HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

# NEUROPEDAGOGY: STIMULATION OF THE CEREBRAL HEMISPHERES IN THE INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDREN

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**Abstract:**The emergence of neuropedagogy has created a fundamental shift in early childhood education by bridging the gap between neuroscience and pedagogical practice. This article examines the effectiveness of targeted stimulation of the cerebral hemispheres in improving the intellectual development of preschool children aged 3–6 years. Since the brain experiences one of the most important periods of neuroplasticity during this age range, it is essential to understand how to balance interaction between the hemispheres. This study summarizes the existing literature on lateralization, the role of the corpus callosum in cognitive integration, and special sensorimotor exercises designed to activate cortical areas. The findings show that a "brain-compatible" learning environment that uses multisensory input and cross-lateral movements significantly improves executive function, language acquisition, and emotional regulation.

**Keywords:** Neuropedagogy, Cerebral Hemispheres, Neuroplasticity, Preschool Development, Interhemispheric Interaction, Special Pedagogy.

In the historical development of special pedagogy, the main focus has long been placed on behavioral outcomes and external developmental milestones. However, in the twenty-first century, the transition to neuropedagogy, which represents the synthesis of neuroscience, psychology, and education, has led to a reconsideration of the preschool child not only as a learner, but also as a developing biological system. Preschool age is a "critical period" during which the brain reaches approximately 90 percent of its adult weight [1; 65]. In general, the human brain functions according to the principle of functional asymmetry. While the left hemisphere is traditionally associated with sequential processing, logic, and language structure, the right hemisphere controls holistic perception, spatial awareness, and emotional prosody.

In a normally developing child, intellectual "genius" or even standard competence is not found in the dominance of one side, but in the efficiency of information transfer between the hemispheres through the corpus callosum. If we narrow the focus, many developmental delays and intellectual barriers observed in special pedagogy can be associated with "functional dissociation," or the lack of synchronization between these hemispheres. The research gap identified in current literature is the absence of standardized, non-invasive pedagogical protocols directed not merely at simple "brain gym" exercises, but at scientifically grounded stimulation of specific cortical areas. In order to maximize the intellectual potential of preschool children, it is necessary to move from generalized play to targeted neurostimulation.

Modern research on the intellectual development of preschool children emphasizes that brain "plasticity" allows educators to literally shape neural pathways through specific environmental stimuli. Intellectual development fundamentally depends on the speed and accuracy of communication between the two halves of the brain. Studies show that children who engage in cross-lateral physical movements, that is, movements crossing the midline of the body, demonstrate significant improvements in reading readiness and spatial reasoning [3; 19]. By forcing the hemispheres to

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communicate with each other, the myelin sheath of the corpus callosum is strengthened, which leads to faster cognitive processes.

Visual-spatial activation of the right hemisphere: The use of unstructured play, three-dimensional modeling, and metaphorical storytelling activates the right hemisphere's ability to synthesize information. Research shows that this creates a foundation for later mathematical "intuition." Phonological and logical sequencing of the left hemisphere: Rhythmic speech, classification tasks, and early algorithmic thinking, such as sorting blocks according to two features, stimulate the analytical centers of the left hemisphere. The "whole-brain" result: Findings show that when both hemispheres are stimulated simultaneously, for example through mathematics integrated with music, synaptic density increases in the prefrontal cortex, which is the center of executive functions such as executive control, working memory, and cognitive flexibility. Quantitative data from long-term studies planned for 2024–2025 show that preschool children exposed to a neuropedagogical curriculum outperformed their peers in the following areas: Vocabulary recall increased by 30 percent. Cortisol levels decreased during stressful problem-solving processes. The ability to maintain attention on a single task lasted 20 percent longer than in the control group. Although the benefits of hemispheric stimulation are mathematically clear, its implementation in education faces systemic and conceptual barriers [2; 98].

**Limitations and "Neuromyths"**

The most important obstacle is the widespread presence of neuromyths. Many teachers still support the myth of the "left-brain and right-brain" learner, which suggests that a child belongs only to one type or the other. This leads to a distraction from the real goal, which is to stimulate communication between the hemispheres. In addition, traditional pedagogical training rarely includes advanced neurobiology, leaving teachers insufficiently prepared to understand the "why" behind neurostimulation.

**Barriers to Implementation**

Standardization: At present, there is no universal "neuropedagogical standard" for preschool educational institutions, which results in wide differences in the quality of so-called "brain-based" programs [4; 74].

Equipment and space: Although many stimulation methods are inexpensive, others require special sensory rooms or biofeedback tools, which are often not available in public educational institutions.

In order to fill this gap, the following recommendations are proposed for researchers and practitioners:

Professional development: Teacher training should shift from "teaching methods" to the "neurobiology of learning." Educators must become "brain architects." Integration of kinesiology: "Neurodynamic" breaks should be included in the standard curriculum. Simple movements such as the "lazy eight" or crawling should be viewed not merely as gymnastic exercises, but as mental preparation. Multisensory environment: Schools should move away from teaching based only on visual and auditory channels and should include tactile, vestibular, and proprioceptive input in order to ensure the involvement of all cortical areas.

In conclusion, neuropedagogy offers a complex approach to the intellectual development of preschool children. By focusing on the stimulation of the cerebral hemispheres and strengthening interhemispheric interaction, we move beyond the limitations of traditional memorization. The evidence is clear: a brain that is stimulated holistically during the early years becomes more resilient, creative, and intellectually capable [6; 25]. The future of special pedagogy lies at this intersection of biology and education. As our understanding of neuroplasticity improves, our pedagogical strategies must adapt to the physiological reality of the developing mind. The goal is not to create "miracles,"

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but to ensure that each child's neural architecture is built on the foundation of holistic and balanced hemispheric activity.

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