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AN EMPIRICAL STUDY OF THE FEATURES GAME ACTIVITY OF SCHOOL-AGE STUDENTS IN HISTORY LESSONS

Abstract. In the article, a theoretical analysis of the psychological and pedagogical literature on the problem of the characteristics of children's game activity was carried out, the essence of game activity, types of games for school-age children, problems of children's game activity were determined. The results of an empirical study of play activities of older preschool children with general underdevelopment of speech are presented based on a comparison of play activities with children of older preschool age with normative development, and the features of their play activities are determined. It was found that the didactic game in itself is not the completion of the lesson, but a means of learning and education. In our opinion, it is important to create a situation of success during game activities in history lessons, because this is the only source of the student's inner strength, which creates energy to overcome difficulties and the desire to learn in modern conditions. Thanks to the game, students are in demand by themselves, see their own prospects for growth and realize the need for self-improvement. In a systematically and properly organized game, the participants master the game at the level of creative search, and also intellectually connect with other technologies and means of learning to cognitive activity, which contributes to the cooperation of the teacher and student in the learning process, helps to strengthen the process of studying history, helps to better solve tasks that form creative thinking of students, their subject competencies. Therefore, the use of game methods creates conditions for the development of cognitive interest in a child, since the use of game methods is considered not only a natural phenomenon, but also one of the most effective ways of forming a creative personality.

Keywords: game activity; education seekers; organized play; activation of cognitive activity, game technologies, didactic game, educational process.

1. Introduction

Statement of the problem. Game technology is one of the unique forms of learning that allows you to make not only the work of creative and searching students, but also the daily stages of learning a foreign language interesting and exciting. Interest in the game world makes the emotionally colored monotonous activity of memorizing, repeating, integrating or assimilating information positive, and the emotions from the game action activate all mental processes and functions of the child. Another positive aspect of the game is that it promotes the application of knowledge in new situations, and, therefore, the material learned by students undergoes a kind of practice, bringing variety and interest to the learning process. Unlike regular games, educational games have some differences: the presence of an imaginary situation and related components such as roles, game objects, etc; children's awareness of the game result; children's awareness of the rules of the game; the possibility of choosing a specific action in the game for each child, which will ensure individual activity in the collective form of the game.

Analysis of recent research and publications. The methodological basis of the research was the works of such philosophers and psychologists as K. Gross, F. Schiller, G. Spencer, K. Buhler, Z. Freud, J. Huizinga, E. Bern, who pointed to the essential importance of play for both the child and for an adult, offered concepts that describe and explain the psychological mechanisms and consequences of human games. We also studied the works of scientists who consider the game within the framework of the activity approach – Vygotsky, D. B. Elkonin, S.L. Rubinstein. The works of Pocheptsova H.G., Perepelitsy A.V., Kislyuk K.V., Bogach O.V. were analyzed. where the problem of computer game addiction was considered.

2. Research results

Presentation of the main research materials. Most games can be used as training exercises both at the initial and subsequent stages of consolidation. Training students in the use of grammatical structures that require repeated repetition tires the child with its monotony, and the effort expended does not bring quick satisfaction. The game will help make boring work more interesting and exciting. After all, the most difficult part of the language to learn at this age is grammar. When learning a foreign language at the first stage, it is necessary to deal with grammar, since grammar is an integral part of the language as a system. Mastering the grammar of any language causes a lot of difficulties: grammatical terms and rules, endless exceptions, etc. usually cause a negative attitude towards the subject for most students. At the same time, it should be noted that the successful use of certain grammatical phenomena in the language is determined by the presence of appropriate communication situations that contribute to the creation of conditions necessary for the formation of fluent speaking skills. Playing games in a foreign language contributes to the natural acquisition of the language: young students do not learn, but play, have fun, develop and learn the material. The child's abilities are especially fully manifested in the game, sometimes unexpectedly. First of all, this is due to the following main factors: a communicative approach to teaching foreign languages, the interests of younger students, and the natural need for students to play.[8] In the process of playing, involuntary memory develops. Some students are better at memorizing objects (figurative memory), while others are better at memorizing words (word memory). First of all, memory is involuntary. This is due to the fact that mechanical memorization of words, grammatical forms, etc. cannot be guaranteed for participation in communication [9]. At the same time, memorization is closely related to the child's interests. Children memorize better what they are interested in. Children begin to memorize consciously [1]. Properly organized games awaken and maintain students' interest in learning a foreign language. Anticipating the joy of the game, children enjoy learning. When a child plays an interesting game, he or she has a desire to learn a foreign language, memorize it and actually master it. Play is an exciting reaction to learning a foreign language.

