

УДК 373.2.091.33-027.22:794

DOI: [https://doi.org/10.33272/2522-9729-2024-5\(218\)-13-19](https://doi.org/10.33272/2522-9729-2024-5(218)-13-19)



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## BOARD-PRINTED GAMES AS HISTORICAL AND PEDAGOGICAL PHENOMENON

**A** This article updates the genesis of board-printed games on the historical-pedagogical plane. Board-printed games played an important role in the organization of children's play activities at educational institutions: preschool and primary schools. The board-printed game had a positive effect on the development of children's psyche and consciousness, was one of the means of forming ideas about the surrounding world, its phenomena, and objects, contributed to speech and creativity development, and created a basis for children's joint activities. The purpose of this article is to examine board-printed game as a historical-pedagogical phenomenon.

This is because using board-printed games with preschool children takes on special importance in the context of ensuring continuity between preschool and primary education and introducing a game-based approach into the educational process of preschool education institutions. Modern scientists are quite active in researching children's play activities, looking for new methods, approaches, and trends, but after analyzing the scientific sources of the 50s and 90s of the 20th century. and modern psychological and pedagogical literature, we found

out that there is a very limited number of studies on the use of board-printed games in preschool institutions in Ukraine (50-90s of the 20th century). The peculiarities of the use of board-printed games in the educational process of the middle of the 20th century are mostly studied in works devoted to didactic games.

For a thorough study of the stated topic, the following methods were used at the theoretical level: analysis, synthesis, generalization, and systematization.

On the basis of archival and game materials of the funds of the State Museum of Toys of the Ministry of Education and Science of Ukraine and the works of scientist T. Przhegodska, the classification of the studied games is highlighted: the classification of the only collection of board-printed games in Ukraine, according to which the game materials in the archival department of the State Museum of Toys are divided; classification according to the archival document "Pedagogical and artistic requirements for polygraphic games" (1970); and the classification of the scientist T. Przhegodska, presented in the work "From a toy to a book" (1977).

Along with this, thanks to an analysis of the sources of the 50s-90s of the 20th century, and intensive development of play activities of preschool children, this work reveals the main trends that outline the future development and transformation of the use of board-printed games in the modern educational space of preschool education institutions.

The practical value of this work lies in the fact that we have for the first time comprehensively analyzed the scientific materials of the study of board-printed games in the 1950s and 1990s; classifications of board-printed games are presented; the main trends that outline the prospects for further development and transformation of the use of board-printed games in the modern educational space are revealed.

**Keywords:** preschools; game activity; game; board-printed games; children of preschool age; classifications of board-printed games; modern trends

### НАСТІЛЬНО-ДРУКОВАНІ ІГРИ ЯК ІСТОРИКО-ПЕДАГОГІЧНИЙ ФЕНОМЕН

Актуалізується генезис настільно-друкованих ігор в історико-педагогічній площині. Встановлено, що настільно-друкована гра займала вагоме місце в організації ігрової діяльності дітей у закладах освіти: дошкільному закладі та початковій школі. Настільно-друкована гра позитивно впливала на розвиток психіки та свідомості дітей, була одним із засобів формування уявлень про навколишній світ, його явища та об'єкти, сприяла розвитку мовлення, творчості, створювала підґрунтя для спільної діяльності дітей. Метою представленої статті стало дослідження настільно-друкованої гри як історико-педагогічного феномену. Для ґрунтовного дослідження заявленої теми були використані методи теоретичного рівня – аналіз, синтез, узагальнення та систематизація. На основі архівних та ігрових матеріалів фондів Державного музею іграшки Міністерства освіти і науки України та праць вченої Т. Пржегодської висвітлено класифікації досліджуваних ігор: класифікація єдиного в Україні зібрання настільно-друкованих ігор, за якою розділені ігрові матеріали в архівному відділі Державного музею іграшки; класифікація відповідно до архівного документу «Педагогічні та художні вимоги до поліграфічних ігор» (1970); класифікація вченої Т. Пржегодської, представленої у праці «Від іграшки – до книжки» (1977). Поруч із цим, завдяки аналізу джерел 50–90-х рр. ХХ ст. та інтенсивному розвитку ігрової діяльності дітей дошкільного віку у роботі розкрито основні тенденції, що окреслюють перспективу подальшого розвитку й трансформації використання настільно-друкованих ігор у сучасному освітньому просторі закладів дошкільної освіти. Практична цінність роботи полягає в тому, що вперше цілісно проаналізовано наукові матеріали дослідження настільно-друкованих ігор у 50–90-ті рр. ХХ ст.; представлено класифікації настільно-друкованих ігор; розкрито основні тенденції, що окреслюють перспективи подальшого розвитку й трансформації використання настільно-друкованих ігор у сучасному освітньому просторі.

