

мислення дітей старшого дошкільного віку на констатувальному етапі дослідження за емоціно-критичним критерієм засвідчили середній та низький рівень його сформованості, що свідчить про необхідність розроблення та впровадження ментально-мисленнєвого методичного комплексу формування основ критичного мислення дітей старшого дошкільного віку у різних видах діяльності, оптимізації та знаходження дієвого інструменту формування основ критичного мислення дітей старшого дошкільного віку.

Ключові слова: *критичне мислення, діти старшого дошкільного віку, емоційно-критичний критерій, діагностичний інструментарій.*

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RETROSPECTIVE ISSUE PROGRAM-METHODICAL PROVISION OF THE GAME ACTIVITIES OF PRESCHOOL CHILDREN

РЕТРОСПЕКТИВНИЙ ЕКСКУРС ПРОГРАМОВО-МЕТОДИЧНОГО ЗАБЕЗПЕЧЕННЯ ІГРОВОЇ ДІЯЛЬНОСТІ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

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ABSTRACT

The article is devoted to a retrospective review of the problem of the transformation of the program and methodological support of play activities of preschool children in the second part of the 20th - at the beginning of the 21st century. The essence of the phenomenon "program and methodical support of game activity" is determined as an interdependent formation of a systemic nature that reflects the content of the game activity program and is the basis for the creation of educational and methodical publications of a professional orientation, generalization and dissemination of best practices that ensure the organization of game activities of preschool children in the educational process of the preschool education institution, the concepts of "transformation", "game activity", "program", "methodological support" have been clarified. The evolution of the program and methodological support of play activities of preschool children and the source base of the research were analyzed and systematized. The first group consists of scientific works devoted to the analysis of the theoretical foundations of game activity and the process of formation and development of the content of the program and methodological support of game activity of social preschool education (K. Dyakonova, N. Kudykina, T. Filimonova, etc.). The second group of works includes the research of scientists who reveal the study of the essence of the game, its psychological and pedagogical mechanism and the classification of games (O. Zaporozhets, S. Maksimenko, E. Manuylenko, etc.). The third group of scientific works is devoted to the pedagogical study of children's play (L. Artemova, T. Gubenko, V. Zalogina, V. Zakharchenko, N. Kudykina, O. Yankivska, etc.) and the disclosure of the

method of game management (L. Artemova, N. Kudykina etc.). The outlined problem is determined to a certain extent in the works of modern Ukrainian scientists, namely: the formation of preschoolers' relationships in joint play (K. Shcherbakova); pedagogical support of children's play activities (N. Kudykina); social adaptation of older preschoolers through game activities (N. Zakharova); formation of the primary economic experience of older preschoolers by means of play (A. Sazanova); peculiarities of the development of story-role play of older preschoolers (S. Ladyvir); development of communicative functions of preschoolers in the process of creative games (K. Karasyova); game in the educational space of a preschool educational institution (N. Gavrish). The fourth group of papers consists of scientific achievements devoted to the development of preschool education (preschool education) in Ukraine in different historical periods (L. Artemova, L. Batlina, S. Popychenko, T. Stepanova, I. Ulyukayeva, etc.). Scientists have carried out a number of pedagogical studies devoted to the development of preschool education in various regions (O. Venglovska, S. Ditkovska, etc.) and various areas of education of children in preschool educational institutions in Ukraine (L. Vergazova, O. Donchenko, N. Lazarevich, O. Styagunova, M. Chernyavska, etc.). Important for the study were the works that highlighted: the periodization of the development of national pedagogical thought (L. Berezivska, N. Dychek, N. Hupan, O. Sukhomlynska); formation and development of public preschool education (L. Artemova, Z. Borysova, T. Stepanova, I. Ulyukayeva, etc.), which served as the basis for the development of the periodization of the development of program and methodological support for play activities of preschool children in Ukraine (the second part of the 20th century – the beginning 21st century).

The prerequisites for the development of program and methodical support for play activities of preschool children have been clarified. the development of scientific thought, which was provided by the state educational policy, in particular: pedagogical searches for practice, which took place against the background of dynamic restructuring of the country's socio-economic life (creation of a new socio-economic system); formation of the regulatory and legal system of preschool education; the development of the network of preschool education institutions, which led to the need for the creation and improvement of the quality of software and methodological support in general and gaming activities, in particular (training programs, education of preschool children, basic types of publications, safe gaming equipment, etc.).

