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## ВПЛИВ ІГРОВОЇ ДІЯЛЬНОСТІ НА ФОРМУВАННЯ МІЖОСОБИСТІСНИХ ВЗАЄМИН ДОШКІЛЬНИКІВ

**Анотація.** У статті розкривається проблема формування міжособистісної взаємодії дошкільників під час ігрової діяльності. Представлено декілька визначень терміна «міжособистісна взаємодія», зокрема, вказано, що це суб'єктивні зв'язки і взаємини між людьми, які виникають за умов спільного проживання або виконання сумісної діяльності.

Зазначено, що спілкування дошкільна з дорослим відрізняється від спілкування між однолітками дошкільного віку. Спілкування дорослого і дитини мають ознаки пізнавального, виховного, навчального впливу. У таких взаєминах дорослий зазвичай посідає позицію, яка домінує. Спілкування дошкільника з однолітками є більш вільне, емоційне, творче, не обмежене настановами дорослого. Саме в такій взаємодії дитина вчиться вибудовувати стосунки з тими, хто її оточує.

Доведено, що включення дітей у спілкування з однолітками є необхідною умовою розвитку дитини. Дошкільник оволодіває моральними нормами; вчиться розуміти думку інших, якщо вона відмінна від його власної; розвивається творчо, шукає нестандартні способи налагодження взаємодії; вчиться організовувати спільну діяльність.

Вказано, що спільна ігрова діяльність сприяє налагодженню міжособистісної взаємодії між однолітками та сприяє їх соціалізації. У грі дошкільник може реалізовувати різні соціальні ролі, відображаючи здобутий раніше досвід суспільної поведінки. Під час ігрової діяльності створюються сприятливі умови для вироблення умінь спільної взаємодії та комунікації, зокрема, коли йдеться про вибір теми гри, сюжету, розподіл ролей, вибір іграшок або предметів-замінників тощо. Дошкільники несвідомо реалізують різні моделі поведінки, які вони спостерігали раніше, і відтак мають змогу відобразити в спільній ігровій діяльності вчинки та дії дорослих.

Схарактеризовано стосунки, які виникають між дошкільниками у сюжетно-рольовій грі. Зокрема, ті, які демонструють реальні стосунки між дітьми та спрямовані на розв'язання організаційних питань, які виникають до або під час ігрової діяльності.

**Ключові слова:** ігрова діяльність, діти дошкільного віку, міжособистісні взаємини, спілкування, ЗДО.

## INFLUENCE OF GAME ACTIVITIES ON THE FORMATION OF INTERPERSONAL RELATIONSHIPS OF PRESCHOOL CHILDREN

**Abstract.** The article reveals the problem of the formation of interpersonal interaction of preschoolers during game activities. Several definitions of the term «interpersonal interaction» are presented, in particular, it is indicated that these are subjective connections and relationships between people that arise under the conditions of living together or performing joint activities.

It is noted that communication between preschoolers and adults differs from communication between peers of preschool age. Communication between an adult and a child has signs of cognitive, educational, educational influence. In such relationships, an adult usually takes a dominant position. A preschooler's communication with peers is more free, emotional, creative, not limited by the instructions of an adult. It is in such interaction that the child learns to build relationships with others.



It has been proven that the inclusion of children in communication with peers is a necessary condition for a child's development. A preschooler masters moral norms; learns to understand the opinion of others, if it is different from his own; develops creatively, looks for non-standard ways of establishing interaction; learns to organize joint activities.

It is indicated that joint game activity contributes to the establishment of interpersonal interaction between peers and contributes to their socialization. In the game, a preschooler can realize various social roles, reflecting the previously acquired experience of social behavior. During game activities, favorable conditions are created for the development of joint interaction and communication skills, in particular, when it comes to choosing the theme of the game, the plot, the distribution of roles, the choice of toys or substitute objects, etc. Preschoolers unconsciously implement various models of behavior that they have observed before and thus are able to reflect the actions and actions of adults in joint game activities.

The relations that arise between preschoolers in a story role-playing game are characterized. In particular, real relationships that demonstrate real relationships between children and are aimed at solving organizational issues that arise before or during play activities. Role-playing is aimed at the realization by the preschooler of the role of one or another character in the game.

**Keywords:** game activity, children of preschool age, interpersonal relations, communication, kindergarten.

## INTRODUCTION

**The problem formulation.** Modern Ukrainian society is going through complex transformational changes, which cause the individual to rethink key values, actualize the need to acquire new skills of interaction with others, develop the ability to quickly master new knowledge and types of activities. The ability of an individual to interact with others is of particular importance, because this ability has a significant impact on the emotional and volitional sphere and the general well-being of a person.

