

COMMUNICATION THROUGH THE FINE ARTS

M.Sc. Elinda Rexha Pruthi “Fehmi Agani” University – Gjakovë

elinda.pruthi@uni-gjk.org

Arrita Pruthi-“Fehmi Agani” University – Gjakovë

pruthiarrita2@gmail.com

ABSTRACT

The paper entitled “Communication through the Fine Arts” addresses the importance and essential and multifaceted role of the fine arts in promoting verbal and nonverbal communication in preschoolers. Based on the critical role of early childhood for the overall development of the child, this research elaborates on how artistic expressions, such as: drawing, music, dance, crafts and dramatic play, serve as unique platforms to articulate thoughts, emotions and understanding, as well as to form communicative competence in children.

The purpose of the paper is based on identifying the role of integrating language and fine arts, as well as the impact on the development of verbal and nonverbal communication skills in preschoolers. A total of 50 participants participated in the research, with the sample consisting of educators, parents, preschool students/internships and support teachers from the municipality of Gjakova. The research was distributed online, and the research instrument was a semi-structured survey questionnaire with closed alternatives, carried out through various social networks. The methodology of the work was mixed, with theoretical and practical research methods. The research results were analyzed with statistical platforms and presented with numerical values and graphs.

The results of the study highlighted the effect and importance of activities based on fine arts, in terms of vocabulary development and encouraging communication, bringing important data for the interdisciplinary integration between the field of language and communication and fine arts.

Keywords: *verbal communication, non-verbal communication, fine arts, communication skills, preschool education.*

INTRODUCTION

Communication is one of the fundamental life skills for the holistic development of children, especially in the preschool age, when the foundations of social interaction and overall learning are formed. It includes two main forms: **verbal communication**, which is realized through spoken language, and **nonverbal communication**, expressed through facial expressions and body movements. During this important developmental period, children acquire various ways of expressing their needs, emotions, and thoughts, using not only words but also nonverbal elements.

This paper aims to examine the role and importance of communication in relation to the fine arts in preschool children, to analyze the influence of the environment and preschool education on their development, and to highlight the positive effects that the fine arts have on the linguistic and emotional development of early childhood. Based on various scholarly sources and educational practices, the study seeks to contribute to a deeper understanding of how the quality of preschool education can be improved and how healthy developmental processes in preschool children can be encouraged. Through the fine arts—such as drawing, music, reading, drama, handicrafts, and dance—children are given the opportunity to develop and enhance their communication in a creative and inclusive manner.

Accordingly, the paper focuses on key aspects such as knowledge about communication and its types, the importance of communication in connection with the fine arts, the role of preschool education and the essential elements for children's development and skill acquisition, as well as the impact of art on the development of communication and language advancement in children. This approach helps identify best practices for supporting the comprehensive development of children during early childhood. In this process, parents and educators play a crucial role in fostering verbal communication by employing various strategies that involve attention to body language and children's nonverbal expressions, encouraging interaction and dialogue. Their role is fundamental, as they create a positive and stimulating environment in which children feel safe and encouraged to express themselves and their inner world. Through the fine arts, children develop linguistic expression and communication, experience emotions, enhance creativity and social skills, and positively influence their further emotional, intellectual, and social development.

CHAPTER I

1. COMMUNICATION AS A PROCESS, ITS ROLE AND IMPORTANCE IN EARLY CHILDHOOD EDUCATION

The word **communication** originates from the Latin *communicatio*, which has two meanings: notification or information-sharing, and connection or linkage. In everyday language, communication is often used as a synonym for conversation; however, communication is more than a simple exchange of words. Communication can be more effectively understood through drawing and symbols (Xhakli, 2016, p. 48).

In early childhood (the preschool period), communication is not merely a skill, but the central axis of a child's holistic development. It represents a fundamental and highly complex process, as it forms the basis of all human interaction.

Everything we do in our relationships with children constitutes a form of communication. Not only words, but also tone of voice, facial expressions, and body language and gestures have a powerful influence on a child's life. The way we communicate with children can convey messages of respect, empathy, and care, but it can also transmit opposite messages (Miller, 2005). Communication is any process through which people share information, ideas, and emotions. It includes not only spoken or written words, but also body language and style, in other words, everything that contributes to the meaning of a message. Thus, communication is viewed as a transaction that involves not only physical actions but also psychological ones. Communication is a message exchange, where teaching is the message delivered by the teacher and learning is the message received by the student (Gixhari, 2016, p. 7).

Verbal communication is enabled through language and speech. Words are the key to success. Knowing how to speak is an art that everyone can learn. Nonverbal communication constitutes the majority of communication. Some researchers claim that approximately 65–70% of communication is nonverbal. Studies confirm that nonverbal communication is often far more significant than verbal communication (Doli Kryeziu, S. & Rexha Pruthi, E., 2020).

Based on the definitions of various scholars, Panxhi (2016) cites that “communication is the transmission of ideas, emotions, information, and skills through the use of symbols, words, numbers, graphs, and images” (Berelson & Steiner, 1964, p. 254). Individuals voluntarily invest energy to fulfill their needs through the use of discourse, which presupposes the use of language, whose modalities are determined by communicative purposes. Language is a tool of communication, whose organization has developed over time to achieve specific goals, and its use for such purposes guarantees the continuity of its functioning (Martinet, 1974, p. 212).

Communication in early preschool education is among the fundamental factors for a child’s overall development, influencing not only linguistic abilities but also social, emotional, and academic aspects. It interweaves individuals, ideas, and their worlds, enabling understanding, cooperation, and progress.

1.1. Communication as an act of socialization

Communication is among the essential elements of socialization and the construction of interpersonal relationships among individuals. As an act of socialization, communication serves not only for the exchange of information, but also for the formation of social bonds and the transmission of norms, values, and acceptable behaviors within a group or society.

“No type of human activity can be conceived without the exchange of messages. Thus, to communicate means to live, and to live means to communicate” (Memushaj, 2004, p. 23).

According to Hudson (2002, p. 105), language itself is a tool of socialization, a term that expresses the process through which children become fully competent members of their respective society. Nevertheless, most of culture is transmitted through speech, and it is often stated that the development of human speech made possible the replacement of biological evolution, which operates through genes, with cultural evolution, which operates through minds. This implies that language is the central component of the socialization process.

“When we communicate, we do not merely exchange information, but simultaneously enter into social relationships. For this reason, every exchange of information is embedded in

processes of understanding, cooperation, and mutual interpretation of reasons for action, intentions, discourse, and expected behaviors” (Scherr, 2000, p. 176).

“The child is born biologically prepared to speak, but speech develops in the child alongside physical, emotional, and cultural development, taking as a model the speech of the micro-environment to which the child belongs” (Shkurtaj, 2009, p. 97). The social environment has a direct influence on the enrichment of vocabulary. Social differences affect not only the quantitative aspect of language, but also the formal aspects of syntactic and grammatical structure. The structure of child language also appears to be linked to affective and cognitive stimulation (Reçka, 2005, p. 80).

Researchers emphasize that “child development generally does not occur in laboratories, but at home within the family; at school with classmates and teachers; in playgrounds with neighbors and peers; and, more broadly, within a wider social and cultural environment. Development therefore always occurs within a context, and most importantly, circumstances often influence the course of development” (Vasta, Haith & Miller, 2007, p. 71).

1.2. The Formation of Communicative Competence and Spoken Fluency

By competence, we mean the ability of individuals to communicate under conditions determined by linguistic, social, psychological, pragmatic, and other norms. The ability to produce and understand messages in a given language also requires a range of extralinguistic skills. Communicative competence requires that the speaker knows how to produce the message appropriately for a given situation, embed it in the relevant context, use the basic linguistic tools and other supportive codes—such as gestures, postures, and facial expressions—and be able to switch from one language variety to another.

To understand the changes that occur in children’s language use from around the age of four and their impact on cognitive development, researchers focus both on word comprehension and on speech fluency. Verbal comprehensibility and oral fluency develop with age, as children gradually acquire appropriate, sophisticated metacognitive strategies for verbal understanding and expressive abilities (Orhani, 2016, p.195).

According to researchers, communicative competence consists of four components, namely:

- 1) **Grammatical competence:** *knowledge of words and rules;*
- 2) **Sociolinguistic competence:** *understanding the social and cultural norms of speech use,*
- 3) **Discourse competence:** *ability to maintain cohesion and coherence in communication;*
- 4) **Strategic competence:** *appropriate use of utterances according to communication strategies (Canale & Swain, 1971; Hymes, 1971; Brumfit & Johnson, 1979)*

The ability to produce and comprehend messages in a given language does not imply only grammatical or lexical proficiency, but necessarily requires a range of extralinguistic skills, including cultural, ethnographic, and social competencies (Shkurtaj, 2009).

The concept of communication involves an exchange between the speaker and the listener(s) to convey facts, opinions, or information through speech, writing, or signs—something that is transmitted or shared, such as a document or a message carrying news, viewpoints, information, etc. The participants in the communication process include the self or the speaking subject, the interlocutor or co-speaker, and the entity or topic being discussed.

Today, communication constitutes one of the core skills every individual should master, which is why it is considered a fundamental competence in educational systems. In schools, communication is defined as the process through which the content of a message is conveyed, serving as a tool to create shared understanding. This process requires a rich and extensive repertoire of expressions for personal and interpersonal interactions, encompassing listening, observing, speaking, questioning, analyzing, and evaluating. Communication is closely and directly linked to the development of language and classroom discourse (Musai, 2014, p.227).