**Ключові слова:** дошкільні заклади; ігрова діяльність; гра; діти дошкільного віку; класифікації настільно-друкованих ігор; сучасні тенденції

**The relevance of the issue in general and its connection with significant practical tasks.** The relevance of the study of board-printed games as a historical and pedagogical phenomenon lies in the fact that modern educational paradigm aims to build a future where learning and education through play gives children the opportunity to become cooperative, creative, competent, organized, responsible citizens. Modern children need skills and a way of thinking that allow them to avoid uncertainty, to create opportunities for the formation of the ability to be motivated agents in gaining their own experience, to learn throughout life.

Overcoming the challenges of a full-scale war on the entire territory of Ukraine, scientists and practitioners in the field of preschool education are searching, developing and implementing new methods and means of teaching and educating preschool children. Millions of children live in a new reality, spending a lot of time in shelters, waiting for a break. In opinion, the board-printed game is a reliable assistant in this.

It will help not only to reduce the time spent in the shelter, but also to reduce emotional tension, interest, distract, create a basis for joint activities of children, form elementary ideas about phenomena, objects and processes of the surrounding world, promote the development of speech, creativity, etc.

The scientific novelty and theoretical significance of the obtained results lies in the fact that for the first time the scientific materials of the study of board-printed games in the 1950s and 1990s of the 20th century have been comprehensively analyzed; classifications of board-printed games are presented; the main trends that outline the perspective of further development and transformation of the use of board-printed games in the modern educational space are revealed.

**Analysis of previous studies and publications.** The analysis of psychological and pedagogical literature proved that the works of scientists: L. Artemova [1; 2; 3; 4; 5; 6; 7], N. Baglaeva [8], Yu. Bokareva [9], V. Kolechko [14], V. Krushinska [16],

Yu. Lukashova [18], L. Matsyuk [16], Yu. Moskalenko [19], P. Paguta [20], O. Yankivska [27; 28; 29; 30; 31; 32] and others. Few of the scientists who studied the period of 50-90 years of XX century. singled out the use of board-printed games, often information about them can be found in works on the study of didactic games. S. Vorontsova [10], T. Przhegodska [22] were engaged in explorations of board-printed games in the specified period. Basic studies of this problem are carried out by modern scientists M. Kostyukhin [15], revealing the essence, types and meaning of the studied games; T. Donovan [13], presenting the history and psychology of board games; I. Livingstone [17], presenting board games from ancient Egyptian senates and Indian snakes and ladders to role-playing, fantasy and hybrid games of today; R. Rudenskiy [23; 24; 25], analyzing the axiological potential of children's board-printed games and military-themed toys, retrospective and structural analysis, the European context of the evolution of the structure of board games for children of preschool and primary school age. Having analyzed the works that highlight certain aspects of the theory and practice of the organization of game activities in preschool educational institutions of Ukraine, we found out that the problem of realizing the potential of board-printed games in working with preschoolers is poorly researched. This emphasizes the relevance and undevelopedness of the topic: "Board-printed games as a historical-pedagogical phenomenon".

The analysis of literary sources for the past 3-5 years on the subject under study shows that the topic is relevant, interesting and understudied. In particular, in the scientific publication of Yu. Bokareva and M. Shipova "Study of the influence of the age of the audience on the design of printed board games" (2024) the main requirements for the design of printed board games are presented in accordance with the norms and standards of Ukraine; recommendations are provided for the successful implementation of projects in this field. In the publication of N. Kovalevska "Formation of ideas about professions in preschool children in game activities" (2021), special attention is paid to plot-role, didactic and constructive-building games as a means of forming ideas about professions in preschool children. In the article by Yu. Lukashova and O. Gnizdilova "The use of didactic games in the process of career guidance of preschoolers" (2020), the effectiveness of the use of didactic games in familiarizing children with the professions of adults is proven; provided samples and recommendations in use. In the study by Y. Moskalenko "Didactic games as a means of forming the spoken side of speech in preschool children with phonetic-phonemic underdevelopment" (2023), the peculiarities of the influence of didactic games on the corrective and developmental process of children with phonetic-phonemic underdevelopment of speech were revealed, attention was paid to the convenience and accessibility in the use of board-printed games in particular. P. Paguta's theses "Didactic games as a means of forming the logico-mathematical competence of preschool children" (2021) highlight the results of an experimental study on the effectiveness of using didactic games (object, board-printed and verbal) in the formation of logico-mathematical competence of preschoolers. In the work of R. Rudenskiy "The European

context of the evolution of the structure of board games for children of preschool and primary school age" (2023), based on a comprehensive analysis of the European context, the structure of board games is defined and substantiated.

