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FORMATION OF INTERPERSONAL INTERACTION SKILLS IN SENIOR PRESCHOOL CHILDREN THROUGH GAME-BASED ACTIVITIES

Introduction. Interpersonal interaction plays a key role in the process of a child's socialization, since it is through communication and joint activity that the child acquires social experience, norms of behavior, moral values, and cultural patterns of society. In senior preschool age, interaction with adults and peers becomes a leading mechanism of personality formation, as the child not only imitates the behavior of others but also actively engages in the system of social relations. In the process of cooperation, exchange of opinions, and experiencing shared emotions, the child learns to understand another person, take their position into account, and coordinate their own actions with the actions of others.

Developed communication skills are an important indicator of a child's readiness to interact with other people. They help overcome difficulties in communication, shyness, and insecurity, promote the establishment of positive and friendly relationships with others, and create the foundation for successful joint activity [1].

The concept of interpersonal interaction in the psychological and pedagogical context is considered as a process of mutual influence of people on one another during communication and joint activity, accompanied by the exchange of information, emotions, experience, and behavioral strategies. At the center of this process is the child's personality, who, through contact with adults and peers, assimilates social norms, rules of coexistence, and patterns of behavior. Interpersonal interaction is not limited only to verbal communication but also includes emotional reactions, nonverbal signals, joint planning of actions, and coordination of behavior.

In senior preschool age, a cognitive task begins to be recognized by the child specifically as a learning task, that is, aimed at acquiring new knowledge rather than merely as an element of play. The child strives to demonstrate their abilities, ingenuity, and achievements. During this period, the main mental processes—memory, attention, thinking, imagination, and perception—are intensively improved, creating the basis for further intellectual development [2].

Play is the leading type of activity of a preschooler, since it most fully satisfies their needs for exploring the world, communication, and self-expression. In preschool age, the child perceives surrounding reality through play images and roles, reproducing in a symbolic form adult relationships, social phenomena, and life situations. It is in play that the child learns to act according to rules, coordinate personal desires with role requirements, control behavior, and build relationships with peers.

Interaction as an important sociocultural value forms the foundation for mastering life-essential ways of behavior and human activity and determines the characteristics of further self-realization. Gaining experience in communication and cooperation with peers in a preschool educational institution increases the effectiveness of joint collective activity and contributes to the development of social competence in preschool children [3, p. 148].

Effective formation of interpersonal interaction skills in senior preschool children is possible under the condition of purposeful organization of the educational process and the creation of a favorable socio-pedagogical environment. First of all, it is important to form a positive psychological climate in the group, where every child feels accepted, protected, and significant. An atmosphere of trust and support stimulates openness in communication, the development of empathy, and readiness for cooperation.

Interest in the problem of forming children's relationships is due to by the fact that early and preschool childhood is recognized as a period of active personality formation, when the foundations of social and moral orientation are laid. It is at this time that basic ideas about norms of behavior, ways of interaction, and attitudes toward other people are formed. On the eve of entering school, a significant number of senior preschoolers face noticeable difficulties in communicating with peers. This is manifested in the inability to establish contact, maintain friendly relationships, and coordinate their own actions with the actions of others in various types of activities. The lack of proper interaction experience complicates the ability to empathize and sincerely rejoice in the successes of peers, which often leads to misunderstandings and conflicts. At the same time, active interaction of senior preschool children with their environment is an important factor in personality development, the formation of interpersonal relationships, and the establishment of their social position [4].

Thus, the formation of interpersonal interaction skills in senior preschool children through game-based activities is an important condition for their full personal development and successful socialization. It is in play, which serves as the leading activity of a preschooler, that the child naturally and effortlessly assimilates norms and rules of coexistence, learns to negotiate, distribute roles, take into account the interests of others, and regulate personal behavior. Play interaction creates situations of cooperation that contribute to the development of empathy, responsibility, tolerance, and the ability to resolve conflicts constructively. Purposeful pedagogical support, the creation of a favorable emotional climate, and the organization of various types of games ensure the effectiveness of this process. The experience of interpersonal interaction acquired in play becomes the foundation for the formation of social competence, positive self-esteem, and readiness for schooling. Thus, play activity acts not only as a means of developing communication skills but also as an important mechanism for shaping a socially mature preschool personality.

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