



Journal
of Danubian
Studies
and Research

Formation of Game Competence of Preschool Children as A Component of Preparation for Learning Conditions in Nus

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Abstract: The article highlights the theoretical and methodological foundations of the formation of preschool children's play competence, which ensures the full readiness of the child to a new social status - the student. The game is characterized as a leading activity that involves the development of preschool children independence, individuality, organization, creativity, critical thinking, social unity, creativity, the formation of the ability to freedom of choice sustainable interest in the environment and self-realization in it. The game is an inexhaustible source of development of preschool children, contributing to the holistic development of the personality, since its components are motivational and intellectual urges and volitional efforts. The essence of the concepts of game, game activity, gaming competence is clarified. "Gaming competence" is presented as a dominant in the formation and flourishing of competencies that contribute to the knowledge of nature and the objective world and provide communication. Based on the analysis of research by scientists (L. Artemova, A. Bogush, L. Vygotsky, D. Elkonin, A. Korneeva, T. Pirozhenko, A. Usova, L. Franchuk, etc.), it was proved that the basis for the development of gaming competence is the general game of an adult with a child and the organization of a safe, interesting play environment aimed at stimulating and developing the child's play desires. Characterized five characteristics of the game, presented in the study of foreign scientists (Jennifer M. Zosh, Emily J. Hopkins, Hanne Jensen, Claire Liu, Dave Neal, Cathy Hirsch-Pasek, S. Linnet Solis and David Whitebrade), which are an indicator of the interaction between an adult and child.

Keywords: game, game activity, gaming competence, preschool children.

1. Introduction

In the State Standard for Preschool Education, the direction "child's game" is designated as the dominant among all educational areas, because the game is and remains the leading activity in the development of the personality of a child of

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preschool age. From an early age, the child is involved in play activities, as it meets his mental and physical capabilities. During the game, the child develops cognitive interest, activity for actions, deepens and refines knowledge about the world around him. The game not only evokes joy and cheerful mood in children, but also sets up active interaction with all participants in the educational process. At the same time, the game is a powerful educational tool, in which, as K. Ushinsky noted, "... the need of human nature is realized" (Encyclopedia of Education, 2008). It is the game that is the form of organization of the child's life, in which the teacher can, using various methods, form the unique qualities of a person in the child, develop abilities, actively interact with the subject, social, natural environment and be ready for a new social status - a student. The introduction and implementation of the Concept of the New Ukrainian School requires the search for new forms and methods of organizing gaming activities in a preschool education institution. The updated Basic component of preschool education defines the leading idea of obtaining key competencies by a child of preschool age, the formation of which occurs in the content of the educational areas of work of a preschool education institution through specific activities organized by the teacher, which enrich the experience and are the result of the development of the child with the participation of parents in the context of family education (Shevtsova, 2010). Gaming competence occupies a significant place among others, because it combines motivational, intellectual and volitional efforts for the holistic personal development of the child.

Therefore, the question of the readiness of educators to create conditions for the formation of gaming competence is relevant, under which the child will be able to act freely, independently organize play activities, showing initiative, creativity and readiness for joint actions.

2. Play as a Leading Activity of Children

The game should become for an adult an effective tool for organizing educational work, and for a child, an emotionally filled experience of increasing opportunities and a sense of satisfaction with meaningful activity.

The game is a special activity that flourishes in childhood and accompanies a person throughout life. The development of the system of preschool education does not stand still and, in accordance with the Concept of the New Ukrainian School, the nature of the game and the possibility of its use in an educational institution are being actively studied and improved. In an institution of preschool education, the game is

one of the most effective and efficient means of preparing a child for schooling and life in society.

The concept of “game” is presented in the Encyclopedia of Education as “a kind of creative human activity, during which the ways of acting with objects, relations between people, the norms of social life and the cultural heritage of mankind are reproduced in an imaginary form, characterizing the historically achieved level of development of society” (Encyclopedia of Education, 2008).

The problem of the game as a method of teaching and educating preschool children was devoted to many scientific works of famous Ukrainian teachers, such as L. Artemova, A. Bondarenko, G. Grigorenko, R. Zhukovskaya, V. Zakharchenko, Y. Komensky, A. Makarenko, T. Markova, D. Mendzheritskaya, O. Sorokina, V. Sukhomlinsky, A. Usova, K. Ushinsky, G. Shvaiko, K. Shcherbakova and others.

The pedagogical heritage of V. Sukhomlinsky was embraced by the game as an effective means of teaching and educating preschool children. The scientist noted that the game is a huge bright window through which a healing stream of ideas and concepts about the world around flows into the spiritual world of the child. The game is a spark that ignites the flame of curiosity” (Shapko, 2010).

