

## **Formation of Communication Skills in Preschool Children in the Process of Theater Activities**

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### **Abstract**

In this article, consideration of the problem of developing communication skills in preschool children, as well as the possibilities of using theatrical activities, made it possible to develop a theoretical model of this process. Including the purpose, main directions, principles, conditions, stages of organizing educational activities, objectives, forms, methods, evaluation criteria.

**Keywords:** The goal is to develop children's creative abilities; cognitive activity, moral development of a preschool child; formation of cognitive imagination, individualization, consistency, originality of theatrical activity, improvisation, integrativeness.

The pedagogical model acts as a set of interconnected components designed and capable of consistently and most effectively developing communication skills in preschool children.

The choice of theatrical activities as a priority area of pedagogical activity for the formation of communication skills in preschool children is due to the fact that theatrical activities contribute to: the development of children's creative abilities; their cognitive activity, moral development of the preschooler; the formation of cognitive imagination (manifested primarily in the development of the child's logical-symbolic function) and effective imagination (promoting the child's understanding of the meaning of human relationships, adequate emotional response, the formation of emotional control and such higher social feelings as empathy, sympathy, compassion).

The purpose of organizing teaching activities is to develop communication skills in preschool children.

Among the fundamental guidelines of pedagogical activity, we have identified the following:

- formation of the child's cognitive, social motivation for development and self-realization;
- development of play behavior, ability to communicate with peers and adults in any life situations;
- development of the child's natural psychomotor abilities, gaining a sense of harmony of his body with the outside world, development of freedom and expressiveness of body movements;
- development of breathing and freedom of the speech apparatus, the ability to master correct articulation, clear diction, varied intonation, speech logic and orthoepy;
- development of aesthetic sense;
- developing the ability to think creatively about any business;
- children's mastery of basic knowledge and concepts, professional terminology of theatrical art;

- involving insufficiently active children in the production process, helping them overcome shyness and stiffness.

Successful solution of the assigned tasks is possible only when constructing pedagogical activities on the basis of certain teaching principles.

The most important, in our opinion, are the following: accessibility, individualization, systematicity, specificity of theatrical activity, complexity, improvisation, integrativeness.

We have developed the following organizational and pedagogical conditions for the formation of communication skills of preschoolers in the process of theatrical activities:

➤ organization of a subject-development environment in a preschool educational institution, acting as a stimulator, a driving force in the holistic process of personality development, which will contribute to the formation of communication skills;

➤ creation of a unified value-semantic cooperation between teachers and parents based on an understanding of the essence of the problem, forms and methods of effectively developing the communication skills of preschoolers in theatrical activities;

➤ creation of a communicative and dialogue basis for the relationship of preschool children with adults and peers as an aspect of the child's moral development and the formation of the personality of a preschool child with regular involvement in theatrical activities;

➤ the presence of pedagogical communication skills of preschoolers in the process of theatrical activities.

**Communication function.** Theatrical activities allow you to establish a connection between teachers and children, between the children themselves. Full communication during theatrical activities contributes to the development of children's skills and social interaction skills. They acquire the ability to take on playing roles, adapt their behavior to the behavior of their partner, show goodwill, altruistic tendencies in behavior, condemning elements of aggressiveness, dishonesty, and arrogance. Communication develops empathy (the ability to respond emotionally to the experiences of other people, to show sympathy, the desire and ability to console and help) in relation to loved ones, relatives, and characters in works of art.

**Developmental function.** Provides correlation of the characteristics of gaming activity with conditionally normative data (for a specific age). It helps to identify deviations and draw up a plan of pedagogical measures to introduce positive changes and additions to the structure of the child's personality and activities. Thus, theatrical activity through this function contributes to the formation and development of mental processes and personality traits. In the process of theatrical activity, a transition occurs from education to self-education, to work on one's will, character, and on the creation of positive personality traits.

**Psychotherapeutic function.** In working with children, theatricalization is quite widely used by doctors, psychologists and teachers as the most appropriate means of correctional and developmental influence to the specifics of childhood. Pathopsychologists and practical psychologists use theatrical games to restore strength and improve the psychological health of children. The psychotherapeutic functions of theatrical activity lie in the fact that it can change a person's attitude towards himself and others, change mental well-being, social status, and methods of communication in a team.

