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GAME FUNCTIONS IN THE CONTEXT OF THE PERSONAL JUNIOR PUPILS’ DEVELOPMENT

Summary. The report reveals the relevance of the problem; the game functions in the context of junior pupils’ personal development have been characterized; the essence of the synergistic game function has been revealed; it has been proved that personal development is determined by a person’s choice of their own development path; the necessity of creating a play space for children as a medium for self-realization has been substantiated.

Key words: junior pupils; game features; synergistic game function; personal development; personality; game space; self-realization.

Nowadays the game functions research has been made by many native and foreign scientists (M. Bakhtin, I. Kant, G. Lavrentyev, L. Lebedyuk, Y. Lotman, G. Spencer, V. Surtaev, J. Heizinga, F. Schiller, S. Shmakova, L. Yurov, etc.).

Analysis of the psychological and pedagogical and methodological literature has allowed us to state that depending on the type, the game can perform a variety of functions. In particular, scientists determine: compensatory, regulatory, developmental, socializing (V. Surtayev); sociocultural, inter-ethnic communication, child's self-realization in the game as a proving ground of human practice, communicative, diagnostic, game therapy, correction, entertaining (S. Shmakova); activating, integrative, educational, transformative, developmental, educational (L. Medvedeva), entertaining, entertaining-aesthetic, compensatory, ritual, however, dominant, according to the researcher, are the developmental, cognitive, diagnostic, corrective pedagogical functions (M. Shut); motivational, educational, orientational, compensatory (L. Yurova); mobile, artistic, cognitive, subject-labor, self-determination, social and moral orientation, mass organization (L. Lebedyuk) game functions.

The study of scientific sources has allowed us, in addition to the above functions, to see the phenomenon of self-organization in the game structure. We have tried to consider game self-organization phenomenon as a form of human activity and to substantiate the synergistic game function. For this purpose, the phenomenon of self-organization must be analyzed in the game theory context. S. Shmakov singled out a number of provisions that reflect the essence of the game phenomenon. The game, according to the scientist, is an independent type of developmental activity; the freest and most natural activity form in which the world is aware of, opens a wide space for the manifestation of one's self, personal creativity, activity, self-discovery, self-expression; freedom of self-disclosure, self-development based on the subconscious, mind and creativity; the main sphere of children communication [7, p. 23]. For the child, says S. Shmakov, the game is important as a sphere of their realization as a person, personality. The child's play process is more important than its result. The game is a space for his self-realization and area to test the accumulated experience. Almost all children's games express the essence of objective reality and life truth. For the real life during childhood, there is very little mental material, little experience, not enough formed

ideas, but he wants to live actively. Play becomes his life, and in this life he is a free person, independent, living a full childhood and incomplete adulthood [7, p. 45]. According to V. Moskalenko, children need a different size of play space as a self-realization medium. Everything located within this environment stimulates the child to actively learn the objects and phenomena of the real world, the desire to play with them, to include in the game procedure, in its context [5].

Therefore, the synergistic game function derives from the function of the child's self-realization in it. In substantiating the synergistic game function, we proceeded from the works of M. Zabrotsky [1], V. Kuzmenko [2], V. Kutishenko [3], where the junior school age is considered as the period of conscious self-development beginning, spiritual and physical preconditions accumulation, maturation of the ability to further focused self-development.

The synergistic game function evolves along this path, as it is a stimulating factor in which pupils discover themselves in collaboration with themselves (reflection) and other people. In this kind of training (through synergetics) knowledge is not simply imposed on, or moreover, imposed upon, by personality structures. It is an entity that stimulates its own, yet undetected, hidden lines of development. Synergetic-based educational games aimed at developing problem thinking, creating conditions for individualization, differentiated, multi-level learning, developing the intellectual sphere of primary school pupils.

The creative thinking development occurs mainly in all models of didactic games. From the point of view of synergetics such creative thinking features, as the alternatives presence, thought scenarios, a variety of mental movements steps can be considered. The mechanism of creative thinking can be considered as a mechanism of self-organization, self-construction of visual and imaginary images and ideas. According to the synergistic model, creative thinking is the growth of the whole as a result of their self-complexity.

The result of the self-organization of the junior pupil's personality in the game is the quality of the personality subject diversity, which is determined by the

personal qualities content as individual relations to the common values that give them a personal character.

Thus, one can assume that the personal structures of consciousness determine the patterns of behavior in the game – this indicates the effectiveness of the synergistic function. The synergistic effect of the game comes from self-organization theory, which helps to understand how in each situation it is possible to change behavior patterns. Feedback mechanisms, the function of which is to obtain important information, are directly relevant to the development of pupils' reflections and personal meanings.

Considering the synergistic game function in the context of the creative personality qualities development, we draw attention to the fact that the personality, realizing himself in creativity, realizes his creative potential with the help of a certain style. Junior pupil's self-realization in the educational game is a key concept of the synergistic game function.

The organization of the pedagogical process on the junior pupil's educational game basis stimulates self-organization, personality self-development, promotes positive self-esteem, development of empathy, tolerance, creativity, promotes the internal mechanisms of self-regulation development.

Our analysis of synergistic processes in education has showed that personal development in the game is based not only on the educational content. Personal development is determined by the choice of personality as the subject of one's own path of development, and this choice is unpredictable and determined by various synergistic factors.

First, internal resources as personal structures of consciousness: criticality, motivation, reflection, mediation, autonomy, etc. They shape the personal experience of creating one's own world picture. Consciousness is considered not only as a functional but also as a content system, whose activity is determined by the ability to develop personal, value attitude to the environment, activity and behavior. It regulates, manages, develops person's mental activity, defining his

behavior as a personal attitude to the culture values, knowledge, experience, life goals.

Second, this choice is unpredictable and possible under nonlinearities, when knowledge and behavior experience are not only incrementally sequential, along a normatively defined line, trajectory due to the teacher's message, but also arise spontaneously, subjectively, unpredictably due to the processes of teacher support discovery by the pupils themselves.

We present the synergistic game function as the game purpose for self-organization, which is realized in the self-affirmation, self-determination and self-realization of the junior pupil's personality. This explains the synergistic game effect, places emphasis on the constructing pedagogical technologies interaction, which is determined by personality's self-organization by the means of their internal resources.

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