1.3. Functions of Language in Message Communication

Language is the main tool of human communication and involves the use of symbols to convey messages to others or to oneself. Language allows us to express ideas that are not related to the present. We can talk about the past, the future, and the present (Pettijohn, 1996, p.269). Language is a form of communication that uses the manipulation of symbols to transmit meanings and messages. Grammar is the set of rules that determines what structure language must have in order to be understood. The main sounds of speech are called phonemes. Phonemes combine into morphemes, which are the smallest units of meaning in language. Syntax is the part of grammar that arranges words into phrases and sentences. The meaning of language is called semantics. Humans acquire language according to a regular model. Infants initially cry at birth, make sounds when they are one month old, coo at six months, and speak when they reach one year. During the second year, children use one-word sentences. Here we are dealing with holophrastic speech. Around the age of two, children use telegraphic speech, in which they form two-word sentences. Later, their sentences become longer and more complex, and their vocabulary grows (Pettijohn, 1996, p.309).

The functions of language are infinite, as they are, more than functions of language itself, functions of human activity realized through language. The theory of language functions has a long tradition, which states that the fundamental function of language is to express and communicate thought.

According to Shkurtaj (2009): The scheme of language functions, now generally accepted, is the one proposed by the well-known linguist Roman Jakobson, who reexamined and deepened Bühler's concept of six main functions:

- 1) *Referential or denotative (naming) function, which relates to the referent, to things, to the concrete and imagined external reality, and to the expression of thought;*
- 2) *Expressive (emotive) function, which relates to the speaker, their intention, emotional state, behavior, etc.*
- 3) *Conative (directive) function, which relates to the listener—or more precisely, to the addressee—and to what the speaker aims to elicit from them;*

- 4) *Metalinguistic, which relates to the code being used; every message manifests a sort of “revelation” of the code on which it is formed;*
- 5) *Poetic, which pertains to the message itself, to its internal organization, where the speaker operates with a degree of creativity related to the code;*
- 6) *Phatic, which concerns the psycho-physiological contact between the speaker and the addressee, through the communication channel that connects them (Shkurtaj, 2009, p.271).*

Through communication, individuals learn to interact, cooperate, and adapt to their social environment. This process begins within the family, continues in institutions such as preschools and schools, and extends across all levels of social life, moving from interpersonal communication to group and mass communication.

1.4. Types of communication and their specifics

“Communication is the process through which information is exchanged and understood between two or more people, with the aim of motivating or influencing their behaviors or attitudes. Communication requires that all parties understand a common language that can be shared” (Xhakli, 2016, p.48). Human communication is diverse and can be verbal or linguistic, and nonverbal or non-linguistic. Verbal communication occurs through spoken or written words (Gixhari, 2016, p.61). Communication is the essence of human interaction, and when it comes to preschool children, it takes on unique dimensions and specificities. Primarily, communication is divided into two main types: verbal and nonverbal, which interact with and complement each other, and are considered the foundation of language development, especially during early childhood.

1.4.1. Verbal communication – communication through words

Partners in action are simultaneously communication partners, since they exchange information and address each other reciprocally. Communication partners interact, and when they use language, they engage in linguistic interaction. Linguistic interaction is a

defining feature of language activity, and for this reason, it stands on the same level as communication (Shkurtaj, 2009, p.102).

Communication, in general, represents the process of exchanging information, ideas, feelings, and understanding between two or more individuals. Essentially, it serves as a bridge connecting individuals, their ideas, and their worlds, enabling understanding, cooperation, and progress.

"The most important tool of communication in humans is speech (verbal communication). Speaking and verbal communication rely on the human ability to produce a wide variety of sounds (phonemes) and to combine these sounds into groups that carry meaning, forming words (morphemes) and further, word systems. Spoken language and the system built upon it is the most important form of human communication because it represents a symbolic social system" (Gixhari, 2016, p.62).

Verbal communication is realized through language, words, and the selection and arrangement of words into sentences. Words can be spoken or written (Panxhi, 2016, p.52).

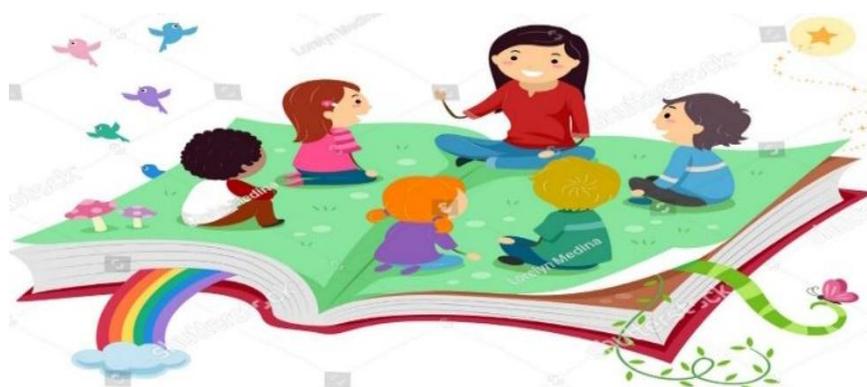


Foto 1. *Verbal communication encouragement with kids*

(Burimi: <https://www.shutterstock.com/image-vector/illustration-stickman-kids-teacher-telling-story-1146105623> , më 24.04.2025).

Characteristics of Verbal Communication

The features of verbal communication are as follows: words are a symbolic reflection of thought; the meaning of words is agreed upon socially; meaning is developed from the verbal context in which the word is used; verbal communication is primarily under conscious control (Gixhari, 2016, p.62).

"Verbal communication opens the way for social interactions that create favorable situations for educating active listening and proper reception of messages. In this regard, selecting content in various activity areas aimed at developing speech and enriching vocabulary creates attractive circumstances for a learner to correctly understand the overall structure of sentences, words, and to pronounce sounds clearly and correctly. For this purpose, in cases of deviation from the standard Albanian norm, phonetic games and reading texts rich in proper sound usage are particularly helpful, as they exercise correct and standardized pronunciation of all sounds" (Mulla, 2012, p.52).

Language is not only a tool for communication but also a means for understanding, regulating, and controlling behavior (Reçka, 2005, p.78).

1.4.2. Nonverbal Communication – Communication Through Body Language

Humans have a rich “vocabulary” for nonverbal communication, such as smiling, frowning, chewing, facial expressions, and body movements (Key, 1992), most of which are shared not only across human societies but also in some primate species (Whiten, 1994). Some of the skills necessary for symbolic play are likely innate, as maintaining symbolic representation is a general human need (Hudson, 2002, p.131).

Rrokaj (2012, p.61) emphasizes: *"Nonverbal communication is related to the use of nonverbal signs to transmit messages of various kinds."* We learn a lot about other people through nonverbal communication. The face can express many emotions, such as happiness, sadness, surprise, fear, anger, and disgust. Eye contact is important, and we tend to judge people based on the amount of eye contact we have with them. We are more likely to observe people we like, but prolonged staring can be interpreted negatively. People transmit information through body language, posture, and movements. Gestures or touch can also be used to emphasize what we say (Pettijohn, 1996, p.384).

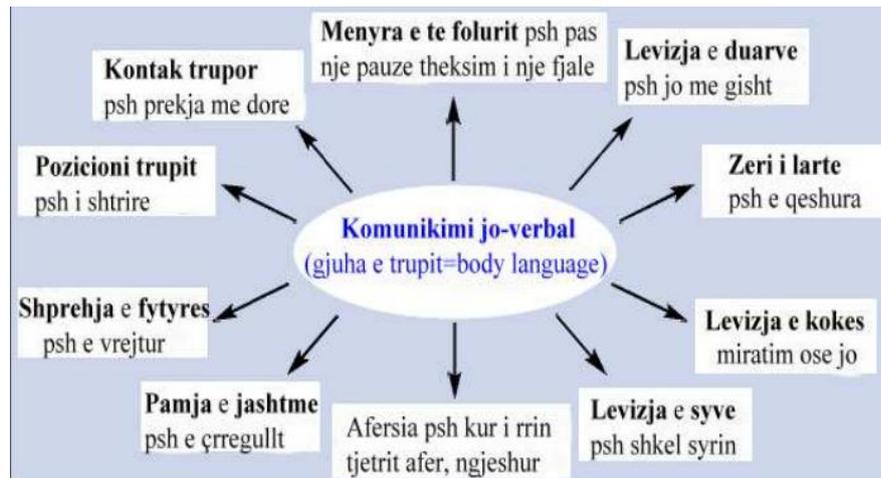


Figura 1. *Komunikimi jo-verbal dhe gjuha trupore*
(Burimi: Gixhari, 2016, f.54)

Thus, “nonverbal communication is the information and emotion expressed without words and without the aid of language. Compared to verbal communication, nonverbal communication is less controllable, but more powerful, because it conveys many emotions and feelings that are often impossible to express with words and sometimes even difficult to understand” (Doli Kryeziu & Rexha Pruthi, 2020).

Visual communication is also included in nonverbal communication, representing “communication without words” (Knapp & Hall, 2010).

Studies (Bateson, 1972; Watzlawick et al., 2008) emphasize that: “Nonverbal communication supports and complements verbal communication and also performs the function of metacommunication, as it provides a wide range of elements that help interpret verbal expressions. It gives meaning to the content aspect and also reconcretizes it” (Panxhi, 2016, p.57).



Foto 2. *Non-verbal communication-body language*

(Burimi: <https://www.dreamstime.com/illustration/children-gesture.html>, më: 24.05.2025).

CHAPTER II

2. EARLY CHILDHOOD EDUCATION AS A CATALYST FOR CHILD DEVELOPMENT

Early Childhood Education as a Foundation for Learning

Preschool education is based on the **Core Curriculum for ages 0–5** (MASHT, 2019), and the educational role of the preschool institution should be considered within the context of coordinated influences aimed at achieving the goals and objectives defined in the preschool curriculum (MASHT, 2006, p.35).

2.1. Preschool Education – The Basis of Learning Formation

During the early years of life, children’s abilities are closely linked to the time spent with peers and the quality of interactions with parents, caregivers, educators, their surroundings, and age-mates. The approach to learning encompasses all behavioral patterns that children exhibit when engaging in tasks, activities, and learning experiences across all areas of development, reflecting how children learn. Children learn best when curiosity and interest, initiative and persistence, creativity, and imagination are encouraged, supported, and integrated across developmental domains (MASHT, 2011, p.71).

