


## Features of The Educator's Interaction with The Students

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**Abstract:** This article examines the pedagogical and psychological features of interaction between educators and preschool children within the context of humanistic educational approaches. The study emphasizes the importance of understanding each child's personality, interests, needs, and moral qualities, and organizing the educational process based on respect and individualization. It highlights existing challenges faced by educators in establishing effective communication, including difficulties in building trust, interpreting children's psychological states, and adapting interaction strategies in different situations. Drawing on social psychology theories and the works of leading scholars such as Lev Vygotsky, Jean Piaget, and Sigmund Freud, the article analyzes the role of communication in children's cognitive, emotional, and social development. Special attention is given to verbal, paralinguistic, and nonverbal communication forms, as well as the development of communicative competence and emotional intelligence in educators. The findings demonstrate that effective educator-child interaction significantly contributes to the formation of social skills, self-awareness, and overall personality development in early childhood.

**Keywords:** Preschool education, educator-child interaction, pedagogical communication, communicative competence, emotional intelligence, early childhood development, socialization, humanistic approach, psychological development, child-centered education.

**Introduction:** The requirements for the preschool education system in our country require and promote new approaches based on humanism. This approach is aimed at organizing the educational process through a deep understanding of the personality, interests, needs and moral qualities of each student, respecting them. The role of the educator-pedagogue in this process is of paramount importance, and his ability to establish effective relationships with children is one of the main factors of professional formation. Current practice shows that many educators working in preschool educational organizations face certain problems in their relationships with children, in terms of communication. In particular, there are difficulties in establishing reliable contact with children in certain situations, understanding their mental state, coordinating relationships according to the situation, or properly organizing communication during classes. This cannot

but have a negative impact on the purposeful establishment of mutual trust and cooperation between the educator and the student.

According to researchers FT Ma'murova, NX Abdullayeva, the educator "... educates children, exerts a pedagogical influence, forms a scientific worldview, high beliefs in them, and instills positive moral qualities. However, we cannot say that all students who graduate from the institute and are assigned to pedagogical activities become specialists who have mastered the culture of communication, can freely express their thoughts to others, and speak in a purely literary language. Therefore, the upbringing of a culture of communication in students, especially pedagogical communication, should be an integral part of the educational system in pedagogical institutes, one of the most important tasks." It follows from this that aspects such as improving the professional qualifications of the

educator, improving his pedagogical communication skills, developing communicative competence, and strengthening emotional intelligence are among the important factors determining the effectiveness of the educational process. As preschool education methodologist Dono Babayeva noted, "the educator influences children in everyday life, in games, in the process of training and activities, in joint work and in communication with them." Therefore, it is important for the educator to be not only a teacher, but also a sympathetic, understanding and reliable leader who supports the child's personal development. So, today's educator is required not only to have professional knowledge and skills, but also deep psychological preparation, love for the child and a high level of communication culture.

The scientific interpretation of this problem is generally theoretically explained in the literature on social psychology. These generalizations can be applied to all processes related to communication, including future work in the training of specialists for the field of preschool education. First of all, the section on the genesis of communication, the role of communication in personal development, and the importance of communication as a psychological category in the textbook "Social Psychology" by Ergash G'oziyev, a leading psychologist in our republic, can be considered a methodological basis.

In the textbook of the same name by Voris Akhrorov, the view on the topic is further enriched. Defining the phenomenon of communication, interaction, the scientist expresses the following thoughts relevant to any social activity, including education: "The most elementary function of any communication is to ensure mutual understanding between interlocutors. ... Its second important function is to lay the foundation for social experience. A human being socializes only in a circle of people, forms the necessary human qualities for himself". The scientist's thoughts on verbal, paralinguistic and nonverbal forms of interpersonal psychological influence are important for students preparing for the process of raising young children. These three forms are used by the educator every day in the activity of the educator: when receiving children, during classes, putting them to sleep, on a walk, in frontal and individual activities, when following them home - in all processes. At the same time, they are also

manifested in children as an expression of a certain state or experience. As stated in the textbook co-authored by VM Karimova, OE Hayitov, N.SH. Umarova, "Communication is such a multifaceted process that it simultaneously includes the following: a) the process of interaction between individuals; b) the process of information exchange between individuals; c) the process of one person's attitude towards another person; d) the process of one person's influence on others; d) the possibility of expressing sympathy for each other; e) the process of individuals understanding each other".