Key words: *transformations, game activity, program, program support, preschool education, preschool education.*

Actuality of theme. The leading directions of the development of the modern system of preschool education in Ukraine are declared in national regulatory documents: Laws of Ukraine "On Education" (2015), "On Preschool Education (2001), Fundamental Component of Preschool Education (2021).

The content of modern preschool education is largely determined by changes in the program and methodological support, which is created on the basis of the scientific and methodical work of leading scientists of the past and present. In view of this, the study of the transformation of the program and methodological provision of play activities of preschool children (the second part of the 20th - the beginning of the 21st century) allows us to identify both its achievements and shortcomings, the understanding of which contributes to positive changes in the modern theory and practice of preschool education,

in particular, play activities - leading for preschool children.

Analysis of recent research and publications. The theoretical foundations of the research on the transformation of the program and methodological support of play activities of preschool children in domestic science are presented by the works of many scientists: the conceptual provisions of the methodology of modern pedagogy (I. Bekh, L. Vakhovsky, V. Kremen, S. Maksymenko, V. Ognevyuk, O. Savchenko and others); general pedagogical approaches to the organization of scientific research in preschool education (H. Belenka, A. Bogush, O. Kononko, T. Ponimanska, etc.); the historiographical aspect of the program and methodological support of education in Ukraine within certain chronological limits is presented in the works of L. Artemova, L. Berezivska, O. Sukhomlynska, T. Stepanova, I. Ulyukayeva, etc.).

The analysis of the scientific fund on the researched problem proved that the transformations of the program and methodological support of play activities of preschool children in Ukraine were not studied comprehensively and systematically within the selected chronological limits. To a certain extent, it was touched upon by scientists in the course of the issues they researched: the theoretical foundations of game activity and the process of formation and development of the content of the program and methodical support of game activity in public preschool education (K. Dyakonova, T. Filimonova, N. Kudykina, etc.); psychological (O. Zaporozhets, S. Maksymenko, etc.) and pedagogical principles of play activities of preschool children (L. Artemova, A. Bogush, G. Grigorenko, N. Kudykina, N. Lutsan, I. Shkolna, K. Shcherbakova, O. Yankovska and others); development of preschool education in Ukraine in different historical periods (L. Artemova, L. Batlina, S. Popychenko, T. Stepanova, I. Ulyukaeva, etc.) and in different regions (O. Venglovska, S. Ditkovska, etc.) (Dovbnya S.O., 2015: 3-4).

Forming the goals (goal) of the article, setting the task. The purpose of the study is to substantiate the theoretical foundations of the transformation of the program and methodological support of play activities of preschool children (the second part of the 20th – the beginning of the 21st century).

To realize the goal, the following research tasks were set, such as:

- to determine the essence of the phenomenon "program and methodical provision of play activities of preschool children"; clarify the concepts of "transformation", "game activity", "program", "methodological support";
- to outline the evolution of the program and methodical provision of play activities of preschool children in the studied periods;
- to find out the prerequisites for the development of program and methodical support for play activities of preschool children;
- program and methodical support of play activities of preschool children.

Presentation of the main material of the study with a full justification of the obtained scientific results. A systematic and comprehensive analysis of the problem of transformation of the program and methodical support of play activities of preschool children in the studied periods made it possible to characterize the key concepts of the study: "transformation", "play activity", "program", "methodical support".

The basic category of research is the phenomenon of "transformation", which is interpreted through the following concepts: movement, formation, transformation, change, development; variability, selection, system, etc. In the philosophical interpretation, transformation is considered as a trajectory of strategic changes in the

development of socio-historical practice. Pedagogy considers "transformation" in close relationship with internal and external factors of education development and ensuring its qualitative changes. "Transformation" at the same time acts as a harmonious unity of scientific knowledge and pedagogical practice, as the ability to translate scientific knowledge into a practical result.

We consider "play activity" as 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 studies and work. Scientists (L. Artemova, N. Gavrish, G. Grigorenko, N. Kudykina, K. Shcherbakova, etc.) proved that under the conditions of pedagogical support, game activity is implemented as a multifunctional method.

We characterize the "program" as a regulatory document, which defines the content of development, upbringing and education of preschool children according to the relevant sections.

"Methodical support" is disclosed as a component of preschool education, which serves as the basis for the implementation of the content of education, upbringing and development of children and related to the meaningful choice of the teacher of various forms of organization of the educational process in the preschool education institution (S.O. Dovbnya, 2015: 35).