Children should be educated to learn independently, developing a system of knowledge, expressions, and attitudes considered essential for coping with present and future challenges. Preschool education should foster, within age-appropriate limits, the development of traits that children will need as they grow, such as: the ability to adapt to change; critical thinking; problem-solving for new challenges; creativity, imagination, and resourcefulness; social skills to care for their environment, community, and country, among others. The process of preschool education is organized, continuous, and systematic work aimed at shaping the child of the future, capable of facing societal development and engaging with it critically (Vadahi, 2002, p.24).

The Role of the Educator in Developing Communicative Skills in Preschoolers

Educators play a crucial role in shaping both **verbal and nonverbal communication** during the critical years of early childhood, when such development is essential for children. The Core Curriculum (0–5 years) guides educators to focus their activities on achieving **competence-based learning outcomes**. At this level, educators should plan all activities using an **interdisciplinary approach**, linking curriculum areas so that educational activities contribute to achieving competence outcomes.

Learning outcomes should be achieved through **play and other educational activities**, allowing children to develop holistically, based on the following curriculum areas:

- **Languages and Communication**
- **Arts**
- **Mathematics**
- **Natural Sciences**
- **Society and Environment**
- **Physical Education, Sports, and Health**
- **Life and Work (MASHT, 2016)**

The educational process in preschool equips children with a system of **linguistic skills and expressions**, and it is the responsibility of the educator to engage in:

1. **Developing communicative abilities** related to clear expression in various situations, dialogue, storytelling, explaining and justifying, and formulating correct questions and answers.

2. **Developing writing-related skills**, including understanding the purpose of materials such as books, magazines, posters, newspapers, and dictionaries, recognizing text elements and their functions (titles, illustrative drawings), and understanding the connection between spoken and written language.
3. **Developing the use of language functions**, enabling children to name objects, actions, and emotions, retain and apply vocabulary in context, use verb tenses and personal pronouns, and employ connecting words appropriately.
4. **Developing skills to use learning tools properly**, such as handling pencils, pens, and other materials correctly (Vadahi, 2002, pp.39–40).

This approach ensures that preschool education acts as a foundation for **holistic development**, fostering language, cognitive, social, and emotional growth, which is crucial for success in later educational stages.

CHAPTER III

2. INTEGRATION OF THE FINE ARTS IN THE DEVELOPMENT OF PRE-SCHOOL CHILDREN

Integration of the Fine Arts in the Development of Communication Skills in Preschoolers

The integration of the arts is used as an **umbrella term** for incorporating the arts into general education classrooms. The four fields of the arts—music, visual arts, drama, and dance—are actively taught in connection with other subject areas such as mathematics, reading, science, and social studies. Arts integration is not just a mix of content areas; it involves coordinating and aligning activities so that lessons in one area support learning in another (Sorensen, 2010).

Art education represents a kind of encounter between the child and art, along with the emotions generated by this nonverbal communication, giving children opportunities to engage in artistic activities. By imagining and creating sounds, images, graphics, and scenarios accompanied by gestures and words, the child learns to express personal emotions and thoughts. This field encompasses all activities that allow children to communicate through visual representations, musical sounds, dramatic expression, audiovisual media, and more. In this way, the child begins to discover the many possibilities for self-expression and to give freedom to their imagination (Vadahi, 2002, p.43).

In everyday life, children are exposed to **various forms of the fine arts**, and their presence is almost ubiquitous. Daily routines in early childhood classrooms include diverse activities: children may sing different songs during morning meetings, communicate their feelings and perspectives on the world through drawings, artistic work, and dramatic play. Many researchers have emphasized the significant role of art in a child's life—from building self-esteem to facilitating and stimulating learning. Arts have the power to support the **“complete and holistic” development** of every child (Froebel, 1886, p.24), helping them develop cognitive, social, and motor skills (McKean, 1999). Art is thus recognized as a **“universal language,”** used in the context of European multilingualism (Doli Kryeziu & Rexha Pruthi, 2020) and even among children's languages around the world.

3.1. Benefits of the Arts for Developing Communication in Preschoolers

Visual arts align with personal expression, as students are able to create art that reflects their emotions, choosing the level of artistic appropriateness. When children create and write about their art, they bring their feelings and perspectives into written form (Cowan & Albers, 2006).

The connection between visual art and reading also provides mutual benefits, often through the use of illustrated books in the classroom. Educators frequently use picture books as instructional tools to draw children's attention to illustrations, which can help develop reading skills and raise awareness of art. For early readers, illustrations support the decoding of unfamiliar words. Children can draw inferences from illustrations regarding story events and how story comprehension connects with the written words on the page. During shared reading sessions, educators often ask children to use illustrations to **predict what will happen next** in the story, which enhances critical thinking and early reading skills (McDonald & Fischer, 2002).

Picture books and alphabet books are two specific types of children's books used in teaching literacy. Alphabet books reinforce phonemic awareness, while picture-rich books can also be used for discussions about visual art and creative expression. Even wordless picture books support the development of speaking and writing skills, as educators often encourage children to **narrate a story based on the illustrations** (McDonald & Fischer, 2002).

When students talk about art—whether their own creations, those of peers, or works by other artists—they are developing their **communication skills**. Artists also frequently practice critique. Critique—the process and outcome of thinking critically about art, typically involving **description, analysis, and interpretation, along with some judgment or evaluation of the quality of the work**—not only improves students' artistic abilities but also enhances their capacity to **assess and communicate effectively** (Sorensen, 2010).

3.1.1. Art as a Tool for Aesthetic Education and Language Development in Preschoolers

Art is the primary tool for the **aesthetic education** of preschool children. It represents the most complete form of aesthetic acquisition of truth. Art has its own language and specific means of expression. For preschool-aged children, it is essential during aesthetic education to utilize nearly all forms of the fine arts, particularly: **Literature, Visual Arts, Music, Theater, and Film.**

Literature – Even though preschoolers cannot yet read or write, they show interest in various literary contents. Many researchers have studied children’s interests in different types of literary works. Among the earliest studies were those by Charlotte Buhler, who analyzed the types of literary creations that preschool children are drawn to. According to her results, children aged 2–4 showed interest in stories created by their parents. Children aged 4–8, however, showed a preference for fairy tales, which she therefore called the “**period of fairy tales**”, as these stories best correspond to the child’s mentality at that age, and the characters are aligned with their psychological development.

Visual Arts – Exposure to illustrations and picture books fosters the development of interest in visual art among preschoolers. Children, inspired by photographs and illustrations, wish to hear short stories connected to the images. Well-executed illustrations serve as an important educational tool (Veseli, 1999, p.179).

Music – For a long time, music was minimally included in preschool education programs, particularly for ear training and listening skills. Thanks to scientific insights revealing the importance of the environment in developing listening and musical rhythm, preschool music education has made significant progress. From an early age, children can sing correctly if they are in a supportive musical environment. They not only reproduce simple melodies they hear but also enjoy the experience of listening to musical works performed with instruments. Early exposure to classical and high-value musical works is essential, as musical sensitivity develops during the preschool period. Music enhances the child’s sense of rhythm, harmony, and love for music. Therefore, preschoolers should have opportunities to listen to, sing, and play music, including simple instruments. A suitable repertoire includes folk songs and easy pieces from classical composers worldwide. Music as a tool

of aesthetic education can also stimulate **individual aptitudes** and, particularly, the child's creativity (Veseli, 1999, p.180).

Theater and Film – A key pedagogical task in preschool is to introduce children to understanding these forms of art. **Children's theater** has an educational character, including puppet theater, which often presents fairy tales and other age-appropriate plays. Dramatic and cinematic arts combine literature, visual arts, and music. Elements such as set design, music, lighting, and action attract children's attention and help them intuitively understand and represent an event. Educators should prepare children to analyze and evaluate what they watch (Veseli, 1999, p.181).

Today, **mass media** also plays an important role in artistic education, alongside dramatic activities. Media activities aim to actively utilize radio and television programs, technological games, animated films, and children's movies for preschool educational purposes. These serve as a major source of information that children absorb through various channels (Vadahi, 2002, p.44).

Creativity in preschoolers can be stimulated through various types of play, especially: role-playing games (puppet theater, cinema, circus, etc.); singing games; playing different instruments; reciting poems; dance games; reading illustrated books for children; folk dances; puppet theater; and free dramatizations (Veseli, 1999, p.188).

The Importance of Interaction Through the Arts in Early Communication Development

Aesthetic education begins in the family and is further cultivated in a planned, programmed, and appropriately executed manner, according to the child's cognitive abilities, across all educational activities: in **physical and health activities**, in **language development** (culture of speaking and expression), in **clean and tasteful dressing**, in **polite behavior at home, on the street, and in public places**, in **care for nature** (planting trees, maintaining gardens, protecting the environment from pollution), in **learning mathematics** (drawing shapes, geometric forms...), in **self-awareness** activities (personal and collective hygiene, cultivating elegant behavior in physical education, play, work, and social or family visits), in **music education** (listening to folk and artistic music, singing solo, duets, or in choir,

playing instruments, attending children's concerts or theater performances), and in **visual arts** (drawing, painting, sculpting, visiting art exhibitions and galleries).

From these factors arise the **tasks of aesthetic education**:

- **Enabling children to notice, identify, and experience beauty** in the natural and social environment.
- **Helping children cultivate beauty** in the natural and social environment, through play, work, behavior, and attire.
- **Teaching children to distinguish beauty from ugliness** and elegance from inelegance, so that through experiencing beauty, they learn to value it (Brada, 2013, p.130).

