

## Formation of the communicative culture of preschoolers using game activity

### Formación de la cultura comunicativa de los niños en edad preescolar utilizando la actividad del juego

**Anna Iosifovna Shcherbakova** 

Moscow State Institute of Music named after A.G. Schnittke, Moscow, Russia  
ORCID: <https://orcid.org/0000-0001-7371-7211>

**Elizaveta Evgenievna Grushina** 

Moscow State Institute of Music named after A.G. Schnittke, Moscow, Russia  
ORCID: <https://orcid.org/0000-0002-2855-3606>

**Ekaterina Valerievna Bulkina** 

Russian State Social University, Moscow, Russia  
ORCID: <https://orcid.org/0000-0002-0454-0480>

**Galina Ivanovna Gribkova** 

Moscow City University, Moscow, Russia  
ORCID: <https://orcid.org/0000-0003-0148-9154>

**Aigul Gareeva** 

Russian State Social University, Moscow, Russia  
State Assembly Kurultai of the Republic of Bashkortostan, Ufa, Russia  
ORCID: <https://orcid.org/0000-0001-7019-6158>

Received 07-12-20 Revised 09-25-20

Accepted 10-12-20 On line 12-12-20

#### \*Correspondence

Email: [rector@schnittke.ru](mailto:rector@schnittke.ru)

## Summary

The study examines the most significant problems associated with the formation of the communicative culture of preschool children. The main attention is paid to gaming technologies that have a high level of pedagogical efficiency. The reasons for the emergence of problems in the communicative interactions of preschoolers are analyzed; the theoretical foundations in the organization of research aimed at creating a play space that forms the communicative culture of preschool children are proposed. Organizational and pedagogical conditions for the development of the communication skills of preschoolers are highlighted, among which are game technologies that use the capabilities of theatrical art, which can become the basis for the functional development of a preschooler's personality and their ability to fully communicate with others. On the other hand, the very communicative culture of preschool children is assessed as a mechanism of their socialization and inculturation. The study provides a typology of gaming technologies that are relevant for the development of individual communication skills and the general personal development of children of this age. The study may be of interest to a wide range of specialists in the field of preschool pedagogy, psychology, and children's art.

**Keywords:** game, communicative culture, interaction, development, game technologies, communication, preschooler.

## Resumen

El estudio examina los problemas más importantes asociados con la formación de la cultura comunicativa de los niños en edad preescolar. La atención principal se presta a las tecnologías de juego que tienen un alto nivel de eficiencia pedagógica. Se analizan las razones del surgimiento de problemas en las interacciones comunicativas de los preescolares; Se proponen los fundamentos teóricos en la organización de la investigación orientada a la creación de un espacio lúdico que forme la cultura comunicativa de los niños en edad preescolar. Se destacan las condiciones organizativas y pedagógicas para el desarrollo de las habilidades comunicativas de los preescolares, entre las que se encuentran las tecnologías de juego que utilizan las capacidades del arte teatral, que pueden convertirse en la base para el desarrollo funcional de la personalidad de un preescolar y su capacidad para comunicarse plenamente con los demás. . Por otro lado, se valora la propia cultura comunicativa de los niños en edad preescolar como mecanismo de su socialización e inculturación. El estudio proporciona una tipología de tecnologías de juego que son relevantes para el desarrollo de las habilidades de comunicación individual y el desarrollo personal general de los niños de esta edad. El estudio puede ser de interés para una amplia gama de especialistas en el campo de la pedagogía preescolar, la psicología y el arte infantil..

**Palabras clave:** juego, cultura comunicativa, Interacción, desarrollo, Tecnologías de juego, comunicación, niño en edad preescolar.

## Introducción

The widespread tendency to demonstrate a low level of communicative culture of preschoolers has a rather complex psychological and social nature. In addition to the speech defects encountered in this age group, there are real social conditions in which preschool children develop that have a negative impact on their speech activity. Traditionally, the main specialists who solve the problem of appropriate psychological and pedagogical correction of children with general speech underdevelopment are mainly speech therapists. However, the study of the problems of communicative interaction of children and their speech development shows that in addition to speech therapy programs and exercises, it is necessary to pay attention to the general personal development of the child in all the variety of its components (Bozhovich, 1998; Vygotskii, 1997; Zaporozhets, Lisina, 1974; Mukhina, 2010). Since human speech does not exist outside of thinking, peculiarities of perception, temperament, communication skills, and other personal characteristics, it is necessary to include in pedagogical activity a systematic study and complex

impact on the personality of the child, which presupposes the presence of a variety of personal factors and social circumstances that are important for specialists involved in the formation of the communicative culture of preschoolers (Leontev, 2009; 2014).

