



FOSTERING COMMUNICATION SKILL OF PRESCHOOL CHILDREN

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Abstract

Academic and social skills in young children are dependent on effective communication. Children gain the language and communication skills needed to convey their wants, thoughts, and feelings in social interactions during their preschool years, as well as how to respond appropriately to others. They also learn to be socially competent persons through effective communication, developing respectful, good interactions and connections with others. This enables youngsters to gain knowledge about themselves, others, and the world around them. Early childhood teachers need to prioritize to teach communication skills early and strategically, particularly in preschool when aiding children acquire necessary the knowledge and skills to be successful in kindergarten and the primary grades. This article focuses on the importance of communication skills and discusses the way of promoting this competence.

Keywords: Early childhood education, preschool teachers, self-efficacy beliefs, teacher-child communication.

Introduction

Learning to communicate is one of the most important developmental tasks for children in early life because it allows them to socialize with others and have their needs addressed. This is one of the most critical duties in early infancy! Young children's communication development includes learning to understand and communicate their thoughts, feelings, and knowledge. Responsive families and instructors are crucial for rich development of children's communication abilities during the early childhood years. All aspects of a child's development benefit from appropriate stimulation (Bredenkamp & Copple, 1997). Limited stimulation, on the other hand, can seriously impede a child's development (Hart & Risley, 1995). Children develop their communication skill and shape their socially norm of behavior at an early age. However, interruptions in communication can also hinder the process of socialization and negatively affect the development of the child's cognitive processes. This problem is still in the focus of many psychologists and is considered as current psychological issues. Parent and educators are not only responsible for this process, but also government should pay attention to promote children's communicative skill by providing necessary conditions in the kindergarten. The child learns a lot while interacting with adults which lead to the development of speech, the formation of listening and thinking skills. The child will understand the meanings of every word spoken. Additionally, the development of communicative skills in preschool children is characterized not only by the mastery of speech facts, but also by the formation of skills to respond to them. Preschoolers not only have the capacity to answer adult questions, but also to ask questions, to speak actively, to interact with partners, to communicate directly with others, and to conduct discussions politely. It is known



that children's communicative activity is inextricably linked with the educational process and is not formed as a separate process. Different situations in the exchange of communication develop children's ability to understand and deliver message. Games and various activities serve as a factor in shaping the different characteristics of speech activity. For preschoolers, two aspects of communication are distinguished: communication with adults and communication with peers. The role of these two areas in shaping a child's personality is not always the same. If in the first case the child acts as a follower of a peer, then he acquires the skill of evaluation, the purpose and motives of behavior as well as how to analyze the surrounding, in the second case he/she faces problems while interacting with peers. At the same time, in communicating with adults, the child does not always participate as a subordinate, and this leads to disagreements between them. However, the child is formally equal in relationships with peers. Friends, peers are the most necessary natural social environment for the same age preschool children. According to S.L. Rubenstein (2000), a child finds a role model that is unique to him or her among his or her peers. He also tries to follow his peers and discovers himself.

Literature Review

In fact, developing a strong relationship between the educator and the kid is critical to the child's social, individual, behavioral, and intellectual development, as well as their education (Early Childhood Learning Knowledge Centre, 2006; Francesco, 2011; Trawick-Smith, 2014; Tutkun, 2015). Positive relationships are built through sensitive interactions between the educator and the child, particularly verbal interactions (Gable, 2002; Gruber, 2007). In fact, having adequate communication skills for preschool teachers is required for building healthy relationships with children (Jonsson & Williams, 2013; Tepeli & Ar, 2011). It's a surprising reality, as Kottler, Zehm, and Kottler (2005) pointed out, that highly effective teachers are considerably different from others personally and professionally. These skilled educators use a variety of tactics and have differing viewpoints on student discipline.

