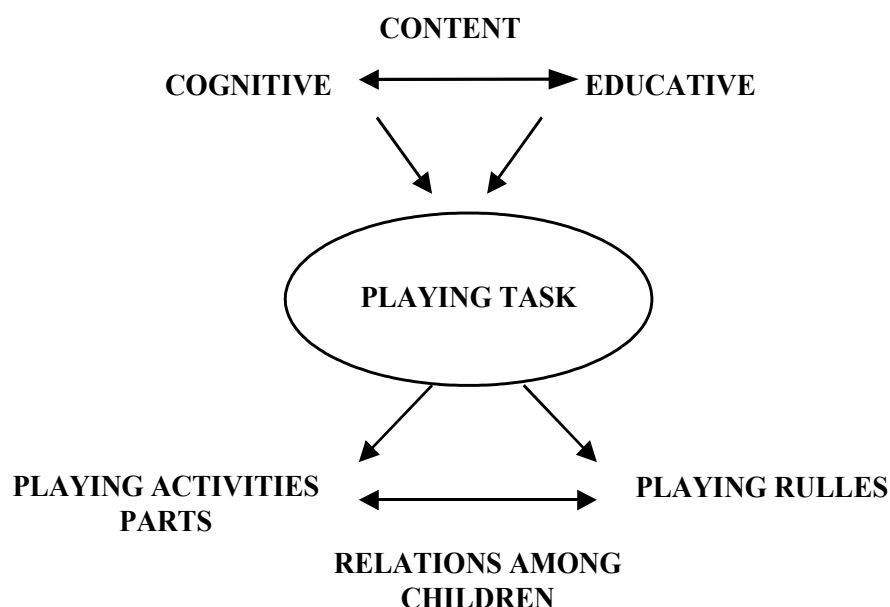


**THE MAIN MODELS OF DIDACTIC PLAYS AS THE PEDAGOGICAL STIMULUS OF CHILDREN’S DEVELOPMENT**

The structure of the didactic play (intellectual or movable) has strictly defined components. They are objectively interrelated (Model 1). The main point is that they indirectly determine the children’s behaviour in the play. It is the structural components of the play that accumulate the cognitive and educational content in an attractive children playing task.

Model 1.

**THE STRUCTURE OF DIDACTIC PLAY**



The solution of this task stipulates the intellectual or physical actions of the children with cognitive context and its practical mastering. While performing playing actions, a child starts deepening his or her knowledge and using it practically.

The playing rules accumulate educational and upbringing content. They prompt a child to act creatively in the process of playing task solution.

These rules put children in equal conditions. The individuality and the level of development distinguishes every child. In particular, these capacities permit some children to solve playing task and to get success more quickly and the other children do it more slowly and even fail to achieve success.

Thus, a playing task and rule setting encourage children to have some particular sedation with each other.

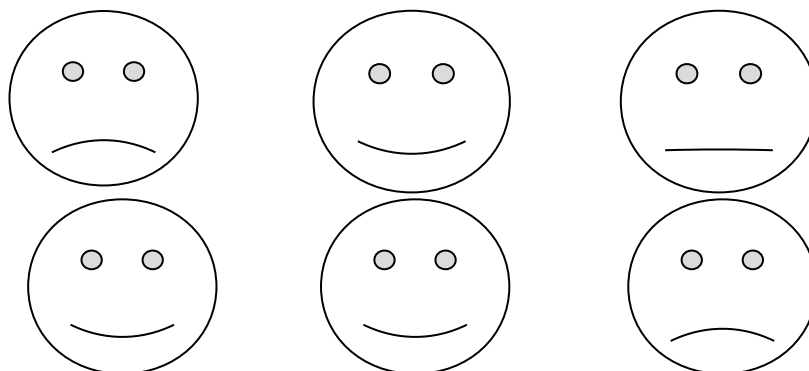
An adult (parent, pedagogue) should acquaint a child with some didactic plays (lotto, dominoes, chess, draughts ping-pong etc). It is very important to excite a child with a play. This interest is sustained or decreased by other children who take part in a play or stay nearby. It is necessary to explain a playing task in an interesting way. Then a child will get a desire to solve it. In a child it arouses interest in playing actions and a desire, and a child tries to perform playing tasks eagerly. The other children watch this playing task or even try to correct it. The adult should explain the rules in a clear way to follow them. In this activity an adult will be sustained or distracted. At last an adult organizes the play. The children are eager to solve a playing task successfully. The other rejoice at the success of their peers or stay indifferently. Adults and the other children greatly influence some individual players.

Model 2.

