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**COMPUTER GAME AS MEANS OF INTELLECTUAL DEVELOPMENT  
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*In this article, the problem of use of computer games in work with preschool children is considered. This problem in pedagogics is almost not investigated. One of the main issues connected with computerization of preschool education is studying of influence of computers on a child's organism, mental state and development. The computer, being the most modern tool for information processing, serves as a powerful technical tool of training and plays a role of the irreplaceable assistant in education and the general mental development of preschool children. Special value has the computer for intellectual development of preschool children.*

Computerization which is gradually getting practically into all spheres of life and activity of a modern person introduces the amendments and in approaches to education and education of children of preschool age.

Now many psychologists and teachers deal with a problem of influence of computer games on development of senior preschool children.

Scientists and specialists of the Preschool Childhood center A.V. Zaporozhets stood at the origins of this work. S.L. Novoselova specifies that introduction of the computer to the system of didactic means of kindergarten can become a powerful factor of enrichment of an intellectual basis of an intellectual, esthetic, social and physical development of a child [2]. Researcher G.P. Petka notes possibilities of game computer programs for the organization of director's games [4].

I.Yu. Pashelite proved that computer means effectively enrich system of the developing didactics of kindergarten, forming at children the general mental capacities. Use of computer games as the assistant in training of the preschool child for training at school as show researches, promotes increase of interest in study, its efficiency and develops the child comprehensively [5].

The French researchers note that the greatest interest is observed at children when they achieve the best results in computer game activity. At the senior preschool children the persistence and patience usually not peculiar to children of this age are observed. In the course of activity of children, some types of motivation at the computer were allocated: interest in a new, mysterious subject – to the computer; research motive (desire to find the answer to unfamiliar questions); motive of the successful solution of informative tasks [3].

Domestic and foreign researches on use of the computer in kindergartens convincingly prove not only opportunity and expediency of it, but also a special role of the computer in intellectual development and in general the identity of the child.

Understand as essence of intellectual development – a level of development of mental capacities, meaning the volume of knowledge and development of informative processes. Intellectual development also assumes formation at the child of initial abilities in the field of educational activity, in particular, ability to allocate an educational task and to turn it into the independent purpose of activity.

The leader defining a role in intellectual development belongs to systematic intellectual education. It as purposeful pedagogical influence includes the organization and the management of process of development of knowledge and management of process of formation of system of intellectual actions and informative abilities. Intellectual development is the continuous process, which is made in the doctrine, work, games, life situations. Most intensively, it occurs during active assimilation and creative application of knowledge, i.e. in acts, which contain especially valuable operations for development of intelligence. The computer, being the most modern tool for information processing, serves as a powerful technical tool of training. He plays a role of the irreplaceable assistant in mental developments of preschool children in general and in intellectual development in particular.

The computer, possessing the huge potential of the game and training opportunities, makes considerable impact on the child. But, as well as any equipment, it is not valued, and only in interaction of the teacher (tutor), child and the computer is possible to reach positive result.

Main objective of use of the computer in preschool institution is all-round development of the child, preparation it to life and activity in "computer reality", i.e. formation at it the positive emotional relation to the computer, his perception as assistant in different types of activity, understanding of its appointment and opportunities for achievement of goals.

Use of game opportunities of the computer in combination with didactic opportunities (evident submission of information, providing feedback between the training program and the child, ample opportunities

of encouragement of the correct actions, individual style of work, etc.) allows to provide smoother transition to educational activity.

In comparison with traditional forms of education of preschool children, the computer possesses a number of advantages:

- Presentation of information on the computer screen in a game form causes a great interest in children;
- The movements, a sound, animation for a long time draws attention of the child;
- The computer bears in itself the figurative type of information clear to preschool children;
- The correct solution of the game training tasks is encouraged with the computer that is incentive of informative activity of children;
- Possibility of an individualization of training;
- The child himself regulates speed and quantity of the training tasks solved game;
- The child in the course of the activity at the computer gains self-confidence, that he a lot of things can;
- The computer program allows to model such life situations which cannot be seen in everyday life (flight of the rocket, a high water, unexpected and unusual effects);
- The computer "is very patient", it never abuses for mistakes, and waits until the child himself corrects them.

Thanks to a multimedia way of submission of information the following results are reached: children acquire concepts of a form, color and size easier; concepts of number and a set are more deeply comprehended; there is an ability to be guided by the planes and in space quicker; efficiency of attention, memory, thinking trains; there is a mastering reading and the letter earlier; actively the lexicon is replenished; the small motility of hands, coordination of movements of eyes develops; time of both simple reaction, and reaction of a choice decreases; commitment and concentration is formed; the imagination and creative abilities develops.

