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## **STORY-ROLE PLAY AS A MEANS OF THE FORMATION OF COMMUNICATION SKILLS IN CHILDREN OF UPPER-KINDERGARTEN AGE**

In the conditions of a modern preschool, the successful development of personality depends on how well the child masters basic communication skills. Despite the encouragement of children of upper-kindergarten age to exchange cues and build a dialogue with their peers during communication, as scientists note, the slow development of children's communicative competence in preschool education institutions is currently being observed. Real communicative aspects of communication are qualitatively mastered in the process of story-role play, since game actions are perceived by the child as real [1].

The analysis of scientific sources made it possible to ascertain the interest of researchers, first of all, in the structure of the plot role-playing game (D. Elkonin), the essence of the concept of "communicative competence" (L. Mamchur, M. Eisenbart), the essence of the concept of "plot role-playing game" (H. Lavrentyeva, O. Usova). Despite the interest of scientists in the study of story-role play as a means of forming the communicative competence of older preschool children, its potential in pedagogy is still not sufficiently disclosed, which determined the purpose of this article.

**The purpose of the article** is to implement a story role-playing game as an effective means of the formation of communicative competence in children of upper-kindergarten age.

Each period of a child's life is characterized by a certain leading type of activity. So, for preschool children, the leading type of activity is a story role-playing game. H. Lavrentieva states: "A role-playing game is an activity in which children take on the labour or social functions of adults and, in specially created game, imaginary conditions, reproduce or model the lives of adults and the relationships between them". The peculiarity of the organization of play activities is that the child cannot be forced to play. Otherwise, it will not be a game, but forced labour [4].

Play activities are an environment where children can actively develop and show their creativity. Plot-role play is a type of creative game that involves playing out a certain plot in roles. Involvement of children in the story game contributes to socialization and development of the communicative side of the children's personality. The usage of a story role-playing game involves preliminary preparation of children, creation of an appropriate environment and role playing.

In modern preschool pedagogy, the structure of the story role-playing game proposed by D. Elkonin is used, which contains the following components: the roles that children

assume during the game; game actions, with the help of which the chosen roles are realized; playful usage of items; real relationships between children, with the help of which the development of the game is regulated; plot; content [3].

Competence of the organization and the completeness of the development of the story role-playing game depend on the observance of the structure. According to D. Elkonin, the development of a story role-playing game is conventionally oriented towards four stages. In the first and second stages, the main content of the game is actions with objects, in the third and fourth - reflection of social relations and, most importantly, identification of attitudes towards other people, which the chosen role implies. Organizing children's interaction in games and leading this process is the main condition for the formation of communicative competence. The formation of communicative competence in children of upper-kindergarten age depends on the ability to maximally mobilize his knowledge, abilities, and skills in the process of communication when solving certain problems.

The social nature of communication is expressed in the fact that it always takes place in the environment of people between whom communicative actions occur. Taking into account that these actions are personally determined and are carried out by the subject in accordance with personal motivation, modeling the relationships of adults in the game, children at the same time learn the skills of communication, interaction, cooperation, learn to act in relation to each other in different positions [5].

So, story role-playing is the leading activity of a preschooler and constitutes a condition for normal mental and personal development. It is in it that the interrelationship of monological and dialogical speech takes place, the encouragement to active communication. At the same time, in the process of communicating with peers, the child learns to speak and know how to listen and understand others, learn new knowledge, provide feedback in communication, unconsciously mastering the elements of communicative competence.

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