In aesthetic education, it is especially important to **awaken children's emotions**, which in the preschool age are not only a core part of their overall reaction to beauty but also serve as a foundation for developing an **aesthetic attitude**. Therefore, stories, fairy tales, songs, and music should stimulate children's feelings and emotional experiences.

Even at an early preschool age, children display **individual differences**. Preschoolers vary in their interests toward certain aesthetic contents and activities, as well as in their ability to absorb these aesthetic experiences. They also differ in their developmental pace. Therefore, aesthetic educational work with preschool children should focus as much as possible on **individualized attention**, working with each child separately and according to their unique needs (Veseli, 1999, p.178).

Art plays a fundamental role in the education of every child for two main reasons:

First, art expands a child's natural way of exploring the world. Children's initial explorations are based on their senses. Through art, they improve their ability to perceive and interpret. As they try to communicate their interpretations and understand the communications of others, they continuously refine their concepts and deepen their understanding of the world.

Second, art contributes to other areas of learning. Dewey (1934) explained that experiences, in order to be fully understood, must be studied through all possible modes of inquiry. He argued that it is not possible to isolate aesthetics from other cognitive ways.

Researchers Eisner (1978) and Broudy (1979) observed that understanding reading requires prior knowledge, which can only be gained through the study of art and other “subjects,” such as music, social studies, and science. Other studies also support the importance of art, emphasizing that arts programs are linked to increased achievements in reading and language, improvement of self-concept and personal adjustment, and reduction of aggression (Hall, 1979; Hanshumaker, 1980). Moreover, the inclusion of art in elementary schools has also been shown to improve achievements in reading and mathematics, as well as increase participation in learning (Ross, 1982).

3.3. The Role of Creative Arts in the Holistic Development of Children

Children’s tendency to use art as a means of communication is often motivated by the challenge posed by the complexities of the language system, which they cannot yet fully master in early years, even though they have a wealth of environmental experiences they wish to share. This encourages them to use art—especially drawing—as a communication tool. Children have different artistic ways to express themselves and make sense of the world around them, and drawing provides them the opportunity to unfold their thoughts and emotions regarding their surroundings (Anning, 1999).

Aesthetic education requires observing nature, distinguishing beauty in the natural and social environment, caring for the environment and flowers, painting and shaping with clay, paper, and cardboard, using scissors and glue, making mosaics, and engaging with illustrated texts. Aesthetic education is further nurtured through visits to parks, urban spaces, exhibitions, and puppet theater performances. Special attention should be given to listening to folk, artistic, and entertaining music, singing solo, in duets or groups, and playing musical instruments (Brada, 2013, p.206).

Art education plays a critical role in the development of creativity and self-expression during early childhood (Oktaviani, 2024). At this stage, children are in an intensive phase of exploration, where they begin to understand the world around them in various ways. Art,

in its different forms—drawing, painting, singing, and dancing—offers a rich medium for self-expression and the development of creative skills. The creative process involved in artistic activities helps children learn to think outside the box and develop innovative ideas. Through art, children can explore their imagination more freely and deeply. When children draw or paint, transforming their imagination into tangible visual forms, it helps them understand and communicate by presenting their inner world.

Educators and caregivers should provide an environment rich in artistic experiences, such as art materials, books about art, and opportunities to visit art galleries or performances. Additionally, parents can support children by participating together in artistic activities, offering encouragement, and valuing their efforts and creations. In today's digital age, technology can also be used to enrich art education (Saefurrohman, 2024).

3.4. Creating Learning Corners for Communication through the Fine Arts

Creating learning corners that integrate art and communication in preschool education is a highly effective strategy to promote communicative skills, foster creativity, and support children's emotional well-being. These corners are designated spaces within the classroom where children can explore different forms of art and use language to express themselves.

The learning corners integrating art and communication include: the Drawing and Painting Corner; Music and Dance Corner; Dramatic Play Corner; Puppet Corner; Kitchen Corner; Reading and Storytelling Corner; Message Corner; and Quiet Corner (Hoxha Cekani, 2010, pp.30–31).

In the art corner, children play, model, create, express themselves, and communicate through painting, graphics, drawing, paper, tools, and their environment. They touch, caress, press surfaces and shapes of materials, draw, cut, compile, and form different shapes. They use specific techniques for drawing, painting, gluing, constructing, and modeling with both artificial and natural materials. Children observe the world around them and create various forms using contrasts, and they work with clay, modeling materials, and other tactile substances (Ibid., p.31).



Foto 3. *Art as a stimulator of expression*

Meanwhile, for music and dance, some of the activities that can be developed in this corner are: children listen to music, express themselves and communicate through it, try to keep the rhythm in children's songs and folk songs, accompany rhythmic sensations with songs or with different instruments and movements; listen to, copy, and imitate sounds from nature; follow musical recordings and performances; sing children's songs and folk songs; perform or follow rhythmic melodies with clapping; play small rhythmic and melodic instruments; explore the characteristics of instrument sounds, "produce" simple instruments and play with them, collaborate in music educational games; improvise short or long musical motifs; express, communicate, and create through movement and dance; pay attention to body posture and movements, dance and differentiate between different movements (Po, aty. 31).



Foto 4. *Music corner as art, communication, and entertainment*

In the drama corner, children play by imitating animals and fairy tale characters; they use their voice, body, environment, props, costumes, and masks; they animate with puppets and various materials; they collaborate in play with others and participate in games with multiple scenes; they can "read" a painting or drawing and develop a story, performing

monologues, dialogues, etc.; they express themselves through body, movement, gestures, and facial expressions; they identify theater equipment such as the stage, stage props, costumes, lighting, acoustics, masks, puppets, etc.; and they experience and enact different tensions within the drama storyline.



Foto 5. *Role-playing, as a bridge between the arts and communication*

Meanwhile, recitations, stories, fables, and riddles, when practiced and implemented systematically in institutionalized preschool education, create conditions for children in this age group to develop coherent expression and correct, logical pronunciation of words. Recitations performed with emotion and experiencing events during reading, storytelling, and fairy tales are natural and highly suitable opportunities to educate children in clear articulation of sounds within words. These activities also help prevent localisms and cultivate standardized literary pronunciation (Mulla, 2012, p.56).

3.5. Communication through Art: Creation, Motivation, Exploration, and Learning

Children's drawings hold psychological and emotional significance, as they are a powerful tool for understanding a child's emotional state, family relationships, sense of security or insecurity, as well as their interests and concerns. Through drawings, children express what they cannot convey with words, providing a valuable window for parents and educators into their inner world. The artistic creations of preschool children are not only indicators of their motor and cognitive development but also reflect their feelings, experiences, and relationships. Evaluating these creations helps educators and parents better understand children and support their holistic development.

Some characteristics of children's drawings at ages 1–6 include:

- ❖ **1-2 years old: Irregular scribbling**

Children begin to make random marks on paper, moving their arms freely. This is more of a motor exploration than an attempt to represent something real. These marks are large, uncontrolled, and children take pleasure simply in the act of drawing.



Foto 6. *Children's drawings - Irregular scribbles*

❖ **2-3 years old: Controlled scribbling**

Children begin to understand the connection between the movement of their hand and the mark they create. They experiment with different shapes, lines, and colors, and start to give names to their drawings, even if they don't resemble real objects (“This is Mommy!”).



Foto 7. *Children's drawings - Controlled scribbling*

❖ **3-4 years old: Para-symbolism**

Drawings begin to take on a clearer form. Children create simple figures like “tadpole people” (a head with legs), circles, and lines that represent objects or people, with few, simple details.



Foto 8. Children’s drawings – Parasymbolism

❖ **4-6 years old: Symbolism and the development of the figure**

Children develop personal symbols to represent objects, people, or events. Their drawings begin to include more details: head, body, limbs, hair, clothing, and even emotions on the faces of characters. They start using basic lines to indicate the environment, showing a better understanding of space and the relationships between objects



Foto 9. Children’s drawings - Symbolism and the development of the figure

❖ **5-6 years old: Organizing and deep understanding**

Drawings become more organized and intentional. Children start including entire scenes, use more realistic colors, and depict spatial relationships (e.g., trees taller than houses, people on the grass). They express personal interests and experiences through their artwork, while their style becomes increasingly distinctive (Roland, 1990, 2006).



Foto 10. *Children's drawings - Organizing and deep understanding*

4. RESEARCH METHODOLOGY

The methodological approach used in this research is a mixed approach, oriented toward both qualitative and quantitative research methods. Regarding the qualitative approach, we focused on collecting various theoretical materials from the literature of local and international scholars who have studied issues related to the integration of two very important areas in child development—specifically, the integration of the fine arts and language, or communication. On the other hand, the quantitative approach helped collect numerical and graphical data. To achieve this, a semi-structured questionnaire in the form of a survey was created using the Google Forms platform, distributed online through social media, and remained open for 48 hours. The survey included 50 respondents from the municipality of Gjakova, consisting of parents, educators, students/interns, and support teachers. The data collected from the survey were analyzed and then examined to test the assumptions raised in the research. The combination of these two approaches (qualitative and quantitative) ensures a comprehensive and in-depth understanding of how the integration of the arts influences communication development in preschoolers, including perspectives from various studies and the fieldwork process. As a conclusion, valuable data were obtained regarding the interdisciplinary integration between these two curricular areas within the 'golden' period of early childhood.

4.1. The aim of the paper

The aim of the paper corresponds to the collection and analysis of perceptions and experiences regarding how communication is integrated with and interacts with various forms of fine arts, as well as the impact of this interaction on the development of preschool children. The study seeks to explore how verbal communication (spoken word, storytelling, discussion, singing, etc.) interacts with the fine arts (drawing, music, dramatization, literature) to support language and communication development in preschool children (ages 0–6). The main objective of the paper is to highlight the role, influence, and effects of integrating the arts in relation to communication among preschoolers.

