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FORMATION OF INTERACTION SKILLS IN ROLE-PLAYING GAMES AMONG MIDDLE PRESCHOOL-AGE CHILDREN

The intensive changes that have taken place in society over the last decade set new requirements for individuals. The primary task of Ukrainian policy in the context of reforms is to ensure high-quality education based on fundamental knowledge and its alignment with the current and future needs of individuals, society, and the state. In preschool education, achieving high-quality learning outcomes is possible through the renewal of educational content, tools, methods, and technologies within the framework of innovations, fostering the development of significant competencies in preschool-age children, as outlined in state documents such as the Law of Ukraine "On Education" and "On Preschool Education."

The analysis of this phenomenon in psychology and pedagogy indicates that scholars pay considerable attention to this issue, particularly to the following aspects:

- **Communicative abilities of individuals** have been studied by L. Biryuk, N. Vityuk, V. Harkusha, P. Honcharuk, L. Karamushka, Ya. Kolominsky, S. Maksymenko, C. Rogers, L. Savenkova, M. Savchyn, Ya. Shkurko, and others.

- **Psychological, pedagogical, and organizational aspects of forming communication skills and abilities** have been explored by S. Bondarenko, O. Vynoslavskaya, V. Kaplinsky, V. Motyrko, V. Semychenko, and T. Shepelenko.

- **The phenomenon of communicative competence in preschoolers** has been a subject of research by A. Bohush, Zh. Horina, L. Kalmikova, and others.

- **The genesis of communication**, where children's relationships are considered a product of interaction in communication, has been examined by I. Zotova, O. Kvas, O. Kovalenko, I. Lutsenko, O. Martynchuk, and T. Pirozhenko.

A significant number of scientific studies are dedicated to analyzing preschoolers' interactional spheres and their impact on relationships within peer groups. This includes **the activity-mediated nature of interpersonal relationships**, as researched by V. Abramenkova, O. Zaporozhets, V. Mukhina, Kh. Shakurov, and others.

The development of interaction skills in preschool-aged children is a crucial aspect of their socialization and overall development. Role-playing games serve as an effective means for fostering these skills by providing structured yet flexible environments where children can practice communication, collaboration, and problem-solving.

At the age of 4–5 years, children transition from individual or parallel play to more collaborative forms of play, where they begin to establish shared goals and engage in group dynamics. These interactions help children learn how to express their thoughts, listen to others, negotiate, and resolve conflicts.

Role-playing games create scenarios that encourage children to adopt different roles and interact with peers. These games help develop:

- **Communication skills** – Children practice verbal and non-verbal communication while playing various roles.
- **Cooperation and teamwork** – They learn to work together to maintain the storyline and achieve common goals.
- **Empathy and emotional intelligence** – By taking on different roles, children understand others' feelings and perspectives.
- **Problem-solving and conflict resolution** – Role-playing often involves challenges that require negotiation and decision-making.

Role of Role-Playing Games in Developing Interaction Skills

Role-playing games play a crucial role in developing interaction skills in middle preschool-age children. These games not only provide opportunities for imaginative play but also serve as an essential tool for social, emotional, and cognitive development.

Interaction skills, such as communication, cooperation, and conflict resolution, are vital for successful socialization. Between the ages of 4 and 5, children transition from independent or parallel play to more collective forms of play, where shared goals and group dynamics emerge. Role-playing games provide a structured yet flexible environment in which these skills can develop naturally.

How Role-Playing Games Foster Interaction Skills

- **Role Distribution:** In games such as "Shopkeeper and Customers" or "Family," children take on specific roles, requiring them to communicate effectively and cooperate to sustain the game's storyline.

- **Problem-Solving:** Game scenarios often involve challenges, such as resolving disputes or completing tasks, stimulating the development of negotiation and teamwork skills.

- **Empathy Development:** By playing roles like doctor, teacher, or firefighter, children learn to see situations from others' perspectives, fostering emotional understanding.

- **Language Development:** Games based on dialogues help children expand their vocabulary, practice sentence construction, and articulate their thoughts clearly.

Key Strategies for Supporting Interaction Skills

1. **Facilitator Participation:** Educators and caregivers can gently guide play by suggesting scenarios or helping resolve conflicts.

2. **Use of Various Play Materials:** Providing props such as costumes, toy tools, or miniature objects enriches the play experience and stimulates children's creativity.

3. **Encouraging Reflection:** Discussing the game afterward helps children analyze their roles and interactions, reinforcing positive behaviors.

Thus, role-playing games are invaluable in nurturing interaction skills in preschool-aged children. By promoting communication, empathy, and teamwork, these games lay the foundation for lifelong social competence. Educators and parents should actively encourage and participate in such games to maximize their developmental potential.

Role-playing games are an essential tool for developing interaction skills in preschoolers. By engaging in these structured yet imaginative activities, children

enhance their communication, empathy, and teamwork abilities—laying a solid foundation for future social competence. Encouraging active participation in such games can significantly benefit their overall development and readiness for future social interactions.

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