	<b>ADULT (TEACHER)</b>	<b>CHILD</b>	<b>OTHER PARTNERS OF PLAY</b>
1.	<b>Promotes children's interest in play</b>	<b>Takes an interest in play</b>	<b>Show an interest (show no interest)</b>
2.	<b>Promotes children's interest to the playing task</b>	<b>Wants to solve play tasks</b>	<b>Helps (prevents)</b>
3.	<b>Interprets (shows) play actions</b>	<b>Follows play actions</b>	<b>Observes (corrects) play actions</b>
4.	<b>Gives the rules (conditions) of play</b>	<b>Takes (does not take, breaks) play rules</b>	<b>Reminds, demands, complains about the noncompliance with the regulations</b>
5.	<b>Observes the child playing</b>	<b>Successfully solves play tasks</b>	<b>Be glad (dissatisfied) about the victory of others</b>

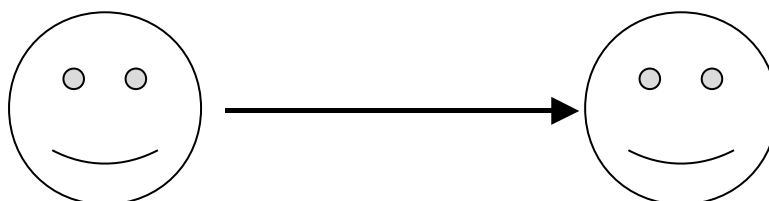
At last the an organizes the play. The children try to solve playing tasks successfully. The others support energetically or are dissatisfied with the victory of the peers.

1. Every child solves the playing task by himself / herself and independently from the others (Model 3). For example: pyramid and matreshka assembling; geometric figure and image assembling; mosaic; ball play; skipping rope task, actions and rules. There are to contact practically with others. Success or failure in playing task solving depends on intellectual or physical development of children and rule abiding or breaking.



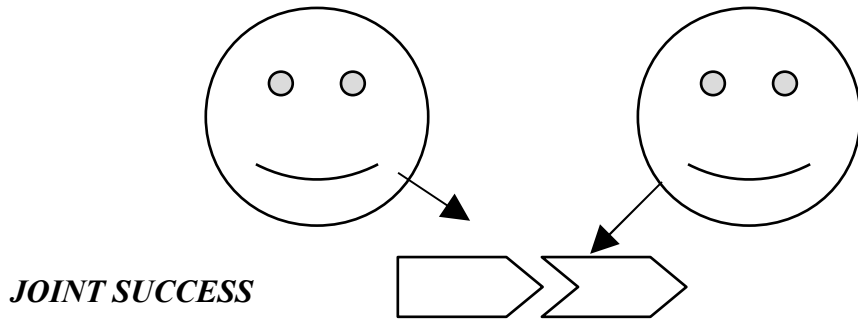
***EVERYONE BY HIMSELF***

2. The success or failure in a child's playing task solving influence the success or failure of another child's playing task solving (Model 4) – chess, draughts, ping-pong, etc. The structure of game objectively involves children into playing relations with each other. Everybody should attentively follow the playing actions of another child, either the partner abides the playing rules or not. The successful solution of playing task depends on it and individuality of a person.



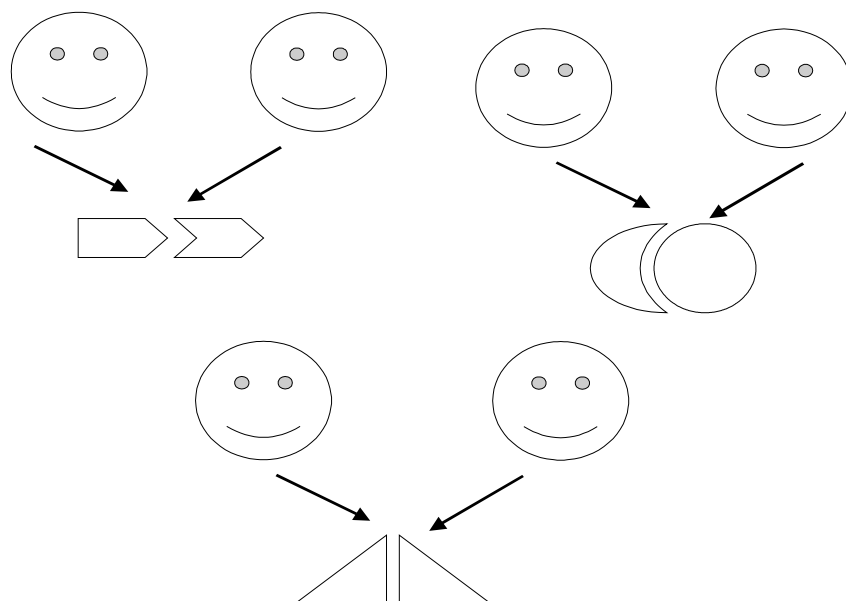
***MY SUCCESS – YOUR SUCCESS***

3. The full playing task stipulate two or more players effort joining (model 5) – relay race game, find a pair, etc. The playing task encourages the players to cooperate their efforts. They not only watch the actions but also try to cooperate their efforts. They not only watch the actions of each other, they play up and help their partners. Besides, they try to solve their part of playing task successfully, in order not to cause the failure of both, or even their group. Here the playing motivation is rather substantial and powerful. For in case of defeat, because of partner's carelessness or inability, the others will be reluctant to play with him or her. The break up of relations for children is the bigger problem than defeat. That's why the structure of such type promotes children to consolidate their efforts to solve some playing task.



