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DEVELOPING CHILDREN'S COMMUNICATIVE COMPETENCIES IN PRESCHOOL INSTITUTIONS

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Abstract

This thesis is devoted to the issue of developing children's communicative competences in preschool educational institutions. The study substantiates that the formation of communication skills in preschool age is an important factor in the personal, social and intellectual development of a child. The role of the pedagogical environment, game activities, interaction with educators and peers in the development of communicative competence is analyzed. Also, pedagogical approaches and methods that ensure effective communicative development in the preschool educational process are highlighted.

Keywords: Preschool education, communicative competence, communication skills, social development, pedagogical environment, game activities, child education.

Today, one of the priority tasks of the education system is to ensure the comprehensive development of the individual, and communicative competence plays an important role in this process. In particular, preschool age is an important stage in which the foundations of communication culture, speech activity and social adaptation are formed in children.



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The development of children's communicative competences in preschool educational institutions ensures their effective communication with peers and adults, their free expression of their opinions, and their adaptation to the social environment. Therefore, the scientific organization of a pedagogical process aimed at developing this competence is one of the urgent tasks.

In today's globalization and information era, the socialization of a person, the ability to effectively communicate with society, is becoming increasingly important. In this process, communicative competence is manifested as one of the main basic competencies of a person. In particular, the preschool age is a crucial stage in the formation of communication skills, speech culture, social activity and emotional interactions in children.

1. Table. Development of Communicative Competencies in Preschool Education

Key Aspect	Description	Pedagogical Significance	Contemporary Relevance
Communicative Competence	Ability of children to express thoughts, emotions, and needs effectively through verbal and non-verbal communication	Forms the foundation of social interaction and language development	Essential for successful adaptation to school and social environments
Speech Development	Development of vocabulary, pronunciation, and dialogic speech in preschool children	Enhances cognitive development and thinking skills	Supports academic readiness and lifelong learning skills
Social Interaction	Communication with peers and adults during play and educational activities	Develops cooperation, empathy, and teamwork skills	Promotes social inclusion and emotional intelligence
Play-Based Communication	Use of role-play and group games to stimulate communication	Encourages natural and active participation in communication	Aligns with child-centered and competency-based education approaches
Pedagogical Environment	Creation of a supportive and interactive learning environment by educators	Facilitates confidence and motivation in children's communication	Meets modern educational standards and quality requirements
Teacher's Communicative Skills	Educator's ability to model effective communication and dialogue	Directly influences children's communication behavior	Critical for implementing modern preschool education reforms
Individual Approach	Consideration of each child's communicative abilities and developmental level	Ensures inclusive and personalized learning	Responds to diversity and inclusive education demands



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This table systematically shows the main areas of development of children's communicative competences in preschool educational institutions, their pedagogical significance and modern relevance.

1. Communicative competence. The ability of children to express their thoughts, feelings and needs through verbal and non-verbal means is indicated as the main basis. This skill ensures the social communication and speech development of children, and is also necessary for adaptation to school and effective interaction with society.
2. Speech Development. The table emphasizes the importance of developing children's vocabulary, pronunciation and dialogical speech skills. This increases their cognitive development and strengthens thinking skills, while supporting their preparation for school.
3. Social interaction. Children's communication with peers and adults during play and educational activities forms social skills such as cooperation and empathy. This serves to develop their social inclusion and emotional intelligence.
4. Play-Based Communication. Role-playing and group games involve children in natural and active communication. This approach stimulates children's communicative activity and is consistent with the modern child-centered, competency-based approach.
5. Pedagogical Environment. A supportive and interactive environment created by educators gives children confidence and motivation to communicate. This meets modern educational standards and quality requirements.
6. Teacher's Communicative Skills. The educator's ability to demonstrate effective communication and dialogue directly shapes children's speech and social behavior. This is important in implementing pedagogical reforms and standards in preschool education.



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7. Individual Approach. Taking into account the level of development and communicative abilities of each child, it allows you to make the learning process inclusive and personalized. This serves to maximize the potential of children in a diversified preschool educational environment.

The table systematically shows the important aspects of developing children's communicative competencies in preschool education. It reveals the importance of factors such as a competency-based approach, game activities, pedagogical environment, the role of the educator and an individual approach in the formation of children's effective communication skills. At the same time, the table is consistent with modern educational requirements and pedagogical innovations and is of great importance in the social, emotional and cognitive development of children.

This thesis highlights the pedagogical importance, main factors, and effective ways of developing children's communicative competences in the process of preschool education.

Preschool educational institutions are an important social institution that creates a favorable pedagogical environment for the development of children's communicative competencies. It is in this environment that the child is in constant communication with peers, educators and adults, acquiring such important skills as expressing his opinion, listening to others, and following the rules of communication. Communicative competence includes not only speech activity, but also social adaptation, emotional stability and readiness for cooperation.

Play activities are a leading tool in the process of developing communicative competence in preschool children. Role-playing games, group exercises, tasks based on dialogic speech increase children's need for communication, encourage them to think actively and cooperate. In the process of play, the child learns social



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roles, understands the culture of communication, and demonstrates speech activity.

Also, the pedagogical skills and communicative culture of the educator are important factors in the development of children's communication competencies. The educator's readiness for open communication with the child, his encouraging attitude, and the development of dialogic speech through questions and answers form confidence and activity in children. The positive psychological environment created by the educator creates the basis for children to communicate freely.

An individual approach to the development of communicative competence in the process of preschool education is also important. Since the level of speech development, temperament, and social experience of each child are different, it is necessary to organize pedagogical activities taking into account these characteristics. This helps children to fully demonstrate their potential and actively participate in communication.

In conclusion, the development of children's communicative competences in preschool educational institutions is of great importance for their preparation for subsequent stages of education, adaptation to society and the formation of a person. The effective organization of this process depends on the combination of pedagogical methods, game activities, the professional skills of the educator and a favorable educational environment. Therefore, improving pedagogical approaches aimed at developing communicative competence in the preschool education system is one of the urgent tasks.

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