

## THE FORMATION OF PRESCHOOL CHILDREN COMMUNICATIVE ABILITIES BY ROLE-PLAY

**MARINA KUNHURTSAVA, SVETLANA VOEVODINA**  
Polotsk State University, Belarus

*Communication skills play the leading role in the development of communication sphere of preschool children. They not only allow children to perceive information and explain thoughts correctly and competently, but also to distinguish situations of communication, understand state of mind of others, and on this basis to have certain behavior. Role-playing game, being the dominant activity of preschool children, plays a special role in the formation of communicative abilities. Playing preschoolers reproduce everything that they can see around them, together with adults' activity. They identify themselves with some character in the story and build communication accordingly, at the same time they assimilate peculiarities of communication and interaction patterns with others. It promotes the formation of their communication skills and social development.*

Sociability, ability to communicate with other people is a necessary component of human self-realization, one's success in various activities, predisposition and love to people around. Formation of communicative abilities begins in preschool years and it is an important thing for normal mental development of children, as well as one of the main tasks to prepare children for adults' life.

A communicative ability is a conscious communicative action of children and their ability to manage their behavior in accordance with the objectives of communication.

Communication skills are aimed at achieving the goals of mastering constructive ways and means of interaction with other people: the development of easy communication with adults and children; development of all the components of speech in different forms and types of children's activities; practical mastery of speech norms.

There are the following components of communicative skills [3].

1. Description of behavior, which is a message about what one can see without assessment and without attribution of motives.

2. The communication of feelings - a clear message about one's internal condition. Feelings are expressed in gestures, actions, words.

3. Active listening – an ability to listen carefully and understand one's partner's point of view.

4. Empathy - an adequate idea of what is happening in the inner world of another person.

5. Confrontation - the actions of a person to encourage other person to recognize, analyze, or to change their decision or behavior.

The components described by LR Munirova [1, 153] help to identify the following groups of communicative skills: informative and communication, regulatory- communicative and affective-communicative (Table).

Table – Types of communicative skills

Group of skills	Skills
1. Informative and communicative skills	– ability to start a process of communication; ability to orient oneself among partners and in communication situations; the ability to relate the means of verbal and non-verbal communication (to use words and signs of courtesy, emotional and meaningful expression of one's thoughts)
2. Regulatory and communicative skills	– coordinate your activity with opinions of others, trust, help and support those in communication (help those who are in need, give in, be honest, avoid responses, give advice to others and listen to advice of others); – apply one's individual skills in solving common problems; – evaluate results of joint communication (to evaluate themselves and others critically, to take right decisions, to express consent, disagreement, approval, disapproval)
3. Affective communicative skills	– based on the ability to share one's feelings, interests, mood with partners; – demonstrate sensitivity, compassion, empathy; – evaluate emotional behavior of each other

It should be noted that the whole process of communication of preschool children occurs mainly in playing games. As the leading activity, game is the main tool of formation preschooler identity, but it has special significance for the formation of communicative skills. In this respect, a role-playing game is the most valuable

tool. While role-playing, a child tries to create a process of communication with peers, to join a group, a child develops speech, acquires skills and culture of behavior in society. While role-playing, a child is active, forms attitude to people, work and study. In playing games older preschoolers demonstrate need for empathy, show attention, friendliness, and responsiveness to a partner, an ability to listen and understand others. In games preschoolers reproduce everything that they can see around them and activities of adults. It promotes social development of preschool children, formation of their communication skills. Thus, in playing games a child's personality is being formed, there are significant changes in mind; it prepares a transition to a new, higher stage of development.

The main structural components of a role-playing game are the subject, content, roles. They have great potential for the formation of communicative abilities.

For example, the children of senior preschool age have conscious approach to the choice of game plot, they discuss it initially, at a primitive level they plan content development, and this process has an impact on the development of informative and communication skills, and regulatory and communication skills as well. New themes appear, they are inspired by impressions taken outside of pre-school institutions: they are based on animated series, books, stories told by adults, etc. Correspondingly affective and communication skills have the same nature.

The content of role-playing games is reproduced by a child due to a taken role. A role is an implementation of the plot and it is the main element of role-playing games.

For a child of the senior preschool age a role means his/her position: they identify themselves with some character of the plot and operate according to the ideas of this character. They start communication as their character, at the same time assimilating some features of communication of the character and interaction patterns with others.

Thus, role playing game has the following features for the development of communicative skills:

1. Children discuss the game plan together, listen to opinions of partners, and reach agreement in the discussion.

2. Before the game, children schedule a plan, they can make amendments and additions in the form of new ideas and images while playing, they improvise.

3. Jointly they create and develop plots, use their knowledge, taken from a variety of sources: observation, books, and films. It enriches communication during the game.

4. Speech plays a significant role in the realization of the role, the role is indicated by a word; children show the essence of the role relationships, they often replace a game action by a word.

The experimental part of our work was aimed at the studying of communicative abilities of children of the senior preschool age. In order to determine a level of communicative abilities, we chose three groups of criteria:

1. Desire to come into contact;

2. An ability to organize communication, including an ability to listen to a partner, an ability to empathize, an ability to solve problems;

3. Knowledge of rules and regulations that should be followed in dealing with others.

Each criterion was assessed on three levels: high, medium, low, depending on the number of children's scores [4].

