



 Research Article

DEVELOP THINKING AND COMMUNICATION THROUGH ACTIVE LISTENING

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Asida Isabayeva

Doctoral Student, Namangan State University, Namangan, Uzbekistan

ABSTRACT

This article scientifically covers the development of thinking and communication in preschool children through the formation of listening skills. There are also games for preschoolers to develop thinking and communication through the use of active listening.

KEYWORDS

Listening, hearing, communication, play, thinking.

INTRODUCTION

The success of a class depends in many ways not only on the educator's speaking ability, but also on the children's ability to listen. That is why the proper form of children's listening activities is a topical issue. In general, the processes of hearing with listening are different from each other. Just someone who hears it

may not understand anything. But the listener can definitely understand something. Understanding is the ability to feel people's emotions as well. In our opinion, listening to people, being able to feel their emotions, listening in silence, creates the concept of active listening. It has been repeatedly said that the use of active listening is more effective, especially



today. The educator's use of active listening enhances his or her position as a teacher. The reason is that it takes into account the situation, the content of the conversation in the classroom, and the emotional state of the children in the conversation. Similarly, the use of active listening by children improves his or her personality as a person in any future career and throughout his or her life.

METHODS

The study used data from foreign scientific works, scientific methods of studying the processes of development of thinking and communication - generalization, systematic analysis, descriptive and other methods.

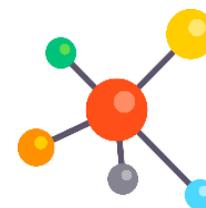
ANALYSIS OF RELEVANT LITERATURE

As a result of our research, we have witnessed that so far there has been no scientific research aimed at the development of thinking and communication skills in children, especially through listening. However, various scientific studies of thinking and communication have been carried out by both local and foreign researchers. We cannot say the same about developing these skills through listening. For this reason, it is necessary to study scientific works on this topic, mainly by foreign researchers. In particular, researcher Julia Gippenreiter's book, "The Miracles of Active Listening", illustrates the importance of listening skills with simple examples (1). Therefore, we can notice that the concept of "active listening" is mentioned by the Soviet psychologist Julia Gippenreiter.

Hearing is the process of focusing on visual and auditory stimuli and making them meaningful. Active listening includes concentration, understanding, memorization, assessment and reaction (2). Good manners in front of the interlocutor, the ability to actively listen also help to achieve fluent speech. The

reason is that fluent speakers may not know how to listen, but a person who can listen can definitely speak fluently. The person who hears may not analyze, but the person who listens is responsible for remembering and analyzing the incoming information. The person who analyzes begins to think. If you want to get his opinion right away, try contacting him. Verbal speech is the most important social cognitive ability that a child develops at school (Karen S. & Alison B. 2016). Therefore, our highest goal in preparing children for school is, first of all, to pay attention to the enrichment of their oral speech. As a result, it becomes clear that just hearing and listening are two different things. In general, the difference between a person who just hears and a person who is a listener becomes clear that this is the concept of attention. Attention is the first step in the learning process. We cannot understand, recognize or remember what we have not heard or seen (4). If people listen carefully, they can embody any information in their mind. On the contrary, just hearing it, they cannot learn the information. As a result, neither thinking nor communication is formed.

In general, a person's listening style depends on a number of factors: character, personality, interests, age, interlocutor, specific situation. Likewise, a number of problems and weaknesses can be observed in the effective listening style of children. The role of preschool educational organizations in the effectiveness of children's listening is no less important. Namely, it is advisable to locate preschool institutions in quiet places, taking into account the daily activities of children. We believe it is right for children to stay away from loud music, weddings, entertainment venues, taking into account the listening process and the processes of daytime sleep. This is because these factors can hinder the



functioning and development of the ability to listen. Noise interferes with concentration anyway.

You also need to make sure that preschool institutions are bright and comfortable. The reason is that a dark room negatively affects the mood of children or children are distracted and start thinking about something else. However, there are a number of factors that affect the listening experience in a room. For example, excessive silence on the walls of the room, various extraneous noises in the room, the temperature is higher or lower than room temperature, the presence of an unpleasant odor in the room, and so on. There are also problems associated with the listening process related to the teacher. For instance, problems with bad manners, too quiet or too loud, fast or slow speech, difficulty speaking, looking at the clock, using the phone, chewing gum, forgetting to take into account the weather, have a negative impact on his academic performance.

