

*A. Khomchuk,  
Student,  
K. Harashchuk  
PhD (Education), Senior Lecturer,  
Zhytomyr Ivan Franko State University*

## **FORMATION OF GAME COMPETENCE IN CHILDREN OF MIDDLE PRESCHOOL AGE IN THE SUBJECT-DEVELOPMENTAL ENVIRONMENT OF PRESCHOOL EDUCATION INSTITUTION**

The updated basic component of preschool education emphasizes the comprehensive and harmonious development of the child. One of the main areas of development of preschool education is the play activities of preschool children, thanks to which children gain experience that they will actively use in the future for socialization, communication with other children and adults [1].

Playing is the main activity that children perform in preschool. It is in the middle preschool age that children begin to actively use the game as a means of communication with the outside world, translating their emotions and experiences that they cannot express in words into a game.

In the basic component, one of the educational areas is "child's play", which highlights the concept of "game competence". The article investigates the importance of forming game competence in children of middle preschool age in the subject-developmental environment of preschool education institution.

The study of the formation of game competence is carried out by many well-known scientists, such as: V. Averin, K. Ushynskiy, K. Gros, D. Elkonin, H. Hryhorenko, A. Bogush, N. Havrysh, M. Fedorova, N. Nechyporuk.

The formation of game competence in middle school children is one of the key stages in their development. K.D. Ushinsky proves that the content of the game influences the formation of the child's personality [2].

**The purpose of the article** is to study the formation of game competence in children of middle preschool age in the subject-developmental environment in preschool education institution.

Preschool age is the initial stage of assimilation of social experience. Play is the most accessible type of activity for a child, a kind of way of processing the impressions received.

Play is one of those types of children's activities that adults use to educate preschoolers, teaching them various actions with objects, ways and means of communication. In the game, the child develops as a personality, forms those aspects of the psyche that will determine the success of educational and work activities, and his or her relationships with people [3:123].

The game shapes perception, thinking, memory, and speech - those fundamental mental processes without which it is impossible to speak of the education of a harmonious personality. Already in preschool age, the child's personality begins to form, and this process is closely connected with the development of the emotional and volitional sphere, with the formation of interests and motives of behavior, which,

accordingly, is determined by the social environment, primarily by relationships with adults typical for this stage of development.

The formation of play competence is most active in children of middle preschool age, because children already have acquired skills, abilities, and experience that they use in play. They are more active in collective games, think through roles and rules of the game. They can evaluate their actions and the actions of other children involved in the game. Thus, game competence is the child's ability to free, emotionally rich, spontaneous activity on his/her own initiative, which realizes 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 activities in a generalized form [4: 5].

The formation of game competence in children of middle preschool age (usually around 3-5 years old) within the subject-developmental environment of preschool education institutions involves creating an environment that fosters and supports play as a key element in children's development[5:45]. This approach recognizes the vital role of play in learning and development in early childhood. Here are some strategies to effectively develop game competence in this context:

1. Provide a variety of materials that can be used in different ways, such as blocks, puzzles, dolls, toy vehicles, art supplies, and natural materials. These materials should be easily accessible to children and safe for their age.

2. Design play areas that stimulate children's imagination and creativity. This might include themed areas, such as a mini-market, a hospital, or a construction site, which can help children engage in role-playing and storytelling.

3. While the primary focus is on play, the activities can be subtly steered to include educational objectives like language development, basic math skills, social skills, and physical coordination.

4. Facilitate opportunities for children to play together, which can help them develop social skills such as sharing, negotiating, and teamwork.

5. Pay attention to the interests and needs of each child and adapt the environment and materials accordingly. Observation helps in understanding which aspects of play excite and engage children the most.

6. While having a routine is important for young children, it's also crucial to be flexible and allow for spontaneous play activities that are led by the children's interests and ideas.

By focusing on these aspects, preschool education institutions can effectively support the development of game competence in middle preschool-aged children, helping them to grow socially, emotionally, cognitively, and physically through play.

Thus, the formation of play competence in preschool children is an important stage in their comprehensive and harmonious development, as it helps children to gain new experiences and find contact with adults more easily. This approach supports holistic development in preschool children, fostering growth in various domains through play. The formation of game competence in middle preschool-aged children in a preschool environment involves creating a stimulating, safe, and flexible play space that integrates educational goals and encourages social interaction, guided and adapted by adult observation and involvement.

## СПИСОК ЛІТЕРАТУРИ

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