



PEDAGOGICAL STRATEGIES FOR ENHANCING INTERPERSONAL ACTIVITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract

The development of interpersonal activity is one of the key aspects of social and psychological growth in preschool children. Educational institutions play an important role in creating conditions that support children's communication, cooperation, and emotional interaction. This study investigates pedagogical strategies used in preschool education to enhance interpersonal activity among children. The research analyzes the effectiveness of interactive teaching methods, cooperative learning activities, and role-playing techniques. Statistical data obtained through classroom observation and teacher evaluation demonstrate that modern pedagogical approaches significantly improve children's social interaction and communication skills. The findings highlight the importance of structured educational environments and teacher guidance in promoting interpersonal competence in early childhood education.

Keywords: Preschool education, interpersonal activity, pedagogical strategies, social interaction, early childhood development, cooperative learning, communication skills, child psychology, educational methods, social competence.

Introduction

Early childhood education is widely recognized as a crucial stage in human development. During the preschool years, children acquire fundamental skills that shape their cognitive, emotional, and social development. Among these abilities, interpersonal activity plays a particularly important role because it influences children's ability to communicate, cooperate, and interact effectively with others.

Interpersonal activity refers to a child's ability to establish communication, collaborate with peers, and respond appropriately in social situations. It includes several important components such as verbal communication, emotional responsiveness, empathy, cooperation, and initiative in interaction. These abilities form the foundation of social competence, which is essential for children's successful adaptation to school and society.

The preschool period is characterized by the rapid development of social relationships. Children begin to actively engage with peers, participate in group activities, and learn social norms. At this stage, the educational environment significantly influences the formation of interpersonal behavior. Preschool institutions provide opportunities for children to interact with peers in structured learning environments.

Modern educational approaches emphasize the importance of social learning and collaborative activities in early childhood education. Teachers play a central role in organizing educational experiences that encourage communication, teamwork, and mutual understanding among children. Through well-designed pedagogical strategies, educators can help children develop interpersonal competence and positive social behavior.

In recent years, many educational researchers have focused on identifying effective teaching strategies that promote children's interpersonal activity. These strategies include cooperative learning, role-playing activities, interactive games, and project-based learning. Such approaches encourage children to actively participate in group tasks and develop communication skills.

Cooperative learning is one of the most effective pedagogical strategies for promoting interpersonal interaction. In cooperative learning environments, children work together to solve problems and complete tasks. This approach encourages mutual support, communication, and collaboration.

Role-playing activities are also widely used in preschool education to develop social skills. Through role-playing games, children simulate real-life situations and learn how to interact with others. These activities help children develop empathy and understand social roles.

Interactive teaching methods also play a significant role in promoting children's interpersonal activity. Activities such as group discussions, storytelling, and collaborative problem-solving encourage children to express ideas and communicate with peers.

Despite the availability of these strategies, some preschool children still experience difficulties in social interaction. Factors such as limited communication experience, shyness, or lack of confidence may affect children's ability to interact with others.

Therefore, it is important to investigate how pedagogical strategies influence the development of interpersonal activity in preschool children. Understanding the effectiveness of different educational approaches will help improve preschool teaching practices.

The purpose of this study is to analyze pedagogical strategies used in preschool educational institutions to enhance interpersonal activity among children. The research focuses on identifying teaching methods that promote communication, cooperation, and social engagement.

Methods

This study used a mixed research methodology combining qualitative observation and quantitative statistical analysis.

Participants

The research involved **115 preschool children aged 5–6 years** from three preschool educational institutions. The sample included both boys and girls from different family backgrounds.

Additionally, **11 preschool teachers** participated in the study by providing professional evaluations of children's social behavior.

Research Instruments

Several methods were used to collect and analyze data.

Classroom Observation

Researchers conducted observations during daily educational activities, including:

- group learning activities
- cooperative games
- storytelling sessions
- role-playing exercises

These observations focused on children's communication patterns and cooperation with peers.

Behavioral Assessment Scale

Children's interpersonal activity was evaluated using a behavioral assessment scale consisting of three levels:

- High level of interpersonal activity
- Medium level of interpersonal activity
- Low level of interpersonal activity

Teacher Survey

Teachers completed questionnaires evaluating children's participation in interactive activities and group learning tasks.

Statistical Analysis

Descriptive statistics were used to analyze the collected data. Percentages were calculated to determine the effectiveness of pedagogical strategies in promoting interpersonal interaction.

Results

The analysis of observational and statistical data indicates that interactive pedagogical strategies significantly improve interpersonal activity among preschool children.

Children who regularly participated in cooperative learning activities demonstrated higher levels of communication and collaboration compared to children who engaged primarily in individual activities.

Table 1 Impact of Pedagogical Strategies on Interpersonal Activity

Educational Activity	High Level (%)	Medium Level (%)	Low Level (%)
Cooperative learning	47	38	15
Role-playing activities	44	41	15
Interactive storytelling	42	40	18
Group problem solving	39	44	17

The results show that cooperative learning activities produced the highest level of interpersonal engagement. Nearly half of the children demonstrated active participation and communication during group tasks.

Role-playing activities also showed strong results. Many children actively participated in simulated social situations and demonstrated empathy and cooperation.

Interactive storytelling sessions encouraged children to express ideas and discuss events with peers. These activities improved verbal communication and listening skills.

Group problem-solving activities required children to collaborate and share ideas. These tasks helped children develop teamwork and negotiation skills.

The histogram illustrates the distribution of interpersonal activity levels among children participating in different pedagogical strategies. The data demonstrate that cooperative learning and role-playing activities produce the highest levels of social interaction.

Discussion

The results of this study confirm that pedagogical strategies play a critical role in developing interpersonal activity among preschool children. Educational activities that encourage cooperation and communication significantly improve children's social competence.

Cooperative learning was found to be the most effective strategy. When children work together to achieve a common goal, they develop communication skills and learn to respect the perspectives of others.

Role-playing activities also contribute significantly to interpersonal development. These activities allow children to explore social roles and understand the emotions and perspectives of others.

Interactive storytelling sessions promote communication and language development. Through discussions and collaborative storytelling, children learn to express ideas and listen to others.

The results of this research support the sociocultural theory of development proposed by Vygotsky. According to this theory, social interaction is a fundamental mechanism through which children acquire knowledge and develop cognitive abilities.

The findings also align with Bronfenbrenner's ecological systems theory, which emphasizes the importance of educational environments in shaping children's development.

However, the research also identified certain challenges. Some children demonstrated low levels of interpersonal activity due to shyness or limited social experience. These children require additional support from teachers to encourage participation.

Teachers play an essential role in creating inclusive learning environments where every child has the opportunity to interact with peers. Structured group activities and positive reinforcement can help children develop confidence in social interaction.

Conclusion

The development of interpersonal activity in preschool children is strongly influenced by pedagogical strategies used in educational institutions. Cooperative learning, role-playing activities, interactive storytelling, and group problem-solving tasks significantly enhance children's communication and social interaction.

The findings of this study demonstrate that structured educational activities encourage children to collaborate, share ideas, and develop empathy. These experiences contribute to the development of social competence and prepare children for successful participation in school and society.

Preschool educators should actively incorporate interactive teaching methods into daily learning activities. Creating supportive social environments will help children develop interpersonal skills and positive social behavior.

Future research may examine the long-term effects of pedagogical strategies on children's social development and academic success.

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