Human development is a complex process that cannot be compartmentalized into any one domain. All are intrinsically interwoven and development in one area impacts on development in other areas.

Human development stereotypically is split into four domains: cognitive, social, emotional and physical. However, referring to the statement, specific aspects of human development can become associated with various domains and it can be argued that it is due to factors that are intrinsically interwoven. Davenport (1997, p. 130) stated ‘Just as birds can fly, and fish can swim, human beings have the ability to think as part of their genetic inheritance.’ This suggests that human beings by nature have the ability to create thoughts, thus presenting the desire to transfer these thoughts with another. Therefore, this argues that due to a human beings natural ability of thinking, the development of language is significant to the cognitive domain. In this essay, I will seek to explore the following statement in reference to language development, within the cognitive domain. The essay will focus on development of year one pupils between the ages of five to six. Firstly, I will outline cognitive development, following on with identifying Piaget’s theory. Before exploring the interrelationship between the domains, whilst evaluating the repercussions of ignoring or implementing the statement within practice.

The domain of cognitive development encompasses the brain process of the input and storing of information, as well as the ability to think and transfer these thoughts with others. The development of language can be argued to be an essential aspect of a child’s cognitive development. Davenport (1997, p. 232) states ‘the ability to ask, to find out, and to share knowledge will help children to expand their understanding.’ Therefore, this suggests that a human beings ability to communicate enables their understanding of other environmental factors and also improves the development of
the brain. Piaget’s theory suggests that during the ages of two to seven a child is in the ‘pre-operations stage’, which is the focus on the ability to use symbols also known as ‘symbolization’. (Bee et al, 2012, p. 138) During this stage, children are learning the correct words for schemas within the brain. (Davenport, 1997, p. 248) Piagetian theory suggests that the use of language allows for the process of identifying the correct words associated with individual schemas. Thus, this theory explores the main factor of language being a response to the development of cognition within the brain; which is the method in how the brain evaluates and stores information, thus resulting in a change in behaviour. (Davenport, 1997, p. 126) However, a debate throughout all domains is whether human development is innate or nurture from environmental factors. Chomsky (cited in Davenport, 1997 p. 246) was a key theorist within language development, whom argued that humans are ‘biologically programmed’ to communicate. Therefore, this suggests that language development can also be linked with other domains, such as the physical domain and all are interrelated.

Chomsky is famously associated with language development and explores a nativist approach. Chomsky suggests that human beings are born with the biological ability to communicate. (Davenport, 1997, p. 246) The human being has a physical apparatus within the throat and mouth, which provides the ability of speech; alongside this lungs as an organ enable the control of breathing that is essential for speech. (Davenport, 1997, p. 246) A human beings brain size increases from 70% to 90% of its adult weight during the ages of two to six. (Berk, 2008, p. 6) Therefore, suggesting that a child’s development will improve in all aspects during this time, due to the improvement in the brain. However, specifically changes in certain areas of
the brain such as the corpus callosum improve a child’s development during year one. (Berk, 2008, p. 9) During the ages three to six, the production of synapses and myelination of the corpus callosum increases to its peak. (Berk, 2008, p. 9) Therefore, this increases children’s ability to complete complex tasks and improves movement, integration, thinking, memory, language etc. (Berk, 2008, p. 9) The department of Education (2013, p. 7) apply this within the national curriculum for year one, through teaching the children a variety of subjects such as core, humanities and the arts. This acknowledges the brain development during year one due to the various ranges of subjects, which will focus on tasks with a higher difficulty level in comparison to early years. Therefore, through different subjects, such as science, children are experiencing learning through their environment. Thus, environmental factors will play a part on the development of language as new activities will become associated with schemas and improve communication skills, which in turn suggests that all development cannot be compartmentalized.

Duncan et al (2008, p. 32) stated when referring to learning through play that, ‘experience is crucial in the development of the brain and in its ability to think.’ This statement suggests there is interrelation between cognitive development and social, which factors on the improvement of language. Therefore, this argues that the relationship between the cognitive domain and social, interlinks when focusing on language improvement during any age. According to Duncan et al (2008, p. 32) specifically in the early years of development a child’s brain continuously develops when exposed to new environments. Therefore, suggesting that the more variety within an individual experiences will create increasingly complex neural pathways. (Duncan et al, 2008, p. 32) The importance of social interaction and the environment
on a human being's language development, was highlighted by Siegler (2005, p. 219) who stated, ‘possession of a human brain is not enough for language to develop. Children must also be exposed to other people using language – any language, signed or spoken.’ Therefore, when applying this statement to the teaching within the classroom, educators must present a variety of different experiences and encourage learning through others and play. Thus, this will enable children to improve upon their language development through the development of their brain and exposure to language. Both cognitive and environment factors interrelate when focusing on the development of language, this further enforces how all domains are interwoven when referring to human development. Another, key aspect which is interwoven with environmental factors on an individual's cognitive development is emotional factors. Dunn (cited in Siegler, 2005, p. 383) stated ‘as their language skills develop along with their understanding of people and events, children in the preschool years begin to find verbal jokes funny.’ This highlights how development in language during early years can enable understanding of experiences and improve the child’s emotional development also. Therefore, it can be argued that children by year one, are beginning to understand language in association with emotions. Siegler (2005, pp. 406 – 407) examined a study on children’s understanding of various emotional expressions through illustrations. The children both of early years and year one age were read six different stories which explored false emotions and were then asked to pick various emotional expressions. (Siegler, 2005, pp. 406 – 407) The results showed that only half of the early years were able to pick appropriately however, 80% of five year olds were correct. (Siegler, 2005, p. 407) Therefore, Siegler stated that this was significant as it showed how at the ages of 5 onwards children are
understanding how individuals use verbal and non-verbal language to protect others emotions. (Siegler, 2005, p. 407) This suggests that a year one pupil’s emotional development during this period and within the classroom will affect the development of their language understanding also. Therefore, this study highlights how development of language cannot be compartmentalized; as from the ages of five to six a human beings’ improvement in one domain with intertwine with another, which is shown within the study.

The statement suggests that development cannot be compartmentalized and all domains are interrelated. Through exploring language development within the cognitive domain, this essay has explored its relation to other areas of human development. Through theorists such as Piaget and Vygotsky, there are aspects of the statement, which have been implemented within practice. Although, Piaget and Vygotsky’s theory on cognitive development differ in some areas, the concept of social learning or learning through play is underlined by both theorists. Meadows (1993, p. 238) states when referring to Vygotskian theory, ‘Vygotsky’s assertion that cognitive development involves the internalization, transformation and use of routines, ideas and skills which are learned socially.’ Meadows (1993, p. 238) outlines the ‘use of routines’ as a way in which to learn socially, that can be seen through classroom practice during ks1. Within classroom practice there is use of routines, simply through the organization of subjects throughout the day. Piaget also emphasized the importance of social learning and learning through the environment on a child’s cognitive development. Barnes (1995, p. 239) stated ‘Piaget proposed that two activities, play and imitation, were important for development during infancy and early childhood.’ It can be argued that this concept of development can be seen
in application through learning through play which is emphasized during early years and year one.

To conclude, this essay has explored the statement and has highlighted how human development cannot be categorized. All domains of human development are interrelated and cannot be distinguished in the improvement of any aspect of a child’s development. Specifically, language development has been the focus of this essay, which has presented a factor of all four domains in the argument. A clear relationship between the domains, when looking at language development, was the physical and cognitive domain factors. The interrelationship between the two domains explored how elements of each area affect upon the development in another. Therefore, exploring how the domains are intrinsically interwoven when referring to human development.

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**Bibliography**