The key concept of "program and methodical support of game activities" is substantiated taking into account the scientific work of domestic psychologists (O. Zaporozhets, S. Maksimenko, etc.), teachers (T. Gubenko, V. Zakharchenko, O. Yankivska, etc.) and the results of the analysis methodical filling of play activities of preschool children.

We understand "program and methodical provision of play activities of preschool children" as an interdependent formation of a systemic nature, which reflects the content of the program on play activities and is the basis for the creation of educational and methodical publications of a professional focus, generalization and dissemination of best practices that ensure the organization of play activities of preschool children age in the educational process of preschool education institutions (Shulygina R.A., 2020).

The structural components of the program and methodical support for the play activities of preschool children are defined, such as: the program for the development of education and upbringing of preschool children (purpose, content, tasks for the play activities of preschool children) and methodical support, which includes the following educational and methodical publications professional orientation: training, teaching and methodical manuals, methodical recommendations (methodical instructions), professional magazines and normative bulletins; generalization of best practices in the organization of gaming activities.

It was found that the introduction into the practice of preschool educational institutions of the specified components of the program and methodical support of the game activities of preschool children contributes to the formation of the personal game competence of the preschool child, which consists in his ability to organize various types of games (creative and games according to the rules, etc.) in accordance with their structure (imagined game situation, game role, game rules); realize your own game ideas; to observe game partnership and role-playing ways of behavior, norms and etiquette of communication during the game, etc.

The study of the evolution of the research problem and the source base made it possible to systematize scientific works in which the theoretical aspects of the

transformation of the program and methodological support of play activities of preschool children are highlighted within the specified chronological limits. The first group consists of scientific works devoted to the analysis of the theoretical foundations of game activity and the process of formation and development of the content of the program and methodological support of game activity of social preschool education (K. Dyakonova, N. Kudykina, T. Filimonova, etc.) (N. Kudykina, 2010).

The second group of works includes the research of scientists who reveal the study of the essence of the game, its psychological and pedagogical mechanism and the classification of games (D. Elkonin, O. Zaporozhets, O. Leontiev, G. Lublinska, E. Manuylenko, etc.).

The third group of scientific works is devoted to the pedagogical study of children's play (L. Artemova, T. Gubenko, V. Zalogina, V. Zakharchenko, N. Kudykina, O. Usova, O. Yankivska, etc.) and the disclosure of the method of game management (L. Artemova, N. Kudykina, O. Usova, etc.). The outlined problem is determined to a certain extent in the works of modern Ukrainian scientists, namely: the formation of preschoolers' relationships in joint play (K. Shcherbakova); pedagogical support of children's play activities (N. Kudykina); social adaptation of older preschoolers through game activities (N. Zakharova); formation of the primary economic experience of older preschoolers by means of play (A. Sazanova); peculiarities of the development of story-role play of older preschoolers (S. Ladyvir); development of communicative functions of preschoolers in the process of creative games (K. Karasyova); game in the educational space of a preschool educational institution (N. Gavrish).

The fourth group of papers consists of scientific achievements devoted to the development of preschool education (preschool education) in Ukraine in different historical periods (L. Artemova, L. Batlina, S. Popychenko, T. Stepanova, I. Ulyukayeva, etc.). Scientists have carried out a number of pedagogical studies devoted to the development of preschool education in various regions (O. Venglovskaya, S. Ditkovska, etc.) and various areas of education of children in preschool educational institutions in Ukraine (L. Vergazova, O. Donchenko, N. Lazarevich, O. Styagunova, M. Chernyavska, etc.) (N.V. Kudykina 2010).

Important for the study were the works that highlighted: the periodization of the development of national pedagogical thought (L. Berezivska, N. Dychek, N. Hupan, O. Sukhomlynska); formation and development of public preschool education (L. Artemova, Z. Borysova, T. Stepanova, I. Ulyukayeva, etc.), which served as the basis for the development of the periodization of the development of program and methodological support for play activities of preschool children in Ukraine (the second part of the 20th century – the beginning 21st century) (Ulyukayeva I., 2011).

The study of sources from the funds of the Central State Archive of higher authorities and administration of Ukraine: reports of the Ministry of Education of the Ukrainian SSR on the work of preschool institutions, reports, reports of the Ministry of the Ukrainian SSR on checking the state of play activities in preschool institutions allowed to single out the directions of implementation of program and methodological support for play activities of preschool children in Ukraine within the studied historical period.

The analysis of advanced pedagogical experience highlighted in professional periodicals ("Preschool education", "Kindergarten", "Kindergarten teacher's library") made it possible to clarify the specifics of the implementation of program and

methodological support for play activities of preschool children in the educational process of preschool educational institutions.