A. Makarenko paid great attention to the educational functions of the game, because it is the game that is the school for preparing preschool children for life and work. The scientist focuses on the fact that during the game “... the child actively shows a personal attitude to what is happening, learns to freely defend his point of view” (Shapko, 2010). A. Makarenko noted the value of the game, because it is in the game that “the child acts as a creator and most fully reveals his potential abilities” (Shapko, 2010).

Considering the diagnostic and prognostic nature of games, K. Ushinsky noticed that the game actively influences the development of the moral and volitional aspects of the child’s personality. “... the child lives in the game, and the traces of this life remain with him deeper than the traces of real life, into which he cannot yet enter because of the complexities of its phenomena and interests”, “... in the game the child tests his strength and independently manages his creations” (Shapko, 2010).

A. Usova believed that it was during the game that “all aspects of the human soul, its mind, its heart and will are formed.” The scientist emphasized the importance of the influence of the game on the formation of children’s abilities and its development as a person as a whole (Shapko, 2010).

L. Vygotsky defined the game as the leading activity of preschool children, where the motive of the game is the process itself, during which children enjoy. Considering the game as a creative activity, the scientist notes that during the game, the child combines the experienced impressions, from which a new reality is built that meets the needs and interests of the child himself (Skalych, 2013).

Considering the game as a necessary form of activity for a preschool child, J. Comenius outlined certain conditions for parents under which the process of mastering the game will become more interesting and informative, namely: "... do not interfere with children's games, take part in games with children, directing them in the right direction" (Dovbnya, 2011).

L. Franchuk noted that the formation of the personality of a child of preschool age, his humanistic worldview, social competence occurs in the process of play. The scientist claims that at the time of the game, the individual characteristics of a preschool child are manifested with particular brightness, their creative abilities, purposeful imagination, movement from thought to action develop. L. Franchuk argued that the game is a process of socialization, communication and establishing relationships between children, which allows children to learn moral and ethical standards of behavior (Franchuk, 2019).

According to A. Bogush, the game is interactive, because during the game the child interacts with any objects and those around him. The scientist also notes that the game is free, spontaneous and unconstrained, this is due to the emergence of a child's desire to do what he does in order to play, as well as an independent choice of the type of activity or type proposed by the teacher. Paying attention to the openness, imagery, expressiveness, creativity, diversity of the game, A. Bogush notes that there are no right or wrong answers in the game, there are no winners and losers, because the process of the game captures children and contributes to the value of this activity (Bogush A.M., Lutsan N.I. ,2012).

As T. Pirozhenko notes, a huge role in the development and upbringing of a child belongs to the game - the leading type of children's activity, during which children acquire social experience and moral and ethical standards of behavior, new types of activity are born and differentiated, namely: educational, labor, aesthetic . The scientist believes that the manifestation of the necessary gaming properties (politeness, endurance, responsibility, etc.) contributes to the formation of personality traits of a preschool child. At this age, the child's life is modeled - his

immediate desires, interests, real opportunities when he is fully involved in the process of playing activity (Pirozhenko, 2016).

3. The Essence of Play Activities in Preschool Age

Various aspects of play activity were considered by both psychologists and teachers, namely: L. Artemova, A. Bogush, R. Bure, L. Vygotsky, D. Elkonin, R. Zhukovskaya, A. Zaporozhets, N. Kudykina, A. Leontiev, Rubinstein and others.

In the Encyclopedia of Education, the concept of “play activity” is presented as “a kind of active activity of preschool children, which is the main content of their life, is the leading activity closely related to further education and work” (Encyclopedia of Education, 2008).

During play activities, a preschool child actively learns the surrounding reality, embodies the need for self-development, gains certain life experience, and establishes communication with peers. Game activity is characterized by multifunctionality, containing educational, didactic, adaptive, corrective, developing functions that effectively influence the formation of the personality of a preschool child.

D. Elkonin connects the educational influence of play activity with the emotions that arise in a child during play. The psychologist notes that “the more the child enters the role he plays, the better he expresses the feelings determined by him, the more fully he realizes the game, the imaginary attitude to other game characters, the deeper and brighter his joy of the game” (Encyclopedia of Education, 2008).

According to A. Makarenko, play activity is a multifunctional tool that directs a preschool child to cohesion, collectivism, conscious discipline, organization, development of intellectual abilities, enrichment of aesthetic feelings, enhances the physical qualities necessary for work (Encyclopedia of Education, 2008).

