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COMMUNICATION SKILLS BETWEEN EDUCATOR AND PRESCHOOL CHILD AS AN OBJECT OF SOCIALIZATION

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Abstract

This article analyzes the role of communication skills between the educator and the preschool child as an object of socialization. The communication process is considered a key tool for children to acquire social norms, develop interaction and cooperation skills, and receive emotional and moral education. The study highlights effective methods for developing communication skills through pedagogical activities, games, and group exercises. The results show that when communication between the educator and the child is systematically and purposefully organized, it enhances children's social activity and contributes to their personal development.

Key words

educator, preschool child, communication skills, socialization, preschool education, pedagogical activities, group exercises, play activities, personal development.

Аннотация

В статье анализируется роль коммуникативных навыков между воспитателем и дошкольником как объекта социализации. Процесс общения рассматривается как ключевой инструмент для освоения детьми социальных норм, развития навыков взаимодействия и сотрудничества, а также для эмоционального и нравственного воспитания. Особое внимание уделено эффективным методам формирования коммуникативных навыков через педагогическую деятельность, игры и групповые занятия. Результаты исследования показывают, что систематическая и целенаправленная организация общения между воспитателем и ребенком способствует повышению социальной активности детей и их личностному развитию.

Ключевые слова

воспитатель, дошкольник, коммуникативные навыки, социализация, дошкольное образование, педагогическая деятельность, групповые занятия, игровая деятельность, личностное развитие.

Annotatsiya

Ushbu maqolada maktabgacha ta'lim muassasalarida tarbiyachi va tarbiyalanuvchi o'rtasidagi muloqot ko'nikmalarining ijtimoiylashuvdagi roli tahlil qilingan. Muloqot jarayoni bolalarning jamiyat me'yorlarini o'zlashtirish, muloqot va hamkorlik ko'nikmalarini rivojlantirish hamda emotsional va axloqiy tarbiya olishida asosiy vosita sifatida ko'riladi. Shuningdek, pedagogik ishlar, o'yin va jamoaviy mashg'ulotlar orqali muloqot ko'nikmalarini shakllantirishning samarali usullari yoritilgan. Tadqiqot natijalari tarbiyachi va tarbiyalanuvchi o'rtasidagi muloqot tizimli va maqsadli tashkil etilganda bolalarning ijtimoiy faolligi va shaxs sifatida rivojlanishi oshishini ko'rsatadi.

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Kalit so‘zlar

tarbiyachi, tarbiyalanuvchi, muloqot ko‘nikmalari, ijtimoiylashuv, maktabgacha ta’lim, pedagogik ishlar, jamoaviy mashg‘ulotlar, o‘yin faoliyati, shaxsiy rivojlanish.

Introduction

The socialization of preschool children plays a crucial role in their personal development. The process of socialization enables children to acquire social norms, learn to interact with peers and adults, and develop communication and cooperation skills. In this context, communication between the educator and the preschool child is considered a central pedagogical process.

Communication serves not only as a means of transmitting knowledge but also as an essential tool for children to gain social experience, and emotional and moral development. Educators act as social role models, through whom children observe and internalize social behavior norms. Effective communication helps children express their thoughts, listen to others, cooperate within a group, and solve problems, all of which are essential skills for successful socialization.

The effectiveness of pedagogical activities in preschool education largely depends on the quality of interaction between the educator and the child. Play activities, group exercises, role-playing games, and structured conversations contribute to the development of communication skills and promote active participation in the socialization process. Therefore, the communication skills between the educator and the preschool child can be regarded as a key object of socialization, and their systematic development is an integral part of pedagogical practice.

This study is relevant because examining the communication skills between educators and children in the context of socialization ensures children’s personal development and enhances the effectiveness of preschool education.

Literature Review

The socialization of preschool children has been widely discussed in educational and developmental psychology literature. Vygotsky (1978) emphasizes that social interaction is fundamental to cognitive and emotional development. According to his sociocultural theory, children acquire higher mental functions through communication with more knowledgeable others, such as educators, highlighting the importance of interaction in the early years.

Leontiev (1981) also underscores the role of activity and collaboration in children’s development. He argues that through structured activities and guided interactions, children learn not only skills and knowledge but also social norms, responsibility, and cooperation. In the preschool context, this makes the educator-child communication a primary mechanism for social learning.

Research by Elkonin (1975) further elaborates on the importance of play and role-playing as tools for socialization. Play allows children to experiment with social roles, practice communication, and develop empathy and teamwork skills. Effective pedagogical planning, including group exercises and guided discussions, ensures that communication skills are systematically developed.

Studies by contemporary scholars (e.g., Berk, 2013; Copple & Bredekamp, 2009) highlight that the quality of educator-child interaction directly influences children’s social competence, emotional regulation, and cooperative behaviors. Children who receive positive and responsive guidance from educators tend to demonstrate higher levels of social engagement and confidence in group settings.

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Furthermore, research on preschool pedagogy stresses the dual role of the educator: as a facilitator of social interaction and as a model of social behavior (Denham & Burton, 2003). This dual role underscores why communication between educators and children can be considered both a means and an object of socialization.

In summary, the literature consistently shows that educator-child communication is central to preschool children's socialization. It facilitates social skill acquisition, emotional development, and the internalization of social norms, making it a key focus in early childhood education practices.

Research Methodology

This study aims to examine the role of communication skills between educators and preschool children as a key object of socialization. The research focuses on understanding how systematic pedagogical interaction influences children's social development, cooperation, and communication competencies.