Some scientists consider pedagogical technology as a system in which a pre-designed educational process is consistently implemented in practice (V. Bespalko), or a system of tools used

in teaching and methods of their implementation (Y. Mashbyts). Others define pedagogical technology as the design, creation and use of didactic modules that program unique human activity and implement it in the educational process (O. Padalka), as well as the systematicity and design of the educational process that guarantee the achievement of the goals (M. Klarin).

Still others believe that pedagogical technology is characterized by an orderly system of procedures, and the implementation of the algorithm is likely to lead to the achievement of the planned result.

Among the most important features of educational technology are the following:

1) The methodology is developed for specific educational purposes, which are based on a certain methodological and philosophical position of the author (for example, the methodology of developmental learning – B. Elkonin, V. Davidov; technology of problem-based learning – M. Makhmutov; technology of project-based learning – J. Dewey, W. Kilpatrick);

2) the technical chain of pedagogical actions, operations and communications is built in accordance with the goal setting: goals – projects – methods of implementation – specific expected results;

3) the technology involves interconnected activities of teachers and students, taking into account the principles of personalization, differentiation and optimal use of personal and material resources;

4) elements of educational technology should, on the one hand, be reproducible by any teacher, and on the other hand, contribute to the guaranteed achievement of the planned result by all students;

5) an organic component of educational technology is a diagnostic procedure that includes criteria, indicators and tools for measuring the results of educational activities.

The analysis of scientific literature shows that educational methods are characterized by the following features:

1) setting diagnostic educational goals;

2) the ability to reproduce the educational cycle;

3) the availability of feedback and the use of step-by-step control over the dynamics of the formation of knowledge, skills, methods of activity, competencies, personal characteristics, etc;

4) the possibility of targeted correction at different stages of the educational process;

5) final evaluation of results, their analysis and setting new goals [7].

When analyzing the essence of educational and game technologies, special attention was paid to personality-oriented technologies that put the individual at the forefront of the educational system, provide comfortable and safe conditions for its development, realize natural abilities, creative abilities, etc. The personal development of this technology is a priority task of the educational process, the goal of the educational system, and not a means of achieving some abstract goals (in our case, the formation of the future teacher's readiness to use various educational and game technologies in professional activities). Therefore, it is worth emphasizing that educational and game technologies are classified as personality-oriented in terms of their goals, as they are characterized by a humanistic and psychotherapeutic orientation and aim to consistently develop the subjective characteristics of the individual.

The value and significance of the game also lies in the fact that it is an irreplaceable activity that can change all forms of human activity – physical, intellectual, creative and reproductive. The game forms a mental and psychological structure that performs a variety of tasks: communication, compensation, recovery, adaptation, strategy. According to scientists, the use of didactic game in the game session in the system of education and upbringing provides a high level of mental and emotional activity of the student, contributing to the connection to the process of cognition of such characteristics of the psyche as imagination, memory, emotions, speech, etc. In the process of role-playing, children actively perceive other social roles, enter into someone else's fate, «live» in their imagination what they did not receive in life, and this is the basis for the development of the child's sensory sphere. In general, various games contribute to the development of children's thinking,

memory, attention, creative imagination, ability to analyze and synthesize, development of constructive skills and creativity, education of observation, rationality of judgment, self-control skills, teach students to subordinate their actions to the tasks set in order to finish the work. In addition, the game affects the physical condition of young students, develops mental processes, functional physiological systems of the body, and creates a favorable environment for the formation and development of a harmonious personality. This includes physical, mental and spiritual cultural health and social adaptation to later life. Thus, all types of games perform the same functions: communication, modeling of human relationships, optimization of learning, compensatory relaxation, recreation, in terms of time (winter, spring, short and long), there are many ways to organize various existing games, in terms of composition and number of participants (individual, group, collective). There are many ways to organize the existing variety of games – by time (winter, spring, short and long); by venue (indoor, outdoor, etc.); by composition and number of participants (individual, group, collective). According to the generally accepted approach, all children's games are divided into two large groups: games with ready-made «rigid» rules (sports, outdoor, intellectual, construction and technical, musical, therapeutic, correctional, ritual and ceremonial, etc.); «free» games, the rules of which are established in the course of game actions (role-playing, directing, dramatization games) [2].

