



METHODOLOGY FOR TEACHING INTERPERSONAL RELATIONSHIP SKILLS TO PRESCHOOL CHILDREN

Adilbekova Manzura Usenbek qizi

Independent Researcher at the Qori Niyoziy

National Institute of Educational Pedagogy

manzuraadilbeko@gmail.com

<https://orcid.org/0009-0008-7644-3234>

Abstract

This article presents a methodological framework for teaching interpersonal relationship skills to preschool children in the context of preschool education in Uzbekistan. It focuses on helping children initiate communication, listen to others, express feelings appropriately, cooperate during shared activities, and resolve everyday disagreements with adult support. The proposed framework combines guided play, storytelling, role-playing, cooperative tasks, and teacher modelling within familiar classroom routines. It also considers children's linguistic backgrounds, individual developmental needs, and family experiences when selecting activities and providing support. The methodology emphasises emotionally supportive interactions, opportunities for repeated practice, and collaboration between preschool educators and families. Observation of children's behaviour during play and daily activities is proposed as a means of identifying learning needs and monitoring progress. The article is conceptual and methodological; it does not report findings from an implemented intervention. Its contribution is a practical framework that can guide preschool educators and inform the professional preparation of students studying preschool education at pedagogical universities. Empirical evaluation is needed to establish the framework's effectiveness and suitability across different preschool settings.

Keywords: Preschool education, interpersonal relationships, social skills, guided play, cooperative learning, emotional literacy, conflict resolution, teacher modelling, family engagement.

Introduction

MAKTABGACHA TA'LIM TASHKILOTI TARBIYALANUVCHILARINI SHAXSLARARO MUNOSABATLARGA O'RGATISH METODIKASI

Adilbekova Manzura Usenbek qizi

Qori niyoziy nomidagi tarbiya pedagogika milliy
instituti mustaqil izlanuvchisi manzuraadilbeko@gmail.com

<https://orcid.org/0009-0008-7644-3234>

Annotatsiya

Mazkur maqolada O'zbekistondagi maktabgacha ta'lim sharoitida tarbiyalanuvchilarni shaxslararo munosabatlarga o'rgatishga qaratilgan metodik yondashuv taqdim etiladi. Asosiy e'tibor bolalarda muloqotni boshlash, boshqalarni tinglash, his-tuyg'ularini maqbul tarzda ifodalash, birgalikdagi faoliyatda hamkorlik qilish hamda kundalik kelishmovchiliklarni kattalar ko'magida hal etish ko'nikmalarini rivojlantirishga qaratiladi. Taklif etilayotgan metodika yo'naltirilgan o'yinlar, hikoya qilish, rolly o'yinlar, hamkorlikdagi topshiriqlar va pedagogning ijobiy xulq-atvor namunasini kundalik mashg'ulotlar bilan uyg'unlashtiradi. Faoliyatlarni tanlash va pedagogik yordam ko'rsatishda bolalarning til muhiti, individual rivojlanish ehtiyojlari hamda oilaviy tajribasi hisobga olinadi. Metodikada hissiy jihatdan qo'llab-quvvatlovchi muloqot, ko'nikmalarni takroran mashq qilish imkoniyatlari va pedagoglarning oilalar bilan hamkorligiga alohida ahamiyat beriladi. Bolalarning ehtiyojlarini aniqlash va rivojlanishini kuzatish vositasi sifatida o'yin hamda kundalik faoliyat davomida ularning xulq-atvorini kuzatish tavsiya etiladi. Maqola konseptual va metodik xususiyatga ega bo'lib, unda amalda o'tkazilgan pedagogik tajriba natijalari keltirilmaydi. Uning amaliy ahamiyati maktabgacha ta'lim pedagoglari faoliyatiga hamda pedagogika oliy ta'lim muassasalarida bo'lajak tarbiyachilarni kasbiy tayyorlashga yo'naltirilgan metodik asosni taklif etishdan iborat. Ushbu yondashuvning samaradorligi va turli maktabgacha ta'lim sharoitlariga mosligini aniqlash uchun empirik tadqiqotlar zarur.

Kalit so'zlar: Maktabgacha ta'lim, shaxslararo munosabatlar, ijtimoiy ko'nikmalar, yo'naltirilgan o'yin, hamkorlikda o'rganish, hissiy savodxonlik, nizolarni hal etish, pedagogning xulq-atvor namunasi, oila bilan hamkorlik.

