SPECIFICITIES OF APPLICATION OF THE “LEARNING THROUGH PLAY” APPROACH IN THE EDUCATIONAL PROCESS OF THE NEW UKRAINIAN SCHOOL

The author of the article emphasized that education at a young school age is a key stage of human development. Primary education should lay the groundwork for further learning, form key competences and important cross-cutting skills, but it should be interesting and motivating for the child.

It is determined that one of the ways to change the role of play as a standalone didactic method is to apply the “learning through play” approach in primary school.

The definition “approach” is understood as the systematic organization of the educational process, and the “learning through play” approach is a learning strategy that combines play and interactive methods, forms, techniques of learning in order to increase the cognitive motivation of pupils and the effectiveness of the educational process. According to the author, in order to ensure a positive attitude towards educational and cognitive activity, play should be used not as a standalone method or method of teaching, but as a cross-cutting approach.

On the basis of the analysis of the psychological and pedagogical literature it is proved that the use of the “learning through play” approach is due to age peculiarities of the younger school age. The period of primary school, especially in grades 1 and 2 is a time of testing the strengths and solving the difficult tasks that a child faces. The peculiarity of the adaptation and playing period is that there should be a smooth transition between the forms and methods of teaching of preschool and primary levels. The use of a “learning through play” approach in the first cycle of primary school education helps to create a relaxed atmosphere that is closer to the preschool education.

The pedagogical conditions for the implementation of the “learning through play” approach are proposed: formation of the emotional-value attitude of the teacher to play as a systematic organization of learning during the adaptation and play period; skilful management of the playful activity process; adaptation of playing exercises in accordance with the individual characteristics of pupils; appropriate choice and use of training tools, play equipment; accordance with traditional didactic principles and value orientations as defined in the State Standard of Primary Education; enriching pedagogical experience by creating and applying playing exercises and tasks.

It is stressed that the application of the “learning through play” approach contributes to the formation of key competences and cross-cutting skills and is a means of providing both theoretical and practical training.

**Keywords:** play, playing method, playing form, playing technology, learning through play, approach, primary school pupils