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THE IMPACT OF VIDEO CONTENT ON THE LANGUAGE OF PRESCHOOL CHILDREN

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Abstract. The presence of words and phrases from two different languages, specifically Russian and English, in the speech of preschool children is a growing concern for parents. This phenomenon is especially noticeable among children between the ages of 3 and 5, and it is largely attributed to their frequent exposure to videos in different languages. To gain a more comprehensive understanding of this issue, a social survey was conducted among parents of children in this age group who exhibit elements of bilingualism in their speech. The survey aimed to explore the extent and nature of these bilingual elements, as well as the potential influence of video content on their language development. The findings revealed that although these children cannot be classified as fully bilingual, they frequently use a mixture of languages in their speech. This can be directly linked to their exposure to videos in both Russian and English. The analysis of the survey data indicated that this exposure significantly contributes to the incorporation of bilingual elements into children's speech, even if they are not consciously learning a second language. The results suggest that video content plays a critical role in the early language development of children and can introduce elements of a second language, thus influencing their natural language acquisition process. These findings emphasize the importance for parents and educators to carefully consider the type of video content that children are exposed to, as it has a significant impact on their linguistic development. This study highlights the significant impact of video content on the language development of preschool children. The practical significance of the research results is directly related to the explanation to parents and teachers about the strong influence of video content on the development of children's speech.

Keywords: child language, bilingual elements in child speech, bilingualism, natural bilingualism, sociolinguistics, preschool children, video content, language development, survey

Introduction

In this age of rapidly advancing information technology, mobile phones

and televisions have become an integral part of our daily lives, serving as platforms for consuming content. It is increasingly common for parents and even young children who have yet to start speaking to frequently utilize these devices. However, pediatric academies worldwide recommend that children under 18 months completely avoid screen time, while children aged 2 to 5 years should limit their screen time to one hour per day, preferably with parental involvement [1, p.1].

One significant issue associated with delayed speech development and the presence of elements from multiple languages in a child's speech is the excessive use of video content. Currently, 25% of four-year-old children demonstrate speech development that deviates from the norm. As the proper acquisition of a native language greatly impacts the development, upbringing, and education of preschool children, this is a crucial area to explore [2, p.1].

This study aims to investigate how video content on phones and televisions influences the presence of bilingual elements in children's speech from a sociolinguistic perspective. Sociolinguistics not only focuses on individuals who speak and use language correctly, but also on those who deviate from established linguistic norms, make mistakes, or mix elements from different linguistic styles or languages [3, p.67].

The acquisition of language and culture begins in infancy. V. Stern associates the second and third years of child development with a child's ability to walk upright and speak freely, referring to it as "entering the era of humanity" [4, p.31]. The first language a child learns should be their native language because mastering the mother tongue enables children to absorb the national values of their people. The mother tongue is distinguished from all other languages by its unique internal structure and historical development within a specific nation. It serves as an intra-national means of communication for people of that nation, regardless of age, gender, belief, occupation, or social status [5, p.25].

Today, it is impossible to separate children from various video-content. In Kazakh families, children watch cartoons, games, and various videos in Russian and English on phones or televisions, resulting in elements of both languages (Russian-English) being evident in their speech. While a child may not be considered fully bilingual, unrestricted exposure to such content may lead to fluency in Russian. According to Grosjean: "Natural bilingualism always arises from direct communication between bilingual speakers in a naturally occurring socio-historical context" [6, p.148]. This means that a child who frequently watches mixed-language content or whose parents and environment use both languages is likely to incorporate elements from both languages into their speech, increasing the likelihood of becoming fully bilingual. Current research in Kazakh linguistics on child language is diverse. However, Kazakh linguists note that child language has not been studied with a focus on the linguistic consciousness indicators of mono and bilingual children formed in Kazakhstan's multicultural society [7, p.67].

