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## **FORMATION OF THE EXPERIENCE OF SAFE BEHAVIOR IN CHILDREN OF YOUNGER PRESCHOOL AGE BY MEANS OF GAME ACTIVITY**

**Abstract.** The article research into the problem of forming the experience of safe behavior in children of younger preschool age by means of game activity. The historical development of the concept of safety in education is analyzed, modern interactive teaching methods that contribute to the formation of practical skills and social adaptation of children are identified. The practical significance of the work lies in the development of recommendations for teachers on the integration of game technologies into the educational process to optimize children's assimilation of the rules of safe behavior.

**Keywords:** safe behavior, preschool education, game activity, interactive methods, social adaptation.

**Relevance of the topic.** The formation of safe behavior experience in children of younger preschool age using game activities is a relevant area of research work aimed at ensuring the development of the child's personality in the condition of modern society, being characterized by high dynamics of socio-economic changes and increasing requirements for the education and upbringing system. The relevance stems from the insufficiency of the current formation of basic skills of safe behavior in the children which does not allow them to adequately respond to external threats and effectively adapt to the socio and pedagogical environment thus preventing danger at the early stages of development. Modern scientific research, in particular the works of O. Kravchuk [1, p. 1–5] and N. Nyzhnia [2, p. 1–4], indicate that the introduction of interactive and game methods into the process of forming safe behavior in the participants in educational process contributes not only to increasing the heir level of awareness of the basics of life, but also to the development of their cognitive and social competencies, which is a necessary prerequisite for inclusive education and effective adaptation in the social environment.

**History of the research issue.** The history of this issue starts in the XX century, when a concept focused on the integration of pedagogical and psychological approaches to educating children's safe behavior first appeared. The main attention was paid to the development of methods based on direct learning; later, in connection with the development of game theory and neuropsychology, more complex program-methodological complexes appeared that took into account the individual characteristics of the children and their gaming activity. Thus, I.Gladchenko in the monograph “Formation of gaming activity in preschool children with mental retardation: a program-methodological complex” (2012) presents a systematic

approach to the organizational gaming space, which contributes not only to the development of motor and cognitive functions, but also to the formation of safe parental behavior in everyday life. The researches of I. Lyubychenko [4, p. 1–50] and A. Ivanchuk (2020) are also of great importance, The latter in the article “Teaching preschool children safe behavior” demonstrates the effectiveness of integrating gaming technologies into the educational process, which contributes to both the intellectual and emotional development of the child [5, p. 45–50]. A careful analysis of scientific works allows us to note that the historical development of research in this field is characterized by a gradual transition from traditional methods to innovative, interactive approaches, which provides a more comprehensive coverage of aspects of life safety. N. Nechyporuk's research (2016) draws attention to the organization of work on life safety in accordance with the Basic Component of Preschool Education, revealing deep understanding the regulatory and legal tasks of forming safe behavior in children [6, p. 206–211].

**The aim of the study.** The purpose of this scientific work is to develop and substantiate the ways of the formation of safe behavior experience in younger preschool children by means of game activities, which includes an analysis of existing approaches, identification of main problems and prospects, as well as the development of recommendations for teachers and psychologists taking into account modern trends in the field of preschool education. The main tasks set in the study include determining the role of game activities in the formation of safe behavior skills, analyzing the effectiveness of interactive methods, developing program components that contribute to children's awareness of safety principles, as well as studying the impact of game technologies on the development of cognitive, emotional and social competencies.

**The results.** The main presentation of the research material is based on an interdisciplinary approach that combines the achievements of pedagogy, psychology, educational practical methods and innovative technologies. This enables to conduct a research of the mechanisms of formation of safe behavior experience in preschool children, taking into account their individual characteristics, cognitive abilities and level of socialization. The formation of safe behavior skills is an important aspect of preschool education, since it is at this age that the basic models of response to potential risks in the environment are laid.

