

THEORETICAL AND METHODOLOGICAL LEADING OF PRESCHOOL CHILDREN PLAY ACTIVITY



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Abstract. The research is devoted to the substantiation of theoretical and methodological leading of preschool children play activity. The essence of the phenomenon of "methodical leading of play activity" is defined as a system of diagnostics of the experience of preschool children playing games activity, the monitoring of its results of children interaction in the game, the presence of a game partnership that combines direct and indirect methods of the subject-subject interaction between children and a teacher. The theoretical and methodological leading of preschool children play activity as a psychological and pedagogical problem is analyzed.

Keywords: *game activity, game, preschool children, methodological leading.*

The general definition of the issue and its connection with important scientific or practical tasks.

The leading directions of the development of the modern system of preschool education in Ukraine are declared in the national normative documents: Law of Ukraine "On Education" (2017), "On Preschool Education (2017), Basic Component of Preschool Education" (2012).

The content of modern preschool education is largely determined by changes in the theoretical and methodological support of the activity of children of preschool age, which is created on the basis of scientific and methodological achievements of leading scholars of the past and modern. With this in mind, research into the theoretical and methodological support of the play of children of preschool age can reveal both its achievements and the disadvantages, the comprehension of which contributes to the positive changes in modern theory and practice of preschool education, in particular, the play of games - a pre-school for children.

Analysis of basic research and publications. Theoretical and methodological principles of research in the national science are presented by works of many scientists: the study of the essence of the game, its psychological and pedagogical mechanism and the classification of games (D.Elkonin, O. Zaporozhets, O. Leontiev, G. Lublin, E. Manuilenko, etc.); pedagogical study of the children's play (L. Artemova, T. Gubenko, V. Zagolina, V. Zakharchenko, R. Ibragimova, N. Kudikina, T. Markova, A. Usova, I. Shkolna, A. Yankivska, etc.); the disclosure of the methodology of the game's management (R. Zhukovsky, D. Menjerytska, R. Rimbug, P. Samorukova etc.).

This problem is defined to some extent in the writings of contemporary Ukrainian scholars: the formation of relations between preschoolers in a collective game (K. Shcherbakov); pedagogical support and leading of children's play activity (N. Kudikina); social adaptation of senior preschool children by means of gaming activities (N. Zakharova); formation of the primary economic experience of senior preschool children by means of the game (A. Sazanova); peculiarities of the development of the role-playing game plot of infants (S. Ladyvir); development of communicative functions of preschoolers in the process of creative games (K. Karasiova); the role of the game in the educational space of preschool educational institutions (N. Havrysh).

The analysis of the advanced pedagogical experience, highlighted in professional periodicals ("Preschool education", "Kindergarten", "Library of the preschool teacher"), made it possible to find out the peculiarities of the organization of gaming activities of preschool children in the educational process of pre-school institutions.

The purpose of the article is to substantiate the theoretical and methodological leading of preschool children play activity.

Presentation of the main research material. System and complex analysis of the problem of theoretical and methodological support of the play activity of preschool children allowed to characterize the key concepts of research: "play activity", "methodical support".

Principally important for solving the problem are the potential of researching the definitions of "play activity". The psychological dictionary defines play activity as "a form of activity in conditional situations, aimed at reproduction and assimilation of social experience, fixed in specially fixed ways of realization of subject actions, in subjects of science and culture" [8].

Conforming to this definition is the opinion of S. Goncharenko, who believes that play activity is a kind of active activity of people in the process of which they acquire social functions, relationships and language in their native language as a means of communication between people [3, p. 139].

Confirmation of the priority of play activity among other activities is also found in the Encyclopedia of Education, which defines the activity of children of pre-school age as a kind of active activity of preschool children, which constitutes the main content of their life and is a leading activity, is closely linked with further education and work hard. The combination of the subjective value of the game for the child and its objective developmental importance make the game the most effective form of life of the preschool child [5, p. 327].

