

PROGRAMME AND METHODOLOGICAL SUPPORT OF PRESCHOOL CHILDREN PLAY ACTIVITY IN PRESCHOOL INSTITUTIONS

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Abstract: The research is dedicated to the problem of the substantiation of theoretical and methodological support of play activity of preschool children (second half of XX - early XXI century). One of the main objectives of the study is to outline the evolution of providing and methodological support of play activities of preschool children in the studied periods. A systematic and comprehensive analysis of the problem allowed to characterize the key concepts of the study: «play activity», «games», which is a kind of active activity of preschool children, which is the main content of their life and is a leading activity closely related to further education and work. It is established that transformations that influenced the modernization of providing and methodological support of play activities of preschool children on the legislative national basis, which include: changes in socio-economic development states; creation of a legal basis for preschool education; acquisition of national and regional character of program-methodical maintenance of play activity of children of preschool age; dominance of personality-oriented approach to providing and methodological support of play activities of preschool children etc.

Keywords: preschool education, theoretical and methodological support, play activity of preschool children, play competence.

1 Introduction

The leading directions of development of the modern system of preschool education in Ukraine are declared in the national normative documents: Laws of Ukraine "On Education" (2015), "On Preschool Education" (2001), Basic component of preschool education (2012). The content of modern preschool education is largely determined by changes in the providing and methodological support, which is created on the basis of scientific and methodological developments of leading Ukrainian and foreign scientists of the past and present. Of particular scientific interest is the study of providing and methodological support for play activities of preschool children in European preschools, namely in Germany, France and the United Kingdom, as countries that according to the Organization for Economic Cooperation and Development occupy a leading position among European countries. In addition, the analysis of foreign experience in this aspect of providing preschool education will enrich the domestic practice of providing play activities for children in preschool education. We emphasize that the study of the transformation and features of providing and methodological support of play activities of preschool children can identify both its achievements and shortcomings, the understanding of which contributes to positive changes in modern theory and practice of preschool education, including play activities as leading for preschool children.

2 Theoretical bases of research of program-methodical maintenance of game activity of children of preschool age

Theoretical bases of research of program-methodical maintenance of game activity of children of preschool age in domestic science are presented by works of many scientists: conceptual provisions of methodology of modern pedagogics (I. Bekh, and others); general pedagogical approaches to the organization of scientific research in preschool education

(A. Bogush, O. Kononko, N. Melnyk etc.); historiographical aspect of providing and methodological support of education in Ukraine within the specified chronological boundaries is presented in the works (L. Artemova, L. Berezivska, O. Sukhomlynska, T. Stepanova, I. Rohalska-Yablonska, etc.).

The analysis of the scientific fund on the researched problem testified that transformations of program-methodical maintenance of play activity of children of preschool age in Ukraine comprehensively and systematically within the chosen chronological limits were not studied.

At the same time, the development of providing and methodological support for play activities of preschool children was not the subject of scientific research. Based on the study of scientific literature on the research problem and pedagogical practice of preschool education, a number of contradictions were identified between:

- social order to update the content of preschool education and insufficient study of its implementation in children's play activities;
- growing requirements for the development of methodological support for play activities in accordance with the standards of preschool education and its practical implementation;
- the available providing and methodological support of play activities of preschool children and the lack of its objective assessment.

These contradictions necessitated the study: "Program and methodological support of play activities of preschool children in domestic and European preschool institutions".

3 Features of changes in providing and methodological support of play activities of preschool children

Political and socio-economic changes that took place in the 1990s, in particular, the collapse of the authoritarian state (USSR), the proclamation of Ukraine's independence in 1991, the democratization of social relations, led to a change in the strategy of education, including preschool. Of course, pluralism in scientific approaches could not but affect the modernization of preschool education. There is a need to change the traditional conservative educational paradigms in the education system to those that would meet the latest challenges of the time and the level of development of society – democratic, human-centered, humanistic and innovative. These dynamic changes also affected the program and methodological support of play activities of preschool children in Ukraine, which rapidly acquired new essential features and peculiarities in the conditions of independence of our state and modernization of the preschool education system. Therefore, there is a need to consider this problem within the specified chronological boundaries in terms of our study.

