



Verbal interaction as a factor in the development of social intelligence in older preschoolers

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Abstract. The study aimed to investigate how verbal interaction influences the formation and development of social intelligence in older preschool children. The research was conducted as a theoretical, qualitative, comparative and interpretative analysis of academic and normative sources, examined in terms of the psychological, linguistic and pedagogical aspects of the issue. The results established that the social intelligence of older preschoolers has a multi-component structure and encompasses social cognition, emotional understanding, the interpretation of another person's intentions and experiences, social interaction experience, and behavioural flexibility. The study determined that verbal interaction facilitates the development of these components not merely as an accompanying element of communication, but as a mechanism for coordinating joint activity, aligning positions, verbalising emotional and mental states, explaining intentions, and regulating behaviour in interaction with adults and peers. It has been shown that dialogic speech is linked to the development of a child's ability to consider the position of another; communication with adults – to the acquisition of models for interpreting social situations; interaction with peers – to the formation of skills for reaching agreements and revising rules; and verbal accompaniment of role-play – with the development of social regulation of behaviour. The study established that the pedagogical conditions for the development of social intelligence in verbal interaction encompass the dialogical organisation of the educational environment, the encouragement of children's initiative in communication, the communicative richness of play, verbal support for joint activities, the creation of situations for discussing emotional states, intentions and actions, as well as involving the child in interaction with adults and peers. The relevance of considering the issue at the intersection of psychological, linguistic and pedagogical approaches has been demonstrated, as social intelligence in the senior preschool age is formed through meaningfully organised communicative practice. The practical significance of the study is the possibility of using

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its results to organise a communication-rich educational environment, improve role-play and prepare teachers to use dialogical forms of interaction with older preschoolers

Keywords: emotional competence; language games; emotional understanding; role-play; communicative skills

Introduction

At the beginning of the 21st century, a child's language development is increasingly seen as being linked not only to the acquisition of lexical and grammatical skills, but also to the development of the ability to understand others, interpret their intentions, emotional states, social roles and the rules of interaction. In the older preschool years, linguistic interaction serves as the environment for the formation of skills in reaching agreement, coordinating actions, emotional response, understanding the interlocutor's position, and regulating behaviour in accordance with the communicative situation. The increasing complexity of a child's social experience, the expansion of their circle of interpersonal contacts, and the growing role of the educational environment heighten the focus on speech as a factor in the development of social intelligence, which encompasses the ability to navigate interpersonal relationships, recognise emotional cues, and build productive interactions.

The issue of verbal interaction in early childhood has been examined in studies from various methodological perspectives. For instance, S. Ivakh & I. Palasevych (2020) focused on the psychological and pedagogical conditions of speech development in young children during communication with adults and demonstrated the decisive role of a communicatively rich environment in speech development. However, this approach emphasised an adult-centred model of interaction and the early stage of ontogenesis primarily, whereas in the older preschool age, the structure of communication became more complex due to the child's active involvement in interaction with peers, where speech performed not only a developmental but also a socio-coordinating function. Another research perspective

was presented in the work by T. Ponomarenko & M. Naumenko (2023), in which the development of communicative competence in six-year-olds was examined in the context of project-based activities. In this case, speech was analysed as a tool for cooperation, coordination of actions and the child's inclusion in joint activities. This approach brought communicative development closer to the social sphere, although the main focus was on the competence-based outcome of interaction. In contrast, the study by L. Garashchenko & S. Kondratyuk (2021) demonstrated that the development of communicative competence in older preschoolers also took place through work with contemporary picture books, where speech was combined with a visual narrative, emotional experience and the interpretation of situations. Whilst project-based activities highlighted speech as a means of organising joint activity, the use of narrative-visual material revealed its potential as a mechanism for understanding social situations and the characters' experiences. A separate line of research linked speech development to the emotional sphere. The study by O. Bielova (2022), dedicated to the methodology of studying emotional literacy in older preschool children with speech disorders, demonstrated that the recognition, naming and differentiation of emotions constituted a substantial prerequisite for meaningful communication. Within this approach, speech emerged as a means of emotional encoding and decoding of social experience. At the same time, the focus on emotional literacy did not exhaust the broader issue of social intelligence, as the latter encompassed not only the ability to understand emotions, but also the ability to interpret behaviour, anticipate the

interlocutor's reactions, incorporate the context of interaction, and adapt speech to it. The issue became even more relevant in the context of the transformation of the communicative environment of childhood. In the study by O. Kanarova *et al.* (2024), the contemporary media landscape is examined as a means of developing social competence in older preschool children, and an expansion of socialisation channels beyond direct interpersonal contact is noted. However, the shift in focus towards the media environment has not diminished the importance of live verbal interaction; on the contrary, it has reinforced the need to clarify its role as a fundamental mechanism for the development of social awareness.

Further examination of the issue revealed that the communicative development of preschoolers was increasingly viewed as a process combining linguistic, cognitive and social factors. Thus, A. Brovchenko & O. Telna (2025), within the framework of a psycholinguistic approach to analysing the communicative competence of children with speech impairments, linked communication difficulties not only to the insufficient development of linguistic means, but also to the child's difficulty in participating fully in social interaction. From this perspective, speech was seen not as an isolated function, but as a mechanism for inclusion in a communicative situation. A position similar in logic but different in emphasis was presented by N. Golota & A. Karnaukhova (2022), who viewed dialogical interaction in the educational process of a preschool institution as a prerequisite for the development of communicative competence. Whilst the psycholinguistic approach focused on the internal mechanisms of speech, the primary emphasis was placed on dialogue as the form through which the child learned turn-taking, clarifying meanings and reconciling positions. For this reason, dialogical interaction became significant not only for linguistic but also for social development. Another aspect was highlighted by O. Pokotilo & Yu. Volynets (2023) linked the development of communicative competence in older preschoolers to constructive activities. In

this case, speech was viewed as a means of coordinating actions, providing explanations and achieving a common outcome. Unlike specifically organised dialogical interaction, the communicative function of speech was revealed in practical cooperation, where agreement, the division of roles and consideration of the actions of others were substantial. A separate area of research focused on the influence of the digital and media environment. The study by T. Andriushchenko *et al.* (2021) demonstrates the expansion of educational opportunities using information and communication technologies, whilst L. Kobyletska & O. Maksymyshyn (2025) directly analyses the influence of the mass media on the development of communicative competence in preschool children.

However, despite this expansion of the communicative environment, direct verbal interaction did not lose its fundamental importance, as the skills of interpretation of others, response to reactions, and the ability to adapt behaviour to the communicative situation were developed through such interaction. Thus, the studies revealed certain aspects of communicative development, but the correlation between verbal interaction and the development of social intelligence in older preschoolers remained incompletely explored. This necessitated viewing verbal interaction not merely as a means of speech development, but as a factor in shaping a child's ability to navigate social situations and understand others.