Now there is a huge number of computer games for children and teenagers. Various approaches to classification of computer games testify to their variety.

In particular, there are games:

On use purpose: the entertaining, training and developing games;

By number of players: single-user and multiuser;

On character of roles: role (games with a look "from eyes" the computer hero; games with a view "from the outside" of the computer hero) and not role;

By types of a genre: action, quests, strategy, simulators, arcades, logical games, etc. [6]

Carrying out occupations with use of computer games has to conform to certain requirements:

- Formation of psychological readiness of preschool children for use of computer programs of various contents and level.
- The correct selection of the games corresponding to age opportunities of children.
- Carrying out preliminary work with children on formation of elementary computer literacy.
- The correct statement of the game task allowing to achieve the educational objectives and at the same time to increase interest of children.
- Work in couples. It is noticed that children cope with a task if work at the computer with couples better, Work "in private" is complication of a task [7].

The special group is made by the requirements connected with the prevention of physical, mental overworks. Work on the computer is interfaced to the compelled sedentary pose. It very adversely influences an organism of the child and promotes his exhaustion. The exhaustion develops because the bone and muscular system of children of 5-6 years is still formed and badly transfers physical activities. Therefore, it is important that the child sat at the computer correctly, in a pose, convenient for it. Duration of occupations should not exceed 15–25 minutes. The correct rational pose is important and in connection with prevention of visual exhaustion of the child as during the work on the computer, it is necessary to consider subjects at a short distance and against the shining monitor screen. At the computer treats features of eye work of children as well that they should transfer quite often a view from the screen of the keyboard of the computer and back. Therefore, the accomodation device of an eye of the child is in a condition of constant tension. For removal of tension of the accomodation device of an eye the gymnastics set of exercises is developed for eyes which are available and are carried out in a game form.

According to the aforesaid it is possible to allocate the following stages of occupations with the use of computer games:

1. Substantial and emotional training of children for the solution of game and didactic tasks on the computer.
2. The training game on the computer.
3. Problems of communication with each child on the game course.
4. Gymnastics for eyes, charging for fingers for removal of tension after game on the computer.
5. Realization again received (after game on the computer) impressions in independent game of children [7].

It is established that at the corresponding approach many directions, tasks and the content of education and educational work with children can be provided with the developing computer games.

Playing computer games, a child learns to plan, build logic of an element of concrete events, representations, it develops ability to forecasting of result of actions. He starts thinking before doing. Objectively all this means the beginning of mastering bases of theoretical thinking that is an important point a condition for intellectual development and for training of children for training in school. Computer games are built so that a child can receive not single concept or a certain educational situation, but he will have a general concept about all similar subjects or situations. Thus, so important operations of thinking as generalization, classification, etc. will be formed.

An important point is also that computer games (especially mathematical) are peculiar diagnostics of activity of the tutor as reveal gaps in these or those questions of educational and educational work.

Use of the computer allows to bring activity of preschool institution to new qualitative level, to update the content of educational process, to provide the quality of education of the pupil conforming to requirements of the modern educational standard.

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#### LEGAL AND MORAL EVALUATION OF THE PHENOMENA PRODUCING SOCIAL CONTRAVENTIONS

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*Such phenomenon as 'euthanasia' is seen in this article. The idea of 'good morals' and ethics, 'social contraventions' and their relation are evaluated here. Then the conclusion about the importance of opinions differentiation on the formed problem is made.*

The activity, introducing the complex of specified actions of physical bodies which are illegal are of great social resonance. Such activities has a positive character, because through the actions of civil activities the 'knowledge base about the 'person' (the group of person) leading illegal way of life is formed. Modern social initiatives take legal bodies power' and enforce them into life, doing wrongs of criminal and administrative character. The examples of such initiatives are the so called 'Fighters with traffic violators', "Fighters with pedophiles", "Fighters with drug sellers", "Fighters with immorality of the individual female representatives" etc.

The essence of above- mentioned initiatives is in the exposure of the wrong-doers and confirmation their social life facts in the Mass Media and on the Internet. There are a great number of antipole society's opinions which is the reason for opinions differentiations of individuals leading to conflicts. But social contraventions themselves don't always lead to conflicts in society, but on the contrary they help to develop social phenomena, which are in entire unity and penetration. They are the sources of self-propelled and social process development and their scientific knowledge.

The term 'morals' is seen in the research as individual's interior orientation to behave according to his/her conscience and free will [5].