Modern methods used to develop appropriate experience in children focus on the use of game forms of organizing the educational process, which allows combining elements of cognitive activity with practical tasks for orientation in the environment. The game is a natural form of activity of the child, therefore, the integration of elements of game interaction into the learning process contributes to better assimilation of information, increased motivation and activation of cognitive activity. In particular, effective are plot-role-playing games, in which children have the opportunity to simulate various life situations, analyze behavioral strategies and find safe ways to interact with the environment.

Researches by N. Nyzhnaya (2024) demonstrates that interactive methods and modern educational technologies contribute to a deeper understanding of safety principles concerning children, activate their participation in the learning process and stimulate the development of independence in decision-making [2, p. 1–4]. It is

interactive technologies that allow creating conditions under which children not only receive certain knowledge about safety rules, but also gain practical experience in their application. For example, the use of electronic educational resources, multimedia presentations, interactive simulators contribute to the development of visual and associative thinking, which makes the learning process more effective and interesting for children.

Also, the use of quest games, as shown by the experience of I. Lyubichenko (2024), contributes not only to the development of logical thinking in the children, but also to the formation of a strategy for safe behavior through the simulation of real situations that may arise in the environment, and also provides emotional motivation for children to follow the rules of behavior [4, p. 1–50]. Quest methods are based on the principle of gradual unfolding of information through the performance of tasks, which allows children not only to acquire the rules, but also to realize their importance in real conditions. In addition, such games contribute to the development of social interaction, since they involve teamwork, which forms communication skills and the ability to make collective decisions.

In the work of A. Ivanchuk (2020) it is emphasized that game forms of organizing the educational process enables to create a comfortable environment in which the children are able to experiment with different models of behavior, develop critical thinking and increase the level of self-awareness of their own actions [5, p. 45–50]. It is especially important that through play, children can safely learn from their own experience, trying out different behavior options and receiving feedback on their effectiveness. Thus, the formation of relevant skills occurs not through mechanical memorization of information, but through real activity, which makes the learning process more effective.

Modern science also draws attention to the importance of integrating regulatory and legal principles in the formation of safe behavior, which is confirmed by the research of N. Nechyporuk (2016), which determines the organizational and methodological aspects of implementing a life safety system in preschool institutions [6, p. 206–211]. Regulation of children's life safety at the legislative level allows for the effective implementation of educational programs aimed at educating safe behavior. This includes adapting state education standards to modern challenges, developing methodological recommendations for educators, and integrating safety measures into the overall learning process.

The mentioned studies indicate that the use of an integrated approach, which includes both classical pedagogical methods and modern innovative technologies, allows for the comprehensive development of the child, contributing to the formation of not only knowledge about safety rules, but also practical skills for their application in everyday life. Such an approach ensures that the child not only learns the theoretical aspects of safe behavior, but also acquires stable skills for independent decision-making in critical situations. Given the rapid development of technologies and changes in the social environment, the educational process must be constantly updated, integrating the most modern methods that will help prepare children for life in a dynamic and complex world (O. Voznyuk) [7; 8].

**Conclusions.** Summarizing the presented data, we can conclude that the formation of experience of safe behavior in children of younger preschool age by means of game activity is an important direction of modern research, which provides comprehensive support for the development of the child's personality. The importance of this process is confirmed by both historical research and modern practical approaches that allow adapting the educational process to the needs of modern society. The main conclusions of the study are:

- there is the need to integrate game technologies into the education system,
- the effectiveness of using interactive methods to form practical safety skills is quite obvious,
- it is important to use the interdisciplinary approach that combines pedagogy, psychology and technology,
- there is the need for further development of program and methodological complexes to optimize the process of forming safe behavior in children.

In general, the introduction of innovative approaches to the organization of game activity allows creating a favorable environment for the development of children's awareness of the principles of safety, which is the key to their further social adaptation and successful functioning in the modern world.

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