The study aimed to provide a theoretical justification of the influence of verbal interaction on the development of social intelligence in older preschool children. In line with this aim, the following research objectives were identified: to reveal the structural components of social intelligence in older preschool children and to clarify its psychological content in the context of preschool development; to identify the mechanisms through which verbal interaction influences the development of social intelligence in older preschool children; to identify the pedagogical conditions under which verbal interaction facilitates the development of social

intelligence in older preschoolers within a preschool education setting.

Materials and Methods

The study employed a theoretical qualitative comparative-interpretative analysis design and aimed to identify the role of verbal interaction in the development of social intelligence in older preschoolers. The source base of the study consisted of academic and normative works relevant to the issues of children's social development, verbal interaction in preschool age, and the guidelines for preschool education. The corpus of sources included works that directly addressed issues of social intelligence, communicative development, dialogic speech, child socialisation, and the pedagogical organisation of the educational environment. Sources were selected based on criteria of thematic relevance, conceptual significance, interdisciplinary representativeness, and suitability for comparative analysis in psychological, linguistic, and pedagogical dimensions.

The first stage involved developing the analytical framework for the study, which was necessary to explore the social intelligence of older preschoolers as a phenomenon linked to social cognition, emotional understanding, the interpretation of another person's intentions and experiences, social interaction experience, and behavioural flexibility. A synthesis of the theoretical material revealed that the internal structure of social intelligence in older preschoolers is formed by at least five interrelated components: social cognition, emotional understanding, interpretation of another person's intentions and experiences, social interaction experience, and behavioural flexibility. These components formed the basis for the subsequent analysis of verbal interaction as a factor in the development of social intelligence in the senior preschool age group.

In the second stage, a qualitative comparative analysis was conducted of approaches to verbal interaction, dialogic speech, communication with adults and peers, the linguistic expression of emotional and mental states, and their

significance for the development of a child's ability to understand others and coordinate interaction with them. Content analysis was used to identify consistent semantic components in the interpretation of speech interaction, thematic coding – to identify and group recurring categories, comparative-interpretative analysis – to compare ways of explaining the link between speech and social development across different scientific approaches, and categorical comparison – to establish conceptual overlaps between the psychological, linguistic and pedagogical dimensions of the problem. The thematic coding procedure involved the sequential reading of sources, the identification of meaningful fragments, their correlation with predefined analytical categories, and the subsequent generalisation of recurring thematic strands across the entire corpus of sources. The analysis was conducted based on the following categories: functions of speech interaction in early childhood, the role of dialogue in coordinating joint activities, the significance of communication with adults and peers, the linguistic expression of emotional and mental states, the development of emotional sensitivity, cooperation, the coordination of positions, and speech regulation of behaviour. During the analysis, the presence of the relevant category in the source, the recurrence of thematic emphases, and the characteristics of their conceptual interpretation were recorded.

The third stage involved the interpretation and synthesis of theoretical principles within the context of early years education guidelines. To this end, the provisions formulated in academic sources were compared with the approaches stipulated in Order of the Ministry of Education and Science of Ukraine No. v0033729-21... (2021), Decree of the Cabinet of Ministers of Ukraine No. 1557-2025-p “On Approval of the State Standard of Preschool Education” (2025), and the recommendations of UNESCO & UNICEF (2024). In addition, the analysed approaches were correlated with the findings presented by P. Leseman & P. Slot (2025) and with the methodological recommendations of UNESCO (n.d.). This

comparison aimed to identify the link between the scientific interpretation of speech interaction and pedagogical guidelines related to the dialogical organisation of the educational environment, the support of children's initiative, the communicative richness of play, verbal support for joint activities, and the creation of conditions for the verbalisation of emotional states, intentions and interpersonal meanings in early childhood.

Thematic coding and categorical analysis were used as research tools; Microsoft Excel 365 was used exclusively for the technical organisation, recording and comparison of analytical data. The reliability of the analysis was ensured by a re-examination of the source corpus, a systematic cross-checking of categorical matches, and a verification of the consistency of the identified thematic lines across the entire corpus of works analysed. The research was conducted following the principles of academic ethics and scientific integrity enshrined in the European Code of Conduct for Research Integrity (2023). The study utilised only open-access scientific and methodological sources, drawn upon exclusively for research purposes.

Results

Structural components of social intelligence in older preschool children. It is appropriate to view the social intelligence of older preschoolers not as a separate ability, but as a coherent system of interrelated skills that provide orientation in interpersonal interaction. At this age, its nature is manifested not in abstract knowledge about other people, but in specific forms of social behaviour: the child recognises the emotional states of their partner, correlates actions with possible intentions, considers the reaction of others during joint activities, adapts personal behaviour depending on the situation, and maintains contact during play, communication or conflict resolution. This approach provides grounds for defining social intelligence as an integrative construct formed at the intersection of cognitive, emotional and socio-behavioural development (Denham, 2023;

Carlston *et al.*, 2024). A synthesis of the theoretical material has shown that the internal structure of social intelligence in older preschoolers is formed by at least five interrelated components. The first of these is linked to social cognition, that is, the child's ability to notice meaningful signals of interaction, distinguish social roles, navigate the logic of other people's behaviour, and relate a specific action to the broader context of the situation. This refers to an understanding of the social situation in which the child is no longer limited to the immediate perception of an action, but attempts to determine who is initiating the action, who is expecting a response, who is breaking the rules, and who is supporting the interaction. In the older preschool years, this is manifested in the ability to distinguish between play and conflict, friendly initiative and rejection, and helping and controlling, as well as in the ability to recognise that the same action can have different meanings depending on the situation. For this reason, social cognition in this context serves as a primary guide in interpersonal interactions.

The second component is emotional comprehension, which encompasses not only the recognition of emotions but also linking them to causes, consequences and the nature of interpersonal relationships. For older preschool children, a key development is the transition from focusing on outwardly expressed emotions to interpreting them in context. The child begins to associate sadness with the loss of a desired role, joy with being accepted into a game, hurt with unmet expectations, and fear with the uncertainty of a situation or the behaviour of another. Within the framework of social intelligence, this component provides not only an emotional response but also a meaningful interpretation of a partner's behaviour, as another person's emotional state gradually becomes a guide for the child in choosing how to act. Accordingly, emotional understanding should be linked not only to displays of empathy but also to the development of the ability to build interactions based on the emotional atmosphere of the situation (Denham, 2023).

The third component is manifested in the interpretation of another person's intentions, feelings and perspective; that is, in the transition from perceiving an external action to recognition of its internal motivations. In this case, a child's ability to relate behaviour not only to what has already happened, but also to what the other person wants, expects, does not know or is striving for is implied. This component demonstrates why a playmate insists on a particular role, why a peer refuses to join in an activity, or why an adult change the rules or demands a different way of behaving. In the older preschool years, this dimension of social intelligence facilitates the transition from describing behaviour to explaining it. The child begins to focus not only on the external outcome of an action but also on the internal perspective of the other person, which provides more complex forms of interaction, agreement and behavioural adjustment (Carlston *et al.*, 2024).