Introduction

Interpersonal relationships constitute an essential dimension of preschool education because children learn through interactions with adults and peers. Everyday experiences, including sharing materials, joining games, requesting assistance, and responding to disagreement, provide opportunities to develop communication and cooperation. These experiences require more than familiarity with rules. Children need practical support to recognise feelings, understand another person's perspective, express intentions, and negotiate participation. Teaching interpersonal relationship skills therefore involves creating situations in which children can practise socially meaningful behaviour while receiving sensitive guidance from educators who understand their developmental needs and respect their individual ways of communicating.

Within preschool education in Uzbekistan, this task can be approached through activities that connect institutional learning with children's family experiences, home languages, and familiar social environments. A classroom may include children who differ in confidence, verbal expression, prior group experience, and preferred forms of participation. Some readily initiate conversation, whereas others observe before joining an activity or communicate through gestures. These differences should inform teaching decisions without becoming fixed labels. A responsive methodology offers several routes into interaction and enables each child to participate meaningfully, rather than expecting identical behaviour or the same pace of development from everyone.

Interpersonal competence is understood here as a developing capacity to establish contact, listen, communicate needs, cooperate, and address disagreement with appropriate support. It includes recognising personal boundaries and responding respectfully when another child declines an invitation or requests space. This interpretation avoids reducing social learning to obedience, politeness, or unquestioning agreement. Children should be supported in expressing disagreement safely and seeking help when interactions become uncomfortable. Consequently, educational activities need to combine opportunities for friendship and collaboration with guidance on consent, emotional expression, and fair participation, using language and examples that preschool children can understand.

Play provides a suitable context for this work because it allows interpersonal situations to emerge around shared interests. However, merely placing children

together does not ensure that everyone can enter a game, communicate successfully, or remain involved. Educators may need to model an invitation, suggest language for requesting a turn, adapt materials, or help participants clarify conflicting intentions. Storytelling and role play can additionally make relationship problems visible without exposing an individual child to criticism. Through fictional characters and familiar scenarios, children can explore alternative responses and consider how their choices might affect other people.

For students preparing to become preschool educators, the methodological challenge is to connect these principles with observable classroom practice. Teaching plans should specify the skill being supported, the opportunities available for practice, and the form of adult assistance. Observation should capture children's actions in context and recognise progress, including participation achieved with support. This article proposes a framework integrating guided play, cooperative tasks, teacher modelling, and family engagement. Its purpose is to explain how interpersonal learning can be organised systematically within ordinary preschool routines. As a conceptual contribution, it establishes a basis for subsequent implementation and evaluation without claiming evidence of effectiveness from an intervention that has not been conducted.

Methods

This article uses a conceptual methodological approach to develop a teaching framework for preschool interpersonal relationship skills. It does not involve recruited participants, classroom experimentation, or collected outcome data. The framework is organised around five interconnected learning goals: initiating contact, listening and responding, expressing feelings and needs, cooperating, and managing disagreement. These goals guide activity selection, educator support, and observation. Proposed activities are intended for adaptation to preschool settings in Uzbekistan, considering children's ages, communication preferences, home languages, developmental needs, and available materials. Implementation should begin with understanding the particular group rather than applying identical tasks universally. Before introducing planned activities, educators conduct informal observations during free play, meals, transitions, and shared tasks. Notes describe specific actions, such as inviting a peer, requesting an object, waiting with assistance, or withdrawing from interaction. Interpretations remain provisional because behaviour may reflect



unfamiliarity, tiredness, language demands, or environmental conditions. Educators also invite families to describe children's communication strengths and familiar expressions. This information helps identify appropriate starting points. Observation is proposed as an instructional planning tool, not a diagnostic procedure, and children should not be categorised as socially competent or incompetent on the basis of isolated incidents.

Each teaching sequence follows a flexible progression from demonstration to supported practice and reflection. The educator introduces a familiar situation through puppets, pictures, or a brief story, demonstrates possible language, and invites children to suggest responses. Children then practise through paired or small group play. Activities include asking to join a game, choosing roles for pretend play, constructing something together, and negotiating access to shared materials. Adult prompts are reduced when children demonstrate readiness. Reflection uses simple questions about what happened, how participants felt, and what could help next time, without demanding a single approved answer.