The research of Russian preschool educators on the topic we are discussing has been widely recognized worldwide.

Russian (former Soviet) scientist LS Vygotsky, Swiss J. Piaget (Piaget) and Austrian Z. Freud emphasized that the communication of the educator with the student is of great importance in the comprehensive development of the child: intellectual, spiritual, and especially spiritual. The views of the first-mentioned scientist are especially significant among them. He considers the desire to know (activity), mastering subject-oriented activities, speech development, the child's relationship with adults as aspects that have a positive impact on the child's spiritual, mental and social development. M. Lisina pays great attention to emotional relationships in this regard. In this view, in our opinion, there is a sound approach: communication has a social character, and at its core lies the relationship and active appeals of adults to the child. In this process, the child forms and develops such abilities as involuntary observation, attention, mechanical memory, and reaction. Unlike other scientists of the last century, AN Leontiev put forward the view that all structures of a child's activity, including communication and relationships, are immanent (internal, arising from within). According to him, the role of parents, other adults in the family, including the educator, is determined only as an external factor. This view, in our opinion, is somewhat controversial, since one of the predecessors of this scientist, LS Vygotsky, had previously logically substantiated communication with adults for a child as a primary factor in relation to any individual activity. This view can be found in any family raising process, observing the process. That is why MI Lisina at one time argued that the need for communication is determined

by the position of adults who distinguish the child's personality and conduct meaningful communication with him. We also agree with her views. Indeed, it is precisely the communication of adults: parents, grandparents, siblings that forms the basis of the child's consciousness and instills in him a way of life typical of human society. In kindergarten, communication with a teacher and other forms of interaction further socializes him, prepares him for knowledge. The scientist believes that a child is a multifaceted subject, and as a motive for communication with him, he identifies the qualities of other subjects (people) with whom he interacts, and distinguishes such motives of communicative activity as openness, knowledge, and personal motives. From the above, it can be summarized that communication with children forms the following three qualities in them:

be able to communicate with people in their environment;

\*retaining the image of people with whom you have a relationship;

\*knowing oneself as a person - understanding one's "I".

another study, MI Lisina, studying the ontogenesis of communication, notes that a small person "... forms his idea of himself in various life practices: personal activity experience and communication experience." As noted in the methodological recommendations prepared by Uzbek preschool education methodologists: "Preschool age is a unique basis for the development of the individual. During this period, the child's abilities, skills and future character are formed under the influence of many factors. The task of adults who are with the child is to create a harmonious, developing, emotionally comfortable environment." It can be seen that the consciousness of a small person who finds himself in the system of relationships mentioned above is formed, and as a result, the ability to evaluate his own behavior, which is the axis of self-awareness, is formed. This point is important to emphasize to future educators - students of higher educational institutions. They should memorize the concise, pithy wisdom of Milysina, who says that a child separates himself not from the material world, but from another person who relates to him.

The observations of the famous Japanese scientist Masaru Ibuka support the above ideas: "But one thing is certain: even with young children it is possible to speak in the language of adults. You need to speak to

the child in the usual way, without waiting for him to learn from the conversation of those around him, and then the language of adults will be imprinted in his brain like an image. ... If the parents do not care about this, it will take a lot of time and effort to get the child to speak in the usual language. The child develops when young children speak their own language, without parental intervention. Development "To provide the basis for this means to cultivate independence in the child." Here, too, the idea of emphasizing the responsibility of adults, especially the educator, in the communication process is hidden. The educator must explain and remind parents of these truths in a timely manner. Friedrich Froebel, who introduced the concept of "kindergarten" into pedagogy According to him, a teacher should enrich the lives of his students with content. In the textbook of the methodologist Valijon Kadyrov, this famous German pedagogical scientist considers it important for a child to observe and appreciate everything, and as an educator, to give him the necessary vocabulary to fully assimilate what he sees and observes. According to him, words should express not only the objects themselves, but also their properties, qualities, and the relationship of things to each other. This is done through communication and other forms of interaction.