To determine a level of development a special questionnaire for teachers and preschool age children was carried out. Teachers were asked to evaluate the level of communication skills (how easy a child comes in contact, if a child is active, whether a child is willingly involved in joint activities and etc.). For children, there were questions to identify knowledge and skills for communication. For example, "How we speak with a teacher, mother, a friend," or "How we ask for help", and some others.

As a result of conversations with the teachers, as well as a special diagnostic performance with the children we got results in all the three groups of criteria, The results are shown in the diagram (Fig.) [3].

Based on the information presented in the table, the high level of performance was received only on one criterion "knowledge of the rules and regulations that should be followed when dealing with others." Thus, the children with high scores on this indicator performed the basic rules of the communication culture with adults and peers; they used "you" while addressing adults and they used names and patronymics of adults, and used gentle words communicating with others.

The criterion "the desire to come into contact" got the median level. Thus, based on the results the children mainly sought to communicate with the children of their own sex. So, interpersonal communication with peers was characterized by selectivity and sexual differentiation. Communication with adults was mediated by a joint activity.

The criterion "the ability to organize communication" got the lowest level. In dealing with adults the children showed restraint but responded to questions. Communicating with their peers, most children did not take enough initiative. Only a few children objected and tried to defend their interests.

According to the results, we concluded that it was necessary to have a special purposeful work for the development of communicative skills.

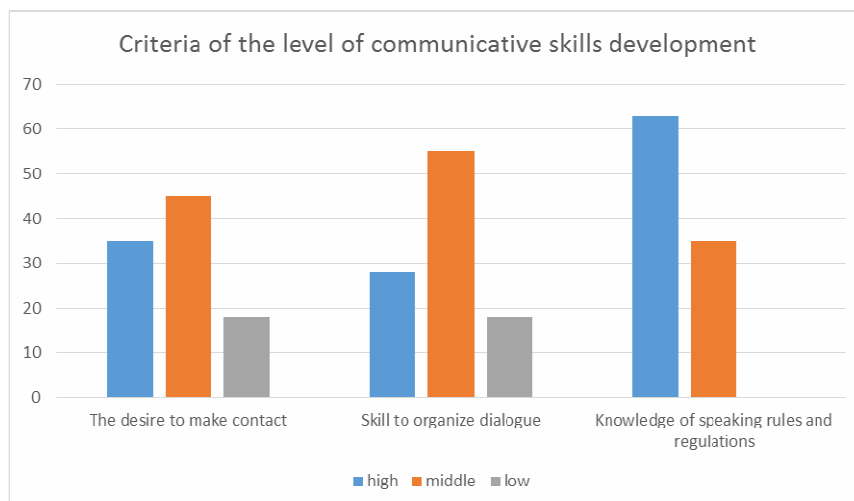


Fig.

The main recommendations for this work were the following.

Particular attention to the formation and development of skills should be paid to role-playing games. It is the leading type of activity, and on the other hand it is a form of child's modeling social relationships.

Teacher's guidance in role-playing games can be direct and indirect. Participation of a teacher in the game should be aimed at highlighting children's role-oriented behavior for a partner, and corresponding social relations. For example, performing a role, a child should take into account not only the external logic sequence (there is a free runway in the airport, so an aircraft can land), but the meaning of social relations (the runway is free, but you have to ask an air traffic controller to prevent an accident).

Teachers should use games to form not only game, but also real relationships. For example, a distribution of roles, a selection of game material and sometimes making necessary material. After the game, teachers should evaluate the quality of the result of child's personal actions and actions of his/her peers in playing together. Indirect management of the game is to enrich children's experience through acquaintance with others in an activity of the child, through reading, viewing of pictures and illustrations, etc.

Indirect methods also include special educational games aimed at developing a communicative sphere. They are held in the classroom and in everyday activities. We can use special communication exercises; talks on various topics; the situation of communication, and decision-playing "difficult" situations; games with words; dancing, staging fairy tales; playing out emotional state; joint holidays, entertainment, parties for children and adults [2].

For parents, recommendations are aimed at creating a self-centered interaction with children. So teachers should discuss the issues of adult relationships with children during meetings with parents, play out a variety of situations, communication games to help in solving communication problems.

Teachers were encouraged to have special individual interviews with parents on the topics "How to teach a child to communicate"; "Shy children"; "How to deal with an aggressive child"; "Self-esteem of the child" and others.

Teacher's work on formation of communicative skills has a special character. Sociability, an ability to communicate with other people is a necessary component of human self-realization, their success in various activities, predisposition and love for people around them. The formation of this capacity is an important condition for normal psychological development of children, as well as it is one of the main tasks to prepare children for future life. Watching children's games teachers learn their interests, needs, individual characteristics, teachers watch children's actions, in order to find the right ways and means of socialization and self-actualization.

With the help of games, teachers can create necessary atmosphere inside any group, coordinate team activities, as well as emotional and psychological condition of each child.

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