The terminological phrase play activity is generic in relation to the concept of the game. The game is a concrete manifestation of the individual and collective play of the child, which is concrete-historical, multifaceted, creative and multifunctional [5, p. 328]. Play activity is a multifunctional pedagogical method. Under the conditions of pedagogical support play activity is implemented as a method. Pedagogical support of playing activity is a way to achieve the goal of educational process through the purposeful use of a system of pedagogical techniques adequate to the specifics of a particular game and aimed at harmonizing the interaction in the child-educator system through satisfying the actual needs of the child and implementing his personal potential [5, p. 328].

Understanding the essence of gaming activities provided for resistance to scientific work within the study period. To study the problem of study, valuable works were written in the 50-60-s of the XX century. Soviet psychologists who were devoted to the psychological principles of the game (L.

Vygotsky (1950), O. Leontiev (1948), (1959), D. Elkonin (1957), G. Lublinskaya (1959), O. Zaporozhets (1961) and etc.).

In particular, according to the concept of L. Vygotsky, the game is a way of active assimilation of a child of human culture. Significant achievement of the scientist is the development of the position on the leading role of play activity as the main activity, which is closely connected with the development of the personality of the child of preschool age and causes important changes in her mental processes, and also acts as a "source of development and creates a zone of the immediate development of the child" [2]

Significant interest are the ideas of the prominent Ukrainian scientist O. Leontiev, highlighted in the work "Psychological development of the child in preschool age" (1948), the content of which is devoted to the meaning of the game for a child of preschool age. The author thoroughly argues that the child is mastering a wider, inaccessible to her only the reality of the game. For children, the game is a sphere of social and intellectual creativity, a field of social and creative self-expression. Axiom was the statement of O. Leontiev that the game, gaining comprehension and saturation, is through finding a child in a team of comrades, in society, the Universe, provides access to social experience, the culture of the past, present and future; repetition of social practice, accessible comprehension [11]. O. Leontiev was the first, who substantiates the introduction, its predecessor, L. Vygotsky essence, content and characteristics of the leading activities. Leading activity "we call such activity, in connection with the development of which there are the most important changes in the psyche of the child and in the middle of which develops mental processes that prepare the transition of the child to a new higher degree of its development [12, p. 384]. In his publication

"Problems of the development of the psyche" (1959) O. Leontiev emphasizes that the development of the child does not depend on the activity in general, but on the leading activity that determines the most important changes in mental processes and psychological peculiarities of the child at this stage of its development [12, c . 384-385]. The author proposed the general structure of the play activity as a psychological mechanism, the transformation of which changes the nature of activity and its developmental influence on the child. O. Leontiev became the founder of another important idea, which consists in the fact that in the depths of the game as a leading kind of activity of preschool age, new motives are formed - motives of educational and cognitive activity, the drivers of the development of the personality of a child of preschool age. O. Leontiev is defined in general terms by the leading law of the development of play activity, which is transformed from creative games to games with ready-made rules. This pattern was subsequently chosen for the theoretical basis for the classification of children's games [12, p. 384-385].

The well-known scientist, doctor, academician of the RSFSR Academy of Pedagogical Sciences, author of works on preschool education ("Conversations on education", "A child in preschool years", "Parents of education", etc.). E. Arkin noted that "the child - a being very active, and it is in the game that the activity of the child is most natural and freely detected, because both the structure, the content, and the execution of the game most closely matches the entire psychophysical organization, all content that fills the life of a child of preschool age "[1]. According to E. Arkin, the game gives the child the full completeness of life, which she aspires to, henceforth, that the game itself should be a lever of preschool education. The importance for the development of gaming activities of children were researched by Soviet child psychologist, the head of the psychology laboratory of children of six years of age, the Research Institute of Psychology of the RSFSR Academy of Pedagogical Sciences D. El'konin, which concerned the definition of specificity and analysis of the historical and genetic development of children's games as forms of indirect involvement of children to the life of adults and understanding the role of the game

in the mental development of the child.