**The purpose of the article.** Based on the analysis of scientific materials on the studied issues, present classifications of board-printed games, to reveal the main trends that outline the prospects for further development and transformation of the use of board-printed games in the modern educational space.

**Presentation of the main research.** The basic component of preschool education (2021) is based on the idea of using play for the comprehensive and harmonious development of the personality, and a separate direction "Child's play" was introduced, which shows its role in realizing the creative, cognitive, aesthetic, moral, social ideas of preschool children needs, the game is defined as an interactive method of interaction between the teacher and the child. It plays a key role in the life of a preschool child, forms unique qualities - the ability to choose freely, autonomy (independence, individuality, a sense of growing up, a sense of new opportunities), promotes the development of social unity. It is the game that provides an opportunity to take into account one's own life goals and needs, ensures the connection of the child with the environment – material, social, natural. It contributes to the integrity of personal development, as it combines motivational drives with intellectual and volitional efforts.

Didactic games are tools for improving and strengthening the education of preschool children, the use of which leads to conscious learning when adults structure the game situation according to a certain goal. A powerful type of didactic game is a board-printed game. The leading type of activity of preschool children, which ensures the harmonious development of the personality, is play. In the process of playing, the child discovers the world around him, learns to analyze phenomena, understand relationships between people, and interact. One of the types of didactic games are board-printed games, which are an effective means of development, education and upbringing of preschool children.

Analyzing the literature, we came to the conclusion that the board-printed game is a form of active, practical activity that allows the child to solve cognitive tasks available to his age, creates prerequisites for the development of the arbitrariness of mental processes, the formation of a personality. All this allows you to determine the various possibilities of the board-printed game, since it is a means of education, a method of learning, a form of organization of children's activities. Of particular interest in the context of the study of this issue are the 50s and 90s of the 20th century, when the introduction of didactic games into the educational process of public preschools was initiated, and board-printed games were systematized and classified. With the assistance of the director of the State Museum of Toys of the Ministry of Education and Science of Ukraine Yu. Kobas and the chief custodian of the funds T. Przhegodska, we got a unique opportunity to work directly with the archival materials of the museum and with the only collection of printed board games in Ukraine. The archival materials of the funds analyzed



by the authors reveal the main trends in the development of game activities in general and games. In particular, attention is focused on the actual problems of using various types of games in modern preschool education institutions.

Thus, in the manual "Pedagogical and artistic requirements for polygraphic games" [21], the place and meaning, types, methods of implementation, classification of polygraphic games are highlighted. In the collection "Literature. Children. Chas" contains problematic and review articles and materials related to the development of Ukrainian Soviet literature for children and youth. The article of the chief custodian of the funds of the State Museum of Toys, T. Przhegodska, deserves special attention "From a toy to a book" [22], in which the author revealed the value of polygraphic games, presented their classification according to game rules and age characteristics of children. The work "Children's Oracle" by M. Kostyukhina [15] outlines the history of children's board games, describes them, describes the rules, presents photos of the games with explanations, and an alphabetical and thematic index of the main board games.

Analyzing the research of domestic authors on game activities, we focused on the following works: "Didactic materials and classes with young children edited by E. Radina, M. Popova [11]; "Modern approaches to logical-mathematical development of preschoolers" by N. Baglaeva [8]; "Acquaintance of children with the work of adults" by L. Artemova, N. Kudykina, I. Shkolnaya [6]; "Didactic games and exercises in kindergarten" by L. Artemova, O. Yankivska [7]; "Didactic games in kindergarten" by O. Yankivska [27]. These works offer samples of classes using didactic games for four-seven-year-old children: games for familiarizing children with the social environment, nature, for the development of speech, the formation of mathematical concepts, and sensory education. The components of didactic games are clearly defined: game actions, rules, the course of the game, and methodical recommendations for the organization and conduct of didactic games in preschool institutions are also proposed.

Having analyzed the edition of the pedagogical magazine "Preschool Education" (1951-1999), we have made sure of the relevance of this problem from the works of scientists of the specified period. On the pages of the journal, scientist L. Artemova presents the following scientific articles on the researched issues: "To the question of game relations in didactic games" [1], "Reflection of knowledge children in joint games" [5], etc. Pedagogical searches and methodical solutions to the problems of organizing play activities of preschoolers, the use of didactic games, including board-printed games, in working with children are published in these works.

