
Development of Social Skills in Preschool Children in the Process of Organizing Game Activities

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Abstract: The article deals with the problem of the formation of social competence in preschool children, reveals the mechanisms and conditions of this process, among which are specially organized activities of educational institutions, active interaction with society, the implementation of the preschooler's subjective position in the types of activities available to him.

Keywords: social competence, mechanisms of socialization, conditions for the formation of social competence.

The need to communicate with other people early becomes the main **social** need of the child. During **preschool** childhood, interaction and communication with adults and peers plays a leading role in its **development**. Interest in peers appears somewhat later than interest in adults. Watching an adult, imitating, listening, a child learns to think, speak and act. In **the process** of interaction with partners, the child acquires such qualities as mutual trust, kindness, willingness to cooperate, the ability to get along with others, defend their rights, and resolve conflicts that arise, so the problem of communication with adults and peers has not lost its acute significance these days. A child who has a diverse positive experience of interacting with adults and peers begins to more accurately assess himself and others, his abilities and personal qualities, therefore, his creative independence and **social competence grow**, which also determines the relevance of this work.

" **Socialization is the process of development and self-development of** a person in the course of assimilation and reproduction of **sociocultural experience** ." A. V. Mudrik

Social skills are the ability to effectively manage relationships with other people.

To establish the right **social interaction** is necessary :

- knowledge of the norms of behavior in public places and at home (*hello, say goodbye, thank you, etc.*) ;
- norms of communication with adults and peers (politely address, do not shout, do not interrupt, speak calmly, show interest in the interlocutor)
- knowledge of the rules and norms of behavior when **organizing joint activities of children** (*they know how to negotiate, manage disagreements*) .

If children use **social skills correctly**, they know better what to say and do when communicating with other people, and in general interact better with others.

Purpose : **Development of social interaction skills in preschool children** .

Tasks :

1. To study the characteristics of the personal behavior of **preschool children**, choosing the necessary diagnostic tools for this.
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2. Determine the technology **for developing social skills** of interaction with peers and adults.
3. Create conditions for **the development of interaction skills** .
4. **Organize work with parents** .
5. Implement an action plan.
6. Draw conclusions about the effectiveness of the work being done and provide it to the pedagogical community.

The novelty of the experience lies in determining the sequence of work with children on the **development of social interaction skills** , the development of long-term planning.

Working with children of primary **preschool age** , she singled out three forms of the child's relationship with other people (*based on the methodology of T.V. Senko, but modernized*) .

- 1) group **of children** (*high level*) : these are children who are popular with their peers. They are active, inquisitive, friendly, easily enter into communication.
- 2) group **of children** (*middle level*) : these are children who have good positive qualities, easily come into contact with adults and peers, are friendly. They are good performers, but not active enough.

3rd group **of children** (*low level*) : children who do not know how to interact with surrounding adults and children (*conflict children, shy, insecure*) .

The study of the child's personal behavior

2012-2013 2013-2014

Junior group Middle group

High level 2 children 5 **children**

Average level 11 **children 11 children**

Low level 8 **children 5 children**

Quantitative data from the study of the child's personal behavior confirmed the relevance of our work : it is necessary to pay attention and provide the necessary assistance to children with an average level and pay special attention to **children** with a low level of personal behavior.

As a basis, I took the health-saving pedagogical technology of the group of authors Elena Vladimirovna Prima, Lyudmila Vasilievna Filippova and Irina Nikolaevna Koltsova " *Development of social confidence in preschoolers* " . The authors give methodological recommendations, lesson plans. I used this experience in part, namely, recommendations on **developing interaction skills in the process of organizing gaming activities attracted my attention** .

The whole work is conditionally divided into two areas

Fundamentals of social interaction

self -image is seen as self-confidence. **A socially** confident child believes that he will act successfully and correctly and achieve a positive result.

- The ability to perceive another person implies attention, interest in him, the ability to understand, empathize with him.
- Establishing contacts involves the ability to establish a connection, make contact with

others, unite, negotiate, ask, make a request, etc.

- Implementation of self-affirming ways of behavior is manifested in the expression of one's desires, feelings, emotions (*both positive and negative*).