The second period of independent Ukraine (1991–2012) is characterized by the modernization of program and methodological support of play activities of preschool children on the legislative national basis. In its duration, as well as in the first period, we distinguish two stages: 1st stage (1991–2000) – scientific research and programming; 2nd stage (2001–2012) – standardization of preschool education (Melnyk Nataliia I., Vertuhina Valentyna and others, 2020).

At the first stage (1991–2000) – scientific research and programming - the content of preschool education in Ukraine in the first years of its independence was determined by a number of state acts and developed in accordance with the definition of new conceptual principles and standards. At this time, a new legal framework was created, which determined the main trends of further reform and development of preschool education in

Ukraine. The development strategy and tasks in the field of preschool education were defined in the Law of Ukraine "On Education" (1991, as amended), the Law of Ukraine "On Child Health" (1992), the State National Program "Education" ("Ukraine of the XXI century") (1993), the Concept of preschool education in Ukraine (1993) and the Concept of national education (1994).

The stage under study is organically linked to the changes that took place with the adoption of the State National Program "Education" ("Ukraine of the XXI Century") in 1993. As noted by Academician A. Bogush, for the first time in scientific and practical circulation was introduced the concept of "preschool education" as a starting point of continuing education, formation and development of personality.

At this stage, for the first time in the history of preschool education in Ukraine, programs were created for preschool educational institutions, which contained new ideas and content. The authors of these documents were leading scientists in the field of preschool education. According to the Order of the Ministry of Education of Ukraine, the quintessence of the novelty of these newly created programs was the "national idea", ie the creation of new programs took place on "national and scientific grounds".

Under the leadership of the Ministry of Education of Ukraine in these years created three creative groups of scientists and teachers-practitioners to develop a variety of programs: in the laboratory of preschool education of the Institute of Pedagogy of the Academy of Pedagogical Sciences of Ukraine (supervisor – Z. Plokhiiy, PhD, head of the laboratory of preschool education); at the Zaporizhzhya Regional Institute for Teacher Training (supervisor – N. Denysenko, Candidate of Pedagogical Sciences (Supervisor of the second edition of the program – K. Krutiy, Doctor of Pedagogical Sciences); , one of the leading child psychologists of Ukraine O. Proskura).

The first Ukrainian comprehensive program for preschool children of the latest direction was the program "Baby" (Institute of Pedagogy, Institute of Psychology of the Academy of Pedagogical Sciences of Ukraine, 1991). In the "Preface" to the program it was stated: "With the revival of national cultures, purification of sources of historical memory, restoration of the principles of publicity, democratization, humanization, the natural process of teachers' search for something new and effective in raising children is intensified. The creation of one of the variants of the new program is the result of such a search, a step towards improving the educational process in preschool institutions in Ukraine" (Baby: a program for raising preschool children, p. 3). In this program, for the first time, the structure of the presentation of the material was changed – it was concluded not by age groups, as is traditional, but by sections. For eight years, the "Baby" program has been successfully implemented in preschools in our country. Taking into account the needs of practice, the peculiarities of the development of the preschool education system in Ukraine, the author's team made appropriate adjustments and additions and in 1999 proposed a second, updated edition of the program "Baby". All additions to the program and adjustments in its content have been tested in the practice of educational work with children. The structure of the sections specifies the tasks of education and the main results of educational work.

The components of the section "Game" (author L. Artemova) define the task: for children of the first junior group – the formation of role play as a basis for developing positive relationships of children, the ability to act in concert, give in, help each other, share their impressions, care about joy, etc .; for the second junior group the following skills are distinguished: independently choose the game, actively express and satisfy the interests of the game, determine the purpose of the game, plan game tasks and perform them; join the plans of peers, play in small game groups; reflect in the games the daily life and activities of people, as well as fairy-tale images, events.