Let's pay attention to the results of the research of other colleagues-scientists. In a joint study by Zh.Tuimebayev and A.Ualikhanuly, they examined the positive impact of bilingualism on child development. In order to determine the positive impact of bilingualism, they not only relied on the opinions of foreign colleagues, but also tried to determine it by conducting real surveys. [8, pp.267-277].

Materials and methods

The research used an exploratory experiment method. For this, we created a survey. In this study, a survey was conducted among parents of children attending state kindergartens in Almaty. The survey aimed to determine what type of content children use on phones and televisions during their language development period. The survey has been invented contextually and all ethical standards were followed accordingly. Respondents were surveyed online using the Google Forms platform between December 4-7, 2023. The survey included a total of 14 questions. The survey participants were all female and consisted of Kazakh and Kazakh-speaking mothers aged 25-50. The study employed a social survey method.

Results and discussion

The results of the sociolinguistic survey conducted among the general public indicate that in the age of information technology, it is impossible to separate adults, teenagers, and even children from smartphones. The use of smartphones has various effects on children's language development. When using screens, oral communication skills may be limited, and face-to-face interaction can be neglected. Research conducted on American children has shown that parents ask fewer questions to children aged 3-5 when they are using smartphones. Additionally, children also ask fewer questions to parents who are using smartphones.

In response to the survey question, "Which device does your child watch the most?" parents indicated that 47.8% of children watch YouTube, 35% watch television channels, 12.9% use other networks, and 4.3% do not watch any devices. The survey results also revealed that children watch television and phones for 1.5 to 3.5 hours per day. Foreign researchers note that studies on the use of mobile devices show conflicting results: while using mobile devices can help learn new words, excessive use can lead to language problems (Neumann, 2014). Since children do not use phones for personal matters like adults, it is important to keep safety measures in mind. To the question "Which platform does your child watch the most?", 100% answered YouTube. The harmful effects of excessive YouTube consumption outweigh the benefits for young children. Since children's psyche is not fully developed, excessive YouTube watching may hinder their ability to interact properly with parents and friends in the future.

“When showing YouTube content to minors, parental supervision is necessary. Parents should choose videos appropriate for their child’s age and free from any dangers”.

Children often watch animated cartoons and children’s blogs on television and phones (Table 1). According to parents, children frequently watch mixed-language content without preference (Table 2). The most frequently watched content includes: Три кота, Like Nastya, DBillions, and маша и медведь (Table 3).

Table 1. Animated Cartoons and Children’s Blogs Watched by Children

Cartoons	Children’s Blogs
Три кота	Like Nastya
Маша және аю	DBillions
Синий трактор	Vlad and Niki

Table 2. Languages Watched by Children

Language	Percentage
Kazakh	20%
Russian	40%
English	30%
Mixed	10%

Table 3. Most Frequently Watched Content

Content Name	Frequency
Три кота	25%
Like Nastya	20%
DBillions	15%
Машаны құтқару	10%
Синий трактор	10%
Vlad and Niki	20%

It is important to limit and monitor children’s screen time as it aids in the development of their linguistic and social skills. Language acquisition, speech culture, and communication skills should naturally develop. However, watching mixed-language video content frequently at a young age may hinder children’s language development and the proper acquisition of their native language. This can lead to the presence of elements from two languages and the possibility of becoming fully bilingual [9, pp.103-109].

Studies on early childhood language development emphasize the importance of prioritizing the native language and developing skills in one language. The language and speech development of preschool children directly influence their future academic achievements and social adaptation [10, pp.996-1000].

This research helps parents and educators consider the factors affecting children’s language development and take appropriate measures. By monitoring and supporting children’s language development, it is possible to shape their

speech culture and reduce the influence of bilingual elements. Parents should carefully observe the language their children speak and the video content they watch daily and guide them appropriately.

In conclusion, it is essential to note that modern information technology significantly impacts children’s language development. The uncontrolled use of mobile devices and video content can have a negative effect on children’s speech skills and language development. Therefore, parents and educators should pay special attention to this issue and implement measures to support children’s language development.

