

**THE PROBLEM OF FORMING INTERPERSONAL RELATIONSHIP
FOR PRESCHOOLERS IN ROLE-PLAYING GAMES**

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The role-playing game is the leading activity for preschoolers that is why it makes conditions the most conducive for the development of preschoolers. The role-playing game plays a special role in the development of interpersonal relationship. The child reflects the relationship of adults in the game and at the same time learns how to build relationship with the peers. In communication with peers, the mechanisms of interpersonal perception and understanding, that are the basic principles of forming sympathy, the desire to help and to support, the ability to share joy and to cooperate, are best developed.

Preschool education is the first level in the general education system. It takes care of protecting and strengthening the health of children, has a great influence on the life of society, creates conditions for the versatile development of toddlers and preschoolers [1].

Nursery and preschool education institutions mostly focus on providing fun filled with studying for the children. Moreover, it is a place where children can interact socially with the other children and develop the quality of working in a group. Meeting the needs and serving the interests of the children is the main goal of all preschool institutions in our society.

The research object of the article is children of preschool age in the preschool educational institution.

The research subject is the development and improvement of interpersonal relationships between children in the preschool educational institution by introducing role-playing games for children.

According to our hypothesis, the presence of various role-playing games in the daily life of children, the development of new interaction forms between children in a game will improve the level and the quality of interpersonal relationships among children in preschool educational institutions.

In qualitative terms, a game is a leading activity in the life of toddlers and preschoolers. Many scientists and researchers also qualify a game as a leading activity in preschool educational institutions.

The role-playing game is an activity in which the child assumes the role of an adult and performs it in the game.

The role-playing game plays a great role in the formation of moral individual qualities, creates good relations in the group of children and enriches a child with the knowledge of the world around him. The game promotes the development of children's imagination and creativity. Children must act according to the role, they must conform to the social norms and rules. A child tries on the roles of different people, learns to understand how they act in various situations. A child is already able to knowingly follow the rules and submit them [2].

Communication of children becomes more continual and more complicated in the game process. It means that children cannot play alone. They are interested in communication. They want to reproduce the relationship of adults in the game that is why they need partners in the game. At this stage, children should learn to negotiate.

Children learn the language of communication during the game. They start to coordinate their actions with the actions of the other children, in such a way, mutual understanding and mutual help start developing.

The role-playing game is the most advantageous base for the development of interpersonal relationships between children in a preschool group. There is such a regularity: the higher the level of the game development is the more complex and various the communication between children is.

A preschooler's communication with their peers is a special sphere of their life, which has significant differences from communicating with parents, educators and other adults. The most important type is communication with the peers.

The educator should know the methodology of the game, its educational meaning and role in the life of the child. The educator should take into consideration the originality of the game at every age stage [2].

The place must be prepared for the children's game. Thanks to this, the children will be able to find new turns of the plot themselves. It is necessary to develop the role and play actions in accordance with the age of the children.

If the game is organized correctly the children will have the opportunity to get new social experience and impressions and to know their teammates better. The teacher's task is to enrich this communication with warmth, sensitivity and respect. Children also need help to analyze and discuss the experience after the games. It is important to emphasize the importance of the children's conclusions.

The educator should regularly hold role-playing games, gradually complicating them and filling with new tasks [1].

It is important to use games and practical situations in which children can learn from each other better, improve their playing skills and enrich their knowledge of the world around them. It will promote the conducive development of the game in the future.

Unfortunately, good relations in a kindergarten group are not always formed. Conflicts can prevent friendly communication. Some children do not show interest in the other children, do not take them into their games. Some children avoid communication and play alone [3].

Most often conflicts arise in the situations when children do not know how to play.

The educator should understand what difficulties the child is experiencing and give him support and help.

The game has a huge impact on the behavior of the child and their inner world. The child can show initiative and creativity in the game. In the game, children learn to control their behavior, evaluate themselves and act correctly. It makes a child think knowingly.

Each kindergarten is to organise its own activities and draw up a programme based on the aims stated in the national curriculum guide.

We start learning something new from the moment we are born. Little children learn from what they see and hear around them.

Every child deserves the best possible start in life and support of their full potential. The child's experience in the early years has a major impact on their future life chances [4].

A preschool educational institution is the foundation that provides this assurance from early childhood up to schooling age.

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