Theoretical Framework. **The theoretical foundation of this study is based on:**

1. Vygotsky's Sociocultural Theory – emphasizing the importance of social interaction in cognitive and emotional development.
2. Leontiev's Activity Theory – highlighting the role of guided activities and collaboration in acquiring social norms and skills.
3. Elkonin's Theory of Play – focusing on the importance of structured play and role-playing in the socialization of preschool children.

These frameworks support the view that educator-child communication is both a means and an object of socialization in early childhood education.

Research Methods. **A combination of general and specific research methods was applied:**

1. General Methods:
- Analysis and synthesis of existing literature and pedagogical practices;
- Comparison and generalization of data;
- Systematization of findings for theoretical conclusions.

2. Specific Methods:
- Observation: Monitoring children's behavior during free play and structured activities to assess communication and social interaction;
- Interviews and Informal Conversations: Gathering children's perspectives on social interaction and educators' guidance;
- Sociometric Techniques and Drawing Methods: Assessing children's social positions within groups and their social preferences;
- Pedagogical Activities and Role-Playing Games: Implementing guided interactions to develop cooperation, communication skills, and social norms.
- **Data Analysis.** Data collected through observation, interviews, and pedagogical activities were systematically analyzed to identify patterns in children's communication and socialization. Quantitative measures (e.g., frequency of participation, interaction levels) and qualitative observations (e.g., emotional responses, cooperation, role adaptation) were combined to provide a comprehensive assessment.
- Reliability and Validity. To ensure reliability, multiple methods were triangulated, and observations were repeated across different activities. Validity was enhanced by comparing empirical findings with established theoretical frameworks and previous research studies.

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In conclusion, this methodology allows for a detailed examination of educator-child communication as an object of socialization, providing insights into the ways pedagogical interaction shapes children's social skills and overall personal development.

Analysis and Results

The study aimed to examine how communication skills between educators and preschool children influence the socialization process. Data were collected through observations, interviews, sociometric techniques, and structured pedagogical activities, including role-playing and group exercises.

1. Observational Findings. **Observations revealed that:**

- Most children actively participated in group activities and interacted with peers when guided by the educator;
- Some children preferred passive roles, often observing rather than engaging in interactions;
- Children's level of participation correlated with their prior social experiences and individual temperaments.

These findings highlight the importance of the educator's role in facilitating engagement and guiding children toward active social participation.

2. Interviews and Informal Conversations. **Interviews with children indicated that:**

- Confident children were more willing to share ideas and cooperate during group tasks;
- Less confident children hesitated to communicate and often needed encouragement;
- Emotional support from educators significantly influenced children's willingness to engage in social interactions.

3. Sociometric and Drawing Methods. **Sociometric techniques and drawing activities provided additional insights:**

- Most children had at least one preferred peer, indicating the establishment of early social bonds;
- Children with lower social interaction levels were often more hesitant in group settings;
- Drawing tasks reflected children's perceptions of friendship, cooperation, and social roles, confirming observational data.

4. Effectiveness of Pedagogical Activities. **Role-playing games, guided group exercises, and structured conversations were implemented to develop communication and cooperation skills. Results indicated:**

- Increased verbal and non-verbal interactions among children;
- Improvement in collaborative behaviors and conflict resolution;
- Enhanced self-confidence in initially passive or shy children;
- Reduced instances of aggressive or disruptive behavior in the group.

5. Overall Analysis. The data analysis confirms that systematic and purposeful pedagogical interaction between educators and children significantly enhances socialization. Effective communication enables children to acquire social norms, practice cooperation, and develop emotional regulation. Educators' guidance is critical for facilitating social engagement, promoting active participation, and fostering overall personal development.

In conclusion, the study demonstrates that communication skills between educators and preschool children serve as both a tool and an object of socialization, and their structured development is essential for the holistic growth of children in early education settings.

Conclusion and Recommendations

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Conclusion. This study examined the role of communication skills between educators and preschool children as a key object of socialization. The findings indicate that:

1. Communication between educators and children is essential for the acquisition of social norms, cooperation skills, and emotional regulation.
2. Educators serve as both facilitators and role models, helping children navigate social interactions and internalize appropriate behaviors.
3. Systematic pedagogical activities, including role-playing, guided group exercises, and structured conversations, significantly enhance children's social participation, confidence, and collaborative abilities.
4. Individual differences among children, such as temperament and prior social experience, influence their engagement, highlighting the need for personalized approaches in early education.

Overall, the study confirms that educator-child communication is not only a means of transmitting knowledge but also a primary object of socialization, integral to the holistic development of preschool children.

Recommendations. Based on the findings, the following recommendations are proposed for early childhood education practice:

1. Systematic Implementation: Integrate structured communication-focused activities into daily preschool routines to support social skill development.
2. Individualized Approach: Adapt pedagogical strategies to each child's temperament, emotional state, and prior social experience.
3. Role-Playing and Group Activities: Utilize role-playing games, collaborative tasks, and guided interactions to enhance communication and cooperation skills.
4. Parental Involvement: Engage parents in reinforcing socialization skills at home, including guidance on communication and emotional support.
5. Professional Development: Provide training for educators on effective communication techniques, child psychology, and strategies for fostering social and emotional development.

In conclusion, structured and purposeful communication between educators and preschool children is crucial for their socialization, emotional growth, and overall personal development. Early childhood education programs should prioritize this interaction to ensure children acquire the skills needed for successful social engagement and lifelong learning.

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