**Educational function.** Musical and theatrical activities contribute to the formation of certain qualities, properties and relationships of the individual. The themes and content of the classes have a moral orientation, which actually lies in every fairy tale. Thus, unnoticed by himself, the child makes the positive qualities of the character his property and is freed from the negative ones.

**Educational function.** Musical and theatrical activities contribute to the development of a system of knowledge, abilities, skills, experience of cognitive and practical activities. In the process of mastering musical and theatrical activities, the child learns more fully and deeply about the

world, for example, he acquires knowledge about little-known phenomena, objects that are not in the direct experience of children, but which the child receives thanks to the content of the works, playing roles.

Aesthetic function. This is a specific feature of theatricalization, which allows us to shape the aesthetic tastes, abilities and needs of a person and thereby value-orient him in the world; awaken the creative spirit, the creativity of the individual and the ability to create according to the laws of beauty.

Entertainment function. Accompanying all functions of theatrical activities. It is associated with the creation of a certain comfort, a favorable atmosphere, spiritual joy, pleasure, it allows you to stimulate positive emotions, distract from unwanted, sad thoughts and experiences, and awaken interest in this activity.

Pedagogical activities to develop the communication skills of preschoolers in theatrical activities should be built in stages.

The preparatory stage involves carrying out activities aimed at studying the degree of development of communication skills of preschoolers. At this stage, methods are selected and examinations are carried out in order to determine the degree of development of children's communication skills.

The stage of personal activation aims to create in children motivation, positive emotions and a desire to engage in theatrical activities, to develop in children the need to create, communicate, etc.

The effective-evaluative stage is observing dynamics, obtaining information about the level of development of preschoolers' communication skills as a result of targeted pedagogical work.

Expected educational outcome.

The child's communicative ability is to distinguish between communication situations and, on this basis, determine his own goals and the goals of communication partners;

- understand the states and actions of other people;
- choose adequate ways of behavior in a given situation and be able to transform it in order to optimize communication with others;
- collaborate (with adults and children of different ages) in the proposed forms;
- take initiative in establishing contacts;
- express your attitude to the actions of people around you and current events.

The child's regulatory ability is to follow the basic rules of self-organization, safe behavior for himself and others, negotiate about them, explain his actions;

- control your behavior, relieve emotional stress;
- establish contacts, maintain a conversation based on basic moral norms and rules;
- determine the range of your capabilities (physical, mental) in various situations of life;
- provide effective assistance to loved ones;
- plan joint work, subordinate and control your desires, coordinate opinions and actions;
- act in accordance with perceived and independently analyzed external instructions (verbal, sign-symbolic, figurative-motor);
- evaluate your achievements, monitor your activities: self- and mutual control.

Child's cognitive ability

- ask and answer questions within the limits of your knowledge and experience;

- perform information processing actions at the elementary level (compare, generalize, highlight features, notice changes, etc.);
- assign information received in a simple form (listen, observe), classify it on various grounds (new - known, understandable - incomprehensible, interesting - uninteresting);
- make spontaneous and prepared statements within a predetermined topic, speak out in connection with the statements of others;
- to search and transmit information through signs and symbols of image, movement, facial expressions and pantomime;
- organize, design your activities (arrange materials, select what is necessary, determine the sequence of actions, etc.);
- comment on your actions, independently formulate conclusions when expressing your opinion;
- expand your own experience by satisfying the need for new knowledge, familiarizing yourself with what is known and unknown

Creative ability.

- formulate your interest, preference, intention;
- go beyond the initial situation and, in the process of its transformation, create a new product;
- use signs and symbols, means when creating an expressive image;
- evaluate the results of one's own productive activities and compare them with current standards;
- express your emotional experiences and judgments in word, speech, movement, image, gesture;
- implement a variety of changing plans;
- implement in various types of activities.

The level of development is determined taking into account the sequence of the child's introduction to social experience according to the following components of the recommended outcome of preschool education:

- activity-communicative (level of development of the skill of effectively applying mastered methods, skills in productive activities and areas of relationships with others);
- subject-information (the degree of knowledge of information that reveals the features of the immediate natural and social environment);
- value-orientation (the degree of compliance of individual orientations with accepted norms and rules of life).

Thus, the theoretical model we have developed, which is a set of interrelated components, allows us to effectively organize pedagogical work, the result of which will be the formation of communication skills of preschoolers.

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