



# Theoretical Basis for The Formation of Communication Skills in Preschool Children Through Role-Playing Games

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**Abstract:** This paper discusses the theoretical foundations of developing communication skills in preschool children through role-playing games. It provides an in-depth analysis of key concepts such as "communication skills" and "role-playing games," drawing on the theories of E.O. Smirnova and D.B. Elkonin. The study highlights the significance of role-playing games as an effective means of developing communication skills and fostering positive social interaction in young children. The paper examines the process of communication skills development within the context of peer interactions, the influence of roles and rules on children's behavior, and the role of adults in guiding and supporting the play.

**Keywords:** Communication skills, role-playing games, development of social behavior, social adaptation, role behavior, theoretical approaches, pedagogical activity, interaction with others, development of positive communication, child psychology.

**Introduction:** The development of communication skills in preschoolers is the most important task of the pedagogical process, since at this age the foundations for successful social adaptation and interaction with the outside world are laid. The formation of these skills is directly related to the involvement of children in various activities, where they gain experience of communication and interaction with others. One of the

most effective means for developing communication skills in preschoolers are games, in particular, role-playing games. These games contribute not only to the improvement of speech skills, but also to the development of social behavior, interaction in a team, as well as the assimilation of norms and rules inherent in society.

The problem of the formation of communication skills in preschool children is becoming increasingly relevant in the works of modern researchers.

O. A. Sankova points out that developed communication skills are the key to the successful integration of a person into any social environment, which emphasizes the importance of the formation of these skills from early childhood [4, p. 53]. Modern pedagogical practice is based on psychological and pedagogical research that theoretically substantiates the meaning and importance of developing communication skills in the development of a preschooler. Many research works in this area are based on theories of activity developed by A.N. Leontiev, V.V. Davydov, D.B. Elkonin, A.V. Zaporozhets and others. Following this theory, M.I. Lisina, A.G. Ruzskaya and T.A. Repina considered communication as a type of communicative activity. In their research, they emphasized that the development of communication skills contributes to the mental development of a preschool child. The importance of timely development of communication skills becomes especially obvious at the stage of a child's transition to school education: the lack of basic skills complicates his interaction with peers and adults, increases anxiety and negatively affects the learning process as a whole. The development of these skills is a key element that ensures continuity between preschool and primary education, an important condition for the successful mastery of educational activities and an important area of the child's social and personal development. [7, p. 99].

E. O. Smirnova defines communicative skills in preschoolers as meaningful actions of the child based on an understanding of the structure of skills and features of communicative activity, as well as the ability to adequately build their behavior and regulate it in accordance with the goals of interaction [5, p. 144].

This definition highlights two important aspects:

- 1) communicative skills are conscious actions of children that are based on their knowledge and acquired simple skills;
- 2) communicative skills also include the ability of children to manage their behavior and use effective methods for solving communication problems [5, p.

148].

The development of interaction skills in preschool children occurs through several stages. At the first stage (2-4 years), a peer is perceived as a partner for emotional and practical communication based on imitation and emotional influence. At the second stage (4-6 years), the child develops a need for joint active work with other children. At this time, the basis of communication becomes common activity, mainly play. At the third stage (6-7 years), communication with peers goes beyond specific situations, and children begin to discuss more abstract topics. At this age, stable preferences in choosing partners for communication also begin to appear [10, p. 17]. The motives behind the creation of play groups for older preschool children largely coincide with their core values. Research by T.A. Repina has shown that children of this age highlight common interests, highly value the successes of their partner and his or her personal qualities, but it also turns out that the reasons for unification may lie in the fear of being left alone or the desire for leadership and control.

Now let's take a closer look at the definition of "role-playing game". This type of game is the main one for preschool children. S.L. Rubinstein noted that role-playing game is the most direct expression of the child and at the same time requires interaction with adults. It is characterized by such features as vivid emotions, enthusiasm, independence, energy and creativity.

Role-playing game is a form of activity in which the child reflects reality, perceiving and recreating elements of the surrounding world. For older preschool children, the main sources of these games are events occurring in the lives of adults and peers. The key component of a role-playing game is a fictional situation in which a child assumes the role of an adult, reproducing it in conditions that he or she creates. For example, when playing school, a child can portray a teacher who conducts a lesson for his or her peers, organizing it in a game environment that he or she has created.

According to D.B. Elkonin's concept, role-playing games are an indicator of the formation of a closer connection between a child and his or her social environment, which is a characteristic feature of childhood. This process is not the result of internal, innate, or unconscious mechanisms, but is determined by the social and cultural conditions in which the child develops.