In the middle group, one of the tasks is the formation of children's ability to embody their interest in the world around them in game ideas, plots, roles; to carry out the game plan with the help of the subject-game environment, role behavior, imagined situations, communication; special attention is paid to the education of friendly relations with peers, the ability to show mutual assistance, developing the game, communicate in a friendly manner, with respect for each other, combine interests and satisfy the desires of each.

In working with older preschool children (senior and preparatory groups) among the tasks of the section "Game" are: the ability to independently choose a game from different types or other activities; creatively realize the idea of the surrounding world in game actions, relationships, images, plots; create a variety of game tasks, find ways to implement them in the game; learn to create in the game models of moral, humane relationships between partners (labor, personal), etc. (Baby: a program for raising preschool children, 1999).

A significant addition to the "Game" section of the "Baby" program was the development of the "People's Games" section (author M. Melnychuk). Folk games embody a kind of "small academy" of ethnography, which diligently preserved and passed on to preschoolers of the third millennium the previous centuries-old experience of using games, entertainment and entertainment in the field of education. Evidence of this is children's folklore, which contains a variety of works that have educational value: lullabies, toys, calls, speeches, sound imitations, nicknames, silences, carols, Christmas carols, songs, poems, patter, counters, games and more. The "People's Games" section was gradually creatively supplemented with a selection of traditional regional games. According to M. Melnychuk, the cultivation of folk games in the practical work of preschool institutions can become a bridge between folk, family and official pedagogy for the benefit of spiritual, physical and emotional growth of the child (Melnychuk, 1995). Folk games include spontaneous games of the children themselves and specially created by adults entertainment and games: a variety of moving, language, roundabout, story-role and others. games, entertainment – entertainment. Each game is enriched with a counter or song, respectively, which makes it unique and original.

Thus, the creation of the first comprehensive program "Baby" in independent Ukraine was the result of an updated scientific search taking into account the educational principles of openness, democratization, humanization, Ukrainian studies, personality-oriented approach, conceptual principles of interaction of education, training and development and teachers' desire to improve educational process. in preschool institutions, including the organization of play activities. In 1991, the second comprehensive program "Child in preschool years (Guide for kindergarten teachers and parents)" was published, concluded by employees of the Zaporozhye Regional Institute for Teacher Training. This program was finalized in accordance with the requirements of the Ministry of Education and Science of Ukraine and after its approval (Minutes №1 / 11–185 of 20.01.2004) was republished in 2004. The program "Child in preschool years" consists of two parts: the program for early and preschool age - "Baby" and a program for preschool children. In the content of the program "Baby" there are four sections: "Physical development. Healthy baby", "Cognitive development", "Personality development", "Aesthetic development". Given the specifics of the study, consider the section "Personality Development", paragraph "Socialization", which includes the direction of "Game", where, among others, the tasks of forming the actual game activity, the use of substitutes (second year of life); formation of ways of game activity – development of abilities to use game actions with the toys which are united by a simple plot; independently select 1–2 items for the game, occupy yourself with the game, focus on acting with game material on the model and simple rules; play not only side by side, but also with another child; apply the simplest forms of role-playing behavior (mother, driver, doctor): use a doll, a bear as a game partner, turning the toy into a

character (third year of life). At this age, the following tasks are defined for the group of games with rules:

- a) for didactic games – to carry out sensory development of the child through the accumulation of sensory experience; to form ideas about the quality of objects: color, shape, size, numerical ideas about placement in space; develop the ability to group, compare, summarize objects; learn to make a whole from parts, to collect pyramids from multi-colored rings, barrels, cubes;
- b) to mobile games – to learn to follow simple rules, to coordinate their actions with the actions of adults and other children; reproduce the movements of familiar characters; to form skills in movements: to run in a flock, to walk on tiptoe, to jump on a place, to whirl, to roll, to throw a ball, etc.

In the program "Child in preschool years" for preschool children, the tasks of development, education and upbringing were presented in four sections: physical, social, cognitive and aesthetic development of the child.