According to the requirements of the Basic Component of Preschool Education in Ukraine, the development of a child in the system of preschool education is carried out on the basis of a competency-based approach.

Among the key competencies, special attention is paid to the formation of the playing competence of preschool children, carried out in the process of implementing the educational line “Child’s game “. Tamara Pirozhenko and Oksana Korneeva became the authors and developers of the “Child’s game” direction (The Basic Component

of Preschool Education - 2021). Pirozhenko recited an appeal to educators, in which she noted that “teachers need not only to turn to the game as an inexhaustible source of development of preschool children, but also to realize the powerful potential of this type of activity for themselves as an organizer of educational activities with preschool children” (Kosenchuk, 2021).

The Basic Component presents the definition of “gaming competence” as “the ability of a child to engage in free, emotionally rich, spontaneous activity on their own initiative, which implements the possibility of applying existing and mastering new knowledge and personal development through the child’s desire to participate in adult life by realizing interests in game and role-playing actions in a generalized form” (Kosenchuk, 2021).

The Basic Component of Preschool Education represents the relationship between the values of preschool education, its directions and the process of forming the child’s experience in various activities, which provides an educational result - the acquisition of appropriate competencies by a preschool child.

4. Formation of Play Competence in Preschool Age

Competence is both the result of education and the personal property of the child. It reproduces a system of interrelated components of the physical, mental, social, spiritual development of the child’s personality, namely:

- emotional value attitude (passion for the game, respect for others, the impression of the game, motivation for the values of group solidarity);
 - the formation of knowledge (the idea of various types of gaming activities, knowledge of games with rules, knowledge of other types of games, etc.)
 - the ability to actively, creatively implement the acquired experience and relevant skills (the child uses, chooses, initiates, coordinates, etc.)
- (Kosenchuk, 2021).

So, the question arises, what is the significance and what role does play play in the life of a preschool child?

According to the basic component of preschool education, a game for a child acts as an activity, self-realization, self-development, during which children join active communication, learn to interact, help each other and develop certain life skills (Kosenchuk, 2021).

The formation of the play competence of a preschool child is largely determined by the professional skills of the educator, his competence in organizing the play activities of children (i.e., the play competence of the educator). One of the main tasks of the educator is to rally the children during the game activity, so that during the game the children can communicate, show respect for each other, friendliness (Fedorova, 2018).

The Basic Component of Preschool Education (2021) indicates a certain classification of games for the implementation of the educational direction “Child’s game”, reflecting the degree of activity and freedom of the child in organizing play activities. Let’s describe them.

The first group of games: amateur free games (games - experimentation, plot-reflecting, plot-role-playing, directing, theatrical) during play activities, children have a certain freedom, they can independently choose roles, change the rules (Kosenchuk, 2021). It is from the first group of games that a preschool child begins to form playing competence, because when a child plays with an adult, he learns from him. Games with adults, in which clear goals and instructions are defined, give the child the right to make mistakes, receive feedback, positive feelings from their own achievements (Kosenchuk, 2021).

The second group of games: games organized on the initiative of adults for the purpose of learning (plot - didactic, didactic (verbal, with toys, desktop - printed), mobile, constructive - building) and for the purpose of organizing leisure (intellectual, carnival, ritual, dramatization), round dances, games - relay races) (Kosenchuk, 2021). When organizing games initiated by adults, children acquire gaming experience, the components of which are independence, initiative, creativity, freedom of choice and life values (Kosenchuk, 2021). Therefore, we can note that the development of play competence is based on the common play of an adult with a child and a safe, interesting play environment aimed at stimulating and developing the child’s play desires.

The authors of the “White Paper” (Jennifer M. Zosh, Emily J. Hopkins, Hanne Jensen, Claire Liu, Dave Neal, Cathy Hirsch-Pasek, S. Linnet Solis, and David Whitebrade) draw attention to the characteristics of play (active, joyful, social, motivational, significant) due to which preschool children are successfully taught through the game, regardless of the type of game, whether it is free play or directed play. Scientists convincingly prove that five characteristics appear and disappear when children learn through play, the presence of all five characteristics is not

necessary, because the main thing is that during the game the child feels joy and surprise, meaningful connections, is actively involved and motivated and interacts with others (Jensen, 2021).

5. Conclusions

So, the child's play competence contributes to the formation and flourishing of one of the main competencies - life competence, in the process of formation of which the unique qualities of a person are formed (independence, individuality, a sense of growing up, a sense of new opportunities. In the process of playing, the child acquires the experience of agency, that is, learns to choose and be responsible for what she does and how, assess the risks, which, above all, contributes to the successful implementation of the child in the future.

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