their mutual influence becomes the best means to develop both communicative and intellectual skills.

Lack of skills or insufficient skills to communicate freely with others in various situations significantly reduces the development potential of individuals, impoverishes the world of inner experience and opportunities to learn about the world around, and limits the effectiveness of its functioning both in the school environment and in extracurricular, private, public, official and unofficial activities. It echoes the timidity, reluctance, and even the fear of public speaking out. If individuals are to be able to actively transform external and internal reality, they must have the skills to enter into various communication interactions with others. It is even possible to state that effective communication is a prerequisite for the human capacity to cope with the demands of everyday existence in the course of a lifetime.

Knowledge of language development is therefore essential for every teacher to be able to adequately support the child's education during their most intense language development. Many theories of school as the institution and organisation emphasise that the school's objectives are to respond to the developmental and life needs of children. Therefore, the school should also be the source of their life experiences and communication, and also one of the best areas of effective language development.

In this volume an attempt was made to present as comprehensively as possible the most interesting themes concerning stimulation of child language development, although one should be aware that its scope applies primarily to the research interests of the Authors of articles. Therefore, the presented studies and analyses are as varied as children's language development is complex and multifaceted. The system of the presentation of texts follows the conventional division into spoken and written language.

We thank all the Authors of the texts for their active participation in creating the volume, and we hope that the problems presented will be of a great interest of students, teachers and practitioners. We would like to especially thank Professor Irena Adamek for the thorough analysis of the texts and preparing their reviews.

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