The fourth component in the structure of social intelligence is social experience of interaction. A theoretical comparison of the literature shows that social intelligence does not develop outside of recurring situations involving cooperation, conflict, coordination, imitation, agreement and adherence to group rules. Social experience in this context should be understood as the accumulation and gradual generalisation of ways of participating in interaction. A child not only experiences individual communicative events but also, based on these, forms an understanding of acceptable and unacceptable behaviours, the consequences of the initiative, and the need to take others' reactions into account. In the older preschool years, this experience becomes more structured: the acquired patterns of interaction begin to be applied to new situations, and previous failures or successful agreements influence future choices of action. Therefore, social intelligence acquires a practical dimension and ceases to be merely a potential ability.

The fifth component is behavioural flexibility, that is, the ability to adapt one's actions, responses and participation in joint activities depending

on the social context. Theoretical analysis suggests that it is the result of the coordinated functioning of the preceding components. If a child perceives the situation, recognises their partner's emotional state, interprets their intentions and draws on previous experience of interaction, they can not only react impulsively but also adjust personal behaviour. In the older preschool years, this is manifested in the ability to change roles, abandon an initial insistence, explain one's position, give a response that maintains contact, or move from conflict to agreement. Behavioural flexibility within this framework is not an external addition to social intelligence, but rather its functional manifestation, as it is through this that it becomes apparent to what extent a child is capable not only of understanding another person, but also of adjusting personal behaviour (Smith & Hart, 2010; Hopkins *et al.*, 2017). A comparison of these components shows that they are interdependent. Social cognition provides the basis for the determination of what is happening in the interaction; emotional understanding establishes affective meaning; the interpretation of intentions and experiences can provide a shift from external observation to an explanation of behaviour; social experience provides a repertoire of response patterns; behavioural flexibility makes it possible to apply all the preceding abilities in a specific situation. Consequently, social intelligence in late preschool age emerges as a system within which perception, interpretation, emotional response and behavioural regulation mutually reinforce one another. This system makes it possible for a child not only to establish contact but also to maintain it, restore it after a breakdown, change modes of interaction, and build joint activities based on consideration of the other person's perspective. A theoretical comparison of the literature has also improved precision of definition of the age-specific characteristics of this development. The transition from situational reactions to more complex social reasoning is characteristic of the older preschool age. The child begins to consider not only

the apparent action of their partner, but also the possible reason for this action, its emotional context, the role position, and the expected outcome. Social prediction becomes more complex: it becomes possible to anticipate a peer's reaction to a change of roles, to a refusal, to a remark or a suggestion; the ability to relate personal words and actions to the possible effect on

another person increases. This means that social intelligence in late preschool age is functional in nature and ensures the child's integration into a real system of interpersonal relationships, rather than merely the acquisition of isolated social concepts (Denham, 2023). Figure 1 summarises the structural components of social intelligence in late preschoolers.

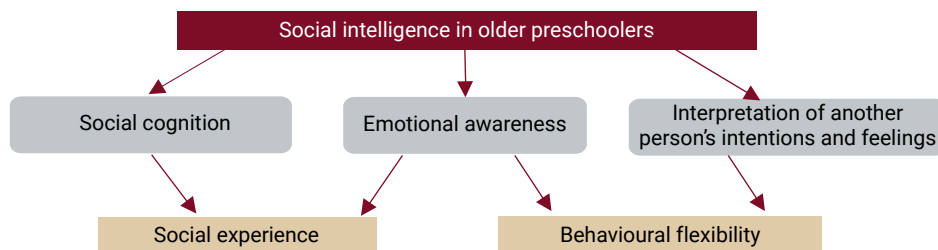


Figure 1. Structural components of social intelligence in older preschool children

Source: compiled by the author based on P. Smith & C. Hart (2010), B. Hopkins et al. (2017), S. Denham (2023), D. Carlston et al. (2024)

Figure 1 illustrates the structural components of social intelligence in older preschoolers, which collectively ensure the child's ability to navigate interpersonal interactions. The diagram shows that its content is formed through a combination of social cognition, emotional comprehension, interpretation of another person's intentions and experiences, social interaction experience, and behavioural flexibility. This representation demonstrates that social intelligence in preschool age has a multi-component rather than a linear structure, in which individual elements do not exist in isolation but interact with one another. Consequently, it is appropriate to view the social intelligence of older preschoolers as an integrative construct that combines the cognitive, emotional, and socio-behavioural dimensions of development. Its structure encompasses not only the child's ability to understand a social situation, but also the ability to interpret another person's state, draw on experience of interaction, and adapt personal behaviour to the context. This interpretation provides the basis for further consideration of verbal interaction as a factor that

ensures the coordination of these components in actual communicative practice.

Mechanisms of influence of social intelligence based on verbal interaction. A theoretical comparison of studies on children's interaction, dialogic speech, communication with peers, and the linguistic expression of mental states provides grounds for viewing linguistic interaction as one of the mechanisms underlying the development of social intelligence in older preschoolers. In this case, not only the use of speech as a means of conveying information is referred to, but also to a form of communication within which a child learns to take another person into account, to relate personal response to their partner's reaction, to clarify their position, to adjust their course of action, and to maintain a sense of shared interaction. Through verbal exchange, the social situation becomes clearer to the child, as verbalisation can be used to identify roles, intentions, rules, reasons for disagreement and ways of resolving them. In this interpretation, verbal interaction is not merely an external accompaniment to social development, but a process in which comprehension,

coordination, emotional attunement and behavioural regulation are integrated (Church & Bateman, 2022). One of the findings of the analysis is that dialogic speech creates the conditions for coordinating joint activity. In the older preschool years, dialogue is no longer limited to taking turns or responding to an adult's questions, but becomes a means of coordinating actions, roles and the sequence of joint steps. In interaction, the child not only responds, but also clarifies, asks for clarification, agrees, disagrees, suggests an alternative – in other words, uses speech to regulate the shared situation. This means that dialogical interaction is associated with the development of the ability to take another person's perspective into account whilst maintaining personal role in the interaction. The result is not merely the ability to take turns speaking, but the ability to coordinate behaviour within a social context. Therefore, dialogue in early childhood should be viewed as a mechanism for transitioning from individual action to jointly organised activity, in which social intelligence is manifested through the verbal coordination of intentions, expectations and decisions (Church & Bateman, 2022).