The section "Personality Development" focused on the direction of "Game", which highlights the tasks for children of all ages. For the younger preschool age:

- a) in plot-role games to enrich the game experience through acquaintance with the environment (family life, kindergarten, episodes of works of art); to promote the development of each child's game, taking into account personal interests, life experience; to encourage role interaction, game reflection of reality (didactic games, staging games, imitation games, etc.); to form the ability to organize the subject-game environment – to change and complicate it, using for this purpose equivalent in subject toys, substitute objects, imaginary objects, role attributes;
- b) games with rules: to arouse interest in the game, the joy of the general game; to form the preconditions of independent play – the ability to act indirectly, to follow one or two rules; create conditions for independent play by simple rules (in pairs); teach children to follow the rules, follow them; to form positive relations between the participants of the game; organize different types of games with rules (mobile, board and games with simple effective object actions, where an adult is a mandatory participant in the game).

In the middle preschool age:

- a) in plot-role games to expand and deepen children's understanding of objects and phenomena of the environment (observations, excursions, conversations, etc.); to enrich the content of games that arise at the initiative of children; to form various stable game interests, to consider real interests of children (to differentiate interests of boys and girls); correctly organize and transform the subject-game environment in order to create game subject situations to encourage the child to solve game problems;
- b) games with rules: to promote the formation of games with rules as a specific activity (the presence of winnings, the relationship between participants in the competition, the presence of rules); providing children with ready-made rules, forming ideas about winning, focusing on its achievement; educator's participation in the game as a partner (explanation of the rules of action and the rules for determining the winner).

In the senior preschool age:

- a) in plot-role games to continue to form ideas about the environment, to reveal and specify children's interests in the life of adults, events; to enrich the play experience of preschoolers; take into account the peculiarities of the development of older preschoolers during the organization of the subject-play environment, its connection with the

child's knowledge; teach children to discuss and evaluate the role behavior of those who play, based on the rules; communicate in the game with children in order to connect the plots of the game, game moments, changes in the subject-game environment, etc.;

- b) games with rules: to form in children the ability to organize games independently; to reveal to children the rules of the game, to form the attitude to the latter as obligatory for the participants of the game, to control their performance, to learn to come up with new variants of the game.

Note that a detailed analysis of the section "Playing, growing" of the program "Child" showed that the content of this section does not differ from the content of previously considered programs, but at the same time has significant differences – the content of this section is focused on integrated, ethnographic and Ukrainian studies. content and organization of play activities for children of all ages. The specifics of the section "Playing, growing" is the development of content for intellectual games, which are aimed at meeting the personal needs and interests of older preschool children.

The defined content and tasks of the section convincingly testify to the sequence of their complications and use for personal development of children in accordance with their age capabilities.

Since 2010, issues of preschool education have been discussed at the highest levels of government. A significant event of that time was the holding of the first All-Ukrainian Congress of pedagogical workers of preschool education in Kyiv (November 5, 2010), which approved the concept of the State target program for the development of preschool education for the period up to 2017. The system of ideas and provisions that determine the modernization of preschool education on the basis of creating a full legal framework, development of strategic research in preschool education, new pedagogical thinking, set out in the concept of the State target program for preschool education for 2017. In particular, it stated that the strategy of preschool education should correspond to the accepted in the world and recognized in Ukraine humanistic paradigm, which is embodied through the priority of harmonious development, self-worth of preschool childhood and expanding the living space of preschoolers.

Advocating the position of the competence approach in the education of preschool children can be traced in the works of A. Bogush, I. Bekh, O. Zaitseva, O. Kononko and a number of others. Under the leadership of O. Kononko, the team of authors created an innovative basic program "I am in the World", which during 2004–2005 was tested in preschool educational institutions, and on March 21, 2008 was approved by the Board of the Ministry of Education and Science of Ukraine and approved by the Ministry of Education and Science. January 29, 2009 № 41 (according to this order, preschool educational institutions began phased work on the new program, taking into account the capabilities of each institution) (Basic program of preschool child development "I am in the World", 2008). It should be noted that this program is fundamentally different from the comprehensive and regional programs developed during the period under review. The structure and content of the program "I am in the World" are conceptual, innovative, reflects a special vision of the content of preschool education and components of activities. The authors of the program initiated a holistic value-based approach to the formation of children's personality, for the implementation of which the lines of preschool development are identified, among which there is also a game. The main indicators of mature forms of activity of children of junior and senior preschool age are placed in the sphere of life "Nature", "Culture", "People", "I Am" (Basic program of preschool child development "I am in the World", 2008).

