



THE METHODOLOGY FOR DEVELOPING COMMUNICATION SKILLS OF PRESCHOOL PREPARATORY GROUP CHILDREN THROUGH THEATRICAL ACTIVITIES

Tadjiyeva Feruza Mahamatodilovna
Master's student at Nordic University, Uzbekistan

Abstract

Young children are naturally inclined to play pretend and explore imaginary worlds, making theatrical activities a powerful way to boost their communication skills. This thesis looks at how drama-based methods, such as role-play and storytelling, help children in preschool preparatory groups become more confident in speaking, listening, and building connections with others. By creating a playful yet structured environment, these techniques encourage little ones to express themselves verbally and through body language, while also developing empathy and cooperative skills. The findings show that theatrical activities contribute significantly to improvements in verbal interaction, emotional expression, and group cohesion, highlighting the value of integrating drama into early childhood education.

KEYWORDS

Communication skills, preschool education, theatrical activities, role-play, early childhood development.

INTRODUCTION

When you observe preschoolers at play, it becomes clear how deeply they engage with the world around them. They craft entire stories from their imaginations and often mimic characters they have encountered in books, television shows, or their own daily lives. This readiness to adopt new personas reveals a valuable opportunity for educators to channel children's creativity and further their development. In particular, communication skills—encompassing speaking, listening, cooperation, and expressing ideas—are at the heart of their growth, preparing them for social and academic success in the years ahead.

Traditional teaching methods sometimes leave limited room for children to speak freely or spontaneously, as they can be heavily focused on structured repetition and memorization. However, playful, interactive settings give children the chance to discover how communication works in real-world interactions. Theatrical activities allow them to experiment with language and emotions, engage with each other in a shared narrative, and learn to cooperate within a fun and safe environment. When children pretend to be different characters or act out scenarios, they are not merely entertaining themselves; they are testing out words, sentences, gestures, and emotional expressions, all while learning to respond to their peers in a dynamic way.

This thesis offers a systematic look into how drama-focused strategies can nurture communication skills among preschoolers in their final preparatory year. Through detailed observation and analysis, it explores whether targeted theatrical sessions can help children develop stronger verbal and nonverbal communication abilities, demonstrate empathy, and cooperate more effectively. By highlighting the benefits of an imaginative, child-centered

teaching approach, this research aims to guide teachers and curriculum planners as they incorporate drama into early childhood education programs.

Methods: Research Design. In order to explore how theatrical activities might strengthen preschoolers' communication skills, the study used a quasi-experimental design. Two groups of children from the same preschool participated. One group, referred to as the experimental group, spent eight weeks taking part in planned theatrical exercises, including short performances and guided role-play sessions. The other group, called the comparison group, followed the regular curriculum with no additional theater-based instruction. By comparing these two groups, it was possible to see the degree to which drama contributed to improvements in communication skills.

Participants. Forty children aged five to six took part in the research, with 20 in the experimental group and 20 in the comparison group. All children came from a similar socioeconomic and cultural background. Before beginning the study, teachers and parents received information about the research goals and provided their consent. The children themselves participated enthusiastically, showing a natural affinity for imaginative play.

Procedures. The experimental group's activities involved role-play, storytelling circles, puppet shows, and adaptations of well-known fairy tales. Sessions happened three times per week, lasting roughly 30 to 40 minutes each. Children were encouraged to create costumes and props with craft materials, which made them more invested in the storytelling process. Teachers guided the sessions, prompting children to use new vocabulary, describe their feelings, and listen closely to their classmates.

Meanwhile, the comparison group continued with typical preschool routines that incorporated basic language and communication exercises. They did not receive any specialized drama instruction. Data for the study were gathered through observation checklists and video recordings of both groups. Teachers were interviewed informally as well, sharing their impressions of the children's engagement levels and progress in language use.

Data Analysis. To assess the children's development, observations focused on their verbal contributions during group activities, their ability to follow conversations, their use of nonverbal cues, and their engagement with peers. These observations were coded and transformed into numerical data indicating how frequently children spoke, how long they maintained conversations, and how often they used gestures or facial expressions. Statistical tests were then run to check whether the improvements were significant. Additionally, the recorded videos and teacher interviews were examined to identify recurring themes such as eagerness to communicate, creativity in speech, and cooperation.

Children in the experimental group exhibited remarkable progress in both verbal and nonverbal communication. When they worked together on mini-performances or shared stories, they spoke more often and used a greater variety of words and expressions than before. The difference in their communication behavior, when compared to the comparison group, was statistically significant ($p < 0.05$). They not only became more enthusiastic about using language but also learned to listen carefully to one another, taking turns more effectively.

Teachers of the experimental group noted that children were more likely to step outside their comfort zones by taking on challenging or unfamiliar roles. This created a ripple effect: when one child demonstrated a willingness to speak up, others followed suit, gradually transforming the group dynamic into one rich with conversation. In contrast, the comparison group did not

display such a pronounced boost in their confidence or language variety during typical classroom routines.

These findings emphasize that preschoolers thrive in contexts where imagination and collaboration are prioritized. Through theater-based strategies, children can safely explore new words, tones, gestures, and emotional expressions, all while learning to adapt their communication style to different social settings. The structured yet playful nature of dramatic activities encourages interaction, making children more receptive to learning and applying newly acquired communication skills.

Moreover, participating in performances, even on a small scale, helps children understand how to be both expressive speakers and attentive listeners. They learn that communication is a two-way street: they must project their voices and emotions while also giving space and attention to peers. This process cultivates empathy, as children start to see the world through the perspectives of diverse characters and storylines. The sense of accomplishment they experience after a performance or role-play session further boosts their self-esteem, motivating them to speak up in future interactions.

The research presented here shows that a carefully planned approach using theatrical activities can make a meaningful difference in preschoolers' communication skills. Children who took part in interactive drama sessions displayed greater confidence in speaking, stronger listening skills, and more articulate self-expression. They also developed a deeper sense of empathy and cooperation, which carried over into daily classroom life. Such growth in communicative ability and social awareness underscores the importance of incorporating imaginative, play-based methods into preschool curricula. By weaving drama and storytelling into the fabric of early childhood education, teachers can create an enriching atmosphere that sets the stage for children's lifelong success in communicating and connecting with others.

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