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## **FORMATION OF SKILLS FOR TOLERANT COMMUNICATION THROUGH GAME INTERACTION IN CHILDREN AGED 6-7 YEARS**

***Summary.** This article deals with the formation of skills for tolerant communication through game interaction in children aged 5-7 years. In a theoretical aspect, the characteristics of the game interaction in the upper pre-school age and its role for development of these skills are analyzed. A special emphasis is placed onto the role of the Teacher within the game interaction as a party facilitating the process of accepting the other child as an important element of the development of the individual's general tolerance in children.*

***Key words:** tolerant communication, game interaction, game communication, formation of skills.*

Quite often tolerance is viewed as the individual's ability to establish and maintain positive relations with other individuals who somehow differ in particular aspects. Analyzed in this way, tolerance can be defined also as an educational issue. Within this meaning, the problem related to the formation of tolerant personalities also in kindergarten, remains as being one of the most topical in pre-school upbringing and education.

Upbringing based on the culture of tolerance and tolerant behavior, should start as early as from preschool age since this particular period is one of the most

favourable for the child's moral development which is at the basis of the tolerance culture.

Regardless of the importance of this problem, however, still the process of formation of tolerance in preschoolers does not enjoy proper scientific justification and does not arise the due interest. This is in contradiction with the proven child's sensitivity in this period with regard to developing moral values and socially acceptable behavioral patterns. These days, in the teaching practice there is a shortage of educational technologies, including gaming technologies, focused on the formation of tolerance as a personal quality in children, hence, their communicative tolerance.

In preschool age the personality foundations of the adult individual are laid. In this period namely the child discovers for themselves the world of human relations and the various human activities.

The age 6-7 years is seen as the most favourable period for developing the child's relationships. This can be explained with the child's increased activity, independence and consistent interest in joint activities.

Not rare are, however, the cases when these relationships are accompanied by aggression or malice. A. Asmolov [1] points out that mutual intolerance and cultural selfishness are becoming more and more common in kindergarten. Due to this, there is activization of the process of finding mechanisms for upbringing children in the spirit of tolerance. One of the most effective mechanisms which should be used to raise children in a spirit of tolerance and in particular develop their skills for tolerant communication, is the game activity and game-based communicative interaction in particular.

Examining the communicative nature of the game, it is necessary to emphasize that interaction is its main tool as the game unfolds. F. Daskalova states that "language is the most important tool for proper human communication, whose grammatical and practical aspect the child develops during the game" [2, p. 3]. In this sense, the author shares the belief that this

activity (the game) can be successfully used as a tool for socialization, including development of verbal communication skills. In a game situation as she puts it, given its provisional nature, it is relatively easy to reproduce or copy the main factors determining communication [2, p. 6].

M. Stronin considers the game as being a "situation variable exercise creating possibilities for multiple repetitions of the verbal pattern in conditions which are close to the real verbal communication to a maximum extent with its inherent characteristics, i.e. emotionality, spontaneousness, and purposefulness of the verbal impact" [5, p. 3].

Analyzing the same topic, T. Delcheva and S. Dinchiyska underline that as the game unfolds, the child establishes relations such as collaboration, cooperation and other forms of the joint activity. The child steps into a system of relations united by joint rules, a system which suggests a stable allocation of functions – game-related, labour-related, art-related, etc. [3].

At the age of 5-7 years the formation of skills for tolerant communication in children continues. This process, however, should be accompanied also by the appropriate organization of the teaching kindergarten environment, which includes the creation of a friendly atmosphere and manifestation of tolerance by the Teachers themselves

The game's educational potential with regard to formation of communicative tolerance in children aged 5-7 years, can be studied in several main aspects:

1. Very often the game contents "mirror" ethnic, gender-role, international, etc. social relations;
2. As the game unfolds, very often conflict situations arise whose solving requires from children to develop tolerant communication;
3. Success of the game interaction to a large extent depends on the level at which the child has developed their communication skills, including also those related to manifestation of communicative tolerance.

In the course of the game, in the first place the child's attention should be drawn to the individual needs and interests of the other participants which results in perceiving them as individual and unique personalities. Understanding differences and accepting them is at the basis of the formation of skills for tolerant communication accompanied by a desire to help the other participants or to respond to their request.

Another important aspect of the game interaction related to formation of communicative tolerance, is children to be taught to respect the right of any other child to participate in the game which is associated with their capability to perform the game interaction in a friendly manner.

In a large number of children, observed is inability to refuse in a tolerant and tactful manner to the requests of other children to participate in the joint game activity. In these cases, it is appropriate the Teacher to discuss with them the acceptable ways with regards to communicative tolerance so that they are able to express their disagreement but also respond kindly to refusal.

As the game unfolds, the Teacher should draw the children's attention to particular situations of interaction marked by rudeness or aggression. Very often they are associated also with disrespect for the desires of the other peer's individuality.

Game-related relationships among the children aged 5-7 years are a complex phenomenon. Among them, very common is the negotiation which precedes unfolding of the game activity and including more often the child's desire to take on a particular role. For B. Coldwell "in the game of the elder children, social conflicts among them often arise in the process of negotiation [6, p. 7].

These relations more and more often are marked by selectivity associated with preferences towards particular game partners. Complication of the game – based relationships very often results in reducing the number of positive contacts among children which on the other side could lead to manifestations of

aggression. In such cases the Teacher should help children develop skills for the proper understanding of the actions and conceptions of their partners. This suggests a change in the existing negative attitude towards the children experiencing difficulties in the communication with others and its transformation into a positive direction.

A leading role in the formation of communicative tolerance in the children aged 5-7 years has the role playing game. For this purpose, however, it should contain socially acceptable moral elements and examples of communicative tolerance which copied on multiple occasions lead to their incorporation into the child's personality.

E. Zvorgina points out that "in the role playing game the child copies different techniques used by people to interact with the surrounding objects and also communication techniques for interaction with the other people in different social situations. This is how the child develops actions to target objects and the communication techniques and norms" [4, p. 10-11]. Communication norms also include its tolerance-related aspect which children should be able to recognize, realize and implement in their interaction with others.

Through the role playing the child establishes particular relations with the other players. Performing of this role very often requires the child to manifest communicative tolerance towards the others which facilitates its formations.

By the plot of the game the child acquires knowledge about the socially acceptable behavioral norms, which are a part of the individual's general tolerance. This knowledge is associated with developing skills to adequately respond in various verbal situations.

In the role playing games, conditions are created for uniting larger groups of children, hence for development of their collective relations. Being in charge of it, the Teacher should emphasize onto teaching children how to be tolerant to each other, how to be ready to help each other and pursue fair means for conflict settlement. This can be achieved by discussions with the participation of the

Teacher and the children, where various game situations are being reviewed, such that have provoked manifestation of communicative tolerance or intolerance.

It is not appropriate if in the course of the game interaction the Teacher tries to make the children accept his/her own models of tolerant behavior. Instead, the children should have the possibility to develop their own models of such behavior, the appropriateness of which can be further discussed together with the Teacher.

In conclusion, it should be noted that in connection with formation of communicative tolerance in the children aged 5-7 years, special attention of the educational organization should be drawn to the game interaction process, including the establishment of suitable educational conditions for the formation of the child's tolerant attitude, tolerant behavior, hence, formation of communicative tolerance.

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