**The Critical Review of Social Sciences Studies**

**Online ISSN:** 3006-7170
**Print ISSN:** 3006-7162
Volume 4, Number 1, 2026, Pages 8379 – 8385
**Journal Home Page**
**https://thecrsss.com/index.php/Journal/about**

# Effect of Teachers' Instruction on Learners' Cognitive and Social Skills in Early Childhood Education

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**ARTICLE INFO**

***Article History:***

| | | |
|---|---|---|
| *Received:* | *February* | *22, 2026* |
| *Revised:* | *March* | *08, 2026* |
| *Accepted:* | *March* | *26, 2026* |
| *Available Online:* | *March* | *30, 2026* |

***Keywords:***

*teachers' instruction, cognitive skills, social skills, early childhood education*

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## ABSTRACT

*This article is a review that investigates the enormous influence that early childhood educators have on the cognitive and social development of their students through the lessons they teach. Early infancy is a pivotal time for the development of fundamental abilities, and instructors play a crucial role in the creation of a supportive learning environment that encourages optimum development throughout this era. The purpose of this article is to investigate the various teaching methods utilized by educators and the effect these methods have on the cognitive growth of students. This development encompasses the acquisition of linguistic skills, reading abilities, mathematical comprehension, and the capacity to solve problems. In addition to this, it investigates the ways in which the instructional techniques of instructors foster social skills such as communication, collaboration, empathy, and the ability to regulate emotions. This study stresses the significance of teacher training, pedagogical techniques, and classroom practices in improving the cognitive and social development of learners during the formative years of their education.*

## Introduction

Early childhood education is an essential component of a child's overall growth and development, since it lays the groundwork for a child's potential intellectual and social achievement in later years. During this formative era, the teaching that instructors provide has a tremendous impact on the cognitive and social abilities of their students (Shaheen et al., 2024). Learners' cognitive capacities, such as language development, literacy skills, arithmetic comprehension, and the ability to solve problems, can be improved via the use of instructional strategies that are effective. In addition, the teaching methods utilized by educators foster the development of vitally important social skills,

including communication, collaboration, empathy, and the ability to self-regulate emotional responses (Saleem et al., 2024). The purpose of this review article is to investigate the impact that early childhood educators have on the cognitive and social development of their students through the lessons they teach (Arshad, Ahmad & Rao, 2025).

Early childhood education is a crucial stage in a child's development since it lays the groundwork for a child's future academic performance as well as their social and emotional well-being. Because children experience substantial cognitive and social development during this formative age, it is vital to understand the crucial role that the education that they get from their instructors has in moulding their skills and talents. The development of cognitive processes, language skills, problem-solving abilities, and social competencies may all be aided by employing instructional techniques that are effective (Ahmad, Yousaf & Yousaf, 2025). These practices not only make it easier to acquire new information but also make it more likely that students will graduate with that information.

In early childhood education, teachers play a vital role in the creation of a learning environment that is helpful and stimulating for children, which in turn promotes the children's overall development. They devise and put into practice teaching tactics that engage students and boost the intellectual capabilities of the participants. Teachers may inspire an interest in learning, active engagement in classroom activities, and a sense of wonder in young students by employing effective pedagogical strategies (Ahmad, Shaheen & Maitlo 2025).

In order to improve students' cognitive abilities and speed up their language learning, educators use a variety of different teaching strategies (Ahmad, Yousaf & Riaz, 2026). They do this by cultivating an atmosphere that is rich in language input by employing strategies such as telling stories, having engaging conversations, and participating in activities that promote expressive language. This helps enhance vocabulary growth, grammatical development, and fluency in language. In addition, instructors include literacy-focused instruction into their pedagogical approaches, which helps students develop core abilities including print awareness, phonological awareness, reading comprehension, and written expression (Hafiza et al., 2024; Bashir et al., 2025).

In the field of mathematics, instructors implement useful instructional tactics in order to cultivate students' grasp of mathematical concepts and their ability to solve mathematical problems. In order to encourage conceptual growth, numerical reasoning, and critical thinking abilities, they use hands-on activities, manipulates, and real-world scenarios (Naseem et al., 2023). Teachers are able to assist children in developing a strong foundation in mathematics by giving them chances for research and discovery, which in turn enables children to apply mathematical principles to real-world scenarios (Mahmood & Zafar, 2025).

The education that students receive from their professors has a tremendous impact not only on the intellectual growth of their students but also on their social abilities and emotional well-being. Teachers may encourage good communication, cooperation, and interpersonal skills by introducing cooperative learning, joint projects, and group discussions into their pedagogical methods. The development of social competences such as active listening, empathy, conflict resolution, and courteous behavior might be facilitated by these encounters (Arshad et al., 2026). In addition, teachers foster emotional intelligence and self-awareness in their students by cultivating a classroom climate that is secure, welcoming, and child-centered, one in which students are free to investigate and manage their feelings (Fatima et al., 2025; Riaz & Rashid et al., 2026).