Organization of work with children is built in stages

I stage "*Me and the world*" (3-4 years) - help the child to realize himself, through the enrichment of sensory experience.

Stage II "*Me and others*" (4-5 years) - **development of the ability to perceive others.**

Stage III "*One and Together*" (5-6 years) - **development of the ability to cooperate .**

The solution of educational problems is carried out within the framework of joint **activities of adults and children :**

- direct educational **activities ;**
- educational **activities** carried out during regime moments (*at the morning reception of children , for a walk, in the evening*) ;
- in the joint **activity of teachers and the family** as a participant in the educational **process .**
- Independent **activity of children** is realized in the conditions of the **subject-developing** educational environment created by teachers;

Work planning

Junior group

"Me and the World"

goal : encourage **children** to listen to various sounds and convey their sensations and feelings when perceiving sounds. middle group

"Me and Others"

goal : **to develop in children the ability to perceive another person, the development of emotional responsiveness, overcoming uncertainty.** Senior group

"Alone and Together"

goal : to form in **children some social skills** , such as the ability to cooperate.

September Game "*Train*" . The game "*Colorful umbrella*"

October We listen to the sound of rain, sing a song about rain. Game "*Sun and Umbrella*"

November Game-staging "*Wow-wow*" Game "*Festival of the umbrella*"

December Journey through the country of sounds. The game "*Guess*" , "*Let's draw what we hear*" . Game "*Walking in the forest*"

january The game "*Rattle Orchestra*" The game "*Recognize by voice*"

february Game-staging "*Teremok*" . Game-staging "*Stubborn goats*"

March Game "*Visiting Animals*" . "*Mother-spring is coming*"

April **Game exercise** "*Walk*" Dramatization game "*Turnip*"

May Game "*Invitation*" . "*Visiting the Birch*"

Lesson algorithm

Part I : introduction to the **game situation** , creating motivation and emotional mood in **children** .

Part II : **game exercises** , situations, tasks that have a semantic load and are aimed at the implementation of the tasks of the lesson.

Part III : Summing up the lesson. Reflection : we talk with the children about what they liked in the lesson, what games they would like to play in their free time, whether it was pleasant for them to communicate with other children. We give all children the opportunity to speak. We share with the children our impressions, feelings that we experienced in the lesson.

We have a class once a month. There is a lot of work outside the classroom. We focus on **game methods** : we use dramatization games, games with rules, didactic exercises and games.

A wide variety of games allows them to be used as a powerful and unobtrusive pedagogical tool, since their subject matter is practically unlimited. It can meet the diverse interests of every child.

We also use other forms of work : reading fiction, artistic and creative **activities** , conversations, the teacher's story, etc.

Conditions for **the development of social skills** :

- 1) A positive psychological climate in the group (interest in the child, willingness to accept him, not to condemn, sincerely believe in him, smile at the child, use affectionate words).
- 2) Create conditions in the group for the **development of various activities** .
- 3) Joint **activities** with peers and adults, creating the basis for communication, manifestation of activity, joint experiences, cooperation, etc.
- 4) Creation of problematic situations that help to master new ways of interaction.

Working with parents. goal : providing advice to the family on the **socialization of the child** and the formation of **social skills** of interaction with adults and peers.

Every person seeks the approval of other people. At **preschool age** , family members are a significant group for a child. It is very important that they form a sense of self-worth in the child.

Indicators **of the development of social skills** :

1. In a conversation, the child takes the initiative.
2. Able to listen.
3. Meaningfully answers questions.

In interaction with others :

1. The game is waiting for their turn.
2. Can play with other children or sit side by side.
3. Shares toys, other items in the game. Does not take away from another his things.

Evaluation of performance :

- Children interact with each other, the number of contacts between children increases.
- Children are active, inquisitive, ready for contacts with other children and adults.
- Comparing **children of** the younger and middle groups, it can be noted that the number of

children with a high level of personal behavior has increased and there are fewer **children with a low level of development** .

I associate the prospects for work with the development of a plan for the older group, the choice of games for the formation of **social interaction skills for children of senior preschool age** .

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