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PREFACE

In a peer-reviewed journal in a scientific international context, authors from various humanities fields and from various countries publish their scientific and professional texts.

The author Adrianna Radomska and the team analyze unemployment and its impact in the Voivodeship of the Sea for the current period 2020-2022.

Professor Shcherbiak identifies the socio-anthropological dimensions of education in Ukraine.

In the following pedagogical contributions, the authors Rudenskyi and the collective identify the evolution and development of children's preschool games, the authors Kostenko and the collective analyze a safe educational environment in educational institutions of Ukraine as a vector for the development of students' hardiness.

Beata Browarczyk with her contribution Finances of local government units in Poland in 2012-2022 points to local financing and self-government, but also local institutions and offices in the Republic of Poland.

Ołga Nahotna submits a contribution The denotative sphere of English phraseological units with an authentic ethno-cultural component of meaning, in which he points to specific features of English phraseological uniformity.

Czech author Václav Šimek presents the contribution The position of the educator in the current school and pedagogical-didactic problems in the framework of the school reform.

Dariusz Pierzak, a doctoral student at the Faculty of Theology, Catholic University in Ružomberok, in his paper Staff education as a key success factor for the implementation of the integrated management system "symfonia erp" in an sme company deals with the implementation of integrated management in the company.

EVOLUTION OF THE EUROPEAN BOARD GAMES FOR PRESCHOOL CHILDREN

ROSTYSLAV RUDENSKYI, LESIA HLADUN, NATALIYA RATUSHNIAK

Abstract:

The article states that board games are one of the effective means of preschool children's personality formation, which makes it appropriate to organize board games in preschools. It is noted that the European experience of theoretical research and practical use of board games for children is wider and longer than the Ukrainian one. In this regard, the purpose of the study was identified: to determine and substantiate the structure of board games for preschool children using a comprehensive analysis of the European context in historical retrospect. A complex analytical method (retrospective, bibliographic, structural, definitive, natural analysis of game sets, analysis of works of art), generalization and synthetic-structural method were used for the research.

The scientific novelty is summarized the following chronological sequence of the evolution of board games for preschool and primary school children: 1) gambling games for adults; 2) gambling board games for adults; 3) gambling board games made of paper 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 preschool children. The meaning of the 'board game structure' concept is synthesized and characterized; it is mandatory, free and sufficient matter, the elements of which are stable (unchanged) regardless of the material (raw material), conditions and time of manufacture and constitute a complete game system.

Conclusions. The structural components of board games are identified as content (plot — fictional or from real life), rules (functions, norms, the ethos of the game, game culture), conditional graphic plan (colour scheme, composition type, illustrations, symbols, pictograms, composition of the game field, the level of convention in graphic design) and equipment (material

of production, game components, their quantity, weight, dimensions, packaging, organizer, accessories). Indicated, that the identified structural components of board games are common and stable throughout all stages of evolution. Prospects for further research in the scientific substantiation of the classification of board games, their educational and developmental potential for preschool children are determined.

Keywords: board game, didactic game, preschool children, cognitive activity, board game structure, European board game, history of board game.

Introduction.

The subject and game environment of a preschool educational institution (PEI) is an indicator of the quality of preschool children's education. Understanding the specifics of designing and organizing locations (centres of children's creativity) where children's activities aimed at actively learning social experience are carried out is a prerequisite for the successful formation of a child's personality on the basis of personality-oriented education, activity-based, systemic, and holistic approaches. One of such centres that develops the cognitive activity of preschool children is the centre of board games.

The purpose of the study is to determine the evolution of European board games for preschool children by using a comprehensive analysis.

Main part.

To ensure the relevance of the research results, we use a comprehensive analytical method, the types of which ensure the avoidance of errors in the evolution of board games: *retrospective cross-cutting analysis* provides a reconstruction of the temporal conditions of the emergence and development of the analysed phenomenon from various scientific aspects: technical, social, educational, cultural, axiological, etc.; *bibliographic* – allows you to analyse special professional publications, catalogues, periodicals devoted to the research problem (in our case, European board games for preschool children); *structural* – provides an analysis the structural components of the phenomenon, defined and substantiated in scientific works, comparison of similarities and differences in the structures of games of different types and classes; synthesizing the concept of board games structure and its components; *definitive* – allows defining concepts