In early childhood education, the teaching that children get from their instructors is very important to the development of the children's intellectual and social abilities. Not only can efficient teaching methods make it easier for students to acquire new information, but they also encourage the growth of students' cognitive powers, linguistic capabilities, problem-solving skills, and social competencies

(Ansari et al., 2025; Riaz & Abdullah, et al., 2026). Teachers help young students achieve their full potential for growth and development by applying suitable instructional methodologies and establishing a learning environment that is caring. This puts students on the path to achieving success throughout their whole lives (Bakhit et al., 2026).

## Teachers' Instruction and Cognitive Skills

The intellectual growth of students is significantly aided by the efforts of their instructors. Their methods of teaching have a direct effect on children's ability to acquire language because they create environments that are rich in language and encourage youngsters to participate in meaningful exchanges (Ahmad, Yousaf & Riaz, 2026). Teachers encourage students to broaden their vocabularies, enhance their grammar, and improve their language fluency via engaging activities such as singing, telling stories, and having conversations. In addition, the use of literacy-focused teaching in the classroom, such as read-alouds, phonics activities, and writing exercises, helps students improve their literacy skills. These skills include reading comprehension, phonological awareness, and the ability to write (Riaz, Abdullah & Qurashi et al., 2026).

In mathematics education, the teaching tactics used by instructors have a substantial impact on the level of mathematical comprehension and problem-solving ability that their students develop. Teachers may aid children in the development of their mathematical ideas, logical reasoning, and critical thinking skills by providing children with hands-on activities, employing manipulatives, and giving them problems to solve in class (Mehmood et al., 2026). They build a profound comprehension of mathematical principles by providing students with opportunity to investigate mathematical topics in circumstances that are relevant to their everyday lives.

In the early childhood education setting, the teaching that teachers provide has a significant influence on the development of learners' cognitive skills. Teachers offer the essential scaffolding for children to acquire and improve their cognitive abilities, including language development, literacy skills, mathematical knowledge, and problem-solving capacities, through purposeful and well-designed instructional activities. This enables children to acquire and improve their cognitive abilities (Naz et al., 2024; Rasheed et al., 2024; Rashid et al., 2026).

The development of children's linguistic abilities is a key cognitive talent that has a substantial impact on a variety of elements of their education. To encourage students to acquire a second language, educators use a variety of teaching methods, such as cultivating settings that are rich in language, having meaningful dialogues with students, and employing activities that expand students' vocabularies. Teachers may help children improve their vocabulary, grammar, and syntax, as well as their general language fluency, by placing them in an environment that is rich in language and by using that environment to model appropriate language usage.

Reading and writing are two of the most fundamental aspects of literacy, both of which are necessary for an individual's intellectual growth. Instruction in phonics, guided reading, and writing workshops are just a few of the evidence-based instructional strategies that teachers implement in the classroom to help young students improve their literacy abilities (Arshad, Naz & Ahmad, 2025; Nisar et al., 2026). The development of phonological awareness, decoding skills, reading comprehension, and writing abilities can all benefit from the implementation of these instructional approaches. To assist students in developing their reading and writing skills to a proficient level, teachers should give children with specific instruction, opportunity for individual practice, and constructive feedback.

When it comes to mathematics, the instructional tactics used by teachers have a significant influence on the mathematical knowledge and problem-solving abilities of their students. They build lessons that support the development of mathematical ideas and reasoning by including hands-on

experiences, manipulatives, and real-life applications into the learning process (Yousaf et al., 2026). Teachers may assist students in developing a solid foundation in mathematical abilities such as number sense, spatial awareness, measuring skills, and logical reasoning by fostering an environment that encourages discovery, experimentation, and critical thinking.

The ability to solve problems is an essential cognitive ability that is not limited to mathematics but rather affects many other facets of a child's life. Teachers help children develop their ability to solve problems by giving them opportunity to participate in activities with open-ended directions, puzzles, and group projects. Children get the ability to examine issues, think creatively, find connections, and come up with original solutions as a result of participating in these types of activities. Children need guidance and assistance from their teachers in order to acquire good problem-solving methods, and teachers should encourage children to use these abilities in a variety of contexts.

In addition, the instruction that children receive from their instructors plays a significant part in the development of their executive functions. Executive functions are higher-order cognitive processes that are involved in self-regulation, attention, working memory, and cognitive flexibility. These higher-order cognitive processes are known as executive functions. Structured routines, self-monitoring methods, and mindfulness exercises are just a few examples of the kinds of activities and practices that teachers implement in the classroom to help students strengthen their executive functions. Children can improve their capacity to focus via the use of these routines, which also allow them to manage their behavior and emotions and adjust more easily to new situations.

In early childhood education, the teaching that instructors provide has a significant impact on the cognitive abilities of the children who are being educated. Language development, reading skills, arithmetic knowledge, problem-solving ability, and the development of executive function are all supported by instructors through the use of deliberate instructional strategies. Teachers may encourage students to become active, confident, and competent thinkers by developing learning environments that are interesting and exciting for students. This lays a solid basis for the students' future academic performance as well as learning that will continue throughout their lives.

