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GAME ACTIVITY AS A MEANS OF INTRODUCING SENIOR PRESCHOOL CHILDREN TO THE WORLD OF PROFESSIONS

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

Keywords: safe behavior, preschool education, game activities, interactive methods, social adaptation

Problem statement. In modern conditions of rapid social development, active implementation of new technologies, and changes in the labor market, the issue of early formation in the children the ideas about the world of professions is becoming increasingly relevant. Introducing senior preschool children to adults' professional activities is an important component of their socialization, the development of respect for work, and the mastering of social roles.

At the same time, a certain contradiction can be observed: despite the significant informational influence of the media space, children's ideas about professions often remain superficial. Preschoolers frequently know the names of certain professions but insufficiently understand the content of work activities, the importance of tools, and the social significance of adults' labor. The leading activity in senior preschool age is game, which reveals high potential for reproducing social relations and various types of professional activity. However, in the practice of modern preschool education institutions, the possibilities of game activity as a means of forming comprehensive knowledge about professions are not fully used. This determines the need for scientific substantiation of relevant pedagogical conditions and methodological approaches.

Analysis of recent research. The problem of forming preschoolers' ideas about the diversity of professions in the process of game activity remains at the center of active scientific research. Scholars emphasize that gaming activity in preschool childhood serves as the fundamental basis of a child's socialization and acquaintance with adult work.

In particular, V. Pasichnyk defines game as a "life laboratory", which plays a key role in the formation of major psychological new qualities and in the development of intellectual and emotional spheres of personality [3].

In the context of professional self-determination, N. Kovalevska draws attention

to the special role of game technologies in forming children's subject-practical and technological competencies. The author proves that the effective use of pedagogical games in preschool institutions makes it possible not only to implement the tasks of labor education but also to ensure successful socialization of preschoolers in a constantly changing information space [2].

Special attention in scientific research is given to methodological aspects of organizing the game environment. Thus, L. Liubchak and K. Kolesnik substantiate that systematizing different types of games (role-playing, didactic, constructive ones) in accordance with the requirements of the educational line "Child's Play" of the Basic Component of Preschool Education ensures effective assimilation of social experience by children [5].

Significant potential in this direction is demonstrated in the works of O. Hnizdilova and Yu. Lukashova. The researchers proposed a classification of games by types of activity ("human-nature," "human-service sector," "human-computer," "human-celebration") and introduced into the educational process professions that have emerged recently (groomer, city farmer, make-up artist, stylist, barista, etc.) [4].

This idea is complemented by the research of Yu. Dubovyk, who confirms that updating the content of knowledge about the professional world in combination with a gender-sensitive approach and active cooperation with families significantly increases the effectiveness of career guidance work [1].

At the same time, the analysis of scientific works confirms the insufficient development of the issue of comprehensive use of play technologies for forming ideas about modern digital and service professions among senior preschool children.

This determines the relevance of our study, which is **aimed** at developing didactic and developmental games capable of effectively introducing preschoolers to the modern professional world.

Results. In senior preschool age, game activity ensures the formation of social experience and the development of cognitive and emotional spheres of the child. The effectiveness of this process is ensured through the systematic integration of didactic and role-playing games, which makes it possible to combine the acquisition of theoretical knowledge with its practical application.

Didactic games ("Professional Lotto," "Who Does What?") perform a cognitive function, helping children establish logical connections between a profession and its tools. As noted by L. Liubchak and K. Kolesnik, organizing game material according to educational tasks guarantees deep assimilation of the structure of social relations [5].

The next stage is role-playing, which ensures the emotional "living through" of a profession. O. Hnizdilova and Yu. Lukashova emphasize that game modeling of modern spheres of activity helps preschoolers adapt to constant sociocultural changes [4], while Yu. Dubovyk highlights the importance of regularly updating the game plots in accordance with contemporary challenges [1].

The practical implementation of the proposed approach is based on the introduction of *three game models*.

The first model is the "Medical Center," where the central figure is the Doctor. The game is aimed at studying modern specializations, activating professional vocabulary, and developing empathy. The use of toy tablets with "electronic medical records" and

forms for digital prescriptions allows the child to visually master the modern aspect of the profession – the digitalization of medicine.

The second model reveals the activity of the Journalist, focusing on the development of dialogical speech and the ability to work with information. Through role actions (interviews, reporting in front of a “camera”), children develop confidence and flexibility of thinking.

The economic direction is implemented through the role of the Sales Consultant, where the main emphasis is placed on financial literacy and service ethics. The use of cash registers, scanners, and contactless payment terminals helps children understand complex mechanisms of market relations.

The methodology of working with these models requires the creation of certain *pedagogical conditions*.

The key one is designing a mobile developmental environment in the form of thematic mini-centers that encourage children’s independence. The role of the educator lies in partnership interaction and stimulating discussions, which help children realize the connection between professional actions and their social usefulness.

Another important condition is alternating didactic games with role-playing ones to allow children to simultaneously develop thinking, knowledge, and skills of “living” in a particular social role.

Thus, the integrated use of didactic and role-playing games enables senior preschool children not only to acquire knowledge but also to practically master modern aspects of the work of the Doctor, Journalist, and Sales Consultant, while developing key cognitive, social, and communicative competencies (O.Voznyuk) [6; 7].

Conclusions. Introducing senior preschool children to the professions of Doctor, Journalist, and Sales Consultant through the integration of didactic and role-playing games is an effective means of developing cognitive activity, speech, social interaction, and the emotional sphere of the child. The use of modern play models allows children not only to gain theoretical knowledge but also to practically master relevant aspects of activity – digitalization, financial literacy, and service ethics. The consistent combination of play exercises with the functioning of thematic mini-centers stimulates independence, critical thinking, and responsibility in the process of “living through” social roles. Thus, the integrated application of play technologies in preschool education creates favorable conditions for the comprehensive development of personality, the formation of professional values, and lays the foundation for successful socialization in modern society.

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