to organize the categorical and conceptual system of the theory of children's play; *natural analysis of board games* – makes it possible to directly study the printing set (its elements, their number, size, weight, design, material (raw materials) of manufacture) without deploying the game process with it; analysis of works of art (reproductions of paintings by famous artists, posters, posters, package wrappers) and *photographs of game sets* provides an understanding of the conditions and reconstruction of time periods, game sets from which have not survived to this day, including the sphere of preschool childhood; *analysis of the data collected on the basis of observation* of the process of playing activities of preschool children with a specific printing set. A holistic approach to the application of a comprehensive analytical method provides an objective way of orderly research activity for a reliable retrospective reconstruction of the evolution of European children's board games, and, on its basis, the development of a methodology for organizing activities with board games in the modern educational process of preschool education institutions.

There is a terminological confusion between the concepts of «board game» and «didactic board and print game». It is necessary to understand that not every didactic game is a board game, and some board games do not have didactic purposes. They are created to organize children's leisure time, which significantly reduces their developmental potential. In addition, these two groups of games differ in their structure. Although a common component for both is the presence of content (plot and rules), this is not enough to combine them into one type of game based on one common element.

The development of the theory and practice of board games is presented in the works of R. Bell [1], T. Donovan [3], R. Koster [8], J. Livingston [9], I. Finkel [4] and many others. Philosophical, sociological and cultural aspects are characterized in the works of J. Huizenga [6], R. Kayua [7], E. Bern [2] and others. Their researches describe the rules of games and equipment from ancient times (ca. 5000 BC) to the present. To determine the validity of the results of the structural analysis, we analysed the photographs of board game sets, including printed ones, found during archaeological excavations (I. Finkel) and stored in leading open access archives in Germany, the United States, and Ukraine. The subject of the analysis was also reproductions of paintings by famous artists that reflected the use of board games in different historical eras (For example, Georges de La Tour «The card sharp with the ace of diamonds», ca. 1625-1630; T. Shevchenko «Lost at Cards», 1856; Remi-Fursy Descarsin «Portrait of Dr. C. playing chess with Death», 1793; John Haynes-Williams «Chess», 1857 and «Playing Checkers», 1862; John George Brown «Bluff», 1885; Norman Rockwell «Checkers (game with a circus clown)» 1928).

The analysis of photographic materials of the sets and reproductions of paintings makes it possible to compare information with the description of games in encyclopaedias, board game catalogues, works on the outlined issues and identify elements that were common in different historical eras for the same games. With this approach, it is determined which of the components is lost (description of the rules, conventional graphic plan and its details, display of the game plot, equipment elements, etc.). For example, the well-known found set of the board game «Hounds and Jackals» as of the 20s of the XXI century has several variants of the game rules, which, according to J. Livingston, are hypothetical in nature, since the original description of the game rules has been lost [9, c. 8]. The problem is the same with games whose sets have not been found or lost, but which are mentioned in encyclopaedias or catalogues. At best, such games have several options for organizing the game plane and space, or several options for describing the rules of the game, but their truth is difficult to determine and claim.

An important aspect that ensures a holistic definition of the structure of board games is the actual natural analysis of the sets of these games, in particular, printing. Based on the quantitative and qualitative analysis of these sets, we trace the genesis and development of board games as a category of plane closed games from ancient times (Senet, Pachisi, Backgammon, Chess, Checkers, Dominoes, Hounds and Jackals, etc.). At first, these games were played on the ground: sand, clay soil, etc. Further, «plane games» are transformed into games from the open space outside the home into the social and domestic life of an individual family, family or clan. In the process of improving and developing the family's living conditions, there is an «evolution of planes» (J. Livingston), according to which games evolve from «plane games on the floor» to «plane games on a stand/low table». Such games were played while still sitting on the floor (carpet), but the playing field was made up of low cube/parallelepiped stands, tables with low legs, chests for storing clothes, jewellery, etc. The next stage of evolution leads to an increase in the size of the household table to such an extent that it could not be an exclusively playing field, as it was often played by 20-30 people. In addition, the spread of gaming practice stimulated the improvement of the transportability of the game set, and sets of board games appeared, in which the game board could often be folded up as a box for storing game elements (tokens, coins, figures, stones, peas, cards). The emergence of paper and writing on it greatly contributed to the improvement of board games and the practice of using them for educational and training purposes. Board games made of paper date back to the middle of the XIV–XV centuries and show that their owners were nobles, royalty, royal families. The most famous «Royal Game of Goose», which has survived to this day [9], with its clear description of the rules and high artistic and performing skills,

