

THE IMPACT OF EDUCATOR SPEECH AND COMMUNICATION CULTURE ON ACTIVATING CHILDREN'S COGNITIVE ACTIVITY IN PRESCHOOL EDUCATION

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Abstract: *This article examines the influence of educator speech and communication culture on activating cognitive activity in preschool children. The study is structured according to the IMRAD format and aims to identify how pedagogical communication affects children's thinking processes, curiosity, and problem-solving abilities. A mixed-method experimental study was conducted with 60 preschool children aged 5–6 years during the 2024–2025 academic year. The results demonstrate that structured, expressive, and dialogic educator speech significantly enhances children's cognitive engagement, analytical thinking, and creativity. The findings confirm that communication culture is a key pedagogical factor in stimulating intellectual development during early childhood.*

Keywords: *cognitive activity, preschool education, educator speech, communication culture, dialogic teaching, cognitive development.*

INTRODUCTION

Cognitive activity in early childhood forms the foundation for intellectual development, critical thinking, and lifelong learning. Preschool education plays a decisive role in shaping these competencies [1]. One of the most influential yet often underestimated factors in this process is the educator's speech and communication culture.

Educator speech refers to the clarity, expressiveness, emotional tone, structure, and dialogic nature of verbal interaction with children. Communication culture includes respect, empathy, constructive feedback, and supportive dialogue. Research indicates that teacher-child interaction significantly affects cognitive engagement and learning outcomes [2].

Modern pedagogical theories emphasize the importance of dialogic teaching, where children are encouraged to participate actively in discussions rather than passively receive information [3]. When educators use open-ended questions, expressive language, and supportive feedback, children demonstrate higher levels of curiosity, reasoning, and creativity [4].

Despite growing research, many preschool settings still rely on directive and monologic communication styles, which limit children's cognitive initiative. Therefore,





examining the role of educator speech and communication culture in activating cognitive activity is a relevant and timely issue.

Research Aim

To analyze the impact of educator speech and communication culture on activating cognitive activity in preschool children and to evaluate its effectiveness experimentally.

Research Objectives

1. To examine theoretical foundations of cognitive activity and pedagogical communication.

2. To identify the characteristics of effective educator speech.

3. To design and implement a communication-based methodology.

4. To evaluate its impact through experimental research.

Research Hypothesis

If educators use dialogic, expressive, and culturally appropriate communication strategies, children's cognitive activity will significantly increase.

II. METHODS

Research Design

A mixed-method research design combining theoretical analysis and pedagogical experimentation was applied. The study was conducted during the 2024–2025 academic year in two preschool institutions.

Participants

60 preschool children aged 5–6 years were divided into:

- Experimental group (30 children)
- Control group (30 children)

Methods

Theoretical Methods

- Literature review
- Comparative analysis
- Conceptual modeling

Empirical Methods

- Observation
- Structured pedagogical experiment
- Cognitive activity assessment tasks
- Interviews

Statistical Methods

- Percentage comparison
- Pre-test and post-test analysis



Assessment Criteria

Cognitive activity was measured using the following indicators [5]:

1. Curiosity and questioning frequency
2. Analytical reasoning
3. Verbal participation
4. Creative response generation
5. Task persistence

Methodological Intervention

The experimental group was exposed to structured communication strategies for 16 weeks (three sessions per week):

1. Use of open-ended questions
2. Encouraging dialogue and discussion
3. Expressive intonation and storytelling
4. Positive reinforcement and constructive feedback
5. Respectful and emotionally supportive interaction

The control group continued traditional instructional methods.

III. RESULTS

Initial Assessment

Level of Cognitive Activity	Experimental Group	Control Group
Low	34%	36%
Medium	46%	44%
High	20%	20%

Final Assessment

Level of Cognitive Activity	Experimental Group	Control Group
Low	10%	30%
Medium	30%	46%
High	60%	24%

The experimental group demonstrated a threefold increase in high-level cognitive activity.

Qualitative Findings

Children in the experimental group:

- Asked more “why” and “how” questions.
- Showed greater engagement in discussions.
- Generated more original responses.
- Demonstrated improved reasoning during storytelling tasks.
- Exhibited longer attention spans [6].



IV. DISCUSSION

The results confirm that educator speech and communication culture significantly influence children's cognitive activation. These findings align with socio-cultural theory, which emphasizes the role of social interaction in cognitive development [6].

Dialogic teaching enhances reasoning and critical thinking by creating a collaborative learning environment [7]. Similarly, research on classroom interaction demonstrates that supportive teacher talk fosters deeper cognitive processing [8].

Expressive and emotionally positive speech stimulates children's intrinsic motivation, which is closely related to creativity and intellectual growth [5].

Key Factors of Effectiveness

1. Use of open-ended and probing questions
2. Emotional warmth and respect
3. Encouragement of independent thinking
4. Active listening
5. Constructive feedback

Practical Implications

- Educators should prioritize dialogic interaction.
- Storytelling and expressive speech should be integrated into daily activities.
- Communication training should be included in teacher professional development programs.
- Assessment should consider quality of interaction, not only academic outcomes.

V. CONCLUSION

The study confirms that educator speech and communication culture play a decisive role in activating cognitive activity in preschool children. Structured, dialogic, and emotionally supportive communication significantly enhances children's curiosity, reasoning, creativity, and engagement.

Developing communication competence among preschool educators is therefore a key condition for improving cognitive outcomes in early childhood education.

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