Highlighting "Game World" as one of the subspheres of "Culture", the program "I am in the World" draws teachers' attention to the need to return to play its leading place in the life

of a child of this age, highlights the need to clarify the personal characteristics of preschoolers, development of play activities and which certify the competence of the child in the field of this activity. It is special that in the senior preschool age along with plot-role play as the leading activity other kinds of creative game, games with rules (mobile with elements of sports, didactic, cognitive, roundabout, Ukrainian national, the simplest intellectual games – riddles become more and more important), crosswords, tangrams, anagrams, puzzles, cryptograms, chess, computer games, etc.). Dominant representation in the life of a child of six or seven years of age available to his age forms of creative games, their connection with the realities of modernity and spheres of life – is the key to full competence of the individual at the stage of senior preschool age. The basic program "I am in the World" created a space for the creative use of various pedagogical technologies, contributed to the manifestations of creativity and flexibility of the teacher towards the child.

During the period of the current Basic component of preschool education (from 1999 to 2011) significant changes took place in the educational space of Ukraine, including:

- ensuring the implementation of the principle of child-centeredness;
- paradigmatic changes from the knowledge model of education to the personality-oriented, "centered in the world of childhood" while preserving its uniqueness, self-worth, uniqueness;
- focus on ensuring the continuity of the content lines of preschool and primary education in order to crisis-free development of children in a new social situation for them – schooling;
- establishment of the principle of variability of providing and methodological support of the State standards of education and competence approach, which fully reflects the essence of modernization of these processes in the field of education.

All this became the basis for updating the Basic component of preschool education (2012). On the positive side, the updated Basic Component of Preschool Education (2012) as a state standard of the first educational level in Ukraine declares the teacher's attention to the organization of children's lives, taking into account the tasks covered in the educational content lines of this document, included in invariant and variable components, which allows to ensure the appropriate level of social and personal development of preschoolers.

It is worth noting that in the edition of the Basic component of preschool education in 2012 for the first time a section entitled "Child's game" was separated into an independent educational line. The material analyzed in the previous sections allows us to determine that this document is the first in the history of providing and methodological support of play activities of preschool children, in which the game has acquired an original, priority status. The content of this section is aimed at the formation of children's creative abilities, independence, initiative, organization, the formation of a lasting interest in learning about the environment and self-realization in it. In the content of the section it is emphasized that the game ensures the satisfaction of play preferences of each child, promotes friendships, partnerships and game associations of interest, encourages the exchange of ideas, self-evaluation and encourages improvisation, expression of their own ethical judgments.

For the first time in the normative document, the educational line "Child's Game" ends with a generalized result of educational work. It is a question of formation of game competence, that is skill of the child in the basic kind of the activity. Its essence lies in the interested attitude to game activity, use of own experience for creation of game plans; realization in them of their cognitive, social, moral, aesthetic needs; reproduction of knowledge and moral ideas, satisfaction of interests in the environment, creative reflection of activities, relationships of adults, real and imagined

events, situations in their own game; active reproduction by the child of the vital impressions in a role game with use of expressive means; independent realization of own game plans, choice of game, toys; participation in various types of games: plot-role, design-building, didactic, verbal, board-printed, moving with singing and dialogue, directing, theatrical, Ukrainian folk games; playing alone, uniting with peers on the basis of game design, role interaction, personal preferences; observance of role ways of behavior, norms and etiquette of communication.

Thus, we have every reason to say that the content of the educational line "Child's Game" is developed in accordance with the goals and objectives of play activities defined by this document. It is worth noting the availability of the presentation of the material presented in the form of a table, which clearly and succinctly presents the content and results of educational work of teachers on the organization of children's play activities.