Scientists have proved that play activity in its role form - "social in nature and in its origin, that is, it arises from the living conditions of the child in society" [18, p. 31]. He stressed that the game was gradually transformed from a purely utilitarian focus to the acquisition of its contemporary significance as an activity that promotes the child's learning of social experience and, most importantly, orientation in human relationships and motives of human activity. "The special sensitivity of the game to the field of human activity and to the relationship between people shows that, with all the diversity of plots behind them lies essentially the same content - human activity and human relations in society ... Plots of games ... reflect the specific conditions of life of the child. They vary depending on these conditions, from the entry of the child into a much wider range of life, along with the expansion of her horizons "[18, p. 31]. The author was convinced that, having a social origin and content, the game performs the function of socialization of the individual.

According to D. Elkonin, role play is a form of modeling a child's social attitudes of adults, that is, reproducing them in a peculiar material form and in this way awareness. The game is an important source of shaping the child's social consciousness. "The role-play plays its developmental function also due to the fact that the team of children who implements the game is always a real collective in which its participants enter into real-life relationships rather than in imaginary" [18, p. 32]. The role-playing game was considered by scientists as a real form of a child's life; the game creates a children's community, which lives as an independent, amateur team. D. Elkonin emphasized that the real relationships of children in the game should be taken into account more during the educational organization of gaming activities. It is extremely important to take full advantage of the game in the direction specific to it - the socialization of the individual: "The possibilities of role-play as a powerful educational tool can only be fully utilized when the role-playing game becomes a form of children's lives, and the play children's team is an amateur collective" [19, with. 32].

D. Elkonin, on the basis of his research in the works "Psychological issues of the

preschool game" (1948) and "Psychology of the game" (1978) [18], concluded that the central role in preschool age is occupied by creative games in which the child plays a role. In his opinion, the role is unattractive if it does not have meaningful actions. He noted the need to introduce into the game "those plots, which is inherent in the most educational value." Thus, E. Elkonin proved that the role-play as a form of play in the preschool age becomes the leading activity of the child in life and socialization, is changing with the growth of the child and the change in his social position [19].

A well-known psychologist G. Lublinska in the monograph "Essays on the development of a child" (1959) identifies three main factors of personality development: 1) biological, 2) social, 3) the activity of the child, which is often manifested in the form of a game. In the studies of G. Lublinskaya grounded the idea that the management of children's games not only can, but also necessary. Forming the knowledge necessary for further activity, the ways of actions, interests, the educator should induce the child's activity in the process of play activity [13].

The common thing for the above-mentioned works was that they combined the views of scientists on the cultural-historical approach to the origin of the game, an understanding of its social essence and the psychological mechanism of systemic-activity character. The main assertions of scholars were about that children's development depends on the leading activity (game), which causes the most important changes in mental processes and psychological peculiarities of the child at this stage of its development (O. Leontiev) [12]; play activity is complicated and evolving, the evidence of this is the change in its forms and species, and new forms of play activity are better absorbed by children under the direction of the teacher (D. Elkonin) [18].

The very important definition of the essence of preschool children activity was developed by O. Zaporozhets in 60-70-th of the twentieth century. In his work "Game and the Child Development" (1966), the scientist emphasized the connection between the age peculiarities of children game as a practical activity, which contributes to the improvement of mental processes, the acquisition of new ways and forms of activity, the formation of the intellectual and motivational sphere,

ensuring emotional communication with the environment. With the accumulation of the game and other types of practical activities of knowledge and skills, the experience of communicating with people, the child becomes available new activities and new, more complex forms of social interaction. In the course of the game the child acquires knowledge about the surrounding world, social reality in an effective form, which determines the transition to qualitatively new stages of intellectual, social and physical development [6].

