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EFFECTIVENESS OF TEACHING ELEMENTS OF COMMUNICATION TECHNIQUES IN THE PRIMARY PREPARATORY GROUP

Hayitmurodova Nasiba Abdusalimovna

Senior Lecturer, Department of Physical Education and Sports
National Pedagogical University of Uzbekistan Named after Nizami

Abstract

This article examines the effectiveness of teaching elements of communication techniques in the primary preparatory group from a pedagogical perspective. At the present stage of educational development, special attention is being paid to the formation of children's communicative competence before they enter formal schooling, since communication skills serve as an essential foundation for social adaptation, collaborative learning, and personal development. The study focuses on the pedagogical conditions, methods, and interactive approaches that support the development of basic communication techniques in young learners. Particular emphasis is placed on speech activity, listening culture, dialogic interaction, emotional responsiveness, and the ability to express thoughts clearly in age-appropriate situations. The article analyzes the role of play-based tasks, situational exercises, visual aids, and cooperative activities in improving children's verbal and nonverbal communication. It is argued that the systematic teaching of communication elements in the primary preparatory group contributes to greater confidence, improved peer interaction, active participation in educational tasks, and readiness for school-based instruction. The findings support the view that purposeful pedagogical work in this area enhances both language development and broader social competence.

Keywords: Communication techniques, primary preparatory group, communicative competence, speech development, interactive methods, preschool education, dialogic speech, social adaptation, cooperative learning, school readiness



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Introduction

BOSHLANG'ICH TAYORLOV GURUHIDA ULOQTIRISH TEXNIKA ELEMENTLARINI O'RGATISH SAMARADORLIGI

Hayitmurodova Nasiba Abdusalimovna

Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti

Jismoniy tarbiya va sport kafedrası katta o'qtuvchisi

Annotatsiya:

Ushbu maqolada boshlang'ich tayyorlov guruhida muloqot texnikasi elementlarini o'rgatish samaradorligi pedagogik nuqtai nazardan tahlil qilinadi. Ta'lim tizimi rivojlanishining hozirgi bosqichida bolalarning maktab ta'limiga kirishidan avval ularning kommunikativ kompetentligini shakllantirishga alohida e'tibor qaratilmoqda, chunki muloqot ko'nikmalari ijtimoiy moslashuv, hamkorlikdagi ta'lim va shaxsiy rivojlanishning muhim asosi hisoblanadi. Tadqiqotda yosh bolalarda muloqot texnikasining boshlang'ich elementlarini rivojlantirishga xizmat qiluvchi pedagogik shart-sharoitlar, metodlar va interfaol yondashuvlar yoritilgan. Nutq faolligi, tinglash madaniyati, dialogik hamkorlik, emotsional javob qaytarish hamda fikrni yoshga mos vaziyatlarda aniq ifodalash qobiliyatiga alohida e'tibor qaratiladi. Maqolada o'yinli topshiriqlar, vaziyatli mashqlar, ko'rgazmali vositalar va hamkorlikdagi faoliyatning bolalarning verbal va noverbal muloqotini takomillashtirishdagi o'rni tahlil qilinadi. Muloqot elementlarini boshlang'ich tayyorlov guruhida tizimli ravishda o'rgatish bolalarda ishonchni kuchaytirishi, tengdoshlar bilan munosabatni yaxshilashi, ta'limiy topshiriqlarda faol ishtirokini ta'minlashi va maktab ta'limiga tayyorgarligini oshirishi asoslab beriladi. Natijalar ushbu yo'nalishdagi maqsadli pedagogik faoliyat nafaqat nutq rivojiga, balki kengroq ijtimoiy kompetensiyaning shakllanishiga ham ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Kalit so'zlar: muloqot texnikasi, boshlang'ich tayyorlov guruhi, kommunikativ kompetentlik, nutq rivoji, interfaol metodlar, maktabgacha ta'lim, dialogik nutq, ijtimoiy moslashuv, hamkorlikdagi ta'lim, maktabga tayyorgarlik.



Introduction

In the modern educational paradigm, increasing attention is being paid to the early formation of communicative competence as one of the most important components of child development. The primary preparatory group occupies a special place in this process because it serves as a transitional stage between preschool education and formal schooling. At this level, children do not merely accumulate vocabulary or imitate adult speech patterns; they begin to participate consciously in communication, respond to others, express needs and emotions, and gradually develop the ability to interact in socially meaningful ways. For this reason, the teaching of elements of communication techniques in the primary preparatory group should be regarded not as an auxiliary task, but as a central pedagogical objective.