4.2. Paper objectives

- ✓ To understand the effects of the interaction between fine arts and communication.
- ✓ To identify the role of integrating fine arts in the development of communication in preschool children, with particular attention to the formation of communicative skills.
- ✓ To analyze the impact of artistic activities (music, drawing, dramatic play) on the improvement of children's verbal and nonverbal expression.
- ✓ To highlight the positive effects of integrating fine arts on the social, emotional, and linguistic development of preschool-aged children.

4.3. Research questions

1. What is the impact and how important is the integration between the visual arts and language in the development of preschool-aged children?
2. What do artistic activities determine and encourage in favor of developing communicative skills and expanding the vocabulary of preschoolers?
3. How important are visits to monuments or artistic events for the artistic and linguistic development of preschool children?

4.4. Paper hypotheses

- **H1: The integration between the visual arts and language helps the development of linguistic skills in preschoolers.**
- H2: The visual arts foster self-creativity and support the social and emotional development of children, reinforcing their communicative abilities.**
- H3: Visits to artistic centers support the artistic and linguistic development of preschoolers.**

4.5. Research methods

For the realization of this study, several methods were used, including:

- ✓ **Descriptive method: Helped in describing how the integration of fine arts influences the development of communication in preschool children.**
- ✓ **Observation method: Assisted in collecting direct data from artistic activities and from communication with children in the preschool environment.**
- ✓ **Survey through a questionnaire: Provided information from the research participants about their perceptions and experiences regarding the integration of the two fields, arts and language, as well as the impact, role, and effects of this integration on communication development in preschool children or early childhood.**
- ✓ **Comparative method: Helped in comparing the artistic works of the children.**

4.6. Research instruments

As a research instrument, a survey questionnaire was used, specifically designed for the purposes of this study. The questionnaire aimed to identify the role and importance of the interconnection between these two curricular fields, in order to assess the effect of this integration on the development of communication in preschool children. It consists of two parts: the first part includes five questions on demographic data, such as the respondent's role regarding the child, years/experience in child care, child's age group, type of institution (or home), and location, whether city or village. The second part consists of ten questions

mainly addressing the interconnection between the fine arts and language, specifically communication. The questionnaire is semi-structured, and the questions are of the closed-type, where participants are asked to choose one or more options. Initially, permission was obtained from the directors of the institutions, who then distributed it to groups of educators and parents. Additionally, the questionnaire was shared on social media platforms such as Viber, Facebook, Instagram, and WhatsApp among students/practitioners and other parents of preschool children. The results collected from the questionnaire were processed via Google Forms and presented using statistics, charts, and descriptive summaries for each question.

4.7. Population and Sample

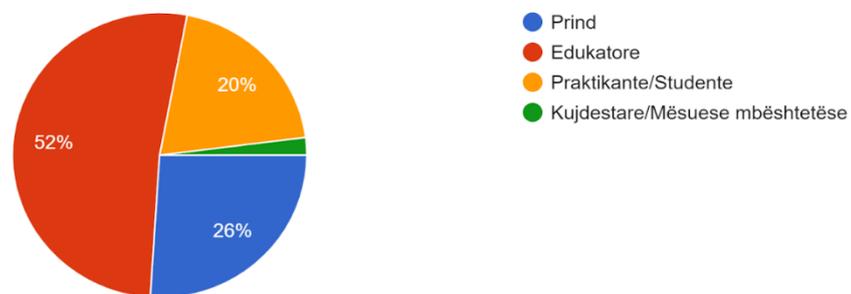
- **Population:** The population of the study includes all preschool children, as well as all stakeholders in preschool institutions, including parents, educators, students/practitioners, and supporting teachers.
- **Sample:** The sample consists of a random selection of 50 participants from the Gjakova municipality, including parents, educators, students/practitioners, and supporting teachers who work with preschool children.

5. RESEARCH RESULTS

5.1. Data analysis

The research results present an analysis of the data collected through the survey questionnaire, carried out using thematic analysis, from which each section was reported. The results show that participants expressed positive perceptions regarding the integration of fine arts and language in favor of developing communication skills and language abilities during early childhood.

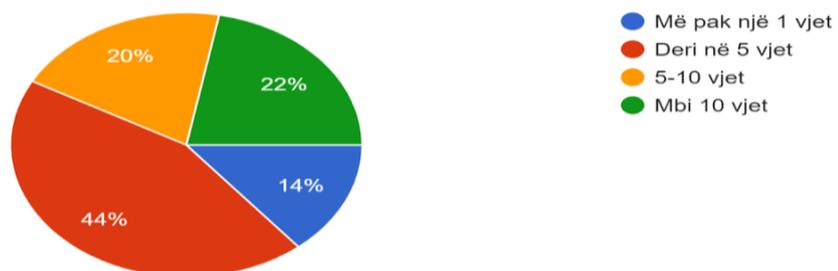
1. Roli juaj ndaj fëmijës?
50 responses



Grafiku 1. Role in the relationship with the child

From the data in Graph 1, it can be seen that the questionnaire included a total of 50 participants, of whom 26 (52%) were educators, 13 (26%) were parents, 10 (20%) were interns/students, and only 1 (2%) was a caregiver/support teacher.

2. Përvoja juaj me fëmijë?
50 responses



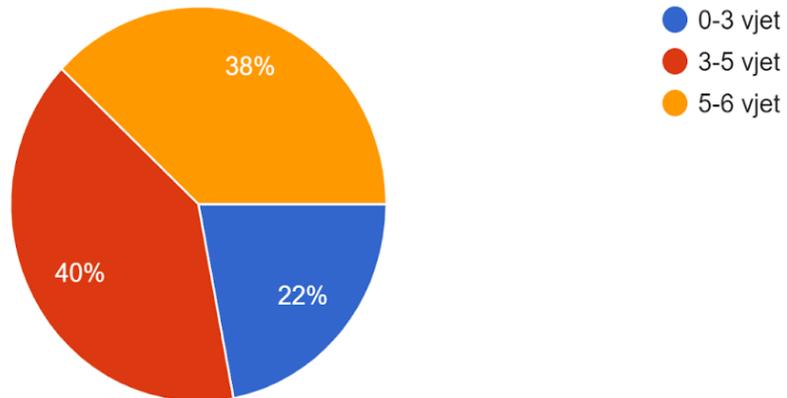
Grafiku 2. Years working with a child

In Graph 2, the years of experience with children are presented. It shows that 22 participants (44%) reported up to 5 years of experience with children, 11 participants (22%) reported

over 10 years of experience, 10 participants (20%) reported 5–10 years of experience, and 7 participants (14%) reported less than 1 year of experience with preschool children.

3. Grupmosha e fëmijës?

50 responses

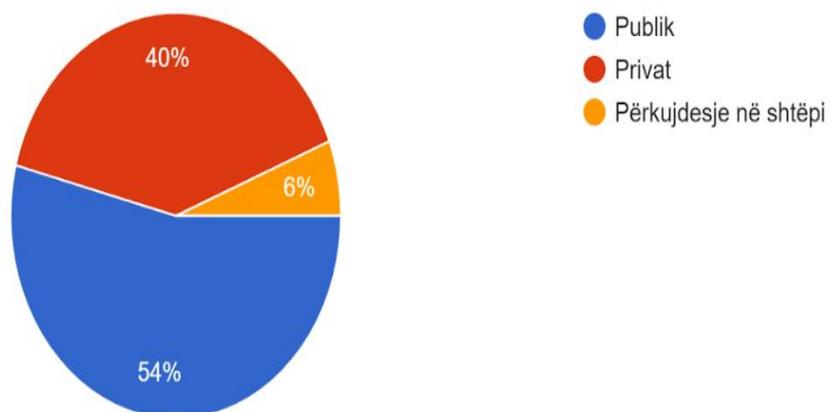


Grafiku 3. *Child/Children's age group*

The results in Graph 3 show that 20 participants (40%) work with children aged 3–5 years, 19 participants (38%) work with children aged 5–6 years, and 11 participants (22%) work with children aged 0–3 years.

4. Lloji i institucionit:

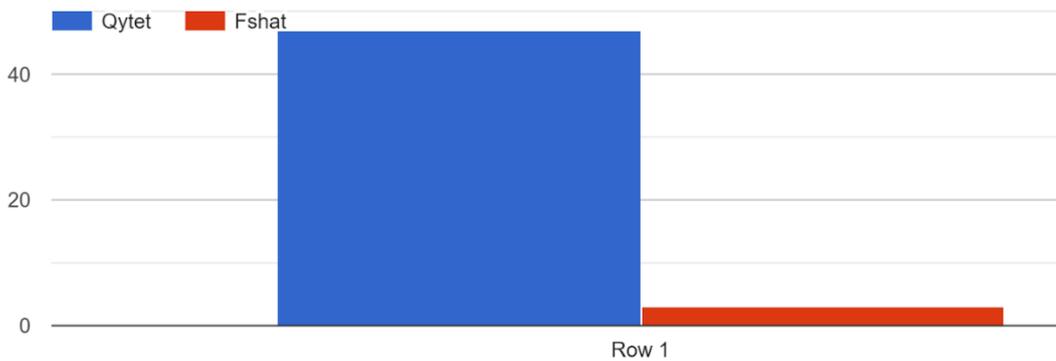
50 responses



Grafiku 4. *The type of institution the child attends*

From the statistical results in Graph 4, it is observed that 27 participants (54%) were from public institutions, 20 participants (40%) were from private institutions, and only 3 participants (6%) provided care at home.