Another important requirement in pedagogical work with children who need to improve their communicative culture is the implementation of an activity approach, which allows to actualize and mobilize significant internal psychological reserves of this age group of children for appropriate pedagogical assistance. Because game activity is the leading one in preschool age, it is a properly organized game experience that can provide a comprehensive pedagogical impact on preschool children.

The goal of the study was to identify the pedagogical possibilities of game activity in the formation of the communicative culture of preschoolers by its means. In accordance with this goal, the task of studying the process of formation of the communicative culture of preschoolers as a pedagogical problem was solved; personality traits of older preschoolers with general speech underdevelopment were also investigated; the possibilities of game were considered as a method of forming the communicative culture of preschoolers.

The research is a theoretical basis for the development of pedagogical programs for the formation of the communicative culture of preschool children.

The practical significance of the study lies in the possibility of using its results in the development of programs of developmental classes for the formation of a communicative culture in preschool children. It can be used in the work of teachers, as well as in the study in the development of methodological and educational materials necessary for training and improving qualifications of teachers of various specializations involved in the formation of the communicative culture of preschoolers.

## **Methods**

In the study of communication processes, researchers distinguish the following aspects: cognitive, emotional-sensual, behavioral, and value-worldview, which is of particular importance for the study of communicative culture. This means that the study of the processes of communication and the relationship of certain subjects, one way or another, is considered in a specific cultural context, which sets certain standards and meanings for interacting people, significant not only for the participants themselves.

It is important to note that communicative culture is largely determined by the ability of teachers to consider the individual characteristics of communicating subjects, contributing to personal self-realization while maintaining and developing these characteristics.

The existence of many fairly averaged cultural norms of communication processes (for example, norms of etiquette, moral, legal culture, etc.) may conflict with the individual characteristics and orientations of those interacting in relation to each other. Harmonization of these components of interpersonal relationships and their relationship is an important pedagogical problem.

In the research of communication processes, it was noted that the activity approach has become widespread, involving its consideration from the standpoint of joint activity in a particular group, team, and community to obtain a socially and culturally significant result (Leontev, 2014). With all the obvious achievements, this approach is productive when it comes to not only joint group activities but also a variety of situations of interaction, which can be of a fairly short-term nature.

In modern society, situational interactions are becoming especially frequent since the importance of permanent collectives as a space for socialization and inculturation of the individual has significantly decreased. The role of individual personality development and temporary group and collective interactions, which occupy an ever-increasing place in the personal development of preschool children, have significantly increased. As typical examples of such groups and communities, one can cite groups for preparing preschool children for schooling; temporary playgroups, organized in the course of various holidays, hobby groups. Moreover, the created leisure and playgroups of preschoolers are increasingly being transferred to a paid basis and rather a competitive environment in which each of their participants seeks to achieve the best performance in one or another creative activity, but not to constant cooperation with other members of the team to achieve common results.

It should be noted that the stability of certain interpersonal relations can be ensured on various grounds: formal, informal, existential, etc. These grounds may not be combined, which was noted from the very beginning of the application of sociometric techniques when diagnosing interpersonal relations in various groups. For example, members of one team may communicate for a long time in the process of joint recreation and not maintain communication in educational activities.

When studying the processes of communication, it is necessary to single out, first of all, the emotional component. Researchers in this regard propose to consider interpersonal relationships in the process of communication on a scale between the poles of positive and negative relationships.

Positive relationships include the following types: attractiveness; sympathy; mutual interest; companionship; mutual affection; friendship; love.

Types of negative relationships: antipathy; mistrust; dislike; hatred; aggression; a sense of revenge.

The assessment by researchers of the so-called “neutral” relationships is ambiguous. Some scholars believe that it makes no sense to single out these relationships as a special kind. Such relationships do exist in reality, for example, between strangers or unfamiliar people; between people for whom these relationships have nothing to do with their predispositions to certain people, or vice versa with their persistent antipathies.