Physical and psychological games and trainings help to develop children's cognitive interest, motivate them to study at primary school and correct behavioral deviations in children that are undoubtedly related to school maladjustment. Psychologists, educators, and physiologists have come to the conclusion that the development of individual abilities (thinking, perception, self-expression) should not be considered separately from the context of a child's motor development. Thus, O. Dubohai and N. Frolova believe that the optimal conditions for the manifestation and development of children's abilities during learning are joint play activities, communication with other children, during which the child not only moves but also easily remembers everything he or she hears at this time [3].

For students, the need for movement is a powerful motivating force. That is why students should be given the opportunity to move more. L. Bozhovich noted the growing need for movement of schoolchildren and called for the organization of educational processes in such a way as to satisfy the need for movement of children and the introduction of a meaningful and pedagogically justified form into their framework [4]. Social games allow to correct behavioral deviations associated with low social abilities of a child, his/her socialization and social adaptation. According to scientists, the most common result of using social games is learning the rules of behavioral culture [2]. Performing activity contributes to the formation of discipline, learning the norms and rules of life in teams (macro-, microgroups), mastering communication methods, developing communication skills, the ability to take into account the interests of others, sometimes you sacrifice your own interests for the sake of a common cause. An intellectual educational game is conditionally divided into 3 levels of difficulty:

- 1) the first level involves the development of independent skills, the ability to make decisions in an uncertain situation: the development of free and sociable communication skills with peers; removal of psychological barriers and negative attitudes in communication;

- 2) the second level – development of communication and teamwork skills; deepening knowledge of behavioral culture and their practical application in various situations; formation of skills of independent decision-making in the most difficult situations, development of students' creative abilities based on the assimilation of materials on behavioral culture;

- 3) the third level – games, the level of complexity of which is based on the results obtained in the games of the previous two stages [1].

In turn, the question of classification of didactic games remains open. Scientists (V. Semenova, S. Tyunnikova, A. Petrova, G. Selevka, M. Klarina) propose an approach based on various classifications that prove the wide potential of game technologies. But these views are inappropriate in relation to teaching history. Firstly, the subject focus is necessary for a particular lesson, and secondly, the scientific orientation determines the appearance of a thematic game.

Experts in history teaching methods offer a narrower classification based on materialization and detail. I. Kucheruk systematized didactic games in teaching history, distinguished games with rules, plot roles (retrospective and business) and boundaries. Each type combines several types of games.

Therefore, L. Borzova considers the game in accordance with the structural elements of the lesson, interdisciplinary connections, sources of knowledge, taking into account the principles of application, that is, in fact, the basis of the game. For example, based on the structural elements of the lesson identified above, these are games used in the classroom to learn new materials, generalize and test knowledge, etc. [5].

Among Ukrainian scholars, this issue was most thoroughly studied by K. Bakhanov, who divides games by their methodology and didactic purpose. According to the methodology, the researcher divides games into: competition games, story, role-playing, business, imitation and dramatization games, and according to the didactic purpose - into: actualizing, formative, generalizing and control and correction games [6].

Since there are different types of games specifically used in the educational process (business, role-playing, didactic, simulation, etc.), and each of these types has its own implementation technology, which is determined in advance by the process of preparation for its implementation (game design), we can talk about different game technologies. The didactic goal of lessons and their stages, the content of educational materials, the logic of the learning process, and different game techniques are the determining criteria for choosing different games in the educational process.