Thus, we have every reason to say that the stage of updating the providing and methodological support of play activities of preschool children, which is considered, is characterized by the priority of play in preschool education as a completely natural and emotionally rich means and method of developing the child's personality as a unique form, organization of its vital activity. Thus, as a common feature of complex, partial and regional programs we note the national orientation of educational work with preschool children, acquaintance of children with ethnographic traditions, folk games, both regional and national. It should be noted that the active creation of comprehensive, partial and regional programs for preschool institutions and methodological recommendations to them testifies to democratic changes, the priority of restoring national play traditions in the content of play activities of preschool children.

Summarizing the results of the analysis, we highlight a characteristic feature of the first stage of research and programming (1991–2000) – is the creation of a new regulatory framework for preschool education based on changing ideology, conceptual approaches to the organization of education and training of preschoolers. The changes also concerned the organization of play activities of preschool children, which is followed by active updating of the content and structure of programs and methodological recommendations, textbooks and manuals created in the context of national and cultural revival of Ukraine.

The second stage – standardization of preschool education in Ukraine (2001–2021) was characterized by a rethinking of the existing scientific and theoretical potential of play and its reflection in the program and methodological support of play for preschool children from the standpoint of the humanistic paradigm of education.

4 Implementation of program and methodological support for play activities of preschool children in the educational process of preschool educational institutions

Introduction of the updated program-methodical providing of game activity of children of preschool age in modern educational process of preschool educational institutions of the second period (1991–2012) – independent Ukraine and its stages: 1st (1991–2000) – scientific researches and program creation and 2nd (2001–2012) – standardization of preschool education is reflected in the professional publications "Preschool education", "Kindergarten", "Kindergarten teacher's library", "Teacher's palette" in two directions, namely:

And the direction – descriptions of different types of games by teachers-practitioners;

The second direction is the generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of best practices of preschool educational institutions and individual teachers.

And the direction - descriptions of different types of games by teachers-practitioners - was characteristic of the 1st (1991–2000) stage - scientific research and programming. Taking into account the content of providing and methodological support of play activities, for the first time at this stage the idea of "personality-oriented" approach is implemented, namely: conducting individual forms of work with children during the day and orientation of educators to apply skills, creativity. According to I. Bekh, a person (both at a young age and in adulthood) should be critical and creative thinking, civic active and responsible, ie motivated for their development, learning, education.

Descriptions of different types of games by teachers-practitioners for the organization of play activities of preschool children in the educational process of preschool educational institutions of the second period and its 1st stage (1991–2000) are reflected in the professional publication "Preschool education".

In the articles of teachers-practitioners I. Tovkach "Who lived in the house. Didactic game" (1998) (Tovkach, 1998); L. Oliynyk "Let's play! Didactic manuals for the development of sensory (Didactic games)" (1998) (Oliynyk, 1998); Tovkach ("In the dark on the lawn. Didactic games for older preschool children" (1999) (Tovkach, 1999), etc.) focused on the methodological development of didactic games on the content of the game activities of current programs: "Baby" (1991); "The child in preschool years" (1991); "Program of education and upbringing of children from two to seven years" Child "" (1993); "Ukrainian Preschool" (1999), taking into account national and regional approaches that have contributed to the solution of problems of mental development and education of public feelings; were aimed at forming in children of older preschool age the ability to think independently, creatively; focus, distribute and switch attention; memorize and play, find non-standard solutions, etc.

The second direction – generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of advanced pedagogical experience of preschool educational institutions and individual teachers is a feature of the 2nd stage (2001–2012) and is also reflected in periodicals ("Preschool education", "Kindergarten", "Library of a kindergarten teacher", "Palette of a teacher").

An essential feature of modern providing and methodological support of play activities of preschool children, according to I. Bekh (Bekh, 2008), O. Gazman (Gazman, 2002), N. Kudykina (Kudykin, 2010), N. Melnyk, S. Dovbnia & R. Shulygina (Melnyk, 2021) there is a transformation of the role of the teacher – from direct guidance of adult play activities of children, its clear regulation and planning to psychological and pedagogical support of the game as a holistic process of creating the necessary social and psychological and pedagogical conditions for successful harmonious development of each child.