Interpersonal relationships can have their own dynamics and change within a sometimes short time, even from positive to negative and vice versa.

Variants and mixed relationships are possible as various combinations, for example, positive in one aspect and negative in another.

The very process of mastering communicative culture by preschoolers is, as a rule, a certain cycle (Kamenets, 2015). First, the “situation of consent” is mastered, which is characteristic of the microlevel of social interaction. A child at this age mainly interacts with their parents, which forms a certain “culture of feelings” as the ability to love and value emotional relationships with loved ones.

At the next stage – the mesolevel – one gains the experience of group communication and the ability to defend and develop one’s own identity in opposition and confrontation with “others”. Previous experience gained in a situation of consent is useful as an ability to appreciate and master the norms of communication with those peers with whom one would like to be friends and spend their free time.

At the macrolevel (the next stage), the preschooler learns to interact and build communications with “strangers”, often unfamiliar people, mastering the appropriate rules of etiquette, developing their own tolerance and benevolence towards everyone around.

The final stage of this cycle of socialization and personal development of a preschooler is represented by a situation of coexistence, which involves the search for common cultural interests and activities in a particular group, which are like individual stable hobbies. The “coexistence group” formed here based on the unity of cultural and cognitive interests and leisure hobbies can be considered as a kind of model of the future class collective, where children should have the ability to recognize “those who belong” in this group based on common interests and favorite activities that determine this or different choice of communicators.

In studies of interpersonal relationships, their various directions are also distinguished (attraction and repulsion; love and hate); hierarchy (dominance or subordination); the degree of involvement (inclusion and detachment in communicative interactions).

The desire to be included in a particular group is characteristic of a wide variety of subjects, regardless of their level of sociability, temperament, personal orientations, etc. Another question is the content of this inclusiveness. But in any case, there is always a desire to receive a certain amount of attention, sympathy, acceptance, which are necessary both for the full psychological comfort of the individual and for the formation of sufficient self-esteem.

Communication processes are, ultimately, a variety of experiences associated with the awareness of relationships with others.

It is also proposed to separate psychological and social-communicative interactions. If psychological relationships are, first of all, the world of feelings, experiences, then social relationships are centered on role interactions, and in childhood, they are important as acting out and rehearsing many future “adult” roles and responsibilities.

It should be noted that at present, due to a significant decrease in the production sector in the economic life of society, the set of official roles and professions has narrowed considerably. This could not but affect the children’s society. For example, “role-playing” games begin to give way to fairy tales and fantastic plots and themes in children’s game experience.

The study of interpersonal relationships in group communicative interaction can be carried out both statically and dynamically. The two approaches are complementary. To assess the well-being or dysfunction of relationships in a group, it is important to study the status of a member of the group. Moreover, as shown by numerous sociometric studies of preschool groups, the status of the official role may not coincide with the unofficial status of the members of the groups. This opens up additional opportunities for solving the problem of non-acceptance by one or another group of its members. Obviously, the more a teacher organizes in a group, in addition to formal-role informal opportunities for social-communicative interaction, the more chances there are for group members who have an outsider status to change their position in the group for the better.

Sociometry is also capable of recording complex structures of subordination and relationships in a group in the most bizarre combinations, which is also an important resource for improving and developing intragroup communicative interactions.

Recently, more and more attention of researchers and practitioners has been attracted by situational leadership in a group, the essence of which is to provide an opportunity for each member of the group to become a one-time or short-term leader, depending on a particular

pedagogical situation that is significant for all members of the group. Situational leadership is one of the effective tools for improving the communicative culture of a preschooler's personality.

## Results

The determining factor in identifying the possibilities of psychological and pedagogical influence on communicative interactions in a group is the study of the peculiarities of the perception of the surrounding world and each other by members of the group. It is at the level of perception that the basic predispositions and attitudes in relation to each other arise in any communicating subject (Bodalev, 1983).

This perception is influenced by many factors, but the most significant of them are the extroverted or introverted attitude; gravitation towards practical or abstract thinking; the predominance of emotional or rational perception of the surrounding reality; gravitation towards leadership or submission to other members of the group; increased sensitivity to the world of feelings in relationships with others or avoidance of excessive emotionality; focus to a greater extent on socially significant relationships or mainly on informal, intimate-chamber relationships and interactions.