Didactic games, in fact, are divided into imitation (role-playing games) and non-imitation games. The latter can be single-vector or conditional («Three sentences», «Blitz-survey») and graphic (its implementation corresponds to a clear graphic image - puzzle, charade, crossword), and multi-vector («KVN», «quiz», «Brain-ring») [7].

Simulation games are divided into 2 groups: business («court», «press conference», «scientific laboratory», «talk show», etc.) and retrospective, which in turn are divided into performances, theatrical games and problem-based role-playing games. Another type of simulation game is the didactic strategy game, which offers both business and retrospective opportunities. Approaching learning to real historical events and combining game elements into a single entity brings this game closer to research. A distinctive feature of the game in this form is the result of the game actions of the participants. In addition, in strategic games, the main task of the participants is not the development of acting skills, but the skillful, if possible, objective reproduction of one or another behavioral strategy. The main difficulty is that the student needs to reproduce the lines of behavior characteristic of a specific person [8].

Such a rather different approach to defining the concept of «didactic games» leads to the existence of different classifications of didactic games for teaching history. The most thorough review of classifications was carried out by K. Bakhanov. In particular, he believes that the most appropriate classification of didactic games in history is based on the methodology of their implementation, didactic goals and the main ways to achieve them. According to the methodology of the game, they are divided into: competitive games; plot; role-playing; business; simulation games; dramatization games.

According to the didactic purpose, they are: updating; formative; generalizing; control and correction

Retrospective game (another term - reconstruction) simulates a situation in which the student becomes a witness or participant of a past event. The researchers compared such games with role-playing (theatrical and problem-discussion games) and non-role-playing (competitive - artificially simulating situations in which people of the past compete with each other). It is interesting that the most popular didactic games among modern history teachers are set algorithms (crosswords, puzzles, charades, etc.). Researchers call it training and generally refer to the periphery of this

phenomenon, not counting the actual games - games with so-called external rules - board games and their varieties (dominoes, lotto, field of miracles), quizzes.

Didactic games are games that help teachers not only to diversify learning, but also to organize the processes of the child's mental development. The use of didactic games in history lessons not only neutralizes the superiority of the teacher's story, monotony, but also stimulates positive emotions, allows the student not only to mechanically remember the known, but also to mobilize all his knowledge and create an atmosphere of healthy competition that forces him to choose, compare and evaluate correctly.

In didactic games, the learning process acquires other unusual forms of cognition - flight of fancy, independent search, new perception of a familiar situation, reinterpretation of facts.

Thus, the game creates an atmosphere of healthy competition, using the accumulated knowledge in a new way and applying it not only mechanically, but also according to the conditions of the game. It is also important that during the educational game the material is repeated many times in different forms not under the pressure of the situation, but according to the wishes of the students themselves.

One of the most interesting game elements in the lesson is the use of puzzles. The unique development of the Ukrainian-language rebus generator (<http://rebus1.com/ua>) allows you to generate any expression or concept from history, for example, to encrypt the term «collaboration». The ability to correctly name the object depicted in the picture is one of the main requirements in the process of decoding rebuses. The teacher, for his part, must explain the possible solutions to the puzzle. The didactic possibilities of this technique lie in the possibility of its use at different stages of the lesson. The following research methods are used to compose and solve puzzles: analysis, synthesis, induction, deduction, comparison, analogy, modeling.

The purpose of the intellectual game is the mental self-affirmation of the individual, the formation of the image of «I». A child can play such games (puzzles, charades, crosswords, anagrams, etc.) on his own when he does not need a partner, or become a member of a group created specifically for such exercises. At the same time, quizzes are games, as well as a means of active recreation for children from the main educational activity. The quiz is a combination of riddles and different variations of tasks, presented in the form of several rounds. Games similar to the quiz «Lucky chance», «Brain ring», «What? Where? When?», «Your Game», «The First Million». They develop the ability to work in a team, increase the intellectual abilities of participants in the educational process. Many games are based on the principle of competition and increase the emotional nature of classes. The game produces the best results when there is a competition between the teams, and the motivation for the competition is formulated in the name of the game. In fact, this is the main content of any game in combination with struggle and competition, passion and excitement.