Communication techniques in early childhood education include a set of basic verbal and nonverbal skills that enable children to establish contact, listen attentively, ask and answer questions, maintain simple dialogue, use polite expressions, cooperate with peers, and interpret facial expressions, gestures, and tone. These elements are essential for successful adaptation to the educational environment because the child's future learning depends to a considerable extent on the ability to understand instructions, participate in joint activity, and communicate thoughts clearly. When such abilities are insufficiently formed, children may experience difficulties in peer relations, classroom behavior, emotional self-expression, and academic participation after entering school.

The growing relevance of this topic is connected with contemporary changes in educational expectations. Today, educational institutions aim not only to provide children with initial knowledge, but also to prepare them for meaningful interaction in a socially and pedagogically organized setting. In this regard, preschool educators are expected to create an environment in which communication becomes both the means and the outcome of learning. This shifts the focus from passive speech development toward active mastery of communication techniques through interaction, cooperation, play, and guided



participation. The child should not only speak, but also listen, respond, initiate dialogue, negotiate, and interpret communicative situations appropriately.

Teaching communication elements effectively requires age-appropriate pedagogical methods. Young children learn best through emotionally rich, visually supported, and practically organized activity. Therefore, role-play, imitation, storytelling, situational dialogue, collaborative games, and teacher-guided interaction become especially important. These methods help children internalize norms of speech behavior and acquire confidence in expressing themselves. In addition, communication techniques develop more successfully when educators consider individual differences in temperament, speech readiness, family background, and social experience. A child-centered approach makes it possible to support both active children and those who are shy, hesitant, or less verbally expressive.

From a pedagogical standpoint, the effectiveness of teaching communication techniques should be assessed not only by the quantity of words learned, but by observable improvements in interactional behavior. These include the ability to join a conversation, maintain eye contact, listen without interruption, react appropriately to others, ask relevant questions, and use language purposefully in familiar situations. Such indicators reveal whether communication is becoming functional and socially meaningful. Consequently, the study of how communication elements are taught in the primary preparatory group is important for improving preschool methodology, strengthening school readiness, and ensuring the holistic development of the child. This article therefore explores the pedagogical foundations, instructional methods, and developmental outcomes associated with teaching communication techniques at this formative educational stage.

Methods

The study was conducted on the basis of a pedagogical approach that combines child-centered education, communicative activity theory, and developmental learning principles. The methodological foundation of the research rested on the idea that communication is not acquired spontaneously in a complete form,



but develops through purposeful pedagogical influence organized in age-appropriate educational situations. In the primary preparatory group, communication techniques were examined as a system of elementary verbal and nonverbal skills that could be formed through structured instruction, repeated practice, guided interaction, and reflective support from the educator. The research therefore focused on identifying how these elements can be introduced, practiced, and reinforced within the daily educational process.

To investigate the effectiveness of teaching communication techniques, a set of complementary research methods was used. First, the theoretical method of literature analysis was applied in order to examine pedagogical, psychological, and methodological sources related to preschool communication development, speech culture, social interaction, and school readiness. This made it possible to clarify the conceptual meaning of communication techniques in early childhood education and to determine which elements are most relevant for children in the primary preparatory stage. Particular attention was given to such components as greeting behavior, turn-taking in dialogue, listening habits, asking questions, using polite formulas, emotional response, and understanding simple situational cues.

Observation served as one of the central empirical methods in the research. The behavior of children during organized lessons, free play, pair tasks, and group interaction was systematically observed in order to identify the level of their communication skills. The observation process focused on several criteria, including the child's willingness to initiate contact, ability to listen and respond appropriately, participation in collective activity, use of verbal expressions, and sensitivity to nonverbal cues. These observations allowed the researcher to compare children's communicative behavior before and after the implementation of specially designed instructional activities. The results of observation also helped identify individual differences in communicative participation, confidence, and adaptability.