The age factor is also important, which manifests itself in different ways in the respective relationships. For example, children of preschool age single out some aspects of communicative interaction for themselves as the most significant, and others at school age; an older child treats a younger one differently than a peer, etc.

Children of preschool age willingly build their communications not only with their peers, but also with older children, and with friendly adults.

The nature of the communications of preschool children is significantly influenced by game activity as a leading one. A kind of situational community such as "temporary game teams" is created, arising in the process of joint game activities and disintegrating after the end of the game process. The uniqueness of such teams lies in the fact that they are not rigidly connected with the obligation to obtain a specific result – a win, some benefit, etc. The process of participation in the game itself and the positive emotions and experiences associated with it are important here. Accordingly, a relationship of sympathy and complicity is established between the players to a greater extent than rivalry and competition. In a pedagogical context, children thus go through a kind of "school" of establishing selfless and humanistic relationships without any preconditions.

The process of forming a communicative culture in preschoolers suggests that it should include the social and spiritual and moral development of children of this age. Organized appropriate social environment for these children can provide them with the necessary practice of communication of children with each other (Loginova, Samorukova, 1988; Filicheva, 1999).

The game activity organized in this regard presupposes the formation of such skills and abilities as the achievement of the common interests of the child with other children, the building of their own behavioral activity, considering the interests of other participants in the game process.

With game communication, preschoolers acquire the following skills of behavioral interaction with others:

- skills of entering into communication with peers and its successful completion;
- skills and communication skills directly in the game process;

– ability to show game initiative, which can become the basis for initiative as a stable personal quality.

The main content of games for preschoolers should be its focus on the formation of positive emotions that contribute to social adaptation and socialization of the individual and, accordingly, the expansion of opportunities for communication with people around (Panfilova, 2001; Svistunova, 2016).

The most significant features of interpersonal interactions with the society of preschoolers for the organization of game activities are:

- gravitation towards the visual perception of others with the encountered underdevelopment of the perception of the speech impact of others on the child;
- limited opportunities for verbal expression of positive feelings in relation to others;
- lack of experience in the role and play interaction with others.

The complete structure of interpersonal communication includes such components as the presence of feelings interacting in relation to each other; the ability to express one's judgments to others; mutual inversion of the expression of their inner state, reactions with other participants in communication. It is these components that should determine the morphology and structure of the corresponding organized game actions of preschoolers.

The composition of the necessary game influences on preschoolers should involve the solution of the following tasks:

- development in children of the skills of building informal interpersonal relationships with peers, contributing to the stimulation of speech activity and the development of contextual speech;
- overcoming the social isolation of some preschoolers and the formation of the necessary communicative competence and the very need for verbal interaction with others, excluding negative attitudes towards the social environment;
- formation of positive self-esteem in interactions with others due to the provided opportunities for winning and self-affirmation as a successful participant in the game process, contributing to the full development of the emotional and volitional sphere.

In the current psychological and pedagogical practice of organizing games for preschoolers, the following types of pedagogically effective game activities can be distinguished:

*1. Games that promote self-acceptance and acceptance of the "others" in the process of building interpersonal relationships.*

These exercises include game activities that develop the personality's self-identity as a preschooler, fully corresponding to the psychological and social requirements of their age. In the process of playing, children expand their ideas about themselves, including their appearance, physical properties, and gender-role identity.

The same type includes games that form in these children "internal readiness" for self-expression towards others, which presupposes attentiveness, benevolence, and a sense of their own importance in the eyes of others. In the process of appropriate game actions, children learn to say good things to each other and evaluate others from a positive side.

*2. Games that develop the skills and abilities to enter into interpersonal contact, conduct and maintain dialogical communication, form others in the process of this communication a positive attitude towards oneself.*

By engaging in appropriate game activities, preschoolers learn to greet each other, respond to greetings from others, and maintain a general positive psychological attitude in the group. It is equally important to form children's interest in each other; express oneself in verbal communication one's inner states, desires, and aspirations.

It is also important to develop the skill of asking others questions to find out their interests, desires, certain life circumstances to get the most complete picture of other peers, their occupations and interests.

*3. Games that develop the ability to hear each other.*

In this case, it is very important to stimulate children to reproduce plots already known to children, the content of literary works, which facilitates the manifestation of appropriate verbal activity. It is advisable to practice this reproduction in a nonverbal form (through fine arts, etc.).