During the game, students develop the habit of concentrating, thinking independently and directing their attention. Engrossed in games, children do not notice why they are learning, and even the most passive students become involved in active activities.

The use of games and game moments in lessons makes the process interesting, creates a cheerful creative mood in children and facilitates learning of the material. Various game activities support and strengthen children's interest in educational signs, helping to solve one or another mental problem. Thus, the game is a permanent lever of the mental development of the child.

Among the educational stimuli characteristic of didactic games, the stimulation of cognitive perspectives is of particular importance.

A cognitive perspective can be an effective stimulus for a student's gaming activity, the desire for self-education and the need for a more diligent attitude to learning.

It is important to develop among schoolchildren a sense of dissatisfaction with the level of knowledge, skills and know-how that can be used in the process of participation in didactic games. Thus, curiosity as a student's personal property is the main basis for the development of the student's active cognitive game activity, and the three-unit structural system (curiosity) is the main basis for the development of the student's active cognitive game activity.

The game requires students to be composed, self-controlled, willing to help delay, and relaxed to ensure that failures and mistakes are properly acknowledged.

The game does not start when the student receives a task, but when he becomes interested in playing. This means that the game evokes pleasant emotions and makes the mind work.

Types of emotional stimulation:

1. A game task can be given as a rest.
2. It is given as if not planned by the teacher in advance (game-improvisation).
3. The game task is introduced with reference to a specific situation, a specific student.

When choosing and developing didactic games, it should be taken into account that the pace and effectiveness of studying the content are proportional to the interests of students and the activities they perform. Knowledge begins with sensory perception, enters the memory with the help of expressions, and then through the generalization of the individual, the understanding of the general is formed.

If the executed action model precedes the activity itself, the student's activity will be successful. The stability of attention is influenced by the orientation of the individual, his interests. It is necessary to activate the associative memory and promote the creative development of the personality as much as possible.

However, modern schools are didactic games that allow not only to acquire knowledge and develop skills, but also to think creatively, develop communication skills, develop the creativity of schoolchildren, individualize their work in lessons, give each student a viable task and maximize their abilities. This game makes it easy to draw children's attention to historical events, the glorious past of our nation and tragic pages of history.

For example, when studying the topic of the history of Ukraine in the 5th grade «Where and how historians find out about the past», new, complex historical material for the perception of fifth graders leads to children's fatigue, indifference to learning arises, in such cases it is worth combining traditional educational activities with game. The activation of students' cognitive interests will be facilitated by the game «True – False», according to the rules of which students answer the teacher's question with applause, and when the answer is incorrect, the students observe silence. Many games require the ability to express one's opinion in a coherent and understandable way.

For example, when studying the topic «Emergence of Ukrainian Cossacks and Zaporizhzhya Sich» from the history of Ukraine in the 8th grade, you can use the «Hat» game. Children are encouraged to write a question on this topic and put it in a hat, then take turns taking a question out of the hat and answering it. Therefore, the game instills in children positive personality traits: discipline, intelligence, organization. The game develops imagination, willpower, memory, teaches to make efforts, control oneself and follow the rules of behavior. Gaming activities in history lessons have powerful opportunities and inexhaustible resources in educational activities [7].

In grades 6-7, we use different types of questions in lessons in a playful way, while following certain rules:

1. The textbook, primary sources, methodical guides, etc. should not contain a direct answer to the questions asked.
2. Preparation for the answer should include at least 2 mental operations.
3. The question should be formulated in a playful way, but the answer should be unambiguous.

The first type of questions – «What unites?»

1. What unites one of the landforms in Africa (geography), «Song of the Nibelungs» (foreign literature), and «Myth of the Golden Fleece» (history)?

Answer: There are Dragon Mountains in Africa, and the Dragon is at work in The Nibelungen Song and The Myth of the Golden Fleece. So, the Dragon unites.

The second type of questions is «Finish the sentence». To answer this type of question, you need not only certain knowledge of history, but also the ability to apply it in practice, to show intelligence and the ability to think logically. Here are three examples:

1. No one can cancel the pope's decision, and the pope ...

Answer: ... can cancel any.

2. If a vassal does not swear an oath to the son of a deceased lord, then he...

Answer: ... will lose the fief.