According to K. Zvorigina, the content of children's play activities in each age period has its own characteristics, which involves the use of specific forms and methods of pedagogical support, namely:

- formation of practical experience of a preschool child;
- updating the game environment, the content of which is designed to recreate in the memory of the child recent impressions, to direct it to the independent solution of the game task, to encourage different ways of reproducing reality;- organization of communication with children, which is aimed at the formation of inherent for each age period of play methods, actions (Zvorigina, 1993).

The task of pedagogical support is to create conditions for successful and productive movement of the child in his life, helping him to realize his "I", understanding himself and others, mastering relationships with peers, other children, adults (relatives and others). This support ensures the effectiveness of the game on the formation of the child's personality:

- development of perception, mobility, physical strength and coordination;
- the game gives the child to understand how things are arranged, how people treat each other, as well as try themselves in a new role;
- promotes the simultaneous development of physical, social and language skills, the desire to learn; the game process encourages creativity, gives free rein to the imagination;
- during the game children form self-esteem, self-control and a system of values; the game provides excellent opportunities to improve language and communication skills;
- the game encourages children to practice important social skills, such as the ability to share, negotiate and interact with others;
- the game stimulates the ability to think and solve complex problems, arouses the child's curiosity and increases his attention, brings joy, satisfaction, promotes relaxation and makes the child happy I. Rohalska-Yablonska, N. Melnyk, S. Dovbnia, T. Lisovska and N. Perkhailo (Rohalska-Yablonska, I. P., Melnyk, N. I., Dovbnia, S. O., Lisovska, T. A., Perkhailo, N. A., 2020).

Thus, the traditional pedagogical management of play activities of preschool children has replaced the modern pedagogical support of play activities, which, according to the research of N. Kudykina, "has a systematic organization of a binary nature. One of its blocks presents the activities of children, the other – the activities of teachers. According to the scientist, the indisputable condition of pedagogical support of game activity is, on the one hand, assistance in development of active and independent activity of children, on the other – selection of system of pedagogical methods and receptions by means of which dynamic mobilization of all structural components of game activity is carried out.

Thus, modern pedagogical support of play activities is a way to achieve the goal of the educational process through the purposeful application of a system of pedagogical techniques adequate to the specifics of a particular game, which aims to recognize the child as a subject of pedagogical process by shifting the center of educational process. age and individual features of the child's development, the formation of his personality, as well as knowledge of the development of play activities at all ages.

Thus, a significant impact on the introduction of providing and methodological support for play activities of preschool children in the modern pedagogical practice of preschool educational institutions of the second period (1991–2012) and its stages: 1st (1991–2000) and 2nd (2001–2012) had:

- national and regional approaches to determining the content of children's play activities;
- focus on the spiritual development of the individual and the implementation of the principle of child-centeredness;
- organization of play activities on the basis of subject-subject interaction between the teacher and preschool children;
- generalization and dissemination of advanced pedagogical experience in play activities of preschool children;
- formation of professional and pedagogical culture of teachers, increase of knowledge, production of new pedagogical ideas, technologies, etc.

5 Conclusion

The analysis of the coverage of the problem of modernization of providing and methodological support of play activities of preschool children on the legislative national basis, covering 1991–2021, allowed to distinguish two stages within the selected second period: 1st stage (1991–2000) – scientific research and programming; 2nd stage (2001–2021) – standardization of preschool education.

The second period in the political and socio-economic life of Ukraine was marked by significant changes in the reform of preschool education, which affected its further development within the entire education system of Ukraine. The transformation of the content of preschool education was due to the action of such important legal documents as the Law of Ukraine "On Education" (1991), the State National Program "Education" ("Ukraine of the twentieth century") (1993), the Concept of National Education (project) (1994). An important milestone in the development of public preschool education was the adoption of the Law of Ukraine "On Preschool Education" (2001), as well as the adoption of a new "Regulations on preschool education" (2003). This affected the updated providing and methodological support for play activities of preschool children in Ukraine, which was developed taking into account the principle of the dominant role of play in the education and upbringing of preschool children and taking into account the national identity of the region and its economic development.