It is necessary to introduce play roles that involve not only reproduction but also active listening, the perception of what is "voiced" and shown by other children.

*4. Games that expand the repertoire of nonverbal communication.*

In games of this type, the main units of activity for preschoolers are gesture and posture as a means of communication. The game tasks include nonverbal greetings to each other, the establishment of various interpersonal contacts and forms of interaction with the help of these means.

It is also proposed to use various nonverbal means to convey literary texts, dramatized situations, musical works, acting out scenes, etc.

*5. Games that promote physical contact in the group.*

These games develop children's tactile perceptions of each other, which is important for preschoolers. Such perceptions serve to a large extent to compensate for the lack of verbal means of interaction, while simultaneously stimulating the realization of the latter. It is equally important for children to experience inner closeness with their peers and remove the corresponding psychological barriers.

In the process of games of this type, an effective way to intensify the bodily interaction of children is the temporary restrictions imposed by the teacher-psychologist on the use of other senses (sight, hearing) for a more thorough mastering of the possibilities of tactile perceptions of each other by children.

*6. Games and game tasks that develop communication skills in the group.*

Games of this type are quite diverse – from physical forms of interaction to improvised collective creativity. An important condition for the pedagogical effectiveness of these games is the absence of competition and adversarial nature in the process of performing game tasks, so as not to create a situation of loss for children experiencing certain communicative limitations.

In the process of these games, situations of choice can also be created between the opportunity to strive for one or another individual acquisition of any benefits that are important



for the child and the search for compromises in interaction with other children in achieving a common result.

## **Discussion**

For the formation of a communicative culture among preschoolers, theatrical games play an important role in promoting the aesthetic development of children. Artistic and aesthetic education occupies one of the leading places of the educational process of preschool education. For the aesthetic development of the child's personality, various creative activities are of great importance – visual, musical, artistic, and speech. All this in the complex is contained in theatrical activities. This versatility, playful nature, and social orientation determine the pedagogical expediency, attractiveness, and correctional capabilities of the theater (Koroleva, 1994; Orlova, 2011; Panfilova, 1995; Filippova, 2001).

In preschool childhood, game is the leading activity where the child learns about the world around them, learns to coordinate their interests with the interests of their partners, and gains verbal and nonverbal communication skills (Gabdulkhakov, 2016; Zhazhaeva, Zhazhaeva, 2013; Elkonin, 1999). Among the many games, role-playing games are especially popular among children, the plots of which are well-known fairy tales, stories, feature films, and cartoons or theatrical performances. In some cases, children themselves depict fairy-tale characters, in others, their toys become characters, and children can fully convey the content of literary works or change the plot and supplement it with desired events.

These games help preschoolers familiarize themselves with the world of children's literature and theatrical art through interactive theatrical activities. Elements of theatrical activity help to develop the interests and abilities of the child; contribute to the manifestation of curiosity, the development of the cognitive activity, the effective assimilation of new information and new ways of action, the development of associative thinking; emotionality.

When playing different roles, children develop the ability to combine images and ingenuity, as well as the ability to improvise. In addition, theatrical activities require determination and hard work from the child, which contributes to the formation of strong-willed character traits. Performances on stage in front of the audience allow to realize the creative and spiritual needs of the child and increase their self-esteem.

The alternation of the functions of the performer and the spectator, which the child constantly takes upon, helps to feel the state of different role positions, teaches to notice and evaluate their own and others' actions. Game exercises for the development of speech and breathing improve the child's vocal apparatus, stimulating the development of not only content but also the figurative and emotional side of the language and activate all aspects of oral speech. Performing game tasks in the images of animals and characters from fairy tales helps to better master one's body and understand the plastic possibilities of movements. Theatrical games allow children to easily immerse themselves in the world of creative imagination, as they become more relaxed and sociable; they learn to clearly formulate their thoughts and express them publicly, respect other people's opinions and be tolerant of different points of view.

Along with artistic and aesthetic education in theatrical games, the development of cognitive activity and psychophysical development of a correctional and pedagogical nature for preschoolers can also be carried out (Rysbaeva, 2014).

In the process of mastering various skills that develop the ability to full-fledged communicative interaction, children can get acquainted with various types of theatrical art and develop the simplest artistic skills.