The analysis also showed that verbal interaction with adults is substantial in this process. Communication with a teacher or parents provides the child with models for explaining social situations, examples of how to verbalise emotional states, and ways of interpreting other people's behaviour. In such situations, the adult does not merely initiate communication but structures its content: they name the emotion, explain the reason for an action, suggest a linguistic form for describing an intention, and compare the actions of different participants in the event. As a result, the child learns that a social situation can be described not only through action, but also through motive, feeling, intention and rule. This changes the very nature of social understanding: it becomes mediated by language and less dependent on immediate external impressions. In the older preschool years, interaction with adults ensures that the child engages with such models of

interpretation, where an event is interpreted in terms of "wanted", "took offence", "did not understand", "expected", "agreed", "did not agree". Consequently, adult speech serves as a means of conceptualising the child's social experience. Another mechanism is linked to communication with peers, where verbal interaction takes on a more horizontal character. Whilst in interaction with adults, the child largely enters an already structured model of explanation, and communication with peers requires independent coordination of positions. In such situations, remarks aimed at reaching an agreement, asserting the role, revising the rules, clarifying the sequence of actions, explaining the reasons for disagreement, or accepting a partner's proposal are most evident. In theoretical terms, this provides grounds for linking peer talk to the development of those components of social intelligence responsible for cooperation, coordination of positions and behavioural flexibility. The child learns to consider not only personal intentions but also the interests of the other participant in the interaction; not only to put forward a proposal but also to support it with an argument; not only to react to conflict but also to use speech to transform it into an agreement. Thus, communication with peers serves as an environment in which social intelligence takes on a functional form through the constant comparison of position with that of a partner (Cekaite *et al.*, 2017).

One particular finding of the theoretical analysis concerns the verbal accompaniment of play. In early childhood, play is a space where a child not only performs a role but also constantly coordinates it with other participants through speech. In play, rules are verbalised, roles are assigned, characters' actions are clarified, changes are introduced to the plot, violations are explained, and the sense of shared interaction is restored after a conflict. This means that speech in a play situation is not an adjunct to action, but forms part of the very mechanism of its organisation. Through the verbal accompaniment of play, the child learns to correlate their role with the behaviour of others, to adapt personal actions in line

with the development of the plot, and to accept or revise the proposed rules. Within the structure of social intelligence, this is linked to the transition from a situational reaction to an action that considers the system of relationships between participants. Accordingly, the verbal accompaniment of play should be interpreted as a mechanism of social regulation of behaviour, where the child master's coordination, collaboration and the joint construction of meanings. Another mechanism through which verbal interaction exerts influence is manifested through the verbalisation of emotional and mental states. An analysis of the literature shows that the development of social intelligence is linked not only to the child's ability to perceive another's state, but also to their acquisition of the linguistic means to denote it. Words that name emotions, desires, beliefs, expectations, doubts, disagreements or hidden motivations translate an inner state into a form that is accessible for understanding, comparison and discussion. As a result, the child learns to recognise the mental content behind an action, that is, moves from an external description of behaviour to explaining it in terms of internal states. In this context, verbal interaction serves the function of mentalisation, as it provides the child with a tool for understanding that another person may want, know, not know, be mistaken, take offence, wait, or change their intentions. Consequently, discourse about internal states does not merely expand the child's vocabulary but alters the very way they participate in social situations. Social intelligence, in this case, develops through an increasing ability to relate behaviour to mental causes, rather than merely to external outcomes (Bartsch & Wellman, 1995).

Within this same mechanism, a correlation between speech and emotional sensitivity can be observed. When a child can name an emotion, to hear it named in interaction with an adult or a peer, and to compare different emotional reactions to a single event, they gradually move beyond simple emotional contagion. Instead of an immediate response, a more complex form

of social reaction emerges, which incorporates the cause of the emotion, its intensity, direction and connection to behaviour. This broadens the ability to relate personal state to that of another and reduces dependence on impulsive reactions. Thus, the verbalisation of emotional states acts as a mechanism for the transition from an affective reaction to an emotionally mediated understanding of the social situation. Theoretical analysis has also shown that verbal interaction influences the development of social intelligence through the explanation of personal intentions. In the older preschool years, the ability to explain why a child wants to act in a particular way, why they propose a certain role, or why they disagree with a partner, becomes an element of social coordination. Explaining one's intention makes the action comprehensible to the other person, thereby reducing the probability of conflict based solely on a clash of actions without mutual interpretation. When a child learns to express their desires in a form accessible to others, they simultaneously learn to recognise that their partner also has the right to an explanation. In this sense, speech not only expresses a position but also creates a space for its social contextualisation. Through such communicative acts, social intelligence takes the form of mutual awareness, rather than merely an individual's perception of the other (Church & Bateman, 2022).

A significant finding also concerns the role of the pragmatic component of speech. In the approaches analysed, social meaning lies not only in what the child says, but also in how they say it: whether they invite interaction, take turns, can change their speech form depending on the situation, or use explanations, clarifications, softening of disagreement, requests, and agreements. The pragmatic organisation of speech is directly linked to social intelligence, as this reflects the ability to relate speech form to context and the interaction partner. The older preschool age is characterised by the child beginning to use speech not only to denote an object or action, but also to regulate relationships between

interaction partners. This expands the functions of speech from nominative and communicative to coordinative and interpretative. As a result, speech interaction serves not only as a channel of communication but also as a tool for the social organisation of a situation. A comparison of scientific approaches concluded that the influence of speech interaction on social intelligence is complex in nature. Dialogic speech facilitates the coordination of joint activities; communication with adults introduces children to models for interpreting social situations; interaction with peers develops the ability to reach mutual understanding; verbal accompaniment during play fosters social regulation of behaviour; the verbalisation of emotional and mental states deepens understanding of another person's inner

world; the explanation of personal intentions and the pragmatic organisation of utterances expand the possibilities for relating actions to the social context. Together, this demonstrates verbal interaction as a mechanism through which various components of social intelligence not only manifest themselves but also achieve internal coherence. In verbal exchange, social cognition is combined with emotional understanding, the interpretation of another's position with the regulation of behaviour, and the experience of interaction with the formation of new ways of coordination and cooperation (Cekaite *et al.*, 2017; Church & Bateman, 2022). Table 1 summarises the mechanisms through which verbal interaction influences the development of social intelligence in older preschoolers.

Table 1. The mechanisms by which verbal interaction influences the development of social intelligence in older preschoolers

The mechanism of verbal interaction	How it works	Development of components of social intelligence	Overall result
Conversational speech	Sequence of responses, clarifications, follow-up questions, agreement, objections, and suggestions for alternative courses of action	Social cognition; behavioural flexibility	Coordination of joint activities and harmonisation of actions
Interaction with an adult	Identification of emotions, explanation of reasons for actions, verbal expression of intentions, interpretation of rules and social situations	Emotional comprehension: interpreting another person's intentions and feelings	Mastering models for interpreting social situations
Interaction with peers	Reaching an agreement, asserting the role, clarifying the rules, explaining the reasons for disagreement, accepting or revising the partner's proposals	Social interaction experience; behavioural flexibility	Aligning positions and developing cooperation
Voice-over for the game	Assigning roles, clarifying the rules, refining the plot, explaining breaches, and restoring cooperation after a conflict	Social experience of interaction; social cognition	Social regulation of behaviour in collaborative activities
Verbalisation of emotional states	Expressions of joy, anger, fear, disagreement, and satisfaction; linking emotions to causes and effects	Emotional awareness	Transition from an emotional reaction to a conscious understanding of emotions
Verbalising mental states	Expressing desires, intentions, expectations, knowledge, mistakes, doubts and hidden motives	Interpreting another person's intentions and feelings; social cognition	Comprehension of another person's inner world
Explanation of personal intentions	Verbal explanation of the desired role, course of action, reason for disagreement or suggestion	Behavioural flexibility; social interaction experience	Reduction of conflict and improvement of mutual understanding

