

DEVELOPMENT OF COMMUNICATIVE SKILLS IN PRE-SCHOOL CHILDREN THROUGH THEATER GAMES

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ABSTRACT: The system of additional education for children as a social institution functions on the basis of the social order of society, provides a wide range of educational services, satisfying the ever-growing individual educational needs of the individual, ensures the effective formation of the personal and social qualities of the pupil, who shows creative initiative, the ability to independently search for new ways of action, desire for self-realization and self-expression.

KEYWORDS: Theater games, high school age, communicative skills, development.

INTRODUCTION

One of the effective means of personal development of preschoolers is their participation in various activities. Such an opportunity in the conditions of the system of additional education is presented to preschoolers by a children's theater studio, which synthesizes various types of arts, introducing them to the world of culture, contributing to their creative development.

The theater studio is one of the factors in the social and personal development of preschoolers. This is confirmed by the peculiarities of theatrical art, which is a complex system of all expressive means of art. Theater classes improve the psychological atmosphere in the team, help to reach a new, higher level, relationships between children and adults.

At the scientific and theoretical level, the relevance of the study is associated with the need to introduce into the practice of institutions of additional education a scientific justification for the process of social and personal development of a preschooler. The problem of social and personal development of preschoolers is an integrated field of knowledge of such sciences as philosophy, sociology, cultural studies, pedagogy, and psychology. Epistemological problems of logic and methodology are reflected in works related to the theory of activity (B.G. Ananiev, A.G. Asmolov, M.S. Kagan, A.N. Leontiev, I.A. Lipsky, B.F. Lomov, A.V. Petrovsky, S.L. Rubinshtein, E.G. Yudin, etc.), the epistemological approach to the structure, analysis, and characteristics of the environment in which the personality is formed is substantiated (M.M. Bakhtin, V.S. Bibler, L.P. Bueva, L.A. Volovich, V.I. Zagvyazinsky and others); the theory of personality socialization in the

context of education, upbringing and development (N.M. Borytko, V.G. Bocharova, I.A. Zimnyaya, R.A. Litvak, V.S. Mukhina); ideas of social activity of students in various spheres of life and pedagogical environment (A.Ya. Zhurkina, Yu.S. Manuilov, A.V. Mudrik, A.V. Petrovsky, V.D. Semenov, S.T. Shatsky). A significant contribution to the development of the theory of additional education for children was made by N.F. Basov, I.V. Bestuzhev-Lada, G.P. Budanova, L.N. Builova, A.K. Brudnov, O.S. Gazman, A.V. Gorsky, M.B. Koval, A.Z. Iogolevich, L.Yu. Kruglova, A.B. Fomina, A.I. Shchetinskaya and others, who considered the additional education of children as a system where the processes of social adaptation and personality development take place.

In the works of V.V. Abramenkova, P.F. Lesgaft, V.A. Petrovsky and others. Psychological and pedagogical aspects of social and personal development in various activities are revealed.

At present, the works of scientists have been recognized, revealing the possibilities of socio-cultural activities that affect the development of the personality of A.V. Andreev, M.E. Duranov, T.G. Kiseleva, Yu.D. Krasilnikov, I.A. Lipsky, O.V. Leshner and others.

However, there is still a need to create comprehensive programs for the social and personal development of preschoolers by designing the activities of children in a children's theater studio. At the scientific and methodological level, the relevance of the study is associated with one of the most important functions of modern educational institutions, incl. and institutions of additional education for children, is the search for new forms of harmonious development and ways of self-determination of the personality of the younger generation, which is confirmed in

Despite the fairly wide coverage in the scientific and methodological literature of the problem of social and personal development in the activities of institutions of additional education, the analysis showed that this problem has been developed in sufficient detail only in the conditions of a general education school. Such issues as the specifics of the activities of preschoolers in the children's theater studio and the organizational and pedagogical support of the social and personal development of preschoolers in the children's theater studio have not been reflected in the scientific literature.

The foregoing suggests that a number of contradictions have developed: at the socio-pedagogical level - between the growing need of society for an active socializing and developing personality, which is focused on universal values and the existing level of training of teachers for the implementation of a conscious and full-fledged organization of the process of social and personal development of preschoolers;

- at the scientific and theoretical level - between the growing interest of psychological and pedagogical research in the social and personal development of preschoolers in the process of creative activity and the insufficient theoretical development of the issue of social and personal development of preschoolers in a children's theater studio;

- at the scientific and methodological level - between the objective need of practice in the methodological substantiation of the social and personal development of preschoolers in the children's theater studio and the insufficient development of content and methodological support for social and personal development in the theater studio.

These contradictions made it possible to formulate the research problem, which is to determine the essence of the process of social and personal development of preschoolers in the conditions

of the activities of the children's theater studio and to ensure the effectiveness of this process. Relevance, socio-pedagogical significance, insufficient theoretical and practical development of the problem under consideration made it possible to determine the topic of the study: "Social and personal development of preschoolers in a children's theater studio».

The purpose of the study: to substantiate, develop and test experimentally a model of organizational and pedagogical support for the process of social and personal development of preschoolers in a children's theater studio.

Object of study: the pedagogical process of social and personal development of preschoolers.

Subject of study: a model of organizational and pedagogical support for the social and personal development of preschoolers in a children's theater studio.

