

## The role of parents in children's early learning

Urganch State University

Student Avezova Mahliyo Sultonnazar kizi

**Abstract.** Early childhood is a critical period in a child's cognitive, emotional, and social development, and the importance of parents in this process cannot be overstated. Parents are their children's first teachers and role models, and their involvement in their children's education has a significant impact on their academic and overall success. This research paper investigates how parents can help their children's early childhood learning by creating a supportive learning environment, promoting positive attitudes toward learning, and actively participating in educational activities with their children. The paper also investigates the advantages of parental involvement in early childhood education and the impact it has on the child's later academic and life success.

**Key words:** children, ability, optimum, study.

### Introduction

Early childhood, defined as the period between birth and the age of eight years, is critical in the development of a child's cognitive, emotional, and social skills.<sup>1</sup> During this time, children lay the groundwork for all future learning, and their interactions with the world around them mold their developing brain and set the stage for their future success. A parenting approach known as responsive parenting can best assist the development of children's cognitive and social abilities, which are required for eventual academic achievement.<sup>2-4</sup> Responsiveness is a component of supportive parenting that is defined in numerous theories and research paradigms (e.g., attachment, sociocultural) and plays a crucial role in laying the groundwork for optimum child development. A responsive style's affective-emotional characteristics include parenting that instills positive emotions and high levels of warmth, as well as responding in a way that is contingently related with indications from a young child ("contingent responsibility").<sup>5</sup> These characteristics, when paired with cognitively responsive behaviors to the child's demands, such as delivering rich verbal information and maintaining and growing the child's interests, provide the breadth of support required for numerous elements of a child's learning.<sup>6</sup>

### Subject

When it comes to understanding the influence of the environment in child development, one of the most commonly mentioned parts of parenting is responsive parenting. According to research, it has the potential to promote normal developmental pathways for high-risk children, such as those from low-income families and/or those

born prematurely.<sup>11</sup> Unresponsive parenting, on the other hand, can jeopardize the development of children, particularly those most vulnerable to developmental difficulties.<sup>12</sup> Given the potential relevance of responsive parenting, a better understanding of the types of behaviors that are most useful in supporting key aspects of a child's learning may increase our understanding of how to assist good parenting practices.

## **Problem**

Despite the central significance of responsive parenting in diverse study settings, descriptive studies provide much of what we know about this parenting style. As a result, we can only infer the significance of responsive parenting. Believing that responsive parenting has a causal influence on child outcomes would necessitate data from randomized controlled trials. A substantial amount of experimental research demonstrating how higher levels of responsive parenting produce higher levels of learning could provide a better understanding of the process by which responsive conduct increases a child's learning. Another topic that has to be addressed is whether there is any relationship between certain response actions and the assistance they give for specific areas of child development.

## **Context of the Study**

Interactions with parents boost cognitive acquisition in early children. Some evidence suggests that the process through which responsiveness promotes cognitive development may be dependent on consistency throughout the development of this parenting style.<sup>11,13</sup> Many factors might support or impact the parent's continuous employment of responsive behavior because the child and parent are part of a larger social context. Depression, unfavorable judgments of parents' own parenting history, or beliefs and attitudes that interfere with parents' sense of importance in their children's life are all personal variables that might influence parenting responsiveness. Other elements, such as increased social support from friends and family, can alleviate some of these unfavorable societal and personal issues.<sup>11</sup> In a recent study, parents' opinions of a positive social support network indicated that parents with intervention converted from an unresponsive to a responsive parenting style more than other criteria.<sup>15</sup> This is a promising finding because parenting interventions can be tailored to give the social support that mothers from high-risk communities require to establish responsive parenting styles.<sup>16</sup>

## **Key Research Questions:**

1. Does an improvement in parental responsiveness result in an increase in early children's learning?

2. Is parental responsiveness equally effective, or does it differ depending on the qualities of the child (e.g., cultural background, ethnicity, and biological risk factors)?
3. Can improvements in various dimensions of responsiveness explain favorable gains in many aspects of cognitive development?
4. Is there a critical period in a child's development when responsiveness is especially vital, or is consistency required throughout growth for more optimal learning?

### **Latest Study Findings**

A recent randomized intervention trial investigated if maternal receptive behaviors might be aided and whether such behaviors would benefit the learning of early children.<sup>6</sup> To investigate optimal intervention timing (e.g., infancy versus toddler/preschool versus both), families in the intervention and non-intervention groups were re-randomized at the conclusion of the infancy period to receive or not receive the responsive intervention at the child / preschool age.<sup>17</sup> The intervention was intended to assist mothers in adopting crucial behaviors that are both affectively and cognitively appealing, as both sorts of support were believed to be required to enhance learning. Mothers who got the intervention exhibited significant gains in all response behaviors after infancy, and their babies showed higher scores and faster growth rates in a range of skills. For example, infants whose mothers got the intervention exhibited better gains in independent problem-solving during toy play than newborns whose moms did not get the intervention. The effect of the intervention on children's learning was mediated by affective-emotional and cognitively responsive behaviors, demonstrating that the effectiveness of responsiveness can be better understood when framed as a wide term. Furthermore, certain reaction behaviors were used to improve various areas of children's learning. Children's cooperation, for example, was improved by mothers' increased use of contingent responsiveness and verbal encouragement, as well as their less frequent restriction of children's activities, whereas children's verbal use improved when mothers directed children's attention to their interests more frequently. and label objects or behaviors.

### **Conclusion**

According to several descriptive and less experimental studies, responsive parenting is a crucial process in supporting early children's learning. There is now evidence that responsive parenting has a causal role, because bigger advances in parenting practices linked with responsive style accounted for the effect of parental intervention on greater gains in young children's learning. Because both normal and

high-risk children benefited from affective-emotional and cognitive assistance, the effectiveness of responsiveness appears to be best understood when defined broadly. Emerging evidence suggests that specific responsive actions can give various sorts of learning assistance for children, and that this support might vary depending on the child's developmental needs. There are numerous new study routes that need to be explored, as well as questions raised in recent studies that merit additional investigation.

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