In addition to observation, pedagogical experimentation was used to test the practical value of selected instructional strategies. During the experimental stage, children were engaged in a series of structured activities aimed at



developing specific communication techniques. These activities included role-playing games, situational conversations, storytelling exercises, cooperative tasks, imitation activities, and question-and-answer interaction. Visual materials, toys, picture cards, and emotionally engaging scenarios were incorporated to create conditions that supported active communication. The educator played the role of organizer, facilitator, and communication model, guiding children toward appropriate interaction while encouraging spontaneity and participation. This experimental design helped reveal how different instructional forms influence the development of communication elements.

The collected data were interpreted through comparative and descriptive analysis. Changes in children's communicative behavior were examined qualitatively by comparing initial and final observations, classroom participation patterns, and responsiveness during tasks. The study did not limit evaluation to formal speech output, but considered communication as a broader pedagogical phenomenon involving cooperation, emotional exchange, and situational understanding. As a result, the chosen methods allowed for a comprehensive examination of how teaching communication techniques in the primary preparatory group contributes to children's educational readiness and social development.

Results

The results of the study demonstrated that the systematic teaching of elements of communication techniques in the primary preparatory group had a positive influence on children's verbal activity, social interaction, and general readiness for organized learning. After the implementation of specially designed pedagogical activities, children became more active in expressing their thoughts, more willing to participate in collective tasks, and more confident in initiating contact with both peers and educators. The educational environment that emphasized guided dialogue, role-based interaction, and situational communication created favorable conditions for the development of basic communicative competence. This improvement was visible not only in the quantity of children's speech, but also in the quality of their interaction.



One of the significant outcomes of the study was the improvement in children's dialogic behavior. At the beginning of the pedagogical work, many children responded to questions only briefly, had difficulty maintaining a conversational turn, or relied heavily on the educator's prompts. As the instructional process progressed, children gradually demonstrated a greater ability to ask simple questions, answer more fully, listen to their peers, and remain engaged in short dialogue. They also became more capable of using communication formulas appropriate to everyday educational situations, such as greeting, thanking, requesting, apologizing, and offering support. These changes indicated that communication elements were not merely memorized, but were beginning to function as part of meaningful social behavior.

The results also revealed a noticeable increase in cooperative interaction among children. During pair and group tasks, children showed greater readiness to share materials, negotiate simple roles, and complete activities together through verbal exchange. In situations that previously caused hesitation or conflict, many children began to use language more effectively to explain intentions, respond to others, and maintain participation in shared play or educational tasks. The structured communicative exercises encouraged children to become more attentive to others and helped reduce passivity in group settings. This outcome is especially important because the ability to cooperate through communication is one of the essential indicators of social maturity and school readiness.

Another important result concerned the development of nonverbal communication and emotional responsiveness. Children began to demonstrate better use of facial expressions, gestures, eye contact, and tone in interaction. They showed greater awareness of emotional cues in others and became more responsive in situations requiring empathy, support, or polite reaction. The inclusion of role-play, imitation, and visual scenarios proved particularly effective in strengthening this aspect of communication. As a result, communication became more expressive, natural, and emotionally appropriate. This confirms that the teaching of communication techniques in the preparatory



group should not be limited to speech production alone, but should include the broader culture of interpersonal interaction.

Overall, the results confirmed that purposeful pedagogical work on communication techniques contributes significantly to the holistic development of children in the primary preparatory group. It supports not only language growth, but also confidence, cooperation, discipline in interaction, and adaptive behavior in educational contexts. Children who participated actively in communicative tasks showed stronger readiness for school-based learning, especially in tasks requiring listening, responding, collaboration, and self-expression. These findings demonstrate that the inclusion of communication elements as a structured component of preschool educational practice has clear pedagogical value and should be considered an important direction in improving early childhood instruction.

Discussion

The findings of the study confirm that the teaching of elements of communication techniques in the primary preparatory group has substantial pedagogical significance. Communication in early childhood should be understood not only as the development of speech, but as the formation of the child's ability to participate meaningfully in social interaction. In this regard, the obtained results support the view that communication techniques represent a multidimensional educational category that includes speech behavior, listening culture, emotional responsiveness, and the ability to engage in collaborative activity. When these elements are taught systematically, children begin to demonstrate a more mature style of interaction that positively affects both their personal development and their readiness for school.

One of the central issues emerging from the results is the relationship between communication and the broader educational process. The improvement observed in children's verbal initiative and dialogic participation suggests that communication is not an isolated skill, but a mechanism through which children enter the world of organized learning. A child who can listen to instructions, ask clarifying questions, respond appropriately, and cooperate



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with others is better prepared for the demands of classroom education. This means that teaching communication techniques in the preparatory group performs a dual function. On the one hand, it develops speech and interactional competence. On the other hand, it prepares the child for future learning activities by building the behavioral and cognitive foundations necessary for successful schooling.