3. Complete the sentence from the laws of King Hammurabi:

«If a person buys a slave, but cannot show the seller, then he ...

Answer: ... a thief».

The third type of questions is «Historical Equations». Here are two examples:

1. People in Greek + hair styling device = historical figure of Greece. Name him.

Answer: Demosthenes.

2. God in Egypt + musical greeting + one of the vowels = a word associated with a medieval city.

Answer: City Hall.

IV type of questions – «Insert the missing words».

Example:

1. The rich can ... and the nobles must ...

Answer: ... to become, ... to be born.

The fifth type of questions is «Find an error in the text». The essence of this type of question is that the teacher reads a text in which everything is correct except for one mistake, which can be noticed only if you take the text as a whole and listen to every word with maximum attention. Here are two examples:

1. The new nobles produced products for sale on the market, exploited laborers, built manufactories, received rent from the peasants.

Answer: The new nobles did not receive rent from the peasants, this was characteristic of the old nobles.

2. At a meeting of the Roman Senate, the issues of making peace with Mithridates, the report on the expenditure of money and the increase in the salaries of the consuls were considered.

Answer: «The consuls were not paid, and therefore this issue could not be considered at the senate meeting».

Using the game technique «I believe - I don't believe» assumes that each student receives a card of 2 colors: yellow (Yes) and blue (No). The teacher reads the statement and asks the student to choose only the correct answer. He begins each sentence with the words «do you believe that?». This game technique focuses on certain moments of the lesson, giving the teacher the opportunity to determine the degree of interest in learning information. Whoever gets the most points wins.

For example, if you are studying World Changes after World War II in an 11th grade world history course, you might ask the following question: «Do you think that on May 6, 1945, Japanese engineer Tsutomu Yamaguchi was among those in the Hiroshima during the atomic bombing from Hiroshima?» After spending the night in a bomb shelter, he returned the next day to his hometown of Nagasaki, where the second Japanese bombing took place. Yamaguchi lived until 2010 and was the last person to fall victim to two atomic bomb air strikes?» (Answer: «Yes»).

At the current stage of the formation of a legal democratic state and the integration of Ukraine into the European society, the problem of educating a spiritual and highly moral person in society – a creator of one's own future, a patriot of Ukraine - is becoming increasingly acute. We educate the personality of Ukrainian patriots in the lessons of the history of Ukraine. Using didactic games.

For example, in the 7th grade, when studying the topic «Formation of USA - Ukraine", it is appropriate to use role-playing games, for which you need to prepare in advance, and students are looking for interesting information about the prince-founder of the city of Kyiv, the famous prince of USA-Ukraine, who makes costumes.

Interesting game technology is also dedicated to the Ukrainian revolution of 1917-1921 and was developed by the Ukrainian Institute of National Remembrance for 10th grade students. The goal of the historical game is to unite all Ukrainian lands into a single state and consolidate knowledge about the main events and historical personalities of the specified period. The playing

field is a «survey map of the lands of Ukraine» by Stepan Rudnytskyi, which is conditionally divided into 6 regions: Kyiv Region-Left Bank, Volyn, Halychyna, Podillia, South, East. To participate in the game, you will need 6 participants or 5-6 participating teams of 4 people, as well as a leader. Among the questions and tasks: «Which chieftain's capital was Gulyaipole?», «Sing the first verse of the march song that became the anthem of the Ukrainian Sich riflemen»; «What is the name of the city of Ukraine today, which until January 1919 was called Ungvar?», «What was the name of the puppet «republic» created on February 12, 1918 to separate the territory from the Ukrainian People's Republic and establish control over the Donetsk coal basin?», «What is the Crimean Tatar party put forward the slogan «Crimea for Crimeans» and many others. The presented materials will contribute to a better assimilation by students of 10-11th grades of the topic about the events of the Ukrainian Revolution, and are also a thorough preparation for the external examination.

Intellectual development games from history occupy an important place. The ability to participate in the game has nothing to do with age, but at each age the game has its own characteristics. And then the skills acquired by students during classes of the 5th, 6th and 7th grades will help in search and research activities when they become high school students, students.