This study surveyed parents of children attending state kindergartens in Almaty. The survey aimed to determine the type of content children use on phones and televisions during their language development period. Respondents were surveyed online using the Google Forms platform between December 4-7, 2023. The survey included a total of 14 questions. The survey participants were 100% female, and it is worth noting that they were Kazakh and Kazakh-speaking mothers aged 25-50. The study employed a social survey method.

Table 4. Types of Video Content

Type	Content
Cartoons	Три кота, Маша и Медведь, Кошкар мен Теке, Щенячий патруль, About Dinosaurs
Blogs	Like Nastya, DBillions, Влад и Никита, Baby Doll, Blippi

Table 5. Language of Video Content

Language	Content
Kazakh	Кошкар мен Теке
Russian	Три кота, Маша и Медведь, About Dinosaurs, Влад и Никита
English	DBillions, Baby Doll, Blippi
Mixed	Like Nastya, Щенячий патруль

Table 6. Frequency of Video Content Usage

Три кота	Like Nastya	Кошкар мен Теке	DBillions	Маша и Медведь	About Dinosaurs	Влад и Никита	Щенячий патруль	Baby Doll	Blippi
6	5	3	2	3	1	1	1	1	1

According to the survey results, 26.1% of children aged 3-5 watch video content in Kazakh, 30.4% in Russian, 39.1% in mixed languages, and 4.3% in English (Chart 1). Since the survey participants were all ethnic Kazakhs, their children’s mother tongue is Kazakh. It was found that children watch video content in mixed languages more frequently than in Kazakh. Since parents are responsible for minors, it is important to pay attention to the language as well as the safety of the video content chosen for children. Children not only watch video content but also absorb its values and learn from it. Domestic researchers have concluded that at an early age, children should be educated in their mother tongue or a single language [11, p.194]. The rapid integration of digital technology into daily life has significantly transformed the environment in which children grow

up, particularly with respect to their language development. The findings of this study highlight the profound influence of video content on the linguistic capabilities of preschool children, emphasizing the complexities and challenges that arise from exposure to mixed-language media. The survey results reveal that, despite a strong preference for their children to speak Kazakh, the reality of media consumption habits presents a different picture. A significant portion of the video content consumed by children is in Russian, English, or a combination of both. This disconnect between parental preferences and actual media exposure is crucial, as it suggests that children are heavily influenced by the linguistic environment created by their media consumption, regardless of their parents' intentions [12, pp.4-15].

Early childhood is a critical period for language acquisition, requiring consistent and high-quality linguistic input to develop strong language skills. The frequent exposure to mixed-language content disrupts this process by introducing inconsistent linguistic patterns. As children are highly receptive to linguistic input at this age, the presence of multiple languages in their daily media can lead to the incorporation of bilingual elements in their speech, even if their home environment predominantly uses one language. The study found that 39.1% of children watch video content in mixed languages more frequently than in Kazakh. This mixed-language exposure can cause confusion and hinder the natural acquisition of the mother tongue, potentially resulting in a fragmented understanding of each language rather than fluency in one. Additionally, the dominance of Russian and English content further complicates this issue, as it reduces the amount of time children are exposed to their native language, impacting their ability to develop strong linguistic skills in Kazakh.

The findings emphasize the critical role of parental involvement in mitigating the negative effects of mixed-language exposure. Parents should actively participate in their children's media consumption by selecting high-quality, age-appropriate content in their child's mother tongue. Watching video content together provides opportunities for meaningful interaction and discussion, reinforcing the child's language skills in a supportive environment. In conclusion, it is crucial to set clear limits on screen time. The American Academy of Pediatrics recommends a maximum of one hour of high-quality screen time per day for children aged 2 to 5 years, ideally with a parent. Excessive screen time can negatively impact language development and overall cognitive and social skills. Educators play a vital role in supporting children's language development. In preschool settings, they should emphasize activities that promote the use of the mother tongue and encourage interaction and communication in that language. This helps reinforce linguistic skills and counteracts the potential negative effects of mixed-language video content. Creating a language-rich environment at home is critical for supporting children's language development. Reading books, engaging in conversations, and providing opportunities for children to express themselves verbally in their mother tongue are essential. These activities reinforce language skills and counterbalance the mixed-language content they

