

IMPROVING COMMUNICATION THROUGH SPEAKING IN PRESCHOOL EDUCATION

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Abstract. *This thesis article mainly focuses on ways to improve childrens' ability to communicate from the age of adolescence. The aim is to widen children's use of speech and to encourage them to freely share ideas and develop an open mind from youth.*

Keywords: *Age, child, preschool, encourage, develop, social, ideas, knowledge, communication, school, homes, parents, teachers, speaking, effectively, capability.*

УЛУЧШЕНИЕ ОБЩЕНИЯ ЧЕРЕЗ РЕЧЬ В ДОШКОЛЬНОМ ОБРАЗОВАНИИ

Аннотация. *В этой диссертационной статье основное внимание уделяется способам улучшения способности детей общаться с подросткового возраста. Цель состоит в том, чтобы расширить использование речи детьми и побудить их свободно делиться идеями и развивать открытый ум с юности.*

Ключевые слова: *Возраст, ребенок, дошкольное учреждение, поощрять, развивать, социальный, идеи, знания, общение, школа, дома, родители, учителя, речь, эффективно, способность.*

Schools play a great role in a child's social development, identity, emotional skills and overall well-being. Every child comes from a different background and sometimes it may be difficult for a child to adjust to a new environment. A child is introduced to the new world in early stages of their life and for most it is in preschool. For countries where preschooling doesn't exist, children will experience this in kindergarten, or at home. The school system usually does its best to provide students with knowledge to use later on in life. However, it never really focuses on teaching students how to spread that knowledge and how to make use of it. In short, children sometimes struggle to completely share ideas and to open up with other kids their age and in class.

This can lead to poor performance not only in a classroom but in their social life. It is in our natural instinct to learn how to go along in the social part of our life but sometimes it can become an obstacle in our lives if we aren't too successful at it.

In a class, you have several types of students. One, the outgoing ones who are usually the center of attention, and the quiet ones who never really get noticed. Inside the group of the quiet ones, there are usually the ones where they just have so much knowledge in them but they simply don't know how to provide it to others.

Having this problem causes a child to struggle in class and also in their own families. They become so used to bottling their feelings and ideas that later on it becomes a challenge for them to share it. The reason why this issue should be a concern in preschool is because it is the fresh start to a children's journey in life and if it is tackled upon during these stages, it would be less of a problem later on in life. This should also be the same concern to parents, if not more, when it comes to enhancing their child's communication skills.

Expecting someone to 'speak' can be easy to say but it holds a strong foundation and has its own sides. Anyone can be able to say a few things here and there but are they always able to express themselves effectively? The character of a child develops firstly in their homes.

Therefore, the way a child is raised in a household mainly depends on the parents' role.

What a child sees in their house is what they most likely will carry on into life outside their homes. This includes preschool per say for young kids. Whatever a child receives from their parents is what they will be able to use in their lives. This can be the ability to communicate effectively with other people, in a classroom, and in their lives in general. A parent should be consistent and attentive in this part of a child's life. Some skills a parent can embed in their child vary. A few can be looked at and considered by parents. At times, it can be a very great deal to a child to have positive behavior. When they show even the slightest signs of good behavior or action, parents should show appreciation to that outcome. This will encourage them to acquire similar behavior in the future and will lead them to communicate their feedback in a positive way, which they will learn from their guardian. Another way a parent could improve their child's capability is for them to show genuine care and interest in whatever their child is trying to tell them. It can be difficult sometimes for a child to open up and seeing that their parent cares about them will make them feel safer and closer to their parent. Whether a child's response is good or bad, the parent should be able to help the child feel understood and their emotions valued.

Additionally, parents should share similar ideas and try to reciprocate with whatever their child is sharing with them. This can include advice or just similar experiences. This way, a child will be encouraged to share their own ideas in class and will have an understanding that the people around him will understand him in the right manner.

Sometimes, a young child might be afraid to show interest or disagreement. In this case, the parent should teach their child that no opinion is ever 'right' or 'wrong' and that disagreeing or agreeing is always ok. As long as disagreement is shown in a respectful manner, it is alright to have different opinions. In doing so, the parent is boosting the child's confidence in engaging in opinionated discussions, debates, and conversations in general.

Moreover, the advice mentioned above focuses on a child's psychological stand in society, not just speaking. However, developing and enhancing communication skills depends on the ability to cope in the outside world and social life and in order to build strong relations, parents should take on the role in strengthening their children's capabilities and confidence.

A teacher's role in encouraging a student's communications is as important as a parent's role, but since kids are more close and familiar with their parents these ways should be introduced by the parent in a child's early ages, even before entering pre-school education. On the other hand, it should be encouraged for teachers to follow similar protocols as parents. A teacher and a parent should be connected not only in the child's education and studies but social and personal life as well.

"Having communication skills provides preschool teachers with numerous advantages (Erbay, Ömeroğlu, & Çağdaş, 2012; Kaltman, 2006; Stronge, 2007). As Stronge (2007) stressed, the management of complexities and adaptation to changes which derived from students, families, curriculum and other factors depend on individual capabilities and the background of the teacher.

Communication skill is one of these characteristics and an indispensable part of satisfactory educational settings (Erbay et al., 2012; Hamre & Pianta, 2007). In fact, studies showed that effective teacher-child communication positively affects the social development and academic achievement of the child (Shan, Li, Shi, Wang, & Cai, 2014). In addition, the effectiveness of this communication is found to affect children's adaptation to school, improvement in different development fields and subsequent relationships with peers and adults (Erbay et al., 2012).

Although teachers' communication skills have such a significant impact on children, some research indicated that many teachers lacked the understanding of the impact of effective communication with young children (Gjems, 2010; Jonsson & Williams, 2013; Soulis, 2009).

Further, the findings of Gjems' research (2010) revealed that teachers had some difficulties in answering questions of children and inviting children younger than six years old to express their beliefs, previous experiences and thoughts. This issue raised a question mark in minds: What is the nature and level of communication between teachers and their students?"

Kristin Zolten believes that children who feel loved and accepted by their parents have an easier time opening up, sharing thoughts, feelings and concerns with their parents. Kristen supports the idea of ‘try to make explanations complete.’ In this approach parents should try to explain information in detail to the best of their ability. Even if sometimes it might be a topic they might not be too comfortable discussing about, parents should know just how much information their child needs and make sure it’s age-appropriate. With this information, teachers should use the same approach in classrooms. When explaining something or giving directions a teacher should be able to give a thorough description of what they want their students to understand. By doing so, students will develop an understanding that what they are being told is something important; thus making them remember anything faster and in an easier manner.

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