

STAGING ACTIVITIES IN PRESCHOOL EDUCATION AND THEIR SIGNIFICANCE

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Abstract. *This article examines the extensive use of staging activities, primarily theatrical practices, in the educational and upbringing processes of preschool institutions, as well as the effective application of international best practices. It also discusses the role of parents, teachers, and the surrounding environment in the development of children's creative abilities.*

Key words: *creativity, activities, education, cognitive abilities, aesthetic ability, empathy.*

Аннотация. *В данной статье рассматривается широкое использование театральной деятельности и эффективное применение мирового опыта в образовании и воспитании детей в дошкольных образовательных учреждениях. В статье также рассматривается роль родителей, учителей и окружающей среды в развитии творческих способностей у детей.*

Ключевые слова: *творчество, деятельность, образование, когнитивные способности, эстетическая способность, эмпатия.*

Introduction

Educated, wise, and determined young people have always been and will always remain valuable and necessary members of their families, nations, and societies. The proper upbringing of children from preschool age is of crucial importance for our future. Therefore, over the past decade, the structure of education and upbringing in preschool institutions has undergone fundamental reforms. New concepts have been developed to teach children about the world easily and deeply through creative ideas. In particular, staging and theatrical activities currently play an important role in developing children's inner abilities. Theater, which transcends language, nationality, and ethnicity, brings children immense joy and inspiration. Especially when children demonstrate their own abilities and talents through theatrical performance, the educational value increases significantly.

The mission of preschool education is to nurture children based on national, cultural-historical, and spiritual-moral values; to form feelings of patriotism; to develop the need for learning and motivation toward education; to prepare children systematically for the learning process; to develop thinking skills; to form the ability to express independent and free opinions; and to ensure children's physical and psychological health. Another key goal is to identify children's abilities and potentials through modern theatrical art and to shape and reveal them correctly. An important task is also the training of educators who understand the complexity and subtlety of staging activities and are capable of conveying these delicate aspects to preschool-aged children.

Main Part

Staged activities are based on children performing specific roles according to the plot of a fairy tale or story, memorizing characters' lines, and developing empathy. This process is an effective means of fostering qualities such as willpower, discipline, and the ability to coordinate one's actions with others. It accelerates children's socio-emotional development, as they learn to understand other

characters' perspectives and show empathy toward their feelings. The organization of staged activities includes the following stages:

Stage I. Selection of a literary work for staging. The following requirements should be considered:

1. The fairy tale or story should include many participants.
2. Attention should be paid not only to the content but also to the diversity of actions.
3. The work should be suitable for expressive reading.
4. The content should be interesting and emotionally engaging.
5. The work should correspond to children's age characteristics.

Stage II. Reading the selected fairy tale or story to the children.

Stage III. Ensuring children's memorization of the text: repeated reading, individual work on each child's lines, and the use of visual illustrations.

Stage IV. Preparing necessary materials and costumes and ensuring proper guidance so that the activity is engaging and long-lasting.

Staged activities should be organized progressively from simple to complex, taking into account children's age characteristics. For example, for middle groups, works reflecting mainly actions should be selected, while for older groups, works depicting more complex relationships, emotional experiences, and inner переживания of characters should be chosen.

Through participation in staged activities, children perceive the surrounding world through colorful images and diverse sounds. Skillfully formulated questions encourage them to analyze, draw conclusions, and generalize. Expressive dialogues and personal reflections of characters gradually enrich children's vocabulary. Performing a role, especially engaging in dialogue with other characters, compels children to speak clearly, distinctly, and understandably. This approach helps children comprehend the deep meaning of literary works and prepares them to solve various life problems.

Thus, staging activities provide opportunities to address many pedagogical tasks related to the formation of expressive speech and intellectual, artistic, and aesthetic education. They serve as an invaluable source for the manifestation of children's feelings and emotions and contribute to their spiritual enrichment. Therefore, staging activities represent an essential condition for organizing cooperative activities among children and play a significant role in the development of empathy.

As noted in the literature, the foundation of empathy lies in recognizing another person's emotional state through facial expressions, expressive movements, and speech; being able to place oneself in another's position; and finding appropriate means of support. To rejoice in another's happiness and share another's sorrow, a person must be able to imagine themselves in another's situation and mentally take their place. This indicates the existence of a certain level of social connectedness within society.

Since every literary work or fairy tale involved in staging activities has a moral orientation, such activities contribute to the formation of social behavioral skills, experience, and cognitive abilities. Ultimately, the child comprehends the world with both mind and heart, forms judgments about good and evil, and finds role models in favorite characters. This identification with favorite characters enables educators to exert a positive influence on children through staging activities.

Conclusion

Staged activities represent an effective educational tool that provides children with opportunities for learning, development, and emotional enrichment. These activities teach children not only to understand literary works, but also to develop willpower and discipline, and to coordinate their actions with others. The staging of fairy tales and stories plays a major role in expanding children's vocabulary, developing emotional intelligence, and forming social skills. Through this process, children develop empathy—the ability to understand others' feelings and place themselves in others' situations. As a result, staged activities provide children with

essential skills for distinguishing good from evil, expressing their opinions, and achieving success in social interaction. In addition, these activities develop children's sensory and emotional spheres, enrich their spiritual world, and shape clear and articulate speech. Thus, staging activities make a significant contribution to children's social, emotional, and intellectual development.

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