

# Improving Methodology For Developing Cooperation Among Preschool Children Through Role-Playing Games (Based On The Example Of The School Preparation Group)

Yuldasheva Shoxida Botirovna

Assistant-teacher of University of innovation technologies, Uzbekistan

**Received:** 31 August 2025; **Accepted:** 26 September 2025; **Published:** 31 October 2025

**Abstract:** This article explores the methodological improvement of developing the sense of cooperation among preschool children through role-playing games in school preparation groups. It emphasizes the pedagogical importance of play as a fundamental means for fostering children's social interaction, communication, and emotional development. The study analyzes how properly organized storyline games contribute to the formation of collective responsibility, empathy, and teamwork among preschoolers. Furthermore, it highlights the teacher's guiding role in creating favorable pedagogical conditions, such as emotional support, inclusive participation, and reflective discussion after play. The article concludes that systematic use of role-playing games not only enhances cooperation but also strengthens children's readiness for school by promoting their cognitive and emotional maturity.

**Keywords:** Preschool education, role-playing games, cooperation, communication, emotional development, teamwork, school readiness, pedagogy, social skills, interaction.

**Introduction:** In the rapidly changing world of education, it is becoming increasingly evident that early childhood learning should not be limited to cognitive skills alone. Indeed, the development of emotional intelligence, communication abilities, and cooperation among preschoolers plays a decisive role in shaping well-rounded and socially competent individuals. Among the various methods of teaching, role-playing games stand out as one of the most effective tools for nurturing these essential qualities. Through play, children not only engage their imagination but also learn how to interact, share, negotiate, and support one another. Therefore, improving the methodology for fostering cooperation through role-playing activities is of great importance for modern preschool education.

To begin with, it must be emphasized that the preschool period represents a crucial stage in personality development, during which children learn to interact with peers and adults. As children prepare for school, they gradually move from individual to group-based activities, which demand cooperation and communication. However, not all children naturally demonstrate collaborative behavior. Consequently,

teachers need to create pedagogical conditions that encourage cooperation, empathy, and mutual understanding. In this context, role-playing games serve as a natural bridge between play and learning, allowing children to acquire social experience in a joyful and engaging way [4].

Moreover, the educational value of role-playing games lies in their ability to combine imagination with real-life experiences. When a child takes on a role—such as a teacher, doctor, shopkeeper, or driver—they learn to see the world from different perspectives. In doing so, they understand the importance of rules, responsibilities, and social relationships. For instance, in a role-play titled “At the Hospital,” children learn how a doctor helps patients, how nurses assist, and how patients express gratitude. As a result, through these activities, children learn to respect the roles of others and appreciate the necessity of teamwork.

Furthermore, it is essential to note that the teacher's role in organizing these games is highly significant. The educator is not merely a passive observer but a facilitator and guide who directs the game toward meaningful learning outcomes. By carefully selecting themes that reflect real-life situations, the teacher

ensures that the game content remains both educational and emotionally engaging. Additionally, the teacher helps distribute roles fairly, ensuring that every child feels included and important. For example, if one child tends to dominate the play, the teacher may gently redirect their energy by assigning them tasks that require collaboration, such as helping another child or organizing materials[7].

In addition, creating a supportive emotional environment greatly contributes to the effectiveness of role-playing games. Children need to feel that their ideas and contributions are valued, as this sense of belonging encourages them to participate actively. Therefore, teachers should use positive reinforcement, praise, and encouragement to sustain motivation. Likewise, the use of props, costumes, and visual materials enhances the realism of the play, making it more immersive and stimulating. When children are emotionally engaged, they are more likely to communicate openly, solve problems collectively, and show empathy toward their peers.

At the same time, it is worth noting that cooperation does not emerge automatically—it requires systematic development. Hence, the methodology of using role-playing games should include several interrelated stages. Firstly, the preparatory stage involves the teacher explaining the theme, introducing necessary vocabulary, and discussing the situation that will be played out. Secondly, the organizational stage focuses on assigning roles and setting the rules of interaction. Thirdly, during the active stage, children play out the scenario, while the teacher observes, supports, and occasionally intervenes to maintain balance and cooperation. Finally, the reflective stage is devoted to discussion, during which children share their impressions, evaluate their own actions, and express what they have learned about teamwork [6, 93-101].

Equally important, the success of these games depends on the teacher's ability to adapt the play according to children's developmental levels. For younger preschoolers, the teacher may need to demonstrate cooperation explicitly—for instance, showing how to share toys or take turns. However, for older children in the school preparation group, the emphasis should be on problem-solving, negotiation, and mutual responsibility. For example, a role-playing game like "Preparing for a School Concert" can require children to make group decisions about songs, decorations, and performance order. Through such scenarios, they learn that achieving a common goal depends on everyone's contribution.