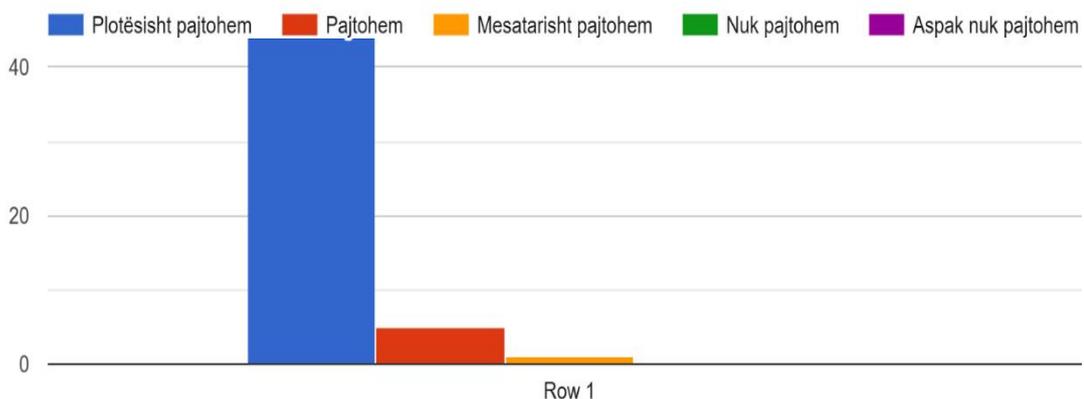
5. Vendi:



Grafiku 5. *Attendants by place of residence*

The results from Graph 5 show that out of a total of 50 participants, 47 (94%) were from the city, while 3 (6%) were from the village.

6. A pajtoheni se aktivitetet përmes arteve të bukura (vizatimi, muzika, dramatizimi etj.), ndihmojnë zhvillimin e komunikimit te parashkollorët?



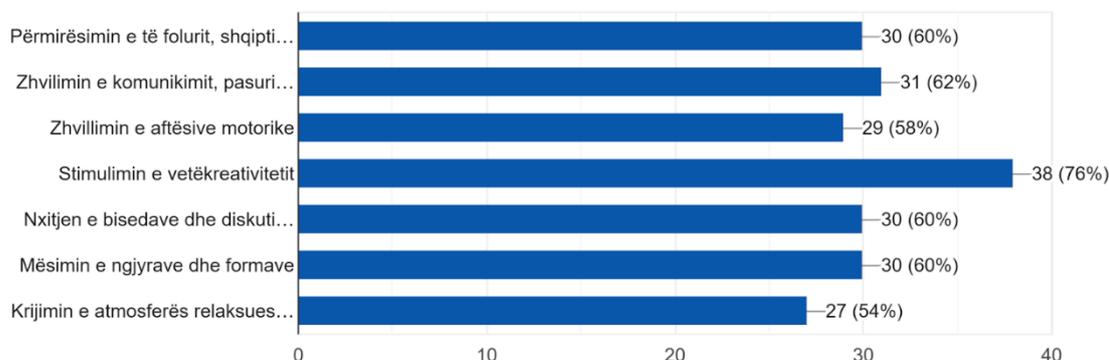
Grafiku 6. *The assistance of activities through the fine arts in the development of communication in preschoolers*

The data from Graph 6 present the results regarding the question of whether activities through the fine arts help in the development of communication in preschoolers. Out of the total, 44 participants (88%) stated that they fully agree with this statement, 5 participants (10%) said they agree, while only 1 participant (2%) indicated that they somewhat agree

that activities through the fine arts aid in the development of communication in preschoolers. On the other hand, there were no participants who disagreed with this matter.

7. Çfarë determinon përdorimi i arteve të bukura në punën me parashkollorë?

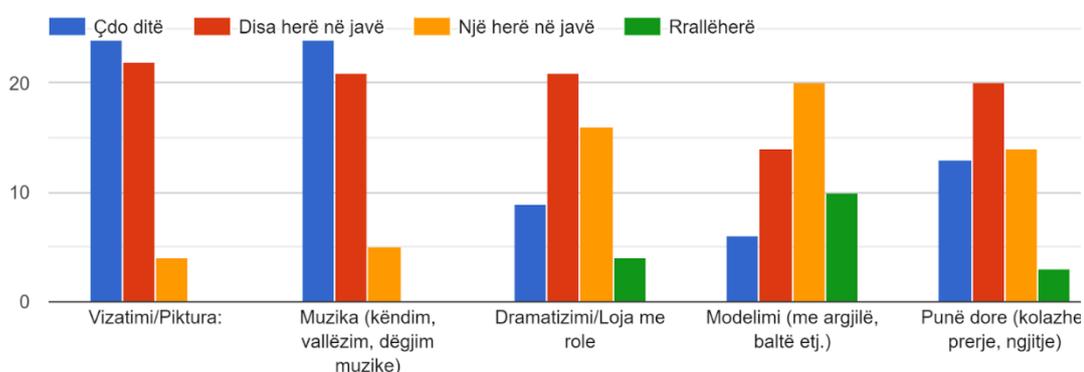
50 responses



Grafiku 7. *Aspects of the influence of fine arts in working with preschoolers*

The results from Graph 7 show what the use of fine arts determines in working with preschoolers. The statistics indicate that the highest percentage, 76%, corresponds to: Stimulating self-creativity; then 62% indicate: Developing communication competence and enriching vocabulary; 60% indicate: Improving speech, pronunciation, and language; another 60% indicate: Encouraging conversations and discussions, as well as 60% for: Learning colors and shapes; 58% indicate: Developing motor skills; and 54% indicate: Creating a relaxing and entertaining atmosphere. From all this, we understand that the use of fine arts in working with preschoolers influences various developmental aspects.

8. Sa shpesh duhet të përfshihen aktivitetet e mëposhtme artistike në punën rutinore me fëmijë?



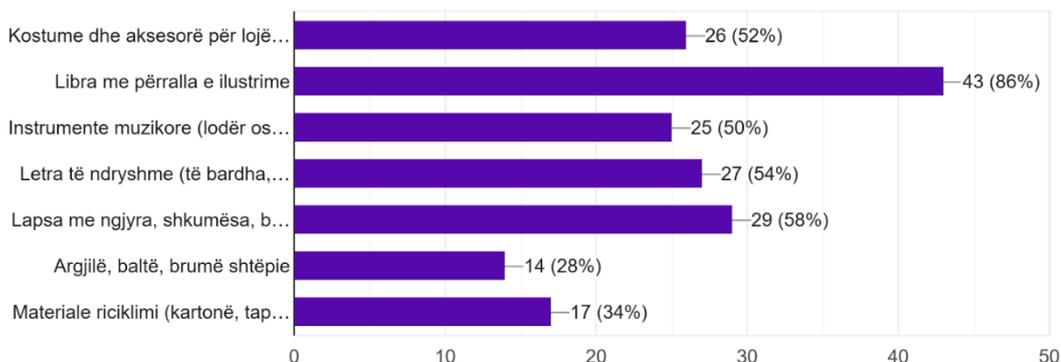
Grafiku 8. *Incorporating artistic activities into the routine work with children*

Regarding the question of how often artistic activities such as drawing, music, dramatization, modeling, and handicrafts should be included in the routine work with preschool children, the results from Graph 8 show the participants' perceptions. Thus:

1. *Drawing/painting shows that 24 participants (48%) believe it should be included daily, 22 participants (44%) think it should be included several times a week, while 4 participants (8%) believe it should be included once a week.*
2. *Music (singing, dancing, listening to music, etc.): 24 participants (48%) think it should be included daily; 21 participants (42%) think it should be included several times a week; and 5 participants (10%) think it should be included once a week.*
3. *Dramatization/role play: 21 participants (42%) believe it should be included several times a week; 16 participants (32%) say once a week; 9 participants (18%) say daily; and 4 participants (8%) think it should be included rarely.*
4. *Modeling (clay/mud): 20 participants (40%) believe it should be included once a week; 14 participants (28%) think several times a week; 10 participants (20%) think rarely; and only 6 participants (12%) believe it should be included daily.*
5. *Handicrafts (collages, cutting, gluing): 20 participants (40%) think it should be included several times a week; 14 participants (28%) say once a week; 13 participants (26%) say daily; and 3 participants (6%) think it should be included rarely in daily activities.*

9. Cilat janë materialet artistike më të përshtatshme për integrimin ndërmjet arteve dhe komunikimit? (Mund të zgjidhni më shumë se një mundësi)

50 responses

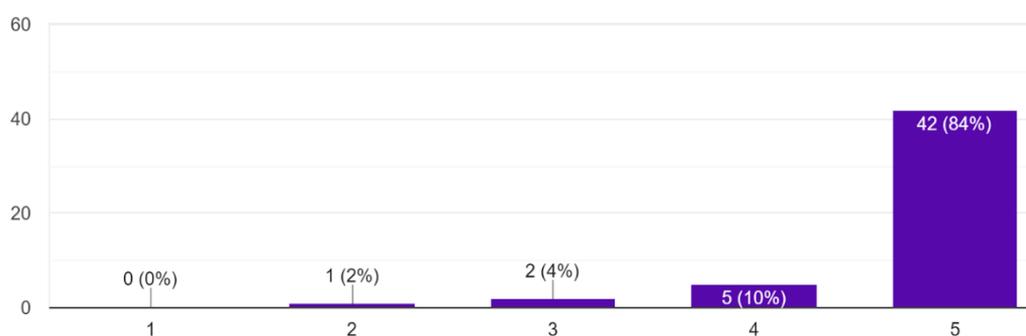


Grafiku 9. Suitable artistic materials for integrating arts and communication

Regarding the most suitable artistic materials for integrating arts and communication, the results in Graph 9 show the following: the highest percentage, 86%, corresponds to storybooks with illustrations; then 58% for colored pencils, sponges, watercolors, and tempera paints; 54% for various types of paper (white, colored, cardboard); 52% for costumes and accessories for role-playing; 50% for musical instruments (toy or real); 34% for recycled materials (cardboard, caps, bottles); and 28% for clay, modeling dough, or homemade dough.