Preschool teachers who have good communication skills have a lot of advantages (Erbay, Merolu, & Adaş, 2012; Kaltman, 2006; Stronge, 2007). As Stronge (2007) pointed out, the ability to manage complexities and adjust to changes brought on by students, families, curriculum, and other factors is dependent on the teacher's particular qualities and background. One of these attributes is communication ability, which is an essential component of successful educational environments (Erbay et al., 2012; Hamre & Pianta, 2007). In reality, research have shown that excellent teacher-child communication has a positive impact on a child's social development and academic achievement (Shan, Li, Shi, Wang, and others). Despite the fact that instructors' communication skills have such a large impact on children, research has shown that many teachers are unaware of the importance of excellent communication with young children (Gjems, 2010; Jonsson & Williams, 2013; Soulis, 2009). Furthermore, according to Gjems' research (2010), teachers struggled to respond to questions from children and inviting children under the age of six to communicate their beliefs, previous experiences, and thoughts.



Discussions and Findings

The current study included 100 preschool instructors from public (51.65%) and private (48.35%) early childhood education facilities in three regions of Bukhara, Samarkand, and Karshi, who were chosen using a convenience sample approach. The participants in this study were all females with varying educational levels and years of experience ranging from 0.5 to 40 years. The study discovered that preschool teachers with high levels of self-efficacy beliefs also had high levels of teacher-child communication abilities. This outcome is consistent with the research, which shows that as teachers' self-efficacy views grow, so do their communication skills. Because effective communication skills and high self-efficacy beliefs are two important characteristics of effective teachers and two prerequisites for creating a positive classroom environment and positive relationships with children, the findings demonstrating a positive relationship between these two variables can be interpreted positively. Findings also found that, while years of experience and the type of institution where instructors worked had no impact on teacher-child communication abilities, teachers' self-efficacy beliefs contributed significantly to preschool teachers' teacher-child communication competence. Because they may feel more self-confident, teachers with strong self-efficacy beliefs likely to have better teacher-child communication abilities. Their self-assurance may allow them to feel more at ease when expressing their feelings and opinions, as well as responding to youngsters. Furthermore, as Gibson and Dembo (1984) pointed out, teachers who have a high level of self-efficacy are more goal-oriented. They may be aware that excellent communication is a cornerstone of success in child development and education for individuals who work with young children (Shan et al., 2014). As a result, preschool teachers with stronger self-efficacy may place a greater emphasis on communication with preschool children and work to improve their communication abilities. Furthermore, literature suggests that high self-efficacious instructors are more pleased with their jobs (Higaard et al., 2012;)and devoted to teaching .They may be more open, willing to listen, effective, and tolerant in their contact with children as a result of their satisfaction and commitment, but less critical and judgemental in their conversation with children. Preschool teachers with high self-efficacy views in communication abilities and the teaching-learning process may be more persistent in their teacher-child communication skills. Preschool instructors' teacher-child communication abilities, on the other hand, were shown to be unrelated to their years of experience or the sort of institutions where they work. According to social cognitive theory, people's behavior is influenced by more than just their genetic composition. People learn that they may adapt and accommodate their behavior through observation and contact with others. In reality, observing and communicating with others can help people improve their communication abilities (Beebe et al., 2005). It is possible to conclude that preschool teachers' communication abilities are based on meaningful experiences with children rather than their years of experience or educational level.



Conclusion and Recommendations

It may be possible to make some recommendations to preschool teachers, school administrations, and teacher education programs based on the findings of this study and prior research on preschool teachers' teacher-child communication skills, self-efficacy beliefs, and related issues. To begin with, the findings of the current study revealed that preschool teachers had strong communication abilities, but that some of them struggled with subjects such as responding to children, being empathic toward children, and expressing negative emotions. According to Peck (2012), the range of abilities, financial level, and culture among preschool children and their parents is gradually expanding. Preschool teachers must improve their ability to empathize with children in order to focus on this diversity and deal with the rapid increase. As a result, the findings of this study may cause preschool teachers to reconsider their communication methods with children. Through training programs, they may gain a better understanding of teacher-child communication in early childhood education settings. Preschool teachers who recognize their shortcomings in this area can further their professional development in this area by attending in-service trainings or reading relevant literature. Furthermore, the findings of this study may aid in understanding how important it is for preschool instructors' self-efficacy beliefs to improve their communication competence. When considering the significance of the current study from the perspective of teacher education programs, it can be concluded that there is a need to train teacher candidates who have higher levels of self-efficacy beliefs which lead to have effective communication skills.

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