D.V. Mendzheritskaya identifies several features of role-playing games in preschoolers:

1. The game concept remains stable, but it constantly develops and changes during the game.

2. Children actively discuss the idea of the game, taking into account the opinions of their partners, which leads to mutual agreement.
3. The game is characterized by a high level of creativity, which allows it to develop over a long period of time.
4. Before the game begins, children create a general plan, which is adjusted as the game progresses, supplemented with new suggestions and ideas, and also includes elements of improvisation.
5. During the game, children model various types of interaction between people.
6. They jointly build and develop game plots, integrating the knowledge they receive from observations, books, films, and other sources.
7. Role interaction is filled with meaning, with various means of expression actively used.
8. Speech plays a key role in the performance of roles: through words, children designate roles and with their help reveal the content of relationships, often replacing actions with words.
9. The game widely uses substitute objects, natural materials, homemade things and auxiliary objects, which promotes a creative approach.
10. Children realize that in order to play a role, it is important to follow the rules, which are a condition for successful interaction.

In role-playing games, children establish various connections with each other and, showing their own initiative, can develop their relationships largely independently, finding common interests with partners and learning to take their opinions into account in joint activities [2, p. 190].

According to the views of Kharchevnikova A.N., role-playing games of preschoolers are not limited to a simple reflection of real life, but are a manifestation of their free activity, during which, by inventing and imitating, children reveal their personality and perception of the world around them. These games should not be viewed solely as a place to test knowledge about life; they also contribute to the formation and manifestation of a child's desire to actively influence the world and rethink it through their own actions [8, p. 48].

L.G. Solovieva emphasizes that through play, children learn to interact with each other, acquiring the ability to take into account the interests of others when realizing their own desires. Play plays an important role in the formation of self-control and voluntary behavior of the child. The basics of following the rules and managing actions are formed in role-playing games,

and then these skills are transferred to other types of activity. In such games, where there are complex plots and roles, children get opportunities for creative improvisation, which contributes to the development of their imagination [6, p. 551].

V. A. Nedospasova emphasizes that at an early age, role-playing games occupy a key place in the child's activities, and communication becomes an integral part of this activity and a necessary condition. At this stage, the child's inner world develops, which allows us to consider him as a person, although not fully formed, but capable of further growth and development [3, p. 90].

In preschool age, communication begins to acquire new forms: it becomes less dependent on a specific situation and more focused on solving problems, and constant preferences arise in choosing a partner for interaction. Interaction in a peer group has a significant impact on a child's development. The child's emotional state, sense of satisfaction, and ability to learn social norms of communication depend on how he or she communicates with others. It is worth emphasizing that play during this period plays a central role in the development of the child and is a powerful tool for shaping his personality, moral and volitional qualities. During the game, the child realizes the need to influence the world, which contributes to the development of other skills, such as attention, memory, imagination and reflective thinking.

Play is the main activity in preschool age and has a serious impact on the development of the child. First of all, it helps children develop communication skills. Preschoolers have not yet fully mastered the art of communicating with peers. As D.B. Elkonin noted, children at this age often "play next to, but not together."

Over time, the interaction between children becomes more active and productive. As an example, we will give a dialogue between two 4-year-old girls, in which you can see a clear goal and ways to achieve it.

Liza: "Let's play, this will be my car."

Dasha: "No."

Liza: "Come on, this will be our car."

Dasha: "Okay."

Liza: "Can I ride in our car?"

Dasha: "Yes, I can" (she gets out of the car with a smile).

Liza turns the steering wheel and imitates the sound of the engine.

N.A. Vasilyeva emphasizes that in middle and senior preschool age, despite their egocentrism, children begin to agree with each other on the content of the game, distribute roles and establish rules. Coordination of

issues related to roles and control over their implementation becomes possible due to the fact that children are actively involved in a common activity that is emotionally significant for them [1, p. 60].

If for some reason joint play stops, this affects the process of communication between children. In one of the experiments conducted by Kurt Lewin, a group of preschoolers was placed in a room with incomplete toys (for example, the phone had no receiver, there was no water for the boat, and so on). Despite these shortcomings, the children continued to play and interact with each other. However, on the second day the situation changed and the children felt frustrated. When they entered the room again, they noticed an open door to the next room, where there were full sets of toys, but the entrance was blocked by a net. Seeing an unattainable goal, the children began to get lost: some pulled the net, some lay on the floor, looking at the ceiling, and many began to throw old toys around in irritation. Because of frustration, both play activities and interaction between the children ceased [9, p. 360].

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