10. Sa ndihmojnë aktivitetet artistike zhvillimin e aftësive komunikuese dhe zgjerimin e fjalorit?

50 responses

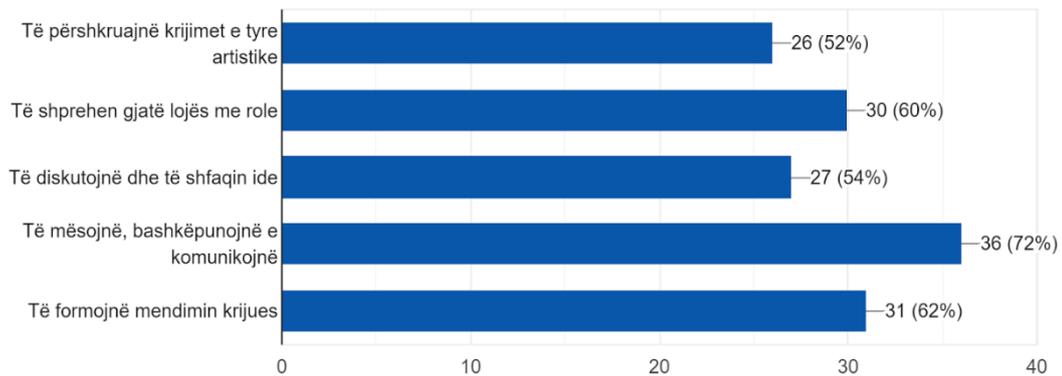


Grafiku 10. *The evaluation of the contribution of artistic activities to the development of communication skills and the expansion of vocabulary*

The data from Graph 10 show the evaluation results regarding the contribution of artistic activities to the development of communication skills and vocabulary expansion. The assessment was based on a Likert scale from 0 = not at all to 5 = completely agree. The statistics indicate that a relatively large number, 42 participants (84%), completely agree with this contribution, rating it at level 5 on the Likert scale. Five participants (10%) rated it at level 4, two participants (4%) gave a medium rating of 3, and only one participant rated it at level 2 on the Likert scale.

11. Çfarë inkurajojnë aktivitetet artistike, në favor të zhvillimit të aftësive komunikuese?

50 responses

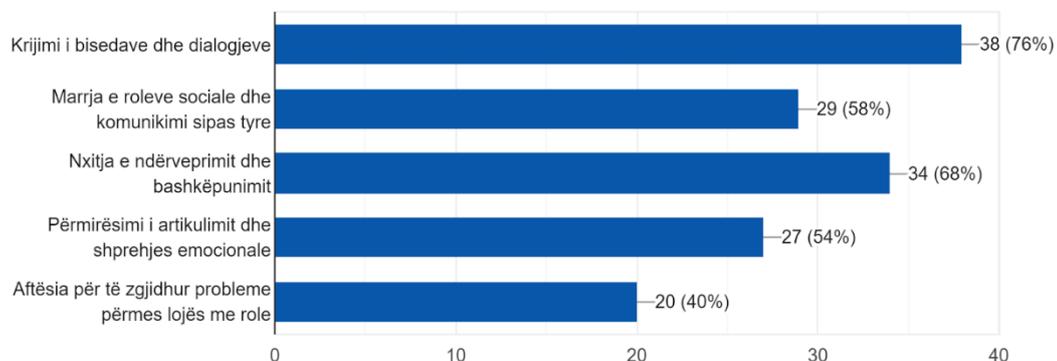


Grafiku 11. Aspects of Encouraging Artistic Activities in Favor of Developing Communication Skills

As for what artistic activities encourage in favor of developing communication skills, the data from Graph 11 show that the largest number of participants, 72%, declare that these activities promote learning, cooperation, and communication among children; next, 62% indicate that they foster creative thinking; 60% highlight expression during role-play; 54% mention discussion and sharing of ideas; and 52% note describing their artistic creations.

12. Cili është avantazhi më i madh i dramtizimit/lojës me role për zhvillimin e komunikimit të fëmijët?

50 responses

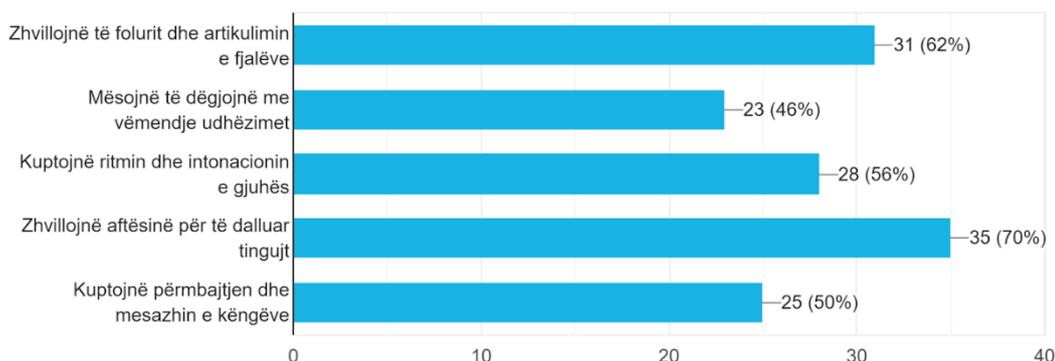


Grafiku 12. The advantages of dramatization/role-play for developing communication skills

In Graph 12, the results present the elements that make dramatization/role-play most advantageous for developing communication skills in children. Based on the participants' perceptions, the highest-rated aspect, at 76%, is: **Creating conversations and dialogues**; followed by 68% for: **Encouraging interaction and cooperation**; 58% for: **Assuming social roles and communicating accordingly**; 54% for: **Improving articulation and emotional expression**; and 40% for: **The ability to solve problems through role-play**.

13. Çfarë ndikimi kanë aktivitetet muzikore në zhvillimin e aftësive gjuhësore?

50 responses

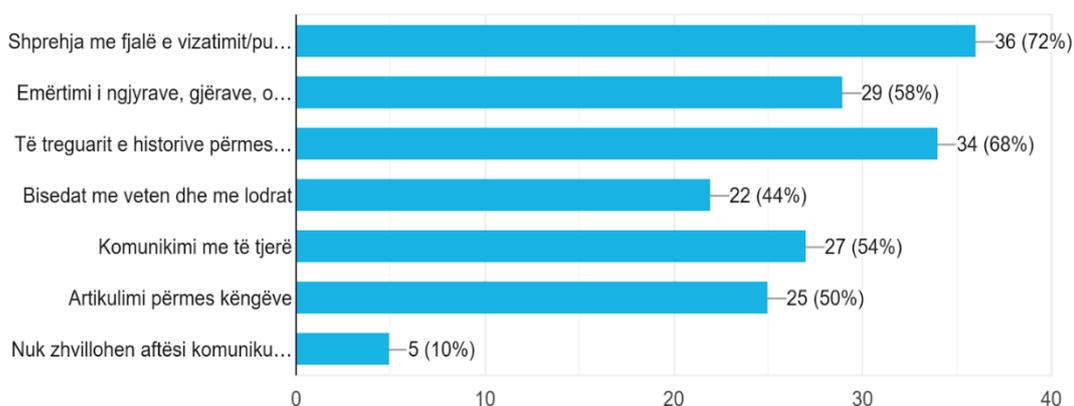


Grafiku 13. *The impact of musical activities on the development of language skills*

In Graph 13, the statistics on the impact of musical activities on the development of language skills are presented. The results show that the largest number of participants, 70%, stated that these activities contribute to the development of the ability to distinguish sounds; 62% indicated that they support the development of speech and word articulation; 56% noted they help in understanding rhythm and intonation; 50% reported they aid in comprehending the content and message of songs; and 46% stated that they teach children to listen attentively to instructions. From this, it is clear that music influences the development of children's language skills in multiple ways.

14. Cilat aftësi komunikuese zhvillohen përmes arteve të bukura?

50 responses



Grafiku 14. *The skills developed through the fine arts*

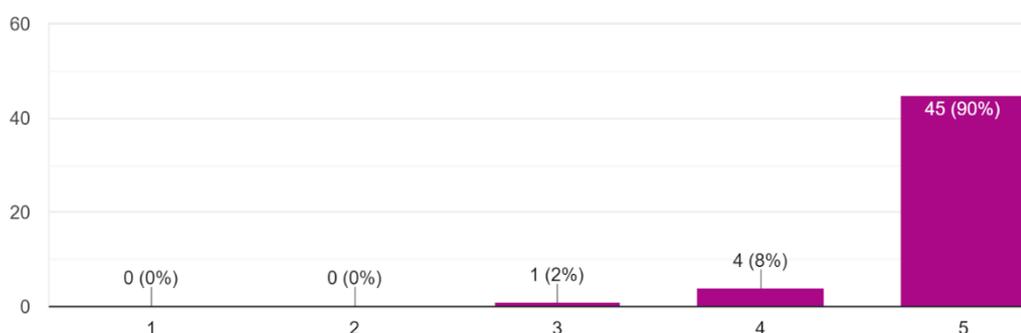
The results in Graph 14 show the skills developed through fine arts. According to the participants' perceptions, the highest-rated skills, at 72%, are: **expressing oneself verbally through drawing or crafting**; 68% reported **storytelling through visual art**; 58% noted

naming colors, objects, and things; 54% indicated communication with others; 50% mentioned articulation through songs; 44% noted conversations with oneself and with toys; while a small portion, 10%, stated that fine arts do not develop communicative skills.



15. Sa i vlerësoni me rëndësi për zhvillimin artistik e gjuhësor të fëmijës, vizitat në teatër, kinema, muze, galeri arti, festivale e koncerte?

50 responses



Grafiku 15. *Visits to monuments, institutions, and art events and their importance for the artistic and language development of children*

In Graph 15, the results show participants' perceptions regarding the importance of visits to theaters, cinemas, museums, art galleries, festivals, and concerts. The evaluations were based on a Likert scale from 0 = not at all to 5 = extremely, with an average score of 4.88. The statistics indicate that the majority of participants, 90% (45 participants), consider these types of visits extremely important and assigned them a level 5 on the Likert scale, while 8% (4 participants) rated them as important with a level 4, and only 2% (1 participant) rated them as average, giving a level 3 on the Likert scale.