It is the preschool age that is sensitive for the formation of interpersonal interaction skills, since it is a period that involves the mastery of speech, communication skills, game activities, during which direct communication of preschoolers takes place, as well as the ability to defend their interests among peers. Also, in the Basic component of preschool education (2021), it is indicated the need to develop communicative competence in preschoolers, which involves the child's ability to communicate with others, the ability to maintain partnerships, coordinate their interests with others, negotiate and argue their own vision of the situation (Basic component of preschool education, 2021).

**Analysis of recent research and publications.** In the scientific literature, the problem of the development of interpersonal relationships of preschoolers was studied in the following aspects: the role of communication in the personal development of a preschooler (O. Kononko, V. Kuzmenko, T. Pirozhenko); Peculiarities of formation of value attitude towards peers in preschool age (V. Pavlenchuk, T. Ponimanska, Yu. Prykhodko, T. Repina); interaction in the children's team (L. Artemova, I. Beh, A. Bogush, O. Boginich, N. Havrish, K. Krutiy) the influence of the game on the formation of the personality of preschoolers (N. Havrish, K. Karasyova, K. Krutiy, N. Lysenko, T. Pirozhenko, T. Ponimanska).

## AIM AND TASKS RESEARCH

The purpose of the article is to characterize the peculiarities of the formation of relationships in the children's team and to reveal the influence of the game on the interpersonal interaction of preschoolers.

**RESEARCH METHODS:** study of scientific sources and modern approaches to solving the problem of organizing interpersonal interaction of preschool children during play; analysis, synthesis, generalization and systematization to highlight various characteristics and requirements for this process.

## RESULTS OF THE RESEARCH

A child's social development begins in the family when communicating with the closest significant adults and continues later when interacting with peers in the children's group. In this way, preschoolers unconsciously learn to build interpersonal relationships, defend their interests, negotiate with other children, find friends and resolve conflict situations. That is, it is at preschool age that children master variable behavior patterns, depending on the situations in which they find themselves, and gain experience in interacting with others. In this interaction, interpersonal relationships of preschool children begin to form, which significantly affect various areas of their lives.

- The concept of «interpersonal relations» is interpreted as follows:
- interpersonal relationships are relationships that are subjectively experienced, objectively manifested in the nature and methods of mutual influence of people in the process of joint activities and communication (Kurchatova, 2020);
- interpersonal relationships are relationships between individual people (groups of people), which are objectively manifested in the nature and methods of mutual influence of people on each other in the process of various types of joint activities, in particular communication, and are subjectively experienced and evaluated by them (Kurchatova, 2020);
- interpersonal relationships are subjective connections and relationships between people that arise under the conditions of cohabitation or performance of joint activities. In the process of their formation and development, a system of interpersonal attitudes, orientations, and social expectations is formed, which depend on the level of development of the social group, the cohesion of its members, and the content of their activities (Stepanov, 2006).

Thus, interpersonal relationships arise and are formed in the process of the child's interaction with others, adults and children, and are characterized by mutual influence that occurs during various types of activities.

It is worth noting that a child's communication with adults differs from communication with peers. In particular, when interacting with children of their own age, there is a mutual influence between them, and when communicating



with preschoolers, an adult tries to subordinate them (K. Voksler) (Dutkevich, 2012). Therefore, it is important to include preschoolers in interpersonal interaction with peers and to involve them in various joint activities, because it is under such conditions that the child feels at ease, learns to communicate, negotiate, and freely expresses his own emotions.

Researchers L. Yakymenko and V. Lutsenko emphasized the important features inherent in children's communication. In particular, interpersonal interaction of preschoolers is characterized by excessive emotionality and conflict. Children react sharply to the fact that their ideas about joint activities with their peers do not match, they can quarrel and cry. At the same time, they easily go to reconciliation and agree to continue interaction if a compromise has been reached regarding the conflict situation (Yakymenko&Lutsenko, 2012). Also, preschoolers usually do not hold back their emotions during interpersonal interaction. They react quite loudly, lively, sometimes unpredictably to various situations that arise in communication and joint activities (Yakymenko&Lutsenko, 2012).

Another significant characteristic, according to scientists, is that preschoolers more often violate moral and ethical norms when interacting with peers than when communicating with adults (Yakymenko&Lutsenko, 2012). This is due to the fact that preschoolers are surrounded by the same children as themselves and, accordingly, there are few factors that would limit or influence their behavior. On the other hand, a child's violation of moral and ethical norms in relation to a peer prompts the child to realize the consequences of his actions, teaches mutual understanding.

T. Dutkevich analyzed the impact of communication and joint activities on various spheres of a preschooler's life, namely: ethical, cognitive, self-awareness, creative abilities, ability to cooperate. The researcher came to the following conclusions (Dutkevich, 2012):

1. When peers are included in communication, they develop moral ideas, a humane attitude towards others, and mutual understanding.
2. As for the cognitive sphere, it develops as a result of the fact that the child encounters different views, statements that do not coincide with his ideas and gradually masters the logical operations of justification, conviction, denial, etc.
3. Communication and joint activities with peers are the basis for the formation of a child's self-esteem.
4. The development of creativity occurs as a result of the fact that children initiate game activity, determining its topic, content, course of events.
5. The ability to cooperate is realized during communication, when children coordinate their actions with each other, try to hear the point of view of a peer in order to implement a joint game or creative idea (Dutkevich, 2012).