O. Yankivska's articles in this journal deserve attention: "The role of didactic games in the mental development of preschoolers" [29], "Using didactic games for the development of thinking of children of the preparatory school group" [30], "Didactic games as a means of learning and a form of organization of children's life and activities" [31]. For a long time, the author researched the issue of the use of didactic games in preschool institutions and its role in the life of preschool children. Analyzing the periodical "Preschool education", it is worth noting

that scientists V. Krushinska, L. Matsyuk in the article "Didactic games and exercises. The formation of elementary mathematical concepts" [16] systematized didactic games on mathematics in kindergarten. Also worthy of attention is S. Vorontsova's work "Board and printing games" [10], which describes in detail the meaning and methodology of board and printing games for preschool children.

Studying the dissertations of domestic scientists on the organization of play activities in preschool institutions of Ukraine in the 1950s-1990s of the 20th century, we found out that in this time period one candidate's dissertation was written and defended on the researched issues by O. Yankivska "The role of didactic games of natural science content in consolidation of knowledge of older preschoolers in classes" [28]. The work reveals the history of the development of didactic games and their role in the education of preschool children. Developed, collected and systematized didactic games, including board-printed natural history games, the methodology of their implementation is presented. The bibliographic index of S. Sayapina "Publications and dissertations of domestic authors on education and training of preschool children (1960 – beginning of XXI century)" [26] deserves special attention, which contains a list of publications and dissertations on education and training of children in preschool educational institutions, protected or published by domestic authors mainly in central publishing houses, pedagogical periodicals (1960 – the beginning of the 21st century).

Analyzing the research of modern scientists and the electronic information resources of the Internet database, our attention was drawn to the works of R. Rudenskyi. In his article "Axiological potential of children's board-printed games and military-themed toys" [23], the author revealed the historical aspect of the appearance of board-printed games, substantiated the pedagogical aspect of reflecting the ideological militarization of games, highlighted the features of board-printed games on the theme of war. In the work "Board and didactic games for children of preschool and primary school age: a retrospective and structural analysis", the scientist suggested that board games arose earlier than didactic games. He proved that "genetically, board games arise earlier, and didactic games are formed as their subset and later separate as an independent stable type" [24, p. 105]. In the article "The European context of the evolution of the structure of board games for children of preschool and primary school age", R. Rudensky "summarized the following chronological sequence of the evolution of board games for children of preschool and primary school age: 1) gambling for adults → 2) table gambling games for adults → 3) gambling paper board games for adults → 4) gambling board card games for adults → 5) board games for family leisure → 6) leisure board games for children → 7) board games for children with educational potential → 8) educational board games for children of preschool and primary school age" [25, p. 109].

Investigating the problem of game activity, we found out that board-printed games are very often included in the classifications of didactic games, which make it possible to trace their essential features, the use of which provides an appropriate educational

effect. We find the classification of board-printed games in the archives of the State Toy Museum of the Ministry of Education and Science of Ukraine and in the works of T. Przhegodska. In the State Museum of Toys, the collection of board-printed games is systematized according to the following classification:

- 1) educational games ("Alphabet", "Road signs", etc.);
- 2) separate pictures ("Find a pair", "Whose house", etc.);
- 3) cubes ("Cubes for little ones", "Winter", etc.);

- 4) dominoes ("Animals", "Picture", etc.);
- 5) lotto ("Transport", "Vegetables and fruits", etc.);
- 6) shuttles ("Teremok", "Cosmos", etc.);
- 7) chess and checkers ("Attack", "Chess for children, etc.").

We present a collage of photos of board-printed games made in the State Toy Museum of the Ministry of Education and Culture of Ukraine (figure 1):



Figure 1. Board-printed games of the State Toy Museum of the Ministry of Education and Culture of Ukraine

In the archival document "Pedagogical and artistic requirements for polygraphic games" [21], they are classified according to the following criteria:

- 1) paired pictures ("On a visit to Tanya", etc.);
- 2) individual pictures ("Find a pair", etc.);
- 3) cubes ("Winter", etc.);
- 4) lotto ("Transport", etc.);
- 5) quartet ("Puzzle" and others);
- 6) screen books ("Ripka", "Vegetables", etc.);
- 7) flip-flop books ("Baby's first book", etc.);
- 8) coloring books ("Big Coloring Book", etc.).