Differentiation is embedded throughout the framework. Children may communicate using speech, gestures, pictures, or another accessible means. Educators provide visual cues, shorter instructions, additional processing time, and quieter participation spaces when needed. Participation remains voluntary, and physical contact, eye contact, or public speaking is not required as proof of interpersonal learning. Group arrangements are adjusted to support access and prevent exclusion. Families receive brief descriptions of classroom practices and optional examples for everyday use. These exchanges should invite reciprocal information rather than prescribe uniform parenting practices or assess families against a single model of appropriate interaction.

For future empirical evaluation, the framework proposes repeated observations before, during, and after implementation using comparable activity contexts. Records distinguish independent actions from actions completed with adult or peer assistance. Relevant indicators include successful entry into shared play, communication of needs, cooperative participation, and use of supported disagreement strategies. Observers should agree on operational definitions and review examples to improve consistency. Family feedback and educator reflections can contextualise observed changes. Any study involving children requires appropriate consent, confidentiality, and safeguarding procedures. These proposed assessment arrangements support

subsequent investigation; they do not establish measured improvements or validate the framework within the present conceptual article.

Results

The outcome of this conceptual work is a structured methodological framework linking interpersonal learning goals with everyday preschool activities, differentiated support, and contextual observation. Because no intervention was implemented, the results describe the framework developed rather than changes in children's behaviour. Its central organising principle is that interpersonal skills should be taught through meaningful interaction and revisited across routines. Invitations to play, requests for assistance, shared decisions, and disagreements become opportunities for guided learning. This organisation provides educators with a practical basis for planning while allowing activities to reflect the interests and communication resources of each group.

A first component connects each learning goal to actions that educators can recognise without making broad judgements about personality. Initiating contact may involve approaching a peer, offering an object, or using an agreed picture cue. Cooperation may involve contributing to a shared construction or coordinating roles during pretend play. Expressing needs may include requesting space or asking for help. These examples acknowledge multiple forms of participation and distinguish interpersonal learning from verbal confidence alone. The framework therefore directs attention towards what children communicate and accomplish in interaction, including participation supported by accessible materials or sensitive adult guidance.

A second component establishes a flexible teaching sequence consisting of demonstration, supported practice, and reflection. The sequence can be incorporated into existing activities rather than requiring separate lessons for every skill. For example, an educator may demonstrate asking for a turn before a construction activity, support children's attempts during play, and revisit the interaction afterwards. The methodological product also specifies that assistance should respond to the situation and decrease when appropriate. This makes the educator's role explicit while preserving opportunities for children to initiate ideas, choose partners, and develop solutions that adults have not predetermined in advance.

A third component integrates differentiation and family communication into instructional planning. Suggested adaptations include pictures, gestures, additional

response time, smaller groups, and quieter spaces. These options are presented as ways to enable participation, not as evidence that a child has failed to meet a uniform standard. Family contributions help educators understand expressions, routines, and interaction patterns familiar to children. The resulting framework supports exchange between classroom and home while leaving room for differences in family circumstances. It does not assume that families can reproduce institutional activities or that children must demonstrate identical skills in every setting.

The final component is an observation structure for later implementation and evaluation. It separates descriptions of actions from interpretations and records whether participation occurs independently or with assistance. Repeated observations across comparable situations are proposed to document patterns rather than isolated performances. The framework identifies possible indicators but does not supply baseline values, effect sizes, statistical comparisons, or verified developmental gains. Its practical output is therefore a coherent set of teaching and monitoring arrangements suitable for adaptation and empirical testing. Questions about effectiveness, implementation demands, and transfer between contexts remain open for future studies conducted with appropriate safeguards and transparent reporting procedures.

Discussion

The proposed framework positions interpersonal learning as an ongoing educational process embedded in preschool life. Its significance lies in connecting teaching intentions with situations in which children communicate, cooperate, and experience disagreement. This approach recognises that knowing a social rule does not necessarily enable a child to apply it during emotionally demanding interactions. Educators therefore need to provide opportunities for practice alongside language, materials, and reassurance that make participation possible. However, the framework remains a conceptual proposal. Its practical coherence should not be mistaken for demonstrated effectiveness, and its assumptions require examination through carefully designed implementation studies.

A central issue concerns the balance between adult guidance and children's agency. Educators can make interaction more accessible by modelling invitations, clarifying intentions, and helping children express needs. Excessive intervention, however, may replace children's negotiations with adult decisions and encourage dependence on

prompts. Teaching should therefore respond to the level of assistance needed in a particular situation. An educator might initially supply a phrase, later offer a visual reminder, and eventually observe without intervening. This progression should remain flexible because a child who communicates independently in familiar play may require additional support in a new or emotionally challenging context.