## Teachers' Instruction and Social Skills

Early childhood education should place equal emphasis on helping children develop their social abilities. The instructional methods of teachers contribute to the development of learners' social competence, which includes communication, collaboration, empathy, and the ability to regulate their emotions. Teachers encourage good communication and interpersonal skills by having students participate in group discussions, role-playing activities, and other activities that involve collaborative learning. They cultivate a welcoming atmosphere in the classroom, one that promotes constructive exchanges, attentive listening, and courteous conversation among the students.

The ability of youngsters to work together and engage with one another socially is also greatly influenced by their teachers. Teachers build vitally essential social skills in their students by designing lessons and activities that demand cooperation, collaboration, and sharing. Examples of these abilities include taking turns, sharing, and resolving conflicts. They serve as positive role models for students and encourage pro-social behaviors, fostering a classroom environment that values empathy, compassion, and inclusiveness.

In addition, the instructional strategies of instructors contribute to the emotional growth and self-regulation of the students they teach. Teachers may assist students in comprehending and mastering their feelings by utilizing instructional methods such as mindfulness practices, emotional literacy activities, and conversations centered on finding solutions to problems. Learners are able to develop

a sense of self-awareness and gain techniques that allow them to properly manage their emotions because they are provided with a supportive and risk-free environment in which to do so.

In early childhood education, the teaching provided by teachers is an essential component in the process of fostering learners' social competence. Teachers cultivate a classroom climate that is welcoming to all students, one that is also supportive, and one that encourages the development of fundamental social competences such as communication, collaboration, empathy, and emotional regulation by employing teaching approaches that are both purposeful and skilled.

Individuals are able to convey their thoughts, wants, and feelings, as well as successfully comprehend and respond to the thoughts, needs, and emotions of others when they possess the core social skill of effective communication. In order to cultivate young students' capacity for effective communication, educators employ a wide variety of teaching tactics. They make it possible for meaningful interactions to take place, such as group conversations, joint projects, and activities in which peers communicate with one another. Children have the ability to voice their thoughts, actively listen to others, ask questions, and engage in polite discussion as a result of participating in these types of activities.

The ability to collaborate and cooperate is an essential social skill that enables pleasant relationships and productive teamwork. The instructors plan group projects and activities that require the students to cooperate with one another, divide up the tasks, and find solutions to difficulties as a group. Children are able to develop skills such as taking turns, sharing, compromising, and supporting one another as a result of participating in these cooperative learning situations. The teachers direct and moderate these exchanges, which helps to cultivate a feeling of community and collaboration among the students in the classroom.

Empathy, defined as the capacity to understand and share the emotions of another person, is an essential social skill that helps contribute to the development of strong connections and an encouraging atmosphere in the classroom. The cultivation of empathy among students is accomplished by teachers through the use of empathy-building activities such as storytelling, role-playing, and conversations about feelings and views. Teachers may build empathy and compassion in their students by encouraging youngsters to think about the thoughts, views, and experiences of others. This helps to cultivate a sense of kindness and understanding within the community of their classroom.

The ability to control one's emotions is yet another crucial social skill that should be addressed by educators through the methods of training that they use. During the early years of life, children are in the process of learning to recognize, comprehend, and effectively control the range of emotions they experience. The teachers offer the children adequate direction and assistance to assist the children in identifying and managing their feelings in a healthy manner. They help children develop self-awareness, emotional resilience, and methods for handling tough emotions by utilizing approaches such as mindfulness exercises, relaxation techniques, and problem-solving talks. This is done in order to provide the children with assistance in developing these skills.

In addition, instructors act as models for appropriate moral and social conduct and beliefs to their students. Teachers model and instill prosocial behaviors such as respect, compassion, justice, and inclusion via their own interactions and activities, which are then modeled and reinforced by students. They assist children develop social competence and responsible citizenship by establishing clear expectations for the children's conduct, promoting healthy social standards, and providing them with constructive feedback.

In early childhood education, a crucial factor that contributes to the development of learners' social skills is the teaching that instructors provide. Teachers cultivate communication, collaboration,

empathy, and the ability to regulate their emotions via the use of teaching approaches that are deliberate. Teachers may enable students to develop strong social skills by cultivating a classroom atmosphere that is friendly and welcoming to all students. This setting also encourages the development of healthy relationships, effective communication, teamwork, empathy, and emotional well-being. These social skills not only let the kid participate in the social interactions that are happening right now, but they also provide the groundwork for the child's future social success and overall well-being.

## Conclusion

In early childhood education, the teaching provided by teachers is an essential component in the development of learners' cognitive and social abilities. The development of a student's cognitive talents may be helped along by using teaching methods that are effective in improving language acquisition, reading skills, mathematics comprehension, and the ability to solve problems. In addition, the instructional tactics used by instructors contribute to their students' development of social competence, which includes communication, collaboration, empathy, and the ability to regulate their emotions. This study stresses the significance of teacher training, pedagogical techniques, and classroom practices in improving the cognitive and social development of learners during the formative years of their education. To continue making strides in bettering pedagogical methods and ensuring favorable results for children in early childhood education, it is vital to do further research and provide teachers with ongoing professional development opportunities.

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