Research hypothesis:

1. We believe that the effectiveness of the process under study involves the introduction of a model of organizational and pedagogical support for the social and personal development of preschoolers in a children's theater studio, based on a personal-activity approach, including a comprehensive program aimed at the successful development of social and personal qualities (regulation of emotional stability , speech skills, understanding of the picture of the world, cognitive activity, imagination, fantasy) because: organizational and pedagogical support of the social and personal development of preschoolers includes diagnosing the levels of social and personal development, which provides a new opportunity to adjust the development of social and personal qualities through the activities of preschoolers in the theater studio;

- the social and personal qualities of a preschooler will be effectively developed due to the peculiarities of the environment of the children's theater studio, which consists in the synthesis of various types of creative activity: (visual, musical, plastic, performing), which makes it possible to include preschoolers in these activities; organizational and pedagogical support of the social and personal development of preschoolers ensures an increase in the level of professional competence of teachers, through the development of gaming technologies for organizing the creative activity of preschoolers in a theater studio, which contributes to a positive dynamics in the development of social and personal qualities of preschoolers.

The subject of the study and the hypothesis made it possible to formulate the following research objectives:

1. To study the state of the problem under consideration in pedagogical theory and practice and, on this basis, formulate the concept of social and personal development of preschoolers in a children's theater studio.

2. Determine the criteria and justify the levels of social and personal development of preschoolers in the children's theater studio.

3. To develop and experimentally test a model of organizational and pedagogical support for the social and personal development of preschoolers in a children's theater studio, including target, content, and evaluative-reflexive blocks.

4. To develop a scientific and methodological aspect of organizational and pedagogical support for the social and personal development of preschoolers in a children's theater studio, including: diagnostics; development and implementation of a comprehensive program for the development

of social and personal qualities of preschoolers in a children's theater studio and an increase in the level of pedagogical competence through the development of game technologies by teachers to organize the creative activity of preschoolers in a theater studio.

The theoretical and methodological basis of the study are: the provisions and leading ideas of the concept of social and personal development, put forward in the works of scientists N.F. Golovanova, M.A. Galaguzova, I.S. Kona, A.V. Mudrik, I.A. Zimney, D.I. Feldstein and others.

Theories of sociocultural activity: B.Jl. Benin, N.M. Borytko, O.S. Gazman, T.G. Kiseleva, A.D. Krasilnikov, N.B. Krylova, I.A. Lipsky, I.G. Zuckerman and others.

The main ideas of professional training of teachers in modern conditions of education and personality development: V.A. Belikov, A.G. Gostev, E.F. Zeer, T.A. Erakhtina, S.D. Polyakov, G.K. Selevko, V.A. Slastenin and others.

To date, science has accumulated a certain theoretical and methodological fund of knowledge necessary for posing and solving the problem under study, dedicated to the theory and methodology of pedagogical research (V.I. Zhuravlev, V.I. Zagvyazinsky, M.N. Skatkin, etc.), philosophical works that reveal the axiological aspect of personality activity, the social essence of a person (V.T. Alekseeva, L.P. Bueva, L.A. Volovich, S.G. Drobnitsky, M.S. Kagan, etc.), special studies dedicated to the characteristics of preschool children (L.I. Bozhovich, N.A. Menchinskaya, D.B. Elkonin and others).

In addition, the concept of the study was based on modern methodological approaches: a systematic approach (A.N. Averyanov, B.G. Ananiev, V.P. Bospalko, I.V. Blauberg, S.V. Ilyin, G.N. Serikov, E.G. Yudin and others); cultural approach (M.M. Bakhtin, B.C. Bibler, E.V. Bondarevskaya, M.Ya. Vilensky, Yu.V. Senko, etc.); axiological approach (V.G. Alekseeva, N.P. Anikeeva, T.K. Akhayan, A.M. Bulynin, Z.I. Vasilyeva, S.G. Vershlovskiy, M.E. Duranov, I.F. Isaev, A. V. Kiryakova, E.N. Shiyarov, etc.), personality-oriented approach (V.A. Belikov, L.S. Vygotsky, I.A. Zimnyaya, I.S. Kon, S.L. Rubinshtein, V. A. Slastenin, A. I. Shcherbakov, I. S. Yakimanskaya and others),

Normatively important for our study are the provisions of the Law of the Russian Federation "On Education" (1992 - 1996), the Federal Program "Development of a unified educational sphere (2000 -2005)", the Concept of modernization of Russian education for the period up to 2010 ., Federal program for the development of education for 2007 - 2010, etc.

The tasks set and the proposed hypothesis of the study made it possible to determine the logic, stages and methods of the study, which was conducted from 2002 to 2007.

Research base. Experimental and search work was carried out in a children's theater studio on the basis of the Palace of Pioneers and Schoolchildren. N.K. Krupskaya, Chelyabinsk, children's theater studio MOU secondary school No. 8, Troitsk; in the city House of Culture and art schools No. 1, No. 3 in Troitsk; children's theater studio in Yuzhnouralsk. In total, 98 children of preschool age, as well as 47 teachers of additional education, took part in the study.

Conclusions. The ascertaining stage of the experimental work showed that the social and personal development of preschoolers in the children's theater studio is not carried out efficiently enough, which necessitated the organizational and pedagogical support of this process.

The study of the level of social and personal development of preschoolers was carried out using the methods of system-structural and level analysis, the integration of which is based on identifying the level of formation of the studied personal quality in its main components.

The development of evaluation and criteria tools is based on the following methodological principles: adequacy and representativeness, providing reliable and reliable information about the level of social-personal development of 10 preschoolers in the activities of the children's theater studio.

The main criteria for the social and personal development of preschoolers are: emotional stability (cheerfulness, independence, selective interest, an adequate assessment of one's actions); motivation for success (the formation of value ideas, the level of conflict, the ability to make a moral choice); communication skills (the need for interaction with peers and teachers, empathy, speech activity); cognitive activity (representation of a holistic picture of the world); social confidence (developed skills of self-regulation, an adequate assessment of their actions and the actions of others); creativity (creative activity, the ability to transform an object, developed imagination). A different degree of their manifestation characterizes the levels of social and personal development of preschoolers in a children's theater studio: low, medium, high.

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