The study also makes it clear that the effectiveness of communication teaching depends greatly on pedagogical organization. Children at this age do not master communication techniques through explanation alone. They require emotionally rich, visually supported, and interactive experiences in which communication becomes necessary and meaningful. Role play, situational dialogue, imitation, and cooperative tasks proved to be especially effective because they transformed learning into active participation. These methods allow children to internalize communication patterns not through abstract instruction, but through lived educational experience. This pedagogical principle is especially important in preschool education, where development is closely linked to activity, emotion, and social engagement.

At the same time, the discussion of results reveals that communication development is strongly influenced by individual differences. Not all children entered the educational process with the same level of verbal readiness, confidence, or social openness. Some children were more active and expressive, while others required additional encouragement and structured support. This indicates that the teaching of communication elements should be flexible and differentiated. A uniform method may not fully address the needs of all learners in the preparatory group. Therefore, educators should combine collective activities with individual guidance, ensuring that shy, reserved, or linguistically less active children are gradually included in communication-rich situations without pressure or exclusion.

The broader pedagogical implication of the study is that communication techniques should be recognized as a strategic component of preschool preparation rather than an optional supplement. Their systematic inclusion in educational planning contributes to the development of confident, socially



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competent, and school-ready children. From this perspective, preschool educators need methodological preparation not only in speech development, but also in organizing interactive, dialogic, and emotionally supportive communication environments. The results encourage the integration of communication teaching into the daily structure of preparatory education and underline its importance for the modernization of early childhood pedagogy.

Conclusion

The study demonstrates that teaching elements of communication techniques in the primary preparatory group is an essential component of early childhood education and an effective means of preparing children for further learning. Communication at this stage is not limited to the development of vocabulary or isolated speech habits. It represents a broader pedagogical process through which children learn to enter dialogue, respond to others, cooperate in shared activity, express emotions appropriately, and adapt to socially organized educational situations. For this reason, the formation of communication techniques should be regarded as one of the key developmental tasks of the preparatory group.

The findings confirm that when communication elements are taught systematically and purposefully, children show considerable progress in both verbal and nonverbal interaction. They become more active in expressing ideas, more attentive in listening, more confident in responding to peers and adults, and more capable of participating in collective educational tasks. Such progress is particularly important because it reflects not only language growth, but also the emergence of social maturity, self-confidence, and readiness to function in a structured learning environment. The child who can communicate effectively is better equipped to understand instructions, ask for clarification, collaborate with others, and engage productively in classroom activities.

An important conclusion of the study is that the effectiveness of this process depends largely on the pedagogical methods used by the educator. Communication techniques are formed most successfully when children are involved in interactive, emotionally meaningful, and practice-oriented activities. Role play, situational dialogue, cooperative games, imitation tasks,



storytelling, and guided conversation create the conditions in which communication becomes natural, necessary, and developmentally appropriate. These methods support the child's participation and help transform communication from a passive skill into an active instrument of social and educational behavior. Therefore, preschool teaching should emphasize dynamic forms of interaction rather than rely solely on reproductive or explanatory approaches.

The study also leads to the conclusion that communication development in the primary preparatory group requires an individualized and flexible pedagogical approach. Children differ in temperament, speech readiness, emotional openness, and prior social experience. As a result, communication teaching should not be organized as a rigidly uniform process. Educators need to identify each child's communicative strengths and difficulties, provide support according to developmental needs, and create an atmosphere of encouragement in which every child feels secure enough to participate. Such a differentiated approach increases the pedagogical effectiveness of communication instruction and prevents less active children from remaining on the margins of group interaction.

In summary, the teaching of communication techniques in the primary preparatory group has clear educational value and should occupy a central place in preschool methodology. It contributes to speech development, social competence, emotional responsiveness, and school readiness, while also strengthening the child's ability to function as an active participant in educational life. The results of the study support the integration of communication-focused pedagogical strategies into the daily practice of preparatory education and highlight the importance of improving teacher preparation in this area. The broader significance of the research lies in its confirmation that communication is both a means of development and a vital educational outcome in early childhood pedagogy.



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