It's no secret that during lessons and educational events it is very difficult to interest, unite and organize children in grades 5-7. Therefore, teachers have the task of finding such forms and methods that would help children to energize them for work. The class teacher is a close combination of educational extracurricular work and the presentation of the subject - an important and effective part of the history teacher's work. A comprehensive approach allows you to learn the material better.

First of all, it is necessary to take into account that the desire to play and the urge to be active are inherent in every child. Therefore, a successful combination of students education and play activities can give a positive result. After all, the transformation of the game into a means of purposeful learning and educational work was one of the first educational achievements of mankind. Currently, game technologies are increasingly being introduced into the educational process. It will not be an exaggeration to say that at any age, the introduction of a game system of learning and education will give effective results. A distinctive feature of children in grades 5-7 is their emotionality and inquisitiveness, the desire to test themselves, to test their strength, to discover secrets. Therefore, taking into account these features of the child, the game system can become an indispensable teacher's assistant during lessons and educational activities.

Game mechanisms help introduce problems into the cognitive process. Therefore, perhaps the correct scheme will look like this: game - learning - development. It would not be an exaggeration to say that games are a way to knowledge.

Conclusions and perspectives for further research. So, the game fascinates children, develops creative abilities, develops love for their Motherland, for their land. The result of the education of patriotism in the lessons of the history of Ukraine should be the formation of patriotism, which means that a person shows love for his people, respect for Ukrainian customs and traditions, a sense of belonging to Ukraine, a sense of his common fate with the fate of the Motherland. So, didactic games in themselves are not the end of the lesson, but a means of learning and education. In our opinion, it is important to create a situation of success during game activities in history lessons, because this is the only source of the student's inner strength, which creates energy to overcome difficulties and the desire to learn in modern conditions. Thanks to the game, students are in demand by themselves, see their own prospects for growth and realize the need for self-improvement. In a systematically and properly organized game, participants learn the level of creative search, as well as the process of studying history, solving tasks that shape students' creative thinking and abilities for their subjects, educational games in a smart combination with other teaching methods and tools of cognitive activity that promote student cooperation. teachers and students participate more successfully in the educational process.

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ЕМПІРИЧНЕ ВИВЧЕННЯ ОСОБЛИВОСТЕЙ ІГРОВОЇ ДІЯЛЬНОСТІ ЗДОБУВАЧІВ ОСВІТИ НА УРОКАХ ІСТОРІЇ

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Анотація. У статті здійснено теоретичний аналіз психолого-педагогічної літератури з проблеми особливостей ігрової діяльності дітей визначено сутність ігрової діяльності, види ігор у дітей шкільного віку, проблеми ігрової діяльності дітей. Представлені результати емпіричного дослідження ігрової діяльності дітей старшого дошкільного віку із загальним недорозвиненням мовлення на основі порівняння ігрової діяльності з дітьми старшого дошкільного віку з нормативним розвитком та визначено особливості їх ігрової діяльності. З'ясовано, що дидактична гра сама по собі є не завершенням уроку, а засобом навчання і виховання. На наш погляд, на уроках історії важливо створювати ситуацію успіху під час ігрової діяльності, тому що це єдине джерело внутрішньої сили учня, який створює енергію для подолання труднощів і бажання вчитися в сучасних умовах. Завдяки грі студенти затребувані самими собою, бачать власні перспективи зростання і усвідомлюють необхідність самовдосконалення. У систематично правильно організованій грі учасники освоюють гру на рівні творчого пошуку, а також інтелектуально підключаються з іншими технологіями і засобами навчання до пізнавальної діяльності, що сприяє співпраці викладача і студента в процесі навчання, сприяє зміцненню процесу вивчення історії, допомагає краще вирішувати завдання, які формують творче мислення учнів, їх предметних компетенцій. Тому використання ігрових методів створює умови для розвитку пізнавального інтересу у дитини, оскільки використання ігрових методів вважається не тільки природним явищем, але і одним з найбільш ефективних способів формування творчої особистості.

Ключові слова: ігрова діяльність; здобувачі освіти; організована гра; активізація пізнавальної діяльності, ігрові технології, дидактична гра, освітній процес.

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