4. The cooperative structure of relations during group playing task solving is strengthened by the conditions of competition among players in a team (Model 6) when they play: volley-ball, foot-ball, hockey. Every player is responsible not only for his own playing actions, rule abiding and successful accurate local playing task solving, which is a part of a way to a team victory but also to general success.

It strengthens the cooperative relations between the players in a team and at the same time the competing relations present the scale of responsibility, solidarity. They stimulate individual possibilities for everybody to achieve a collective success. Intergroup relations for children present the scale of their self esteem and balance preservation. These relations permit to estimate accuracy and maximum exertion of own efforts under the conditions of competitive struggle for oneself, for partners, for rivals concerning the comprehensive fulfilment of rules which are similar to everybody.

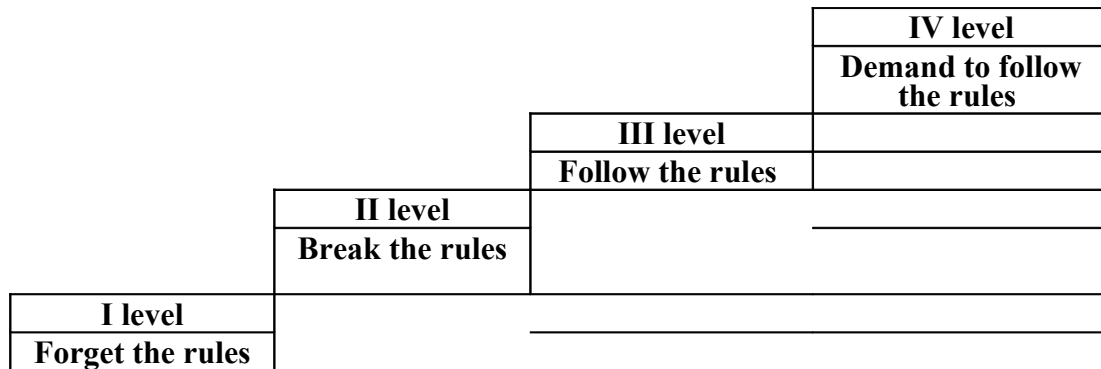


### ***WHOSE PLAY IS MORE SUCCESSFUL?***

The above mentioned structures of relations in individual, group game and intergroup competitions are experimentally researched by me (1960-1963) and my disciples Zh. Borshch, O. Janytska, V. Borova. These structures objectively exist and demand specific directions from every pedagogue.

Model 7.

#### **DYNAMICS OF PLAYING RULES MAINTENANCE BY CHILDREN**



The most difficult and conflicting process is the process of convincing children to follow rules of some game (Model 7). The rules serve to fulfil the game task and regulate the norms of the intercourse, human cooperation. But at first children are concerned about game assignments. They try to solve them successfully. And at the first stage rules recede in the background. The children forget about them at the first stage.

As an adult, the children try to remember them. But at the second stage they look at the rules as the barrier which prevent them from gaining victory. So they try to ignore them. These children turn out under easier conditions than other players. An adult and the other players blame the breaching of rules. So dishonest victory is considered to be unaccounted. At the third stage children follow the rules and try to win using intellect or physical effect.

Now they are proud of victory, that has been achieved honestly. The adult and other children are glad about their success.

At last fourth stage child does not only follow the rules but makes demands to other players, controls the fulfilling of these rules. So the children stand for honest norms of behaviour and fair play relations between them.

The considered regulations are experimentally proved in my research in 1960–1963. Further research confirmed its universality. The analysed dynamics of the development of the rules is also observed in the adult's relations. For children the way of assimilation moral norms is facilitated due to game motivating.

The conclusions:

1. The pedagogical mechanism of didactic games is located in its structure. The structure components involve children who pass through different relations. The last teach them to diverse cooperation and contact with other children.
2. An adult activates the mechanism of game. Owing to it he stimulates behaviour and relations among children and develops them according to the public norms.
3. Players fulfil the task rules and observe other players doing it. So each of them inevitably depends on himself and others. It means that every child has some kind of influence on players or feels their influence.
4. The analysed models of children's relations help to master the game rules that reflect the corresponding relations of the people engaged in some play and. the corresponding cooperation of the people in various vital situations.
5. The game serves children as motivational and important adequate environment that helps a child in his or her early age to acquire public norms which form its physiological and psychological character.
6. Public abilities got by a child in the game process serve him right at school age and further life.