Table 1. Continued

The mechanism of verbal interaction	How it works	Development of components of social intelligence	Overall result
Pragmatic approach to speech	Invitations to engage, requests, clarifications, softening of disagreement, and adapting one's manner of speaking to suit the conversation partner and the situation	Social cognition; behavioural flexibility; emotional understanding	Regulating relationships and selecting appropriate language in accordance with the context

Source: compiled by the author based on K. Bartsch & H. Wellman (1995), A. Cekaite et al. (2017), A. Church & A. Bateman (2022)

Table 1 summarises the main mechanisms through which verbal interaction influences the development of social intelligence in older preschoolers. Its content shows that the influence of speech is realised through several interrelated channels: dialogical coordination of joint activities, communication with adults and peers, verbal accompaniment of play, verbalisation of emotional and mental states, explanation of personal intentions, and verbal regulation of behaviour. All these mechanisms are linked not only to the expansion of the child's communicative experience, but also to the development of the ability to comprehend another person's perspective, coordinate actions, interpret internal states, and adapt behaviour to the social context.

Thus, verbal interaction in the later preschool years acts as a mechanism through which the cognitive, emotional and behavioural-regulatory components of social intelligence are integrated. Its influence is realised not through the mere fact of verbal activity, but through specific forms of communicative participation, within which the child learns to understand others, coordinate interaction, negotiate, explain personal actions and consider changes in the social situation. This provides grounds for considering verbal interaction as one of the factors ensuring the functional development of social intelligence in older preschoolers.

Pedagogical conditions for the development of social intelligence in verbal interaction. A theoretical comparison of academic and normative sources provides grounds for asserting that the development of social intelligence in older

preschool children during verbal interaction is determined not by the mere fact of the child's involvement in communication, but by the nature of the pedagogically organised environment in which this communication takes place. Within this approach, verbal interaction is viewed as a component of the educational process that determines the ways of making contact, models for interpreting emotional and behavioural manifestations, forms of coordinating actions, and rules for participating in joint activities. Under such conditions, social intelligence is formed not only through the individual accumulation of experience, but also through pedagogically supported situations in which the child is given the opportunity to speak, listen, explain, ask questions, negotiate, respond to the position of others, and adapt their behaviour depending on the context. Accordingly, the focus is not on individual speech exercises, but on educational conditions that ensure the child's systematic inclusion in meaningful communicative interaction (Order of the Ministry..., 2021; UNESCO, n.d.).

The first pedagogical condition is linguistic play. A theoretical comparison of scientific and normative sources provides grounds for viewing linguistic play as a specific form of verbal interaction, within which linguistic activity, the semantic coordination of actions, the interpretation of a partner's remarks, and the varied use of linguistic means in accordance with the communicative situation are combined. In the context of the development of social intelligence, its significance lies in the fact that the child not only uses words but also takes into account the other person's

reaction, selects a linguistic form in accordance with the rules of interaction, correlates personal utterance with the partner's communicative intent, and changes the manner of linguistic action depending on the course of the joint activity. Linguistic play creates conditions for the development of social cognition, emotional comprehension, the interpretation of another person's intentions, and behavioural flexibility, as it requires the recognition of meanings, responding to role changes, adherence to the rules of linguistic participation, and the coordination of actions within the communicative space. The pedagogical significance of language is determined by the fact that it shifts speech from the realm of reproducing linguistic units to the realm of interaction, where words are used as a means of agreement, clarification, explanation, linguistic influence and the joint construction of meaning. Therefore, the inclusion of linguistic play in the educational environment creates the conditions for the targeted development of social intelligence in the later years of early childhood (UNESCO & UNICEF, 2024; Leseman & Slot, 2025).

The second pedagogical condition is the encouragement of children's initiative in communication. A comparison of academic and regulatory sources shows that the development of social intelligence is not fully accomplished in conditions where the child remains merely the recipient of instructions or the executor of an adult's linguistic demands. Its development requires a pedagogical environment in which the child is given the opportunity to independently initiate interaction, address communication partners, ask questions, formulate suggestions, explain personal ideas, argue their position and respond to alternative points of view. In this context, supporting initiative does not mean formally approving every utterance, but rather creating communicative situations in which a child's response carries substantive weight, influences the course of the interaction and shapes its further development. Under such conditions, speech fulfils not only a function of expression but also a

function of social influence, which requires consideration of the reaction of the other participant in the communication, aligning personal intentions with those of one's partners, and adjusting the manner of verbal participation accordingly. As a result, skills of agreement, experience of participating in communicative interaction, and the ability to regulate behaviour through speech are formed. Educational support for children's initiative is thus linked to the development of the ability to appropriately choose the content, form, timing and communicative purpose of an utterance within a specific social context (Order of the Ministry..., 2021; UNESCO, n.d.).

The third pedagogical condition is the dialogical organisation of the educational environment. Theoretical analysis shows that verbal interaction becomes developmentally significant when a child is engaged not merely in the reproductive repetition of ready-made utterances, but in an exchange of remarks based on mutual consideration of each other's perspectives. Dialogicality in this case means that the educational environment encourages the child's questions, which can be answered in a variety of ways, and creates situations for clarification, explanation, justification, agreement and disagreement. In such an organisation of communication, utterances begin to be perceived not merely as naming an object or an action, but as an expression of a position, intention and attitude towards the other participant in the interaction. As a result, speech becomes a means of aligning personal perspective with that of another person. This creates conditions for the development of such components of social intelligence as orientation in interpersonal situations, interpretation of a partner's position, and the ability to adjust personal behaviour in response to changes in the communicative context. Within the context of early years education, such a dialogical approach involves not only children's linguistic activity but also a specific type of pedagogical interaction in which the adult does not limit communication to the "correct" answer but supports the process of

joint sense-making (UNESCO & UNICEF, 2024; Leseman & Slot, 2025).

The fourth pedagogical condition is the communicative richness of role-play. In theoretical and normative sources, play is presented as a form of activity in which speech is integrated into the very structure of social interaction. During the game, the child not only plays a role but also coordinates it with other participants, introduces rules, adjusts the course of events, explains the meaning of actions, agrees on the distribution of roles, comments on violations and restores the sequence of joint activity. This means that pedagogically organised play creates situations in which speech becomes a tool for coordination, interpretation and regulation, rather than merely an accompaniment to action. In such an environment, social intelligence develops through the constant comparison of one's role with that of other participants, through the need to consider the logic of the plot, the reactions of partners and jointly upheld rules. The communicative richness of the game is linked not to the number of utterances, but to the extent to which speech is involved in solving a shared task, redistributing roles, clarifying intentions and coordinating behaviour. Under such conditions, play becomes not only a symbolic but also a socio-cognitive practice, within which the child learns ways of interacting with other people (UNESCO & UNICEF, 2024; Decree of the Cabinet..., 2025).