In addition, emotional and volitional qualities develop the ability to empathize, feel and understand the emotional state of the hero, express emotions and feelings, independence, determination, endurance; the development of the child's monological and dialogical speech and its intonational expressiveness is carried out.

The educational impact of theatrical games is to familiarize children with theatrical and human culture; in fostering their communication skills, skills of cooperation and constructive interaction in group work, an initial culture of interpersonal communication; formation of preschoolers' cognitive interest in reading and motivation to continue to engage in theatrical activities.

Among the practiced forms of organizing theatrical and playful activities of preschoolers, there are: interactive conversation, discussion; watching plays followed by discussion, direct participation in theatrical improvisation with a famous literary hero; completing tasks of theatrical quizzes.

Among the results of children's game lessons, in this case, there is emotional involvement in the action, empathy with the hero; the ability to express the emotional state of the hero, vivid features of their character with the help of movements and gestures, increased intonational expressiveness of speech, the development of monologue and dialogical speech; demonstration of higher indicators of independence, attention, perseverance, and self-confidence.

Educational tasks that are important for the formation of the communicative culture of preschoolers include the manifestation of interest by children in attending the theater, domestic theatrical art; correct behavior in intergroup interaction, including interaction with partners in creative activity, mutual assistance; the need to participate in collective theatrical activities, public performances, and attentive perception of plays of literary works.

The development of the communicative culture of preschoolers is also facilitated by the mastery of specialized theatrical skills: speech technique, rhythmoplasty, and acting. Corresponding game tasks include: speech culture, expressiveness of speech, development of diction, articulation, pronunciation; breathing, articulation, and intonation exercises; development of abilities for monologue and dialogical speech.

Rhythmoplastic game exercises include the development of flexibility and the ability to control one's body; the creation through rhythmoplastics of an artistic and semantic image and the disclosure of one's own emotional world. In the process of playing activities, children achieve certain muscle freedom. Muscle clamps are removed, which prevent the organic inclusion of children in the establishment of full-fledged relationships with peers. For this purpose, such abilities as the creation of a flexible image, expressiveness, musical-plastic coordination and a correct sense of the corresponding tempo rhythm are also developed.

A variety of game activities that contribute to the formation of the communication skills of preschoolers, ultimately, forms in children a sense of security and a desire to trust others, which is extremely important for the comprehensive mastery of the necessary communicative culture.

The game situation, in this case, is of particular importance for the implementation of this process in a relaxed and psychologically comfortable form. The style of conducting such games is very important, which presupposes attentiveness and friendliness towards preschoolers in the process of conducting game activities. The game is selected considering the basic needs of children and their problems in interactions with others. Then the development in children of faith in the possibility of solving their problems, an optimistic attitude when performing game tasks comes to the fore.

The organized game experience for preschool children is designed not only to help them solve their problems in communication with others but also to establish productive connections between mental activity, the emotional-sensory sphere, and social behavior. These connections are possible if the child, as a result of game activities, forms a correct perception and understanding of the social environment around them.

In the psychology of preschoolers' games, several important regularities have also been identified that are of particular importance for children of this age in their communicative interaction with others. Among them is the possibility of assimilating behavioral norms that correspond to the gender and age characteristics of the child. In older preschool age, the desire for group activities and communication with other peers increases.

Another psychological pattern is the relationship between game and real-life social experiences for children to solve their personal problems.

### **Conclusion**

Consideration of communicative culture as a psychological and pedagogical problem allowed us to conclude that it is necessary to consider both the impact of the immediate environment on the individual and the influence of the individual on the environment. It is the interaction of the individual with the environment that provides the necessary space for the formation of a general culture of interpersonal relations (Vygotskii, 2000).

Among the personality traits of preschoolers, the role of the emerging hierarchical relations in groups of children of this age is highlighted, which increases the likelihood of negative influence from leaders and ordinary children on children with communication problems as outsiders of group activities.

This hierarchy negatively affects the general speech development of preschoolers and the nature of their interpersonal relationships. Overcoming this situation is possible under the condition of humanizing the general microclimate of preschool groups, where a special role belongs to the properly built game experience of children.

The relationship between the diversity of children's game activity and their emotional development has been established, which can be considered as the basis for solving most of the problems of preschoolers who have difficulties in interpersonal communication. All these patterns should be considered when organizing the appropriate pedagogical activity.