Scientist T. Przhegodska in her work "From a toy - to a book" [22] proposes to classify board-printed games according to game rules:

- 1) games based on a drawing (pair pictures, lotto, dominoes, quartet, card games);
- 2) constructive games (separate pictures, cubes for assembling pictures, homemade toys);
- 3) route games, or as they are also called, "key" (they include the route along which the chip moves in accordance with the indications of the game cube);
- 4) chess-checkers (built on the principle of chess or checkers with various variants of rules and figures);
- 5) games-guides for learning (quizzes, crosswords, handouts, alphabets);

- 6) micromotor games (shooting, billiards, games built on the principle of sports, small towns, football);
- 7) games of a mixed type (they combine two or more game principles).

The author also divides board-printed games into: games of a didactic (educational) nature, based on a picture (lotto, paired pictures, constructive games, micromotor, manual games); of an entertaining and educational nature, which include route and chess-checkers.

Generalized classifications of board-printed games are highlighted in Table 1.

Taking into account the intensive development of play activities of preschool children, there is a need to highlight modern trends in order to find answers to the current demands of preschool education. Therefore, we consider it necessary to present the development trends of printed board games in the current preschool educational space:

1. Dominance of national-patriotic topics;
2. Military (war) theme of the games;
3. Development and implementation of children's transformational games (a new type of board games focused on the person's knowledge of himself (games for sexual, gender, valeological, economic education));
4. Transformation of the theme of board-printed games to acquaint children with professions;

Classifications of board-printed games

Classification Board-printed games	Board-printed games
Classification of the State Toy Museum of the Ministry of Education and Culture of Ukraine	<ul style="list-style-type: none"> <li>- games for learning;</li> <li>- separate pictures;</li> <li>- cubes;</li> <li>- dominoes;</li> <li>- lotto;</li> <li>- routes;</li> <li>- chess-checkers.</li> </ul>
Classification according to the archival document of 1970 "Pedagogical and artistic requirements for polygraphic games"	<ul style="list-style-type: none"> <li>- paired pictures;</li> <li>- separate pictures;</li> <li>- cubes;</li> <li>- lotto;</li> <li>- quartet;</li> <li>- screen books;</li> <li>- flip books;</li> <li>- coloring books</li> </ul>
Classification according to T. Przhegodska	<ul style="list-style-type: none"> <li>- According to the game rules:</li> <li>- games based on drawing;</li> <li>- constructive games;</li> <li>- route games, or as they are also called, "key";</li> <li>- chess and checkers;</li> <li>- game guides for learning;</li> <li>- micromotor games;</li> <li>- games of a mixed type, in which two or more game principles are combined.</li> <li>- Didactic (educational) nature:</li> <li>- lotto;</li> <li>- paired pictures;</li> <li>- constructive games;</li> <li>- micromotor;</li> <li>- tutorial games.</li> <li>- Entertaining and educational:</li> <li>- routes;</li> <li>- chess-checkers.</li> </ul>

5. Update of raw materials from which board-printed games are made;

6. Improving the quality of printing products, which is the basis of board-printed games;

7. Differentiated, integrated and person-oriented approach to use;

8. Implementation of pedagogical support of the game on a subject-subject basis.

9. Implementation of board-printed games with elements of an interactive game using an application on the phone.

Intensive development of the industry for the production of game materials, evolutionary changes in society's attitude to the place of play in the development of a modern child, caused by objective and subjective factors, require updating the content of board-printed games and their design. We believe that in the future, scientists should pay more attention to the justification of the need to use board-printed games, to the development of methodological recommendations for pedagogical workers on their use in the education and training of preschool children, since they are an invaluable means of harmonious development and personality formation.

**Conclusions.** The board-printed game is a complex multifaceted pedagogical phenomenon and plays an undeniable role in the harmonious development of preschool children. A properly organized board-printed game is a guarantee of the future successful education of children at school and a kind of "bridge" for the transition from gaming to educational activities.

In order to reveal the purpose and tasks of the research, we conducted a retrospective analysis of scientific and pedagogical works on the researched topic. On the basis of the analysis of the source base, it was found that the problems of the organization of game activity by means of board-printed games are studied in a general aspect, the number of works is very limited. The analysis of archival documents gave us the opportunity to present the classification of board-printed games and reveal the main trends that outline the future development and transformation of the use of board-printed games in the modern educational space of preschool education institutions.

**Prospects for further research.** In the further perspective of scientific intelligence, an experimental study can be conducted to determine the effectiveness of using board-printed games for preschool children in shelters during an air raid.



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Дата надходження до редакції авторського оригіналу: 17.08.2024