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## **JUNIOUR SCHOOLCHILDREN'S GAME ACTIVITIES: PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS**

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***Summary.** The report reveals the relevance of the problem; the essence of the concept of “game activity” has been characterized; the views of well-known teachers and psychologists on the role of the game in the process of teaching junior schoolchildren have been analyzed.*

***Key words:** educational game, junior schoolchildren, game education, game activity.*

Currently, educational reform is under way in Ukraine, based on modern national, socio-economic and humanitarian goals of the country's development, taking into account the leading world trends. The modernization of the Ukrainian education system is aimed at improving the education quality, in assimilating a holistic system of fundamental knowledge, skills and methods of independent creative thinking. This requires a change in the education content and technology. Modern primary education is characterized by a variety of educational systems and the new generation educational and methodological complexes. Their effective use requires the active learning methods use, including junior schoolchildren's educational game.

The theory and practice analysis suggests that the game teaching development has a long history and is one of the most important areas of interdisciplinary research. The game is regarded as a philosophical and cultural phenomenon (Y. Lotman, V. Surtaev, G. Spencer, J. Heising, etc.), which determines the development of the entire culture and human knowledge. Psycho-pedagogical research devoted to the problem of the game use as a training tool, contains a game comprehensive analysis: development in the historical aspect (L. Baikova, V. Surtaev, G. Schedrovitsky, etc.), in terms of the specific form of practical human activity (K. Gross, O. Leontiev, A. Verbitsky, V. Davydov, D. Elkonin, etc.), game's social nature and motives (I. Lerner, M. Makhmutov, G. Shchukin, etc.), the meaning of the game for the personality formation (L. Vygotsky, P. Galperin, V. Davydov, S. Rubinstein, etc.), and so on.

Exploring the psychological and pedagogical aspects of junior schoolchildren's game, we proceed from the position that in the game process the need for the child to actively influence the surrounding objects, develop its intellectual, moral and will qualities, the person as a whole are formed.

The founder of the game theory in pedagogical science, K. Ushynsky, noted that "... the story and the game are the whole world of practical activity for the child" [9, c. 56]. However, the scientist opposes the idea of the game activity spontaneity and considers it necessary to use the game in the general educational system, to prepare the child through the game to work.

A. Makarenko saw the purpose of the game in the manifestation of children's joy and the intense, purposeful, cheerful style of childhood as an indispensable condition for the individual and children collective development. He proceeded from the fact that in childhood the game is a standard of living, and the child must always play, even when he does a serious business: "... there is not much difference between the game and the work as many of you would think. Good game like a good job, a bad game is like a bad job" [6, c. 74].

According to V. Sukhomlynsky, game is a necessary condition for the child's life and the most important means of pupil's personal development: "... this is a huge,

bright window, through which in the child's spiritual world a healing stream of ideas, concepts about the surrounding world are infused. The game is a spark that lights a curiosity light" [8, c. 78].

The game use at the junior school age is grounded in psychology.

In P. Blonsky's works the game value in the child's life is estimated as follows: "The point is not only that the game develops or re-forms separate intellectual operations, but that the child's position is radically changed in relation to the outside world and the mechanism of possible position and coordination change of their view point with other viewpoints is formed" [2, c. 21].

Calling the game "social relations arithmetics", D. Elkonin interpreted it as an activity that occurs at a certain ontogeny stage. He identified the game at junior age as "the main means contributing to the internal contradictions resolution and prepares a child for the new activities implementation" [4, c. 282].

Psychologists B. Ananiev, L. Vygotsky, O. Leontiev and others [1; 3; 5] analyzed the role of the junior schoolchildren as a socio-psychological phenomenon. Scientists consider the game as a social activity in its essence, which helps the child to orientate in the world of social relations, motives, tasks and meanings. The result of this orientation is the child's new motives formation, the most important of which are the desire for socially significant and socially evaluated activities, as well as the desire to take a new social position.

S. Rubinstein understands the game as a child's need. According to the scientist, the game essence lies in the fact that it is a product of the practice through which reality is transformed, the world changes: "the child's need to influence the world is formed in the game and... the game activity has more expressive and semantic acts than operational methods" [7, c. 112].

The most detailed picture of the game activity structure was presented by O. Leontiev. As a game sign, he argued, there is a need that the game meets. It is irrelevant to its objective result. This activity is characterized by such a structure, when the motive lies in the process itself.

According to age periodization at junior school age, when the child is the educational activity subject, it develops age-related neoplasms, that is theoretical consciousness and thinking, developing appropriate abilities (reflection, analysis, imaginary planning), as well as needs and motives for education.

At junior school age, game activity is gradually changing to the educational one. The child ceases to be the game subject, but does not automatically become the educational activity subject. For this purpose it is necessary to create conditions. Due to the fact that the game activity basis is active action, it fits well into the training, and then the junior pupil is not just an object, but a subject of educational activity.

Thus, the educational game (and its varieties) acts as a universal property, the ability to be a teaching method, a means, an organization form of the educational process, a teaching method, a methodological tool, and has great potential for the junior pupils' personal development.

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