During the 70's and 80's of the twentieth century. Soviet psychologists took an active part in the study of the peculiarities of the play activity of children. A number of works show the results of the research by the scientists of the game and the activity of the game as a form of creativity that implements human abilities and needs, is closely connected with the development of the basic principles of the personality (V. Mukhina, N. Nepomnyascha, etc.) [14; 16].

Summing up the mentioned aspects, we get the reason to assert that in the scientific works of the 50's and 80's of the twentieth century. Some aspects of the problem that highlight the game as a kind of cognitive activity of a child of a socio-cultural nature, which allows her to identify the socio-cultural experience of the native people and humanity as a whole; the game as a form of vital activity of the child, the objective properties of which are equivalent to the implementation and actualization of the essential needs and capabilities of the individual; game that has multi-vector impact on the child, which is related to physical development, improvement of the psychic sphere, education and training, preparation of the younger generation for future work, etc., The game, the universality and integrity of which contributes to the harmonious development of the child [9, p.17].

In modern psychological and pedagogical studies it is repeatedly noted that the activity of children is characterized by the fact that the basis of children's games are monotonous plots that children are poorly able to obey the rules, the game has ceased to be creative (K. Karasev, S. Ladyvir, T. Pirozhenko, etc. .) [7; 10; 17].

Psychological surveys of the free children activities showed that a significant proportion of pre-school children (about 60%) are not

playing. They demonstrate individual subject actions (skating cars, throwing a ball), examining books, drawing, etc. Only 40% of preschoolers are demonstrating the forms of role-playing games. Most popular among preschoolers were traditional household plots: feeding, sleeping, walking, bathing a daughter, etc. (such games were observed in 30% of cases). This includes options for the game "Daughter-mother" and the current version of this game "Barbie's Family". Boys often play scenes related to defense and attack: "Police and thieves", "Bandits and ours", "Haunted hunters". In games, children use both real toys and their substitutes. Many children are called roles, they are trying to perform exactly the actions that are characteristic of their chosen role (daughter or mother). 20% of children have a rule that they need to act, but most of them can not adhere to rules that restrict spontaneous activity, that is, they do what can not be done. At the same time, not all children are able to use the role language, to carry out a role dialogue. The game of modern children is characterized by monotony. This is mostly the repetition of the same operations that are characteristic of the procedural play of young children. Observations have shown that children can not elementarily develop the plot, they can not be used in the adopted role and build their relationships with others, based on the role of the role [206, p. 7-9; 176, p. 158-159; 270]. The research results show that in their popularity story-role games are almost two times behind other types of activities. At the same time, the stories of children's games are rather monotonous and mostly limited to family topics; "Professional plots" (that is, playing cooks, chauffeurs, doctors, cosmonauts, etc.), which were very popular 10-20 years ago, are practically absent. Characteristic of modern preschoolers is the widespread use of plots from television films in their games and the reproduction of the roles of exotic television heroes (spider-man, ghost, etc.).

According to psychologists (K. Karasev, S. Ladyvir, T. Pirozhenko), the weakness of modern plot-role games and their detachment from the social life of close adults may indicate that social life and the entry into the world of adults cease to be the content of children's games, as predicted by the classical psychological concept of children's

play [7, p. 158-159; 10, p. 7-9; 17].

The curtailment of the game in preschool age affects the overall mental and personal development of children [10, p. 7-9]. The advantage of playing any other children's activity is that the game, remaining as free and attractive to the child, becomes a school of arbitrary behavior, teaches the child to achieve the goal, to overcome their impulsive desires. This, in practice, is the only area in which a preschooler can show his initiative and creative activity. It is in the game that children learn to control and evaluate themselves, understand what they are doing, and most importantly, they want to act according to the rules. In the developed form of play activity, children themselves want to act in accordance with the adopted rules. Avoiding the rules of the game can indicate that in modern children the game ceases to be a "school of arbitrary behavior", and no other activity of a child 3-6 years cannot perform this function. After all, arbitrariness is not only action by rules, but awareness, independence, responsibility, self-control, initiative and internal freedom. Having lost the game, children will not be able to form these qualities. As a result, their behavior will remain situational, involuntary and dependent on the surrounding adults.