The theoretical foundations of the study of the program and methodological support of play activities of preschool children are defined, such as: the system of conceptual provisions of the methodology of modern pedagogical science (I. Bekh, L. Vakhovsky, V. Kremen, S. Maksymenko, V. Ognevyuk, O. Savchenko, etc.), general pedagogical approaches to the organization of scientific research in preschool education (H. Belenka, A. Bogush, O. Kononko, T. Ponimanska, etc.).

On the basis of the analysis of pedagogical literature and taking into account historical, socio-political, socio-economic, pedagogical factors, the prerequisites for the formation of program support, which caused its transformation in the second part of the 20th – at the beginning of the 21st century, were determined, namely:

– the development of scientific opinion, which was ensured by the state educational policy, which influenced the definition of approaches and structuring of the content of children's activities in preschool institutions from the ideas of free, national education and didactic pragmatism to the unification of managerial levers of influence on the education system with their strict centralization (regulation of numerous orders and instructions), which affected the content of the unified program of education and upbringing of preschool children "Manual for a Kindergarten Teacher", as well as methodological support for its implementation in preschool institutions;

– pedagogical achievements of practice, which took place against the background of dynamic restructuring of the country's socio-economic life (creation of a new socio-economic system and a guideline for the construction of a communist society). Despite the fact that the number of publications by practitioners during the publication period was insignificant, they exerted their influence on the development of program and methodological support for play activities of preschool children, adjusting it in accordance with the needs and interests of children;

– the development of a network of preschool institutions, which led to the need to create and improve the quality of software and methodological support, in particular game activities (training programs, education of preschool children, methodical manuals, safe game equipment, etc.).

It was established that the scientific assets of the preschool education system and its development, even under the conditions of unification, provided the necessary level of development of program and methodical support for play activities of preschool children. They became the basis for the further development of the program and methodological support of game activities in the system of modern preschool education (Artemova L.V., 2006).

Conclusions and prospects of further exploration in this direction. So, the research is justified and built on the basis of general scientific, pedagogical, theoretical foundations, a set of appropriate research methods and the conceptual and terminological apparatus of the study of program and methodological support of game activity, which made it possible to clarify the concepts of "transformation", "game activity", "program", "methodical support" and definition of the essence of the phenomenon "program and methodical support of play activities of preschool children".

Transformation as a pedagogical category is specified as a harmonious unity of scientific knowledge and pedagogical practice, which is able to translate scientific knowledge into a practical result.

Game activity is considered as a type of active activity of preschool children, which is the main content of their life, is the leading activity and the basis for educational activity in the next age period.

The program is characterized as a normative document, which defines the content of education, upbringing and development of preschool children according to the relevant sections.

Methodical support is revealed as a component of preschool education, which serves as the basis for the implementation of the content of education, upbringing and development of children and related to the meaningful choice of the teacher of various forms of organization of the educational process in the preschool educational institution.

The essence of the phenomenon "program and methodical provision of play activities of preschool children" is determined as an interdependent formation of a systemic nature, which reflects the content of the program on play activities and is the basis for the creation of educational and methodical publications of a professional orientation, generalization and dissemination of best practices that ensure the organization of play activities children of preschool age in the educational process of preschool education institutions.

A generalized analysis of the scientific achievements of scientists and methodical approaches of practicing teachers of the second part of the 20th century and the beginning of the 21st century, which served as the source base for studying the state of the problem under study, made it possible to state that the results of the research on the transformation of the program and methodological support for play activities of preschool children and the identification of the main factors of its formation on a legislative basis and modernization on a national basis, are decisive for the strategy of introducing program support into the modern educational practice of preschool education institutions.

The prerequisites for the development of program and methodological support for play activities of preschool children, which caused its transformation in the second part of the 20th – the beginning of the 21st century, were clarified: the development of scientific opinion, which was ensured by the state educational policy; pedagogical searches for practice that took place against the background of dynamic restructuring of the socio-economic life of the country (creation of a new socio-economic system and a guideline for building a communist society); formation of the regulatory and legal system of preschool education; the development of a network of preschool institutions, which led to the need to create and improve the quality of software and methodological support in general and gaming activities, in particular (learning programs, education of preschool children, basic types of publications, safe gaming equipment, etc.).

It was established that the scientific assets of the preschool education system and its development, even under the conditions of unification, provided the necessary level of development of program and methodical support for play activities of preschool children. They became the basis for the further development of the program and methodical support of game activities in the system of preschool education.

