

THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN DEVELOPING STUDENTS' ABILITY TO UNDERSTAND AND EXPRESS EMOTIONS

Abrayeva Mehrangiz Bekmirza kizi

*Master's student in the specialty of Theory and History of Pedagogy,
Uzbek-Finnish Pedagogical Institute
E-mail: mehrm0275@gmail.com*

Abstract: This article analyzes the importance of effective communication in developing students' ability to understand and express emotions. The results of the study showed that open and supportive communication from the teacher helps to develop children's emotional expression skills. The main factors identified on the basis of experiments and observations - open questions, empathy, storytelling techniques and group communication methods - had a positive effect on students' ability to express their emotions clearly and confidently. The results of the study confirm the importance of teachers' use of effective communication strategies in the educational process.

Keywords: expression of emotions, effective communication, education, teacher strategies, empathy, child psychology.

Introduction

In today's education system, it is becoming increasingly important to focus not only on teaching academic knowledge, but also on the socio-emotional development of students. The ability to understand and express emotions directly affects children's relationships, their success in the educational process, and their future professional and social lives. Effective communication plays an important role in developing this ability, which is an important component of emotional intelligence.

Effective communication means open, understandable, and emotionally based communication between students and educators. A kind and understanding approach of the teacher, creating conditions for students to freely express their thoughts, has a great impact on their emotional development. On the contrary, misunderstanding, indifference, or violence in communication can prevent the correct expression of emotions.

Therefore, this article analyzes the importance of effective communication in developing students' ability to understand and express emotions.

Methodology

This study used theoretical and empirical research methods to determine the role of effective communication in developing students' ability to understand and express emotions.

1. Research methods

Theoretical analysis - existing scientific sources on child psychology and educational methodology were studied.

Observation - the process of communication between 2nd grade students and society was observed. Their impact on the ability to express emotions was analyzed.

Survey and interview - how students express their emotions and what communicative strategies teachers use were studied.

Experiment - special communication exercises were conducted with students, and the impact of various techniques on their ability to express emotions was tested.

2. Research participants

The study involved 2nd grade students and their class teachers. All children in the class were studied, but the results were analyzed anonymously and summarized.

3. Data collection and analysis

The results of the observation were evaluated using qualitative analysis methods. The results of the experiment were studied through the ways in which children expressed their emotions during the lesson and in informal situations. The data obtained were presented using tables and diagrams.

Results

The results of the study were focused on analyzing the impact of effective communication on the ability to understand and express emotions among 2nd grade students. The results of the observation, survey and experiment showed the following:

1. The level of students' expression of emotions

At the beginning of the study, most of the students had difficulty expressing their emotions in clear words. Most often, they expressed their emotions through gestures, facial expressions or simple words, but had difficulty explaining more complex emotions.

2. The effect of effective communication

During the experiment, students were given communication exercises aimed at increasing their emotional vocabulary. As a result of the open-ended questions, empathy, positive feedback, and storytelling methods used by teachers, children's ability to express their emotions more clearly increased.

3. Teacher communication style and students' emotional development

When the teacher was kind and understanding, students expressed their emotions more freely. On the contrary, in classes that used a strict and cold communication style, children tended to hide their emotions.

4. The importance of the group environment

The warm and supportive classroom environment had a significant impact on the level of students' expression of their emotions. Through group communication games and storytelling techniques, children became more confident in expressing their thoughts.

The results showed that improving teachers' communication styles is important for developing the emotions of 2nd grade students.

Discussion

The results of the study showed that effective communication plays an important role in developing the ability of 2nd grade students to understand and express emotions. Since children do not yet have the skills to fully understand and correctly express their emotions, the teacher's approach directly affects their emotional development.

Previous studies have also emphasized the importance of emotional communication with young children. For example, according to Vygotsky's theory of sociocognitive development, a child shapes his cognitive and emotional development through communication with those around him. The results of the study also confirmed this theory, showing that warm and open communication from the teacher develops children's emotional expressions.

One of the important aspects observed during the study was the importance of the teacher's communicative approach and the classroom environment. In an environment based on mutual

respect and empathy, students were more likely to express their emotions freely. In contrast, in classrooms with strict discipline, children tended to hide their emotions.

The study also found that children's emotional expression improved significantly with the use of open-ended questions, storytelling techniques, and group games. This suggests that teachers can positively influence students' emotional development when they use specific communication techniques in the learning process.

However, the study has some limitations. The study was conducted with only one age group, 2nd graders, and the generalizability of the results to other age groups may be limited. In addition, family environment and individual temperament factors also play a role in the development of emotions, which is an aspect that can be studied in more detail in further research.

Overall, the study results suggest that effective communication in primary grades is an important tool for students' emotional development. In the future, more extensive research on this topic is needed, including studies of different age groups and other factors in the educational system.

Conclusion

The results of the study showed that effective communication is important in developing the ability of 2nd grade students to understand and express emotions. The teacher's open and supportive communication helps children to clearly express their emotions, improve their relationships, and increase their self-confidence.

The results of observation and experiment confirmed that:

- open-ended questions, empathy, and storytelling methods used by the teacher serve to increase students' emotional vocabulary;
- a warm and supportive classroom environment has a positive effect on children's open expression of their emotions;
- strict discipline and cold communication methods can reduce children's ability to express emotions.

The results of the study provide the following recommendations for teachers to develop effective communication with children in the educational process:

1. Use open-ended questions and storytelling techniques to encourage students to express their feelings verbally;
2. Empathize with students' emotions, recognize and support their feelings;
3. Use a positive and understandable tone in communication with students, encouraging them to express themselves freely;
4. Develop children's emotional expression skills through group games and team activities.

Future research may provide a deeper study of the influence of other age groups and the family environment on the emotional development of students. In general, the development of effective communication in the educational process has a positive effect not only on the academic, but also on the emotional and intellectual development of students.

References:

1. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
2. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.



ISSN: 2692-5206, Impact Factor: 12,23

American Academic publishers, volume 05, issue 03,2025

Journal: <https://www.academicpublishers.org/journals/index.php/ijai>

3. Piaget, J. (1962). *The Language and Thought of the Child*. Routledge & Kegan Paul.
4. Bruner, J. (1996). *The Culture of Education*. Harvard University Press.
5. Mercer, N., & Howe, C. (2012). Explaining the Dialogic Processes of Teaching and Learning: The Value and Potential of Sociocultural Theory. *Learning, Culture and Social Interaction*, 1(1), 12-21.
6. Alexander, R. (2008). Towards Dialogic Teaching: Rethinking Classroom Talk. *Dialogos*.
7. Sutton, R. E., & Wheatley, K. F. (2003). Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*, 15(4), 327-358.
8. Gross, J. J. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 3-24). Guilford Press.
9. Saarni, C. (1999). *The Development of Emotional Competence*. Guilford Press.
10. Shayer, M., & Adey, P. (2002). *Learning Intelligence: Cognitive Acceleration Across the Curriculum from 5 to 15 Years*. Open University Press.