may encounter. The long-term effects of early exposure to mixed-language content are significant. Early childhood exposure to multiple languages can lead to a heightened ability to learn new languages later in life. However, consistent and high-quality linguistic input is necessary for this benefit. Inconsistent exposure can lead to confusion and difficulties in mastering any one language fully. Children frequently exposed to mixed-language content may develop a fragmented understanding of each language. This can hinder their academic performance and social interactions. Consistent and high-quality linguistic input in their mother tongue is essential for their cognitive and social development. Further research is required to explore the long-term effects of mixed-language exposure on language development. Longitudinal studies tracking children's linguistic abilities over several years would provide valuable insights. Research involving diverse populations would also help identify how cultural and linguistic backgrounds influence language development. The results of this study highlight the substantial influence of video content on the language development of young children. Regular exposure to videos featuring a mix of languages may result in the incorporation of bilingual elements in their speech, potentially impeding the development of robust linguistic skills.

Conclusion

The rapid advancement of information technology has transformed how children interact with the world and significantly impacted their language development. The findings revealed critical insights into how exposure to mixed-language content on phones and televisions affects young children's linguistic capabilities. It is well-established that the language spoken by parents at home significantly influences a child's language development. However, this study has shown that the daily video content children watch is equally important. The survey results indicated that children frequently watch video content in mixed languages more than in their mother tongue, Kazakh. This exposure to multiple languages at an early age can lead to the presence of bilingual elements in their speech, even if their parents predominantly speak one language at home.

The survey results also highlighted that 26.1% of children aged 3-5 watch video content in Kazakh, 30.4% in Russian, 39.1% in mixed languages, and 4.3% in English. The prevalence of mixed-language content suggests that children are not developing a strong foundation in their mother tongue, which can have long-term implications for their linguistic and cognitive development. The presence of bilingual elements in children's speech due to mixed-language video content is a phenomenon that warrants careful consideration. Language development in early childhood is a critical period when foundational linguistic skills are established. Exposure to multiple languages without proper guidance can lead to confusion and hinder the natural acquisition of the mother tongue. This can result in children developing a fragmented understanding of each language rather than fluency in one. Research has shown that early childhood is a crucial period for language

acquisition. During this time, children's brains are highly receptive to linguistic input, and the quality and consistency of this input are vital for developing strong language skills. Mixed-language video content can disrupt this process by introducing inconsistent linguistic patterns, which can confuse children and impede their ability to fully master any one language.

Future research should explore the long-term effects of mixed-language video content on children's language development. It would be valuable to investigate whether certain factors, such as age of exposure or frequency of exposure, play a role in determining the extent of the impact. Additionally, further studies could examine the effectiveness of different strategies to mitigate the negative effects, such as parental mediation and language-rich environments. Understanding these factors can contribute to the development of evidence-based recommendations for parents and educators to promote healthy language development in children. While this study provides valuable insights into the impact of video content on children's language development, further research is needed to deepen our understanding of this phenomenon. Future studies could explore the following areas:

1. Longitudinal Studies: Tracking children's language development over several years can provide more comprehensive data on the lasting effects of mixed-language video content.

2. Diverse Populations: Research involving children from different linguistic and cultural backgrounds can help identify how various factors influence language development.

3. Intervention Strategies: Examining the effectiveness of different intervention strategies, such as parental training programs and educational initiatives, can provide evidence-based recommendations for supporting children's language development.