We see the perspective of further research in the reflection of directions: gender approach in the content of play activities of preschool children; research of pedagogical support of gaming activities in foreign educational systems; sources of the national component of game activity and their influence on the formation of the national consciousness of the individual, etc.

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АНОТАЦІЯ

Стаття присвячена ретроспективному екскурсу програмово-методичного забезпечення ігрової діяльності дітей дошкільного віку. Визначено сутність феномена «програмово-методичне забезпечення ігрової діяльності» як взаємозалежного утворення системного характеру, що відображає зміст програми з ігрової діяльності і є підґрунтям для створення навчально-методичних видань фахової спрямованості, узагальнення та поширення передового досвіду, що забезпечують організацію ігрової діяльності дітей дошкільного віку в освітньому процесі закладу дошкільної освіти, уточнено поняття «трансформація», «ігрова діяльність», «програма», «методичне забезпечення» тощо. Проаналізовано й систематизовано еволюцію програмово-методичного забезпечення ігрової діяльності дітей дошкільного віку та джерельну базу дослідження. Першу групу складають наукові праці, що присвячені аналізу теоретичних засад ігрової діяльності та процесу становлення й розвитку змісту програмово-методичного забезпечення ігрової діяльності суспільного дошкільного виховання (К. Дьяконова, Н. Кудикіна, Т. Філімонова та ін.). До другої групи праць віднесено дослідження науковців, що розкривають вивчення сутності гри, її психолого-педагогічний механізм та класифікацію ігор (О. Запорожець, С. Максименко, Е. Мануйленко та ін.). Третя група наукових праць присвячена педагогічному вивченню дитячої гри (Л. Артемова, Т. Губенко, В. Залогіна, В. Захарченко, Н. Кудикіна, О. Янківська та ін.) і розкриттю методики керівництва грою (Л. Артемова, Н. Кудикіна та ін.). Окреслена проблема певною мірою визначається в працях сучасних українських учених, а саме: формування взаємин дошкільників у спільній грі (К. Щербакова); педагогічний супровід ігрової діяльності дітей (Н. Кудикіна); соціальна адаптація старших дошкільників засобами ігрової діяльності (Н. Захарова); формування первинного економічного досвіду старших дошкільників засобом гри (А. Сазанова); особливості розвитку сюжетно-рольової гри старших дошкільників (С. Ладивір); розвиток комунікативних функцій дошкільників у процесі творчих ігор (К. Карасьова); гра в освітньому просторі дошкільного навчального закладу (Н. Гавриш). Четверту групу праць складають наукові здобутки, присвячені розвитку дошкільного виховання (дошкільної освіти) в Україні у різні історичні періоди (Л. Артемова, Л. Батліна, С. Попиченко, Т. Степанова, І. Улюкаєва та ін.). Науковцями здійснено низку педагогічних досліджень, які присвячені розвитку дошкільної освіти різних регіонів (О. Венгловська, С. Дітковська та ін.) й різним напрямкам виховання дітей у закладах дошкільної освіти в Україні (Л. Вергазова, О. Донченко, Н. Лазаревич, О. Стягунова, М. Чернявська та ін.). Вагомим для дослідження стали праці, в яких висвітлено: періодизацію розвитку національної педагогічної думки (Л. Березівська, Н. Дічек, Н. Гупан, О. Сухомлинська); становлення і розвиток суспільного дошкільного виховання (Л. Артемова, З. Борисова, Т. Степанова, І. Улюкаєва та ін.), що слугували підґрунтям розробки періодизації розвитку програмово-методичного забезпечення ігрової діяльності дітей дошкільного віку в Україні (друга половина ХХ – початок ХХІ ст.).

З'ясовано передумови становлення програмово-методичного забезпечення

ігрової діяльності дітей дошкільного віку, розвиток наукової думки, що був забезпечений державною освітньою політикою, зокрема: педагогічні пошуки практики, що відбувалися на тлі динамічної перебудови суспільно-економічного життя країни (створення нового соціально-економічного устрою); формування нормативно-правової системи дошкільного виховання; розвиток мережі закладів дошкільної освіти, що зумовив потребу у створенні й поліпшенні якості програмово-методичного забезпечення в цілому та ігрової діяльності, зокрема (програми навчання, виховання дітей дошкільного віку, основних видів видань, безпечного ігрового обладнання тощо).

Ключові слова: *трансформації, ігрова діяльність, програма, програмово-методичне забезпечення, дошкільне виховання, дошкільна освіта.*