Thus, the involvement of preschoolers in interpersonal interaction with their peers is a necessary condition for their development and is most easily achieved precisely in game activities, which are a natural need for children of this age group. The role of play in the formation of a child's personality is difficult to overestimate, because it is during play that the child models the behavior of adults or fairy-tale characters in various situations and in this way assimilates social experience, realizes various social roles, and masters forms of interaction.

According to D. Pavelkiv, the game is a means of reflecting the surrounding reality, a way of mastering the activities and relationships of adults in a form accessible to the child. In the game, a preschooler can reproduce the point of view of different people, enter into different relationships with children, which are a reflection of the real interaction of adults. The content of game actions is determined by practical tasks that adults solve to achieve a certain goal. Therefore, instead of toys and other objects, they use objects that adults use in their practical actions (Pavelkiv&Tsygypalo, 2015).

Playing together is important for children in matters of emotional satisfaction and socialization in general. They are convinced by experience that it is possible to do things faster and better together; that joint games, in the content of which the initiative of many of its participants is introduced, are more interesting than games alone. In the process of communication, there are both positive contacts between children that cause good feelings, and various clashes that can give rise to negative actions (Maksimiv, 2022).

One of the central components of a story role-playing game is a role. During the game, children perform different roles, which usually reflect the socially accepted way of behaving in a particular situation. Playing a role in the game, the preschooler learns to subordinate his actions to the requirements of the role, based on his own life experience. Acting in different roles, the child learns to see situations from different perspectives, which allows him to better understand his peers during interpersonal interactions.

According to T. Dutkevich, story-role acting is a powerful means of developing children's interpersonal relationships, which are realized in two directions - real and role-playing (Dutkevich, 2012). Role-playing involves modeling behavior by a game participant in accordance with the role or character he represents. The distribution of roles in the game is one of the key stages in the organization of gaming activities. Disputes arising from such distribution can lead to the fact that the preschooler refuses to participate in the game under such conditions (Dutkevich, 2012). That is, if one or more children do not agree with the roles assigned to them, they cannot agree among themselves, they leave the game and the game will continue without their participation or will fall apart. Provided that preschoolers are satisfied with the distribution of roles and the proposed plot of the game, children begin to interact (emotionally, verbally, non-verbally, behaviorally) in accordance with the role that she occupies in the game. Usually, the theme of role-playing games is closely related to the life experience of children and is understandable and close to them. It is in the story role-playing game that the child reflects the behavior patterns of adults that he observed in everyday life and builds relationships based on previously acquired experience.

The more mature a child becomes, the more priority for him are relationships with peers and participation in joint play activities. In such cases, children may agree to perform uninteresting roles in the game, if only they would not be removed



from the game activity. Also, when choosing participants in the game, preschoolers are guided by personal sympathies, friendships and relationships with one or another child.

Real relationships during play are those relationships that occur between children outside of the roles they play; real relationships reflect the attitude that the child feels towards his peers, regardless of whether they are included in the game (Dutkevich, 2012). Real relations between children are implemented at the stage of game organization, i.e. definition of the plot of the game, distribution of roles, preparation of toys or substitute items. Also, real relations are manifested if one participant of the game has comments or instructions to the actions of another participant during the implementation of the plot of the game. At such moments, the role relations of preschoolers change to real ones.

A child's stay in a children's collective is a necessary condition for his social development and socialization. In interaction with peers, a preschooler builds a variety of relationships, acquires primary skills of interaction in a team, learns to voice his intentions and take into account the intentions of others. The game plays a great role in the process of gaining social experience, because it is in the game activity that the child can reproduce different plots, try himself in different roles, which allows to understand the points of view of all the participants of the game. The game requires preschoolers to be able to negotiate, interact with others, show creativity and artistry, be active and involved in activities. Therefore, it is the game that is a favorable type of activity during which children acquire and improve the skills of interpersonal interaction, which are extremely necessary for modern society.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In the process of research, we came to the conclusion that the development of interpersonal relationships of preschoolers is part of the process of forming a child's personality, an important condition for his socialization, mastering the ability to express his own opinion and establish interaction with others. Communication with adults and communication with children have different effects on the formation of a preschooler. So, if communication with an adult usually has a cognitive and educational nature for a child, then communication with peers is quite emotional, free, and sometimes conflictual. It is through play that the child unconsciously learns to build interpersonal relationships. During this type of activity, a significant number of situations arise in which the child gains experience in social behavior and interaction with peers.

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