#### **FEATURES OF INTERACTION BETWEEN EDUCATORS AND PRESCHOOL CHILDREN**

The requirements set for the preschool education system in our country call for and promote new approaches based on humanism. This approach is aimed at organizing the educational process through a deep understanding of each child's personality, interests, needs, and moral qualities, as well as respecting them. In this process, the role of the educator is extremely important, and their ability to establish effective interaction with children is considered one of the main factors of professional development.

Current practice shows that many educators working in preschool institutions face certain difficulties in communication and interaction with children. In particular, challenges arise in establishing trustful relationships, understanding children's psychological states, adapting communication to specific situations, and organizing effective interaction during activities. This negatively affects the development of mutual trust

and cooperation between the educator and the child.

According to researchers FT Ma'murova and NX Abdullayeva, an educator "...provides education, exerts pedagogical influence, forms a scientific worldview and strong beliefs in children, and develops positive moral qualities. However, it cannot be said that all graduates entering pedagogical activity have fully mastered communication culture, can express their thoughts freely, and speak fluent literary language. Therefore, developing communication culture, especially pedagogical communication, should be an integral and essential task of teacher education institutions.

Based on this, improving professional competence, enhancing pedagogical communication skills, developing communicative competence, and strengthening emotional intelligence are key factors determining the effectiveness of the educational process. As preschool methodologist Dono Babayeva emphasizes, a teacher influences children in everyday life, during play, learning activities, joint work, and communication. Therefore, an educator should not only be a teacher but also a supportive, understanding, and trustworthy guide in a child's personal development.

The scientific interpretation of this issue is generally covered in social psychology literature. These theoretical conclusions can be applied to all communication processes, including training specialists for preschool education. In particular, the work "Social Psychology" by Ergash Ghaziyev provides a methodological foundation by explaining the genesis of communication, its role in personality development, and its psychological significance.

In Voris Ahrorov's textbook, the concept of communication is further enriched. He states that the most basic function of communication is to ensure mutual understanding between interlocutors. Another important function is the formation of social experience. A person becomes socialized only within a social environment and acquires essential human qualities.

The ideas about verbal, paralinguistic, and nonverbal forms of communication are especially important for future educators. These forms are applied daily in all activities: welcoming children, conducting lessons, organizing sleep, outdoor play, and daily routines. At the same time, these forms are also reflected in

children's behavior.

According to VM Karimova, OE Hayitov, and N.Sh. Umarova, communication is a multifaceted process that includes:

- interaction between individuals;
- exchange of information;
- expression of attitudes;
- influence on others;
- empathy ;
- mutual understanding.

Studies by prominent scholars such as LS Vygotsky, J. Piaget, and Z. Freud highlight the crucial role of communication between educator and child in intellectual, moral, and psychological development. Vygotsky, in particular, emphasized that interaction with adults plays a key role in cognitive activity, speech development, and social growth.

M. Lisina focused on emotional aspects of communication, considering it a socially driven process based on adult-child interaction. Through this process, children develop attention, memory, observation, and responsiveness.

AN Leontiev, however, viewed communication as an internally driven process, considering external factors as secondary. This idea is somewhat controversial, as Vygotsky earlier proved that interaction with adults is the primary factor in a child's development.

According to M. Lisina, a child's need for communication depends on the position of adults who engage meaningfully with them. Indeed, communication with parents, relatives, and educators forms the basis of a child's consciousness and social behavior. In preschool institutions, interaction with educators further enhances socialization and prepares children for learning.

Communication helps children develop:

- the ability to interact with others;
- the ability to remember social images;
- self-awareness ("I" concept).

Lisina also emphasized that a child forms self-perception through personal and communicative experiences.

It is also noted in Uzbek methodological

recommendations that preschool age is the foundation of personality development. During this period, abilities, skills, and character traits are formed under various influences. Therefore, adults must create a harmonious and emotionally supportive environment.

Japanese scholar Masaru Ibuka supports this view, stating that even small children should be spoken to in a normal adult language. Early exposure to proper language supports intellectual development and independence.

Friedrich Fröbel, who introduced the concept of "kindergarten," emphasized enriching children's lives. According to him, educators should help children observe and understand the world, while providing sufficient vocabulary to express their observations.

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