

## Influence young children's social and emotional development

### **(TEACHER – CHILD INTERACTION IN PRE-SCHOOL SETUP)**

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When I think of my pre-school days, even today, I remember myself holding the edge of my auntie's saree and moving along with her where ever she goes. She is so affectionate and caring. I can proudly say that whatever I am today it is because of her. She used to hug me; she played with me and responds for every action of mine. Yes, what she did is right. When we are set to work with children every moment we spend with them counts. Researches reveal that Teacher-child relationship plays a significant role in influencing young children's social and emotional development. Various studies of Teacher-child relationship annotates, children who had a secure relationship with their pre-school and kindergarten teachers have demonstrated good peer interactions and their positive relationships with teachers and peers in elementary school. On the other hand, children who had insecure relationships with teachers are facing difficulties in interacting with peers and quite often engaged in confrontations with their teachers. Further researches have shown that teachers' interaction styles with children have helped them in building positive and emotionally secure relationships with adults. For instance, the tender and ever smiling behaviour, words of affection, appropriate physical intimacies all help in promoting children's positive responses towards teachers.

The interaction between the Teacher and the children is the utmost priority. This will result in the development of positive relationship. The Teacher has to come out with lots of innovations. Rather the Teacher has to adopt various strategies and create an atmosphere for building up positive relationship between the two. Patience and perseverance will achieve the goals contemplated upon. For example, give a patient listening to what they say, compliment with a smile with eye to eye contact, personal attention to each one after another, engaging them face to face.

The behavioral aspect plays an important and pivotal role in promoting and establishing Teacher-Child relationships. Do not forget at any time to put on a smile with pleasant voice. The words should be simple and the communication has to be soothing and comfortable. The difficult will become easy and the ease is the expected result. Creating Trust and confidence in the children should be the primary responsibility of the Teachers so that children will develop the feeling of “I am” and” I can”. For which one can experiment the following - Greet them with courteous words when they get down from the school bus and enter the classrooms accompanied by their parents. Mind your language and genuine concern especially when they are with their parents. Compliment their dressing and hairstyle.

The basic factor is establishing secure relationship between the Teacher and Children. Allow them to speak and complete. Try to explain what they speak in their own words and add one or two which they can understand. This in turn will help them in further learning. Especially for pre-school children it is necessary to encourage mutual respect among children and adults. Allowing them to speak and finish, also making them to listen to others with rapt attention, will go in a long way, in building trust and confidence between the two. In addition , the teachers positive guidance techniques like, modeling and encouraging appropriate behaviour, redirecting children to more acceptable activities, setting clear limits, help children in establishing trusted relationships with their Teachers.

To develop positive Teacher-Child relationship one should keep in mind the following salient features:

- Welcome the children with smile
- Have one-to-one interactions with children
- Coming down to the child's level for face-to-face interactions
- Use pleasant, calm voice and simple language
- Give the child warm, responsive physical contact
- Help the child to understand classroom expectations
- Listen to children and encourage them to listen to others
- Acknowledge children for their efforts
- Be responsive to children and their changing needs, interests and abilities
- Show them the alternatives when they are engaged in challenging behavior/activities

“There is no tomorrow for children their name is today”

**Smt. KAMISSETTY GODA LAKSHMI**

**M.Sc. M.Phil (Ph.D)**

Home Science (Child Development)

**DEAN**

**Sri Vamshidhar High School  
(Research & Development Wing)**