RESULTS

Children have more qualities than we think. You just need to be more selective about the help you give to other people. They have the same ability to hear as they have the ability to listen. To develop this existing ability, we must first show them, as adults, an example. That is why we must first be able to listen to them, not forgetting that they tend to imitate. Forget about problems for a while talking with your child, try to free yourself from feelings, attitudes towards him and thoughts about him (5). As you listen, express your reaction with your eyes, whether the information your child is saying is true or false, truth or slander. Teaching them to look in the eyes as they talk will have a positive effect in the future. It will be very useful for your child not only to better understand you, but also to understand communication and

relationships with eyes and eyes, so that he can determine the external relationship with him when he is in different circles in the future. First, he listens to people through the expression in his eyes. Eyes are one of the first factors that determine the mood, state of a person, attitude to the situation. This is why sometimes the tongue is not needed when the eyes speak. At this point, we would like to encourage caregivers to pay attention to each child's eyes when you are adopting a child. Let your eyes meet. Then love will increase, and you will find out what the mood of the adopted child is. A cheerful child does not like the attitude one should have towards a depressed child, and vice versa. This is why the educator must first be able to look the child in the eye and listen to him. Parents should also look their children in the eye. Any rebuke or caress will be effective when gazes meet. At the same time, interaction occurs with eye collision. Someone speaks with their eyes, the other side listens.

DISCUSSION

As we teach preschoolers a culture of listening, we reiterate the need to be able to show them that we are active listeners in the first place. In order to show children how to be an active listener in a conversation with similar children, parents must first do the following:

- When children speak, it should never be spoken;
- Expressing that you understand and confirm what the child is saying by shaking your head gives him or her more power;
- Your looks, gaze, and facial expressions also affect the child. Different meanings can be read from it. This is why children need to be supported through looks, glances and facial expressions;



- Even if the child is saying something wrong, you should be careful when you correct him, praise the child, and say, "If you said that, there would be a more complete answer," raising the child's spirits. The child must always live knowing that his opinion is important;
- It is helpful to ask questions from time to time during the conversation with the child. It builds a child's self-confidence.

It is also helpful to organize a variety of games to strengthen children's listening skills during the lesson. Playing specially structured games develops logical thinking in children and creates intellectual processes (Sonja P., Despina S. & Oliver C. 2013). At this point, we consider it appropriate that the educator organizes various games and that they serve to develop some aspects of the child. Below we offer a game mode called "Listen to a Fairy Tale". Let's consider playing it. In our opinion, such games should be played at least once a day in preschools. We use the game "Listen to a fairy tale" to develop children's thinking and communication skills, first of all, to develop their listening skills. To do this, educators will be able to organize this game via a voice device or personal cell phone. Children are played two fairy tales at the same time on two telephone devices or on one audio device. Children are given the task of telling the names of these tales and the course of events. After listening to the story, the children are asked to tell a story. The mind of the child who started the first story is filled with the rest of the children. Then the tale on the device is played. Children are assessed on how well they can listen to the story. It is expedient that the first tale was read by a woman and the second by a man. The reason is that children are not yet accustomed to such games, and it is difficult for them to distinguish two different voices

of the same sex. When children first distinguish two different sounds, their attention and memory are tested. They concentrate and try to distinguish sounds.

CONCLUSIONS

In terms of assessing children, we are in favor of identifying them through incentive cards. The reason is that the child simply forgets the so-called excellent grade. This does not lead to any healthy competition among children either. The incentive card in his hand encourages the child to move further and motivates the rest. The second tale is told in the same order. The educator has to analyze for himself which fairy tales the children have heard the most, why, and again the idea of organizing a game in this order. Through the organization of such games, children develop the ability to pay attention and listen. Later, storytellers can only be changed to women or men. But even then, it's nice to be read by two people. It is also possible to change the conditions of the game. For example, remember the names of the animals, fruits, vegetables, trees, and birds in the story. As with any game, the children's enjoyment of this game also depends on the educator's creative skill.

In conclusion, we emphasize that teaching children to listen should be considered an important task. We must not forget that the listener can think, and the thinking person can communicate. In our opinion, the development of active listening in educators and children is important in cultivating mature personnel for the next generation.

Conflict of interest

All the information mentioned in the scientific article is open and you can get acquainted with it in various open databases. The article followed the rules of ethics. Anonymity maintained. Since the article is a



study in the field of preschool education, there is no conflict of interest in it.

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