The results of research prove that modern children of preschool age, left without an adult's guidance, are not able to organize their own activities, fill it with content: they wander, push, move and scatter toys, etc. Most of them have no developed imagination; there is no creative initiative and autonomy of thinking. Poverty and primitiveness of the content of the game also affects the communicative development of children. Preschoolers who do not know how to play, cannot communicate meaningfully, engage in independent joint activities, cannot effectively solve emerging conflicts. As a result, manifestations of aggression, alienation, hostility towards peers are increasing [17].

An analysis of the content of play activity of modern children makes it possible to conclude that it is necessary to create conditions conducive to the gradual restoration of the plot role-play, which is an indispensable school of communication, thinking and formation of arbitrary behavior of preschool children. In modern institutions of preschool education, in connection with the changing tendencies in relation to childhood

and the child, the psychologization of pre-school teachers work, the organization of psychological and pedagogical support of the child in the process of play activity, that is, the attitude towards it, should be a very important factor. not only as an object of assimilation of knowledge and skills, but also as a subject of communication, cooperation, friendly life, which will ensure the expansion of the degrees of its freedom, the right to choose their own. Knowledge, skills and abilities are recognized by psychologists not only as indicators of personality development, but also as the initial qualities of personal growth. Age and individual peculiarities are considered as stages of realization of the natural potential of the individual, in particular social, cognitive, artistic, and creative [7].

In the context of the mentioned researchers and aspects, modern psychologists (K. Karasev, S.Ladyvir, T. Pirozhenko, etc.) note that the cardinal review requires the issue of leadership of the children's play. In particular, scientists are proposing to replace the stereotyped attitude to the terminology used in preschool education, and to focus on the provision that the leading factor in introducing a system of methodological support is to change the established views on the personality of the preschool child [7; 10; 17]. The system of the leading play activity is provided by teachers, parents and other adults, who are involved in the upbringing, education and development of the child. Accompaniment is a system of professional activity of a psychologist, which ensures the creation of socio-psychological conditions for successful training and mental development of the child in situations of pre-school intercourse. As regards the game, methodological support is provided by pedagogical staff through interaction with children who are adult partners in developing a strategy of escort. Parents also act as game support actors, because they participate in this process on the basis of partnership, personal and family responsibility [7, p. 158-159; 10, p. 7-9; 17].

Taking into account the results of the analysis of L.Vygotsky, O. Leontiev; D. Elkonin, G. Lublin; O. Zaporozhets; K. Karasiova, S. Ladyvir, T. Pirozhenko scientific researchers we can summarize, that play activity as a kind of preschool children active activity, which is the main content of their life and is a leading activity closely linked with

further education and work. The terminological phrase play activity is generic in relation to the concept of the game. The game is understood as a concrete manifestation of the play activity of the child in the context of situations aimed at reproducing and assimilating the children of social experience, in which self-control is possible by behavior.

An important ground for the theoretical and methodological provision of play activity of preschool children were the scientific works of teachers of the 50s and 60s of the 20th century. (D. Menzhyrytska, E. Manuilenko, T. Gubenko, P. Samorukova, R. Ibragimova, R. Rumburg, L. Artemova, R. Zhukovska, etc.).

Scientific intelligence has been proved by the fact that during the 70's and 80's of the twentieth century. The teachers studied the issues of play activity (game) regarding its role in the life of preschool children, the expediency of its use as a teaching method, means of education (L. Artemov, R. Zhukovsky, G. Usov, and others).