Application in Uzbekistan requires attention to the language and expectations present within each preschool community. Activities should draw on familiar stories, routines, and examples while allowing children to encounter different perspectives respectfully. Where children use different home languages, limited proficiency in the classroom language should not be interpreted as limited social understanding. Pictures, gestures, and peer support can provide alternative routes into shared activity. Family dialogue is equally important when expectations about independence, adult authority, or emotional expression differ. Educators should explain instructional purposes clearly and seek understanding without presenting one family's interaction practices as the universal standard.

Assessment presents another methodological challenge. Visible compliance, frequent speech, or confident participation can be recorded easily, yet these behaviours do not necessarily capture relationship quality. A quiet child may communicate boundaries effectively, while a talkative child may struggle to listen or include peers. Observation should therefore consider reciprocity, access, and the meaning of actions within context. Supported participation should also be documented rather than dismissed as unsuccessful performance. Nevertheless, observational records can reflect educator expectations and selective attention. Shared definitions, repeated observations, and review of examples may improve consistency, although they cannot eliminate every source of interpretive uncertainty.

For pedagogical universities, the framework offers material for connecting professional preparation with classroom decision making. Students can analyse interaction scenarios, design accessible play activities, and practise giving prompts that preserve children's choices. Supervised practice should also address confidentiality, consent, and responses to exclusion or distress. Future research needs to examine feasibility alongside developmental outcomes, including preparation time, group size, available resources, and educator workload. Comparative evidence would help distinguish intervention effects from maturation or contextual change. Longer observation periods could investigate whether skills extend beyond planned activities

into spontaneous peer interaction, while documenting differences in children's experiences and support needs.

Conclusion

Teaching interpersonal relationship skills to preschool children requires an intentional methodology that connects educational goals with everyday opportunities for communication and cooperation. The framework presented in this article organises this work around initiating contact, listening and responding, expressing feelings and needs, participating in shared activities, and managing disagreement with appropriate support. These goals should be interpreted developmentally and applied flexibly. Children differ in language experience, confidence, interests, and preferred ways of communicating. Effective planning therefore begins with understanding individual participation patterns and creating accessible opportunities for interaction rather than expecting uniform behaviour across the preschool group.

Guided play, storytelling, role play, and cooperative tasks provide practical contexts for addressing these goals. Their educational value depends on how educators organise participation, respond to difficulties, and support reflection. Simply arranging children into groups or explaining rules is insufficient as a methodological strategy. Educators need to demonstrate possible responses, help children communicate intentions, and provide assistance proportionate to the situation. At the same time, children should retain opportunities to choose, disagree, request space, and develop their own solutions. Adult support is most purposeful when it enables interaction while gradually creating room for independent participation.

Implementation in preschool settings in Uzbekistan should reflect familiar experiences while remaining responsive to differences among children and families. Home languages, family routines, and expectations about interaction can inform activity design without becoming rigid assumptions about any child. Collaboration with families should involve reciprocal exchange and practical communication about classroom approaches. Accessible materials, visual cues, additional response time, and flexible group arrangements can broaden participation. These provisions belong within ordinary teaching practice. They should support children's engagement without treating verbal fluency, eye contact, physical affection, or public performance as compulsory evidence of successful interpersonal development or learning.

Assessment should focus on observable actions across repeated and comparable situations, distinguishing independent participation from participation achieved with assistance. Records need to describe what happened before assigning meaning to a child's behaviour. Such an approach can inform subsequent teaching and identify conditions that support interaction. Nevertheless, observation alone cannot establish that a particular methodology caused developmental change. The present article offers a conceptual framework and reports no measured intervention effects. Claims about effectiveness must therefore await empirical investigation that considers initial differences, maturation, implementation quality, and the broader social circumstances influencing children's experiences within preschool and family contexts.

For pedagogical universities preparing preschool educators, the framework can serve as a basis for analysing classroom situations, designing differentiated activities, and practising supportive communication. Professional preparation should combine theoretical understanding with supervised opportunities to observe, teach, and reflect ethically. Future studies should investigate feasibility, developmental outcomes, and the transfer of learning into spontaneous interaction. They should also examine whose participation improves, what support remains necessary, and whether implementation creates unintended barriers. Through systematic adaptation and transparent evaluation, the proposed methodology may contribute to more responsive interpersonal education while maintaining realistic expectations about its current evidential status and practical educational contribution.

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