5.2. Verification of

- **H1: The integration between fine arts and language helps develop the language skills of preschoolers.**

- The results from Graph 6 show that activities through fine arts contribute to the development of communication in preschoolers, with 88% of participants fully agreeing with this statement, and another 10% agreeing.
- Data from Graph 10 further indicate high agreement that activities through fine arts support the development of communication skills and the expansion of vocabulary in preschoolers, with 84% fully agreeing (Likert scale level 5) and 10% agreeing (Likert scale level 4).
- Results from Graph 12 highlight that one of the advantages of dramatization/role-play, as an activity integrating fine arts and communication, is the opportunity to create conversations and dialogues, with 76% participation.
- From Graph 13, statistics show the impact of musical activities on the development of language skills: 70% of participants state that music helps develop the ability to distinguish sounds, and 62% indicate it supports the development of speech and word articulation.
- Results in Graph 14 reveal that the main skills developed through fine arts are verbal expression of drawings/creations (72%) and storytelling through visual art (68%).

Based on these results, we can say that our hypothesis is fully supported, as the integration between fine arts and language helps develop preschoolers' language skills in multiple ways: it enriches their vocabulary, enhances speech, articulation, and communication, facilitates sound recognition, and stimulates numerous conversations and dialogues, allowing children to express themselves freely through their creations.

- **H2: Fine arts stimulate self-creativity and support children's social and emotional development, while reinforcing their communication skills.**
- **Data from Graph 11 show that artistic activities aimed at developing communication skills encourage learning, cooperation, and interaction among children (72%). Results from Graph 12 indicate that one of the advantages of dramatization/role-playing for developing communication skills is promoting interaction and collaboration (68%), as well as improving articulation and**

emotional expression (54%), which reflects social, emotional, and linguistic development. Graph 14 shows that fine arts help develop the ability to communicate with others (54%). Graph 7 highlights that fine arts stimulate self-creativity (76%), develop communication competence and enrich vocabulary (62%), and encourage conversations and discussions (60%).

Based on the research results, it is evident that the hypothesis—that fine arts stimulate self-creativity (76%) and support children’s social (72%) and emotional development (54%), while reinforcing their communication skills (98%)—is fully supported. This shows that the use of fine arts shapes multiple aspects of children’s development, contributing to their overall growth.

- **H3: Visits to artistic centers have a positive impact on the artistic and language development of preschool children.**
- **The results from Graph 15 show participants’ perceptions regarding the importance of visits to theaters, cinemas, museums, art galleries, festivals, and concerts, with an average rating of 4.88 on a 1–5 Likert scale. The statistics further indicate that as many as 95% of participants consider visits to artistic centers to be extremely important.**

Based on the statistical results, we can conclude that our hypothesis is fully supported, and that visits to artistic centers have a positive impact on the artistic and language development of preschool children.

CONCLUSIONS

Child development in the preschool years is a crucial period that lays the foundation for further cognitive, linguistic, emotional, and social growth. During this stage, communication plays a key role in building relationships and expressing the child’s inner world. The integration of the fine arts into early childhood education represents a powerful component, supported by theoretical foundations, as it promotes the development of comprehensive skills as well as verbal and nonverbal communication in preschool children.

Research results showed that artistic subjects such as drawing, music, dramatic play, modeling, and handicrafts offer unique opportunities for children to express ideas, stimulate

creative, cooperative, and interactive skills, and develop communication while enriching their vocabulary.

The integration of language and the arts enables preschoolers to express their inner states and bridge the gap between nonverbal and verbal communication, creating favorable situations for self-expression through art and language. At the same time, the educational environment and its organization directly influence the stimulation of various developmental skills. The fine arts hold particular importance in this context, as they provide opportunities for creative expression and linguistic development naturally and enjoyably for children. The effects of using the arts in communication with preschoolers include fostering artistic sensitivity, developing imagination, and enhancing the ability to express feelings and ideas in multiple ways.

Therefore, we can say that verbal and nonverbal communication through the fine arts in early childhood is a powerful tool for developing children's communication skills, creativity, and social interaction, where the role of educators and a stimulating environment is decisive in achieving these goals. The results indicate that integrating language and communication with the fine arts provides a strong foundation for the holistic development of preschool children, serving as a method that encourages the child's creative skills and supports vocabulary development and the formation of effective communication skills. The study emphasizes that the fine arts are not merely supplementary activities but valuable means through which children explore, express, and make sense of their world, developing comprehensive communication abilities.

RECOMMENDATIONS

The following recommendations aim to enhance the quality of preschool education by creating a favorable environment for the cognitive, linguistic, emotional, and social development of children during early childhood.

✓ For parents:

- Actively engage in the educational process of the children by creating a warm and supportive home environment where the child feels safe to communicate and express themselves and their inner world.
 - Collaborate closely with educators to understand the child's needs and interests, sharing information and participating in the educational activities of the preschool institution.
 - Stimulate the child's linguistic and creative development through reading, games, and artistic activities at home.
- ✓ **For educators:**
- Create an educational environment rich in artistic and communicative stimuli, where children have the opportunity to express their creativity and naturally develop their language skills.
 - Use contemporary methods and a holistic approach in planning and implementing activities, taking into account the needs and interests of each child.
 - Collaborate with families and the community to build a supportive network that fosters the overall development of children.
 - Engage in professional development and reflect on their practices to improve the quality of preschool education.
- ✓ **For students/interns and supporting teachers:**
- Integrate theoretical knowledge with professional practice, using artistic activities as tools for developing children's communication and language skills.
 - Participate in creative and appropriate activity planning, focusing on motivating and actively engaging children.
 - Seek guidance and support from experienced educators and take advantage of every opportunity for training and professional advancement.

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ANNEX

Questionnaire

Questionnaire for parents and educators

Hello,

My name is Arrita Pruthi, and I am a student in the Preschool Program at UFAGJ. This questionnaire has been prepared for research purposes related to my thesis entitled “*Communication through the Fine Arts*” under the mentorship of Prof. Dr. Sindorela Doli Kryeziu. Its purpose is to gather your perspectives on the effects of integrating the fine arts (music, drawing, dramatization) in the development of language and communication in preschool children (ages 0–6).

Your responses will help us better understand the impact and influence of the fine arts on communication development in early childhood. The questionnaire is credible, and your answers will remain confidential and used solely for research purposes. Please select the option that best reflects your viewpoint.

Thank you for your contribution!

General information (demographic):

1. Your position:

- Parent
- Educator
- Intern/Student
- Caregiver/Support teacher

2. Your experience with children:

- Less than 1 year
- Up to 5 years
- 5-10 years
- Over 10 years

3. Child’s age group:

- 0-3 years old
- 3-5 years old
- 5-6 years old

4. Type of institution:

- Public
- Private
- Home parenting

5. Residence:

- City
- Village

Part 1: The inclusion of fine arts in communication with preschoolers

6. Do you agree that integrated activities linking language with the fine arts (drawing, music, dramatization, etc.) help develop communication skills in preschool children?

- Completely agree
- Agree
- Kind of agree
- Don't agree
- Don't agree at all

7. What does the integration of fine arts in communication with preschool children determine?

- Improvement of speech, pronunciation, and language
- Development of communication skills, enrichment of vocabulary
- Development of motor skills
- Stimulation of self-creativity
- Encouragement of conversations and discussions
- Learning colors and shapes
- Creation of a relaxing and enjoyable atmosphere

8. How often the following artistic activities should be included in the daily routine with children?

a) Drawing/Painting:

- Every day
- A few times a week
- Once a week
- Rarely
- Never

b) Music (singing, dancing, listening to music, playing instruments):

- Every day
- A few times a week
- Once a week
- Rarely
- Never

c) Dramatisation/Roleplay:

- Every day
- A few times a week
- Once a week

- Rarely
- Never

ç) Sculpting (pug, clay etc.):

- Every day
- A few times a week
- Once a week
- Rarely
- Never

d) Handwork (collages, cutting, gluing):

- Every day
- A few times a week
- Once a week
- Rarely
- Never

9. Which artistic materials are most suitable for linking the arts with communication? (Can choose more than one option)

- Costumes and accessories for role-playing games
- Storybooks with illustrations
- Musical instruments (toy or real)
- Various types of paper (white, colored, cardboard)
- Colored pencils, foam sheets, watercolor paints, tempera
- Clay, mud, homemade dough
- Recycled materials (cardboard, caps, bottles)

10. How much do artistic activities help in developing communication skills and expanding vocabulary?

(None = 0) 0 1 2 3 4 5 (Fully agree = 5)

11. What do artistic activities encourage in favor of developing communication skills?

- Describe their artistic creations
- Express themselves during role-play
- Discuss and share ideas
- Learn, cooperate, and communicate
- Develop creative thinking

12. What is the greatest advantage of dramatization/role-play for the development of communication in children?

- Creating conversations and dialogues
- Taking on social roles and communicating accordingly
- Encouraging interaction and collaboration
- Improving articulation and emotional expression
- Ability to solve problems through role-play

13. What impact do musical activities have on the development of language skills?

- Develop speech and word articulation
- Learn to listen attentively to instructions
- Understand the rhythm and intonation of language
- Develop the ability to distinguish sounds
- Understand the content and message of songs

14. Which communication skills are developed through the fine arts

- Verbal expression through drawing/creating
- Naming colors, objects, and things
- Storytelling through visual art
- Talking to oneself and with toys
- Communication with others
- Articulation through songs
- No communication skills are developed

15. How important do you consider visits to theaters, cinemas, museums, art galleries, festivals, and concerts for the artistic and language development of the child?

(Not at all = 0) 0 1 2 3 4 5 (5 = Very)