The fifth pedagogical condition is the verbal accompaniment of joint activities. The development of social intelligence requires that a child's interaction with other participants in the educational process is not limited to the parallel performance of actions but is accompanied by their verbalisation. When joint activities are described, commented on, explained and reviewed through speech, the child gains the opportunity to understand more precisely the sequence of events, the division of responsibilities, the expectations of partners and the meaning of personal participation. In this case, speech acts as a form of organising experience: through it, the rules of cooperation

are established, the causes of difficulties are clarified, the sequence of actions is determined, and changes in the participants' plans or intentions are noted. This creates conditions for the development of behavioural flexibility, as the child learns to change their mode of participation not impulsively, but based on situational awareness. Verbal support for joint activity is also linked to the development of social forecasting, as it provides a more accurate interpretation of others' expectations, the appropriateness of personal actions, and the possible consequences of changes in the course of interaction (Leseman & Slot, 2025).

The sixth pedagogical condition is the creation of situations for discussing emotional states, intentions and actions. Theoretical analysis suggests that social intelligence develops more fully when the inner meaning of behaviour becomes the subject of verbal reflection. If pedagogical interaction involves naming emotions, explaining their causes, comparing different reactions to a single event, and discussing the intentions of characters in a game or real participants in communication, the ability to link an external action with an internal state is formed. This changes the nature of social interpretation: instead of directly equating an action with its result, the ability to perceive the motive, expectation, or emotional cause of behaviour develops. Discussing emotional states and intentions in pedagogically organised communication also contributes to the differentiation of the vocabulary describing a person's inner world. As a result, not only does the range of linguistic means increase, but so does the accuracy of social interpretation, as the child acquires words to denote phenomena that were previously perceived merely as a general impression of another's behaviour. Such linguistic mediation of a person's inner world is directly linked to the development of social cognition, emotional understanding and the interpretation of another person's perspective (UNESCO, n.d.; UNESCO & UNICEF, 2024).

The seventh pedagogical condition involves engaging the child in interaction with various

partners – adults and peers. A theoretical comparison of sources shows that different types of partnership lead to different trajectories of social intelligence development. Interaction with adults establishes models for interpreting social events, introduces the child to discussing emotions, causes, rules and consequences, and shapes the experience of meaningful communication. Interaction with peers, on the other hand, requires independent negotiation of positions, defending personal ideas, accepting rejection, revising rules and re-establishing contact after a breakdown in interaction. If the educational environment provides both types of communicative experience, the child's social intelligence develops more comprehensively: on the one hand, the child acquires meaningful models for understanding social situations; on the other, they practise the independent application of these models in joint activities. The combination of vertical and horizontal interaction creates the conditions for the development of both the interpretation of others' behaviour and the regulation of personal actions in situations of real communicative choice (Decree of the Cabinet..., 2025; Leseman & Slot, 2025).

The results of the analysis also provide grounds for asserting that the pedagogical conditions for the development of social intelligence in verbal interaction must be systematic rather than sporadic. Creation of a single communicatively rich situation does not in itself ensure a lasting effect if it is not supported by the overall logic of the educational environment. In this context, pedagogically organised verbal interaction should encompass various forms of a child's everyday life in a preschool setting: play, discussion, joint task completion, conflict resolution, commenting on characters' behaviour, explaining personal actions, and collective decision-making. It is the systematic nature of such practices that transforms individual speech episodes into accumulated social experience. This means that the development of social intelligence is linked not to isolated speech-stimulation techniques, but to the consistent inclusion

of the child in those forms of communicative participation where words serve as a means of interpretation, coordination and self-regulation (Order of the Ministry..., 2021).

A review of academic and regulatory sources also suggests that the development of social intelligence is related to the communicative accessibility of the educational environment. This means that children must be given the opportunity to express themselves, to be heard, to revisit personal comments, to clarify them, to change their position, or to question the proposed solution. Communicative accessibility is not limited to a generally supportive atmosphere; it involves specific pedagogical approaches in which the child has a genuine right to participate in discourse. This approach is substantial for social intelligence, as without the opportunity to engage as an active participant, the child does not gain experience of social interaction, and consequently, their speech does not become a tool for interpretation of another person. Accordingly, linguistic interaction develops social intelligence not in and of itself, but when it is pedagogically organised as a space for mutual address, coordination and interpretation. Figure 2 presents the pedagogical conditions for the development of social intelligence in older preschoolers through linguistic interaction. Figure 2 summarises the pedagogical conditions for the development of social intelligence in older preschoolers through verbal interaction. The diagram illustrates that such development is determined not by individual language exercises, but by the organisation of the educational environment, within which the child is systematically engaged in linguistic play, dialogic interaction, initiates communication, participates in communicatively rich role-play, accompanies joint activities with speech, discusses emotional states, intentions and actions, and interacts with adults and peers. The combination of these conditions facilitates the transition from isolated speech acts to speech interaction as a means of comprehending others, coordinating actions, cooperating and regulating behaviour.

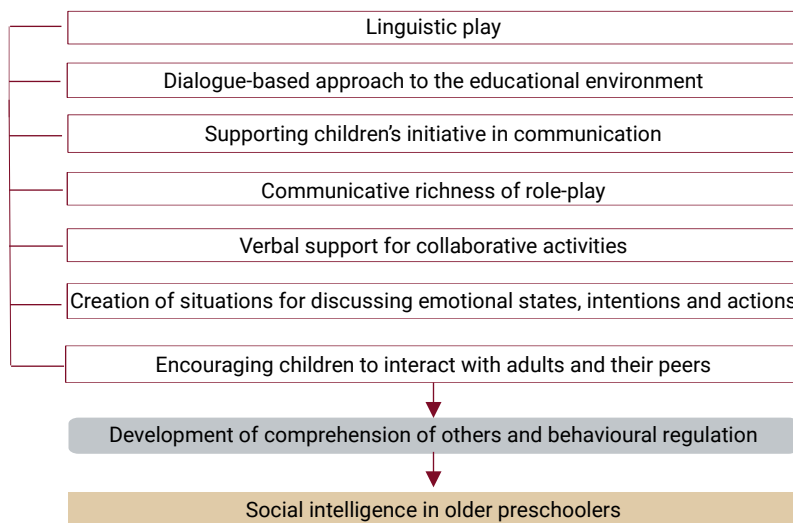


Figure 2. Educational conditions for the development of social intelligence in older preschool children through verbal interaction

Source: compiled by the author based on Order of the Ministry of Education and Science of Ukraine No. v0033729-21... (2021), UNESCO & UNICEF (2024), Decree of the Cabinet of the Ministers of Ukraine No. 1557-2025-p "On Approval of the State Standard of Preschool Education" (2025), P. Leseman & P. Slot (2025), UNESCO (n.d.)