The researches that were developed taking into account the concept of O. Usova, which studied the peculiarities of the formation of positive relationships between children (R. Ivankova, T. Markova, I. Teplitska, K. Shcherbakova, etc.), and the peculiarities of the functioning of children's independent interactions were important for further development of play activity among which group playing (L.Artemova, T. Repin, A. Rojack, I. Shkolna, etc.). The results of these studies greatly enriched the practice of managing children relationships in games: the leading role of the children's play in the formation of social behavior of children was determined (T. Repin), the ways of organizing business cooperation in the game were determined (T. Antonov, R. Ivankov, L. Lidak, T. Repin, A. Rojak, etc.), actualized the problem of activating the positive relationships of children as a condition for improving the effectiveness of the game (L. Artemova, T. Markova, A. Matusik, I.Shkolna, etc.) [15, p. 72].

These providing were further developed in the studies of teachers of the 80s of the last century aimed at studying the influence on the content of the game of children's representations about the work of adults, its social essence (L. Artemova, I. Vlasova, G. Grigorenko, L. Thaler and etc.); reading of fiction (T. Markov, S. Kozlov, M. Konin, Y.

Kosenko, N. Kudikin, etc.); the establishment of the relationship between education and play (L. Artemova, N. Boychenko, V. Kondratova, A. Frolova, etc.); formation of children's game interests, purposefulness, organizational skills, activity (N. Boychenko, R. Gevorgyan, S. Marutian, A. Matusik, N. Sedzh, etc.). Scientists have investigated a holistic system of pedagogical influences that included episodic thematic planning of program material, the establishment of logical links between types of activities and types of classes, the holding of special games-classes in a single developing plot, the joint work of preschool institutions and families, etc. [15, with. 70-71].

The next step in theoretical and methodological substantiation is the researches of the 80-90s of the XX century. N. Kudikina, N. Boychenko, G. Grigorenko, K. Kovalenko, K. Shcherbakova; I. Shkolnoy, V. Zakharchenko, N. Mikhailenko, who developed the ideas of L. Artemova about leadership in children's play.

Thus, the analysis allows to summarize that the theoretical and methodological support of the game in public preschool education during the 60's and 80's of the twentieth century. Directly influenced by pedagogical researches of the game (play activity), which substantiate the pedagogical significance of the game, its classification and

which questions the methodical guidance of the creative game and games according to the rules.

Taking into account the important pedagogical work of the research of play activity (game), scientists, since the 1990s and to the present (O. Bohinich, N. Gavrish, G. Grigorenko, N. Zakharov, N. Kudikina, O. Telcharova, A. Sazonova, K. Shcherbakova, etc.), investigate the problem of formation of the social orientation of the child of preschool age in the game, the development of moral relations in creative games and physical development in games with rules, etc. According to scientists, the game has more opportunities for the formation of the personality of the preschooler than any other activity, since its motives have a great incentive effect and the children understand the relationship between the motive and purpose of the game [9].

Thus, in modern studies of N. Kudikina, N. Zakharova, N. Lutsan, G. Grigorenko, A. Sazonova, N. Havrysh, preschool children play activity is reflected as an important factor in the methodological leading of the play activity, which will be carried out taking into account the specific characteristics of the games and through the productive pedagogical support and leading of the play activity, based on the actual needs of preschool children.

Conclusions and perspectives of further research in this area.

Summarizing the results of the analysis of scientific achievements, we have the possibility to state that the problems of the importance of the games, their place and role in preschool children life have become firstly a priority in psychological research. These studies served as the basis for scientific research in the field of pedagogy. Representatives of this cohort investigated playing activity as an effective means of education, upbringing and development of preschool children as a way of achieving the goal of educational process through the purposeful use of a system of teaching methods, taking into account the specifics of a particular game and aimed at interaction in the child-educator system through satisfying actual child's needs and the realization of child's personal potential.

The study does not exhaust all aspects of the problem. Directions of further scientific researches can be such as follows: the reflection of the gender approach in the content of the activity of children of preschool age; study of pedagogical support of play activity in foreign educational systems; sources of the national component of the play activity and their influence on the formation of the national consciousness of the individual, etc.

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