Moreover, when children are consistently involved in such cooperative activities, several positive behavioral

changes can be observed. They become more attentive to others' needs, more patient in conversations, and more responsible in completing shared tasks. It has also been found that role-playing games significantly reduce conflicts among children, as they learn to express their emotions in socially acceptable ways. Consequently, they develop essential social skills that later help them adapt easily to the structured environment of primary school.

In addition, reflection after play plays a decisive role in consolidating cooperative behavior. By discussing their experiences, children begin to understand abstract social values such as friendship, respect, and fairness. The teacher's thoughtful questions—for instance, "How did you help your friend today?" or "What did you do together to solve the problem?"—encourage self-analysis and critical thinking. Gradually, children internalize these moral lessons, which later influence their real-life relationships and emotional intelligence.

Furthermore, it must be mentioned that cooperation through play contributes not only to social but also to cognitive and emotional development. As children communicate, they expand their vocabulary and improve their verbal expression. Similarly, by listening to others, they develop attention and empathy. Emotional involvement in play fosters imagination and creativity, which are crucial for intellectual growth. Therefore, the methodological improvement of role-playing games should integrate both emotional and cognitive learning goals, ensuring a holistic developmental process.

Another significant factor in the success of this approach is the teacher-parent collaboration. When parents are informed about the purpose and importance of role-playing games, they can reinforce cooperative behavior at home. For instance, organizing small family plays or involving children in household decision-making can strengthen the skills acquired in the preschool environment. Therefore, parental support should be considered an integral component of the methodology.

Ultimately, the process of developing a sense of cooperation among preschoolers through role-playing games requires continuous reflection and innovation on the part of educators. They should constantly analyze which play scenarios generate the most interaction, which children need more support, and how to balance individual initiative with collective participation. Only through such dynamic pedagogical thinking can the methodology truly evolve.

## **CONCLUSION**

In conclusion, role-playing games represent not just a form of entertainment but a powerful educational

mechanism for shaping socially mature, emotionally intelligent, and cooperative personalities. By systematically improving the methodology—through careful planning, inclusive participation, emotional engagement, and post-play reflection—teachers can transform preschool playtime into a foundation for lifelong social learning. Thus, the school preparation group becomes not only a place for academic readiness but also a space where children learn the joy and value of cooperation, paving the way for successful future schooling and harmonious social integration.

#### **REFERENCES**

1. Botirovna, Y. S. (2025). SYUJETLI ROLLI O'YINLAR MAKTABGACHA YOSHDAGI BOLALARDA O'ZARO HAMKORLIK HISSINI SHAKLLANTIRISHDA ASOSIY OMIL SIFATIDA. *Hamkor konferensiyalar*, 1(13), 479-482.
2. Eshmuratova, G. (2025). Maktabgacha ta'limning rivojlanish markazlarida ta'lim-tarbiya jarayonida o'yinlardan foydalanish va tahlil qilish. *MAKTABGACHA VA MAKTAB TA'LIMI JURNALI*, 3(6).
3. Farog'atxon, M., & Tojiboyeva, G. (2025). MAKTABGACHA YOSHDAGI BOLALAR RIVOJLANISHIDA O'YIN TEXNOLOGIYALARINING AHAMIYATI. *Лучшие интеллектуальные исследования*, 44(1), 191-197.
4. KALICHAK, Y. (2025). FORMATION OF SOCIAL COMPETENCE OF SENIOR PRESCHOOL CHILDREN BY MEANS OF STORY-BASED ROLE-PLAYING GAMES. Рига, Латвия: Baltija Publishing.
5. Komisaryk, M., Kuznietsova, K., Taniavska, Y., Chuyko, H., & Kushniryk, R. (2024). The impact of role-playing games on developing empathy of future preschool inclusive teachers.
6. Lahiya, A., Hasini, L., Mamonto, T., Mamonto, M. F., & Mokodenseho, S. (2022). Improving early childhood social-emotional intelligence through role-playing methods in group B. *Bulletin of Early Childhood*, 1(2), 93-101.
7. Wirahandayani, M., Rakhmawati, W., & Rukmasari, E. A. (2023). The effect of role playing methods on social-emotional development in preschool children. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 1156-1168.
8. Іваницька, В. В., & Вознюк, О. В. (2025). Formation of Interaction Skills in Role-Playing Games among Middle Preschool-Age Children.