Thus, the pedagogical conditions for the development of social intelligence in verbal interaction encompass the dialogical organisation of the educational environment, the encouragement of children's initiative in communication, the communicative richness of role-play, verbal support for joint activities, the creation of situations for discussing emotional states, intentions and actions, as well as involving the child in interaction with various partners – adults and peers. Together, these conditions demonstrate that the pedagogical potential of verbal interaction lies not in increasing the number of verbal contacts, but in organising communicative experiences in such a way that the child learns to perceive others, coordinate actions, regulate their behaviour, and transform social situations into spaces of meaningful interaction. In this context, verbal interaction serves not only as a means of speech development but also as a pedagogically guided environment for the formation of social intelligence in older preschoolers.

Discussion

The findings are consistent with previous studies in which social-emotional development in early childhood has been linked to the quality of educational interactions, the structure of the communicative environment, and specifically designed pedagogical interventions. A meta-analytic review by D. Murano *et al.* (2020) shows that early childhood social-emotional learning interventions are associated with the development of social and emotional skills and a reduction in problem behaviour. A similar trend is evident in the systematic map of systematic reviews prepared by D. Djamnezhad *et al.* (2021), where social-emotional learning in preschool settings was considered a component of the early educational environment linked to subsequent educational and behavioural outcomes. This corresponds with the findings of the present study, in which the social intelligence of older preschoolers was defined as a multi-component construct encompassing social cognition, emotional awareness, the interpretation of

another person's internal states, experience of interaction, and behavioural flexibility.

The findings regarding the mechanisms underlying the effects of verbal interaction are also consistent with previous research. A systematic review by P.-M. Washington-Nortey *et al.* (2022) showed that interaction with peers is associated with speech development in preschoolers, which confirms the conclusion that communication with peers serves not only as a channel for linguistic exchange but also as an environment for coordinating positions, distributing roles and sustaining joint activity. In an analysis of teachers' interaction strategies with children aged 2-5, S. Houen *et al.* (2022) concluded that rich conversational situations depend on the way in which the child is pedagogically engaged in dialogue. This conclusion aligns with the findings of the present study, where the development of social intelligence is linked not to the quantity of verbal contacts, but to the quality of dialogic interaction, verbal accompaniment of joint activities, and discussion of emotional states, intentions and actions. In a systematic review of children's social interaction in preschool settings, F. Aya & S. Shigeki (2022) demonstrate that it encompasses not only speech but also participation in joint actions, mutual responsiveness and behavioural coordination. This corresponds with the conclusion of the present study that verbal interaction does not exist in isolation from the broader context of joint activity, but is embedded within playful, behavioural and emotionally rich interaction. In this sense, speech serves not merely as a means of expression, but also of explanation, coordination, agreement and behavioural regulation. At the same time, the conclusion regarding the significance of verbalising emotional and mental states is consistent with the approach presented by K. Bartsch & H. Wellman (1995), on which the analytical section of the study was based: the verbalisation of internal states creates the conditions for a transition from the external perception of behaviour to its explanation in terms of desires, intentions, knowledge and experiences.

The pedagogical implications of these findings are also supported by research and normative approaches to early years education. In a meta-analysis of social interventions for preschool children with early emotional and behavioural difficulties, X. Dong *et al.* (2023) demonstrated a link between targeted pedagogical interventions and the development of social skills. This is consistent with the findings of the present study, in which the development of social intelligence in verbal interaction is not viewed as a spontaneous process, but is linked to specific pedagogical conditions. In their analysis of the quality of adult-child interaction in early education, S. Howard *et al.* (2024) also demonstrated its link to developmental and educational outcomes. This approach is consistent with the conclusion that a dialogical organisation of the educational environment, support for children's initiative, communicative richness in play, verbal accompaniment of joint activities, and the involvement of children in various forms of interaction are conditions for the development of social intelligence.

A similar thematic focus can also be observed in studies examining the linguistic expression of emotional states, the relationship between language and social cognition, and the role of the linguistic environment in preschool education. In a systematic review on "emotion talk" in early childhood, K. Houston *et al.* (2024) demonstrated that talking about emotions is linked to the development of emotional comprehension, social interaction, and a child's ability to make sense of internal states. This is consistent with the findings of the present study, in which the verbalisation of emotional and mental states was considered as one of the mechanisms for the development of social intelligence. A similar finding is presented in the systematic review by E. Grau-Husarikova *et al.* (2024), which analysed the relationship between language and social cognition and emotional competence in typical and atypical development. This study demonstrates that linguistic abilities are linked to the comprehension of social information, the interpretation of internal states,

and the development of emotional competence. This corresponds with the conclusion of the present study that linguistic interaction in late preschool age combines linguistic, psychological, and socio-behavioural dimensions. This finding is further supported by a series of meta-analyses by K. Wieczorek *et al.* (2025), which established a link between language abilities and social competence in children with and without speech disorders. In the present study, this link was specified in terms of the mechanisms of verbal interaction: agreement on positions, interpretation of the partner's reaction, verbalisation of internal states, and explanation of personal intentions.

The pedagogical implications of these findings are also consistent with research in which the social development of preschool children has been examined through their interactions with peers and their inclusion within the group. P. Kutnick & J. Colwell (2024) demonstrated that peer-based relational intervention in a preschool setting is associated with the development of social competence and social inclusion. This is consistent with the findings of a study in which interaction with peers was viewed as an environment for developing skills in negotiation, rule-making, cooperation and maintaining contact. The difference lies in the fact that in the study by P. Kutnick & J. Colwell, the focus is on the intervention format, whereas in this article, the emphasis is shifted to the linguistic mechanisms through which peer interaction influences social intelligence. This clarification specified that peer interaction develops social understanding not in and of itself, but through the linguistic coordination of roles, positions and actions. A similar inclusive perspective is evident in the systematic review by S. Kelles *et al.* (2021), which emphasises interventions that promote the social inclusion of preschool children from immigrant and ethnic minority families. In this study, social inclusion is linked to the organisation of the environment, which ensures the child's participation in interactions with peers and adults. This is consistent with the conclusion of this article that the development of social

intelligence depends on pedagogically organised conditions, namely on the dialogical structure of the educational environment, the encouragement of initiative in communication, and the inclusion of the child in various forms of interaction. The findings regarding the role of adults in organising the language environment are also consistent with the systematic review by E. Hadley *et al.* (2022a), which analysed teacher language practices and their relationship with children's oral language outcomes in early educational settings. This review shows that teachers' language practices depend on the goals of the interaction, the context, and the composition of the participants. This aligns with the conclusion of the present study that verbal interaction with an adult is not a neutral accompaniment to the educational process, but rather a model for interpreting the social situation in which the child learns ways of explaining actions, emotions and intentions.