4. Cognitive and Social Impact: Exploring the cognitive and social implications of early exposure to mixed-language content can provide a more holistic understanding of its effects on children's overall development.

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МЕКТЕПКЕ ДЕЙІНГІ БАЛА ТІЛІНЕ ВИДЕОКОНТЕНТТІҢ ӘСЕРІ

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Аңдатпа. Мектеп жасына дейінгі бала тілінде екі тіл элементтерінің (атап айтқанда орыс және ағылшын тілдерінің) қатар көрінуі – ата-

аналардың басты мәселелердің бірі. Бұл құбылыс әсіресе 3 жастан 5 жасқа дейінгі балалар арасында байқалады және көбінесе олардың бірнеше тілдегі видеоконтент жиі көруіне байланысты. Аталған мәселенің жайын толық анықтау үшін тілінде екі тіл элементтері кездесетін 3-5 жас аралығындағы балалардың ата-аналары арасында әлеуметтік сауалнама жүргізілді. Сауалнама нәтижесінде бала толық қостілді саналмағанымен, видеоконтент балалардың ерте тілін дамытуда маңызды рөл атқаратынын және екінші тілдің элементтерін енгізуі мүмкін екенін көрсетеді, осылайша олардың табиғи тілді меңгеру процесіне әсер етеді. Бұл тұжырымдар ата-аналар мен мұғалімдердің балалардың қол жеткізе алатын бейне мазмұнының түрін мұқият қарастыру қажеттілігін көрсетеді, себебі бұл олардың тіл дамуына айтарлықтай әсер етеді. Бұл зерттеу бейнеконтенттің мектеп жасына дейінгі балалардың тілін дамытуға айтарлықтай әсерін көрсетеді. Зерттеу нәтижелерінің практикалық маңыздылығы ата-аналар мен педагог мамандарға бейнеконтенттің бала тілін дамытудағы зор ықпалын түсіндіріп, жеткізумен тікелей байланысты.

Тірек сөздер: бала тілі, бала тіліндегі екі тіл элементтері, билингвизм, табиғи билингвизм, әлеуметтік лингвистика, мектеп жасына дейінгі балалар, тілдік даму, видеоконтент, сауалнама

ВЛИЯНИЕ ВИДЕОКОНТЕНТА НА ЯЗЫК ДОШКОЛЬНЫХ ДЕТЕЙ

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Аннотация. Присутствие слов и фраз из двух разных языков, в частности русского и английского, в речи дошкольных детей вызывает растущую озабоченность родителей. Это явление особенно заметно среди детей в возрасте от 3 до 5 лет и в значительной степени объясняется их частым просмотром видеоконтента на разных языках. Для более полного понимания этой проблемы был проведен социологический опрос среди родителей детей этой возрастной группы, в речи которых проявляются элементы билингвизма. Целью опроса было изучение степени и характера этих билингвальных элементов, а также потенциального влияния видеоконтента на их языковое развитие. Результаты показали, что, хотя этих детей нельзя классифицировать как полностью билингвальных, они часто используют смесь языков в своей речи. Это напрямую связано с их просмотром видеоматериалов на русском и английском языках. Анализ данных опроса показал, что такое воздействие значительно способствует включению билингвальных элементов в речь детей, даже если они

сознательно не учат второй язык. Результаты предполагают, что видеоконтент играет важную роль в раннем языковом развитии детей и может вводить элементы второго языка, тем самым влияя на их естественный процесс усвоения языка. Эти выводы подчеркивают необходимость для родителей и педагогов тщательно учитывать тип видеоконтента, к которому дети имеют доступ, так как он имеет значительное влияние на их языковое развитие. Практическая значимость результатов исследования напрямую связана с объяснением родителям и педагогам о сильном влиянии видеоконтента на развитие детской речи.

Ключевые слова: детская речь, билингвальные элементы в речи детей, билингвизм, естественный билингвизм, социолингвистика, дошкольные дети, видеоконтент, языковое развитие, опросник

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