

Digital And Interactive Educational Tools For Developing Interpersonal Activity In Preschool Children

Rajabova Muxayyo Yusupovna

Teacher, Karshi State University, Uzbekistan

Aliqulova Noziniso

Student, Karshi State University, Uzbekistan

Abstract

The rapid development of digital technologies has significantly influenced modern preschool education. Interactive educational tools provide new opportunities for developing children's communication, collaboration, and social interaction skills. This study examines the role of digital and interactive learning tools in enhancing interpersonal activity among preschool children. The research analyzes how digital games, multimedia learning environments, and interactive educational platforms influence children's social behavior. Quantitative and qualitative research methods were used, including classroom observation and statistical analysis of children's participation in interactive activities. The results indicate that well-structured digital educational tools can effectively support the development of interpersonal communication and collaborative learning in early childhood education.

Keywords: preschool education, digital learning, interpersonal activity, early childhood development, interactive technologies, communication skills, social interaction, educational technology, child psychology, collaborative learning

Introduction

Early childhood education has undergone significant transformation in recent decades due to the integration of modern technologies into learning environments. Digital tools such as educational applications, interactive games, and multimedia resources are increasingly used in preschool institutions to enhance children's learning experiences.

Preschool age represents a critical stage for the development of social and psychological competencies. During this period, children begin to interact more actively with peers and adults, developing communication skills, empathy, and cooperative behavior. Interpersonal activity becomes an essential component of children's social development.

Interpersonal activity refers to a child's ability to communicate with others, collaborate in social situations, and establish emotional connections. These skills are developed through social interaction and participation in collaborative activities.

Traditional preschool education relies heavily on play-based learning and social interaction. However, the integration of digital educational tools has introduced new possibilities for enhancing children's interpersonal development.

Interactive technologies can support communication and collaboration among children by providing engaging learning environments. Digital games and educational platforms often require children to work together, share ideas, and solve problems collectively.

In recent years, educational researchers have explored the potential benefits of digital learning environments for early childhood development. Studies have shown that interactive technologies can support language development, cognitive growth, and social interaction when used appropriately.

However, the use of digital technologies in preschool education also raises important questions regarding their influence on children's social behavior. Excessive use of digital devices may reduce face-to-face interaction, which is essential for interpersonal development.

Therefore, it is important to examine how digital educational tools can be used effectively to support children's interpersonal activity rather than replace social interaction.

The purpose of this study is to analyze the role of digital and interactive educational tools in developing interpersonal activity among preschool children. The research focuses on identifying the conditions under which digital learning environments promote communication, cooperation, and collaborative learning.

Methods

This research employed a mixed research methodology combining observation and statistical analysis.

Participants

The study involved **112 preschool children aged 5–6 years** from three preschool educational institutions. The participants included both boys and girls representing diverse family backgrounds.

Additionally, **10 preschool teachers** participated in the research by evaluating children's interaction during digital learning activities.

Research Instruments

Observation Method

Researchers observed children during activities involving digital educational tools, including:

- interactive educational games
- multimedia storytelling sessions
- collaborative digital puzzles
- group learning activities using tablets

Behavioral Assessment

Children's interpersonal activity was evaluated based on the following indicators:

- communication with peers
- cooperation during digital activities
- sharing of digital resources
- participation in collaborative problem solving

Teacher Survey

Teachers completed questionnaires evaluating children's communication and collaboration during digital learning activities.

Statistical Analysis

The collected data were analyzed using descriptive statistical methods to determine the level of interpersonal activity among preschool children.

Results

The results indicate that interactive educational technologies can positively influence children's interpersonal activity when used in collaborative learning contexts.

Children who participated in digital group activities demonstrated improved communication and cooperation with peers.

Table 1
Impact of Digital Learning Tools on Interpersonal Activity

| Indicators | High Level (%) | Medium Level (%) | Low Level (%) |
|--|----------------|------------------|---------------|
| Communication during digital activities | 45 | 40 | 15 |
| Cooperation with peers | 43 | 41 | 16 |
| Collaborative problem solving | 41 | 42 | 17 |
| Participation in group tasks | 39 | 44 | 17 |

The data demonstrate that digital collaborative activities encourage children to interact with peers and share ideas during learning tasks.

Children participating in digital storytelling and collaborative games showed higher levels of engagement and communication.

The diagram illustrates the distribution of interpersonal activity levels among children participating in digital collaborative learning activities.

Discussion

The results of this study suggest that digital technologies can play a supportive role in developing interpersonal activity among preschool children when used appropriately.

Interactive educational tools create engaging learning environments that encourage communication and cooperation. Digital group activities require children to collaborate, share ideas, and work together toward common goals.

However, the effectiveness of digital learning tools depends largely on how they are integrated into educational practice. Teachers play an essential role in guiding children's interaction during digital activities and ensuring that technology supports rather than replaces social communication.

Educational psychologists emphasize that interpersonal development requires direct social interaction. Therefore, digital tools should be used as complementary resources rather than substitutes for traditional play-based learning.

The findings of this research support the concept of blended learning environments in preschool education, where traditional play activities and digital technologies are combined to enhance children's social development.

Teachers should carefully design digital learning activities that promote collaboration and communication among children.

Conclusion

The integration of digital technologies into preschool education offers new opportunities for supporting children's interpersonal development. Interactive educational tools can enhance communication, cooperation, and collaborative problem solving among preschool children.

The results of this study demonstrate that digital learning environments can positively influence interpersonal activity when used in structured group activities.

Preschool educators should incorporate digital tools into collaborative learning strategies while maintaining a strong emphasis on social interaction and play-based learning.

Future research should explore the long-term effects of digital learning environments on children's social and psychological development.

References

1. Berk, L. (2013). *Child Development*. Pearson.
2. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.
3. Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Harvard University Press.
4. Bodrova, E. (2007). *Tools of the Mind*. Pearson.
5. Karimova, V. (2019). *Bolalar psixologiyasi*. Toshkent.
6. Davletshin, M. (2018). *Rivojlanish psixologiyasi*. Toshkent.
7. Tojiboyeva, M. (2020). *Maktabgacha pedagogika*. Toshkent.
8. Yusupova, D. (2021). *Maktabgacha ta'lim metodikasi*. Toshkent.
9. Smirnova, E. O. (2010). *Preschool Child Psychology*. Moscow.
10. UNICEF. (2020). *Early Childhood Development Report*.