In a meta-analysis of teacher language practices in early learning settings, E. Hadley *et al.* (2022b) demonstrate a link between teachers' language practices and children's language outcomes. This is consistent with the conclusion of the present study that the role of the adult in linguistic interaction lies in organising forms of communication in which the child receives models for explaining social situations, expressing emotional states through language, and coordinating joint activities. In the study by J. Finders *et al.* (2023), language environments in early education are considered as a set of conditions and types of experience that promote language development. This corresponds with the conclusion of the present study that the development of social intelligence in linguistic interaction depends on the characteristics of the communicative environment, and not merely on the child's individual linguistic activity. The findings regarding the interpretation of another person's internal states are consistent with the data from I.-N. Fu *et al.* (2023); in a systematic review of measures of theory of mind in children, it is shown that this is a multidimensional ability associated with the attribution of mental states to

oneself and others. This confirms the conclusion of the present study that the verbalisation of intentions, knowledge, experiences and expectations creates conditions not only for the external coordination of behaviour, but also for understanding another person's mental world. The pedagogical dimension of the findings is also consistent with research on the quality of early childhood education. A systematic review and meta-analysis by A. Rademacher *et al.* (2025) show that the quality of early childhood education and care is linked to children's subsequent academic outcomes in primary school; key components of quality identified include the child-to-staff ratio, staff qualifications, the learning environment and the quality of teacher-child interactions. Another area of comparison relates to the role of language in children's broader socio-emotional functioning. In a systematic review on developmental language disorder, M. van Barneveld *et al.* (2025) examined the relationship between language difficulties, socio-emotional functioning and quality of life from childhood to young adulthood. This corresponds with the conclusion of the study regarding the systemic nature of the link between speech and social intelligence: speech is embedded in the mechanisms of social understanding, behavioural regulation and participation in interaction. A similar perspective is taken in the systematic review by K. Nilfyr & L. Ewe (2025), in which emotional self-regulation in early childhood is examined from an interactionist perspective. This approach is consistent with the conclusion of the present study that social intelligence and speech interaction are linked through coordination, attunement, emotional response and behavioural adjustment in real-life communicative situations. The findings are also consistent with research into teaching practices that combine language development with social and emotional development. In their narrative review of shared book reading, R. Schapira & I. Grazzani (2025) demonstrate that shared reading in an educational setting can be used to support social and emotional competencies. This corresponds with the conclusion of the present study

regarding the advisability of creating situations in which emotional states, intentions and actions become the subject of shared verbal discussion.

Conclusions

The study found that the social intelligence of older preschoolers should be viewed as a multi-component construct, comprising social cognition, emotional understanding, the interpretation of another person's intentions and feelings, social interaction experience, and behavioural flexibility. The study found that in the senior preschool age, it is manifested not in the form of isolated social skills, but as a system of interrelated abilities that is used by the child to navigate interpersonal situations, recognise emotional states, understand the motives behind behaviour, anticipate a partner's reactions, and adjust personal behaviour following the context of the interaction. This specified the psychological content of social intelligence within the context of preschool development and demonstrated its connection with the cognitive, emotional and socio-behavioural dimensions of personality formation. The theoretical analysis established that verbal interaction is one of the mechanisms for the development of social intelligence in older preschoolers. The study established that its influence is realised through dialogic speech, communication with adults and peers, verbal accompaniment of play, verbalisation of emotional and mental states, explanation of personal intentions, coordination of roles and rules, as well as verbal regulation of joint activity. The study demonstrated that dialogue facilitates the coordination of joint activities and the alignment of participants' perspectives; communication with adults introduces children to models for interpreting social situations; interaction with peers develops skills in reaching agreements, accepting others' perspectives, revising rules and maintaining contact; verbal accompaniment of play is linked to the social regulation of behaviour; the verbalisation of internal states shifts social understanding from the external perception of behaviour to its explanation through

intentions, experiences and expectations. Thus, verbal interaction is not a secondary phenomenon, but a process within which the cognitive, emotional and behavioural components of social intelligence are coordinated.

An analysis of the results has highlighted the pedagogical conditions under which verbal interaction contributes to the development of social intelligence in older preschool children. These include the dialogical organisation of the educational environment, support for children's initiative in communication, the communicative richness of role-play, verbal support for joint activities, the creation of situations for discussing emotional states, intentions and actions, as well as involving the child in interaction with various partners – adults and peers. It has been established that the development of social intelligence in verbal interaction is not spontaneous, but depends on how the child's communicative experience is organised within the preschool education setting. The study demonstrated that the pedagogical potential of verbal interaction lies not

only in stimulating verbal activity, but in creating situations in which the child explains, negotiates, clarifies, responds to the position of others, modifies personal behaviour, and relates their actions to those of other participants in the interaction. The practical outcome of the study lies in the possibility of using its findings to organise a communication-rich educational environment, improve role-play activities, and prepare teachers to use dialogical forms of interaction with older preschoolers. The limitations of the study are related to its theoretical nature. Further study of the topic could conduct an empirical testing of the identified mechanisms and pedagogical conditions.

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Мовленнєва взаємодія як чинник розвитку соціального інтелекту старших дошкільників

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Анотація. Метою дослідження було з'ясування того, яким чином мовленнєва взаємодія впливає на формування й розвиток соціального інтелекту у старшому дошкільному віці. Дослідження виконано у форматі теоретичного якісного порівняльно-інтерпретаційного аналізу наукових і нормативних джерел, зіставлених за психологічними, лінгвістичними та педагогічними параметрами проблеми. У результаті встановлено, що соціальний інтелект старших дошкільників має багатокомпонентну структуру і охоплює соціальне пізнання, емоційне розуміння, інтерпретацію намірів і переживань іншої людини, соціальний досвід взаємодії та поведінкову гнучкість. Виявлено, що мовленнєва взаємодія забезпечує розвиток цих компонентів не як супровідний елемент спілкування, а як механізм координації спільної діяльності, узгодження позицій, вербалізації емоційних і ментальних станів, пояснення власних намірів і регуляції поведінки у взаємодії з дорослими й однолітками. Показано, що діалогічне мовлення пов'язане з розвитком здатності дитини враховувати позицію іншого, спілкування з дорослим – із засвоєнням моделей тлумачення соціальних ситуацій, взаємодія з однолітками – з формуванням навичок домовленості й перегляду правил, а мовленнєвий супровід сюжетно-рольової гри – з розвитком соціальної регуляції поведінки. Визначено, що педагогічні умови розвитку соціального інтелекту в мовленнєвій взаємодії охоплюють діалогічну організацію освітнього середовища, підтримку дитячої ініціативи у спілкуванні, комунікативну насиченість гри, мовленнєвий супровід спільної діяльності, створення ситуацій для обговорення емоційних станів, намірів і вчинків, а також залучення дитини до взаємодії з дорослими й однолітками. Доведено доцільність розгляду проблеми на перетині психологічного, лінгвістичного та педагогічного підходів, оскільки соціальний інтелект у старшому дошкільному віці формується в процесі змістовно організованої комунікативної практики. Практична значущість дослідження полягає в можливості використання його результатів для організації комунікативно насиченого освітнього середовища, удосконалення сюжетно-рольової гри та підготовки педагогів до використання діалогічних форм взаємодії зі старшими дошкільниками

Ключові слова: емоційна компетентність; мовленнєві ігри; розуміння емоцій; рольова гра; комунікативні навички