**Conflict of interests:** The authors declare that they have no conflicts of interest.

**Authors' contribution:** The authors have participated in the research process, in the writing of the work and in the analysis of the documents.

### **Bibliographic references**

- Bodalev, A.A. (1983). *Lichnost i obshtchenie* [Personality and Communication]. Moscow: Prosvechshenie.
- Bozhovich, L.I. (1998). *Lichnost i ee formirovanie v detskom vozraste* [Personality and its Formation in Childhood]. Moscow: Prosvechshenie.
- Elkonin, D.B. (1999). *Psikhologiya igry* [Psychology of the game]. Moscow: Prosvechshenie.
- Filicheva, T.B. (1999). *Osobennosti formirovaniia rechi detei doskolnogo vozrasta* [Features of the Formation of Speech in Preschool Children]. Moscow: Prosvechshenie.

- Filippova, L.V. (2001). Skazka kak istochnik tvorchestva detei [Fairy Tale as a Source of Children's Creativity]. Moscow: Vldos.
- Gabdulkhakov, V.F. (2016). Igra v doshkolnom vozraste: analiz sostoianiia v srednem Povolzhe [Game in Preschool Age: State Analysis in the Middle Volga Region]. Collection of materials of the Annual International Scientific and Practical Conference "Education and Training of Young Children", 5, 54-57.
- Kamenets, A.V. (2015). Vvedenie v teoriu sotsialnogo vzaimodeistviia: monografiia [Introduction to Social Interaction Theory: Monograph]. Moscow: Izd-vo Russian State Social University.
- Koroleva, E.A. (1994). Muzyka v skazkakh, stikhakh i kartinkakh [Music in Fairy Tales, Poems and Pictures]. Moscow: Denstvo.
- Leontev, A.A. (2014). Iazyk, rech, rechevaia deiatelnost [Language, Speech, Speech Activity]. Moscow.
- Leontev, A.N. (2009). Psikhologicheskie osnovy razvitiia rebenka i obucheniia [Psychological Foundations of Child Development and Learning]. Moscow: Smysl.
- Loginova, V.I., Samorukova, P.G. (1988). Doshkolnaia pedagogika [Preschool Pedagogy]. Moscow: Prosvechshenie.
- Mukhina, V.S. (2010). Detskaia psikhologiiia [Child Psychology]. Moscow: Akademiia.
- Orlova, M.A. (2011). Iгры dlia razvitiia tvorcheskikh sposobnostei [Games for the Development of Creative Abilities]. Moscow: Lada.
- Panfilova, M.A. (1995). Iгры i uprazhneniia dlia razvitiia navykov obshcheniia u doshkolnikov [Games and Exercises for the Development of Communication Skills in Preschoolers]. Minsk.
- Panfilova, M.A. (2001). Igroterapiia obshcheniia: Testy i korrektsionnye igrы [Game Therapy for Communication: Tests and Correction Games]. Moscow.
- Rysbaeva, G.A. (2014). Vliianie didakticheskoi igrы na razvitie poznavatelnykh interesov u starshikh doshkolnikov [The Influence of a Didactic Game on the Development of Cognitive Interests in Older Preschoolers]. Modern Problems of Science and Education, 5, 78-81.
- Svistunova, E.V. (2016). Raznotsvetnoe detstvo: igroterapiia, skazkoterapiia, muzykoterapiia [Colorful Childhood: Game Therapy, Fairy Tale Therapy, Music Therapy]. Moscow: Forum.
- Vygotskii, L.S. (1997). Voprosy detskoii psikhologii [Child Psychology Issues]. Saint-Petersburg: Soiuz.
- Vygotskii, L.S. (2000). Psikhologiiia [Psychology]. Moscow: Eksmo-Press.
- Zaporozhets, A.V., Lisina, M.I. (1974). Razvitie obshcheniia u doshkolnikov [Development of Communication in Preschoolers]. Moscow.

Zhazhaeva, D.D., Zhazhaeva, S.A. (2013). Formirovanie lingvisticheskoi kompetentsii na osnove ispolzovaniia didakticheskoi igry [Formation of Linguistic Competence by Using a Didactic Game]. The Bulletin of the Adyghe State University. Series «Pedagogy and Psychology», 3, 1-10.