A turning point in the implementation of providing and methodological support for preschool education was the creation in 1998 of the Basic component of preschool education - the main normative document that defined the requirements for the content of preschool education in Ukraine (State Standard of Preschool Education). According to the first version of BKDO, play activities were integrated into four main areas of the child's life: "Nature", "Culture", "People", "I myself". Methodological support for the development of the child in all areas included materials on the use of play as a means of teaching and educating children. During the period of validity of the current Basic component of preschool education (from 1999 to 2012) significant changes took place in the educational space of Ukraine, which became the basis for updating its wording as the State Standard of Preschool Education in Ukraine (2012).

For the first time in the edition of the Basic component of preschool education in 2012 the section "Child's game" is separated into an independent educational line, and also taking into account its content and results of educational work indicators of formation of game competence consisting to create game ideas; realization in them of their cognitive, social, moral, aesthetic needs; reproduction of knowledge and moral ideas, satisfaction of interests in the environment, creative reflection of activities, relationships of adults, real and imagined events, situations in their own game; active reproduction of their life experiences in a role-playing game with the use of expressive means; in independent realization of own game plans, a choice of game, toys; participation in various types of games, association with peers on the basis of game design, role interaction, personal preferences; adherence to role behaviors, norms and etiquette of communication.

In the context of the implementation of the requirements of the Basic component of preschool education (2012), comprehensive additional programs of the all-Ukrainian level of implementation were updated, in particular: "Child in preschool years" (supervisor K. Krutyi), "Child" program, V. Kuzmenko, N. Kudykina, "Sure start" (supervisor T. Panasyuk), "Ukrainian preschool" (supervisor O. Bilan), which clearly define the content of the formation of preschool children's play competence.

On the basis of theoretical and practical achievements of teachers, which is reflected in professional publications ("Preschool education", "Kindergarten", "Kindergarten teacher's library", "Teacher's Palette", etc.), the directions of implementation of providing and methodological support of children's play activities are determined. preschool age in the educational process of preschool educational institutions of the second period (1991–2012) within two stages: 1st stage (1991–2000); 2nd stage (2001–2021). And the direction – descriptions of different types of games by teachers-practitioners; The second direction is the generalization of theoretical developments on the content and organization of play activities of preschool children and coverage of best practices of preschool educational institutions and individual teachers.

These areas are characterized by the introduction of modernized providing and methodological support for play activities of preschool children in modern pedagogical practice, taking into account the best practices, development of author's games of various kinds and planning play activities for preschool children, based on scientific achievements in the field of play activities. use of play as a leading activity of preschool children, as a means of forming a child's personality, organization of play activities taking into account the pedagogical support of the subject-subject interaction between teacher and child).

It is established that the specified directions of introduction of program-methodical maintenance of play activity of children of preschool age in modern pedagogical practice are directed on formation of professional and pedagogical culture of teachers, increase of knowledge, production of new pedagogical ideas, technologies, generalization and distribution of advanced pedagogical experience. renewal of preschool education, as well as the interests of the teacher in the constant improvement of the professional level in accordance with the market of pedagogical work, can act as a means of social protection and meet the needs of education in Ukraine in highly qualified competitive professionals.

The analysis of the second period - independent Ukraine (2001–2021) within its two stages allowed to establish transformations that influenced the modernization of providing and methodological support of play activities of preschool children on the legislative national basis, which include: changes in socio-economic development states; creation of a legal basis for preschool education; acquisition of national and regional character of program-methodical maintenance of play activity of children of preschool age; dominance of personality-oriented approach to providing and methodological support of play activities of preschool children; focus on multiculturalism (ensuring equal living conditions and creating a system of education in which the priority would be the education of mutual respect and tolerance between representatives of different religious, cultural and linguistic groups) in the program and methodological support of play activities for preschool children.

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