demonstrates the ideas of the time about social life, and against its background, social life. The illustrator, who painted it to order, reflected the style of the era in the elements of clothing of people of different classes, as well as in the colour palette, composition and plotting of the game. In this set, the playing field is a paper board. There are also other paper games that, in our opinion, belong to the group of open-type board games: a number of genres and types of card games. The data from the comprehensive analysis show that it was the type of card games that stimulated the development of the gaming industry in line with children's education. According to one version, the «game of cards» originated in Ancient China [9, p. 56], but its conventional graphic plan was reduced to a verbal inscription on small pieces of paper, which actually served as a playing set of cards. It should be noted that these games were actually lottery games, and the level of randomness in winning contributed to excessive gambling. Such games appeared in Europe much later. An attempt to modernize their structure in a less gambling way appears after they were banned by the Catholic Church. This stimulated the search and development of new card mechanics. Thus, bridge, quartet, and bingo were created. The game of poker with different approaches is gaining an unprecedented scale. Although card games do not have a game board, they retain the structure of board games, as these components can be traced back to ancient times and have not disappeared, but rather evolved further. An example of this is the fact that card games penetrated the sphere of children's life in the early nineteenth century. T. Donovan notes that in the late eighteenth and early nineteenth centuries, the industry of manufacturing playing card sets became the largest in the history of gaming development [3].

From the point of view of the history of European pedagogical thought on the education of preschool children, in the mid-nineteenth and early twentieth centuries, the concept of preschool childhood was born and formed (O. Decroli (1871-1932), M. Montessori (1870-1952), S. Rusova (1856-1940), F. Froebel (1782-1852), S. Frénel (1896-1966), and others). Famous educators emphasized the importance of play, toys, and visual aids in shaping the personality of a preschool child in a way that is natural for them. And although there were very few scientific and pedagogical works on preschool education and the practice of using board games in the educational process of that time, it was during this period that the terminological confusion we described above actually emerged. In the 1906-1907 catalogue of board games, we can trace this terminological disorder [10]. On pages 244-245 you will find Card games: Petter Coddle, Lotto, Dr. Busby, Authors, Old Maid, Snap, Words and Sentences, Birds, Animals, Drawing Teacher, and more.

We consider J. W. Spier's card games to be a successful example of modifying card games in the educational process [5]. Regarding the influence of industrial

production and the gaming industry, we note that in addition to board games, W. J. Spier's factory produced sets of Froebel's Gifts. This confirms the fact that the raw materials used to make a set of children's games (toys, cubes, cut-up pictures, puzzles) also have a significant impact on the emergence of a new game modification. In other words, we can observe the mutual influence and enrichment of the previously independent production of games for adults, including paper games, and educational and didactic materials for preschool children. Let's consider such an evolutionary merger on the example of W. J. Spier's «Cards Houses».

Each card in the set measures approximately 10 cm by 6 cm, including 48 blank cards and 101 cards with chromolithography images. On the one hand, each of the 48 cards has a letter of the alphabet and a word that starts with that letter, and on the other hand, animals (birds, animals, reptiles, etc.), which allows you to play a lotto-like game. In the description of the game «Direction», the developer gives examples of constructions that can be built («Pigeon cote», «Card house», «Chinese Pagoda», «Church», «Tower», «Pair of Villas», «Canterbury Cathedral», «Gable House», «Villa», «Grand Conservatory», «Military guard house»), a scheme of connecting cards for building constructions and general recommendations for the game rules and conditions. The cards are more of a game material than a teaching aid. For a child who is familiar with building houses out of cubes or blocks, a new way to play the typical «building a house» game opens up, since they are not used to this material yet. The child takes this set of cards as «a lot of cards from which I will try to build something». For adults, this is an educational card game with the alphabet, sound designations, animal groups, events in society, for the development of mental processes, fine motor skills, and visual coordination skills, etc.

This example clearly demonstrates the integration of board games as an educational and entertaining family and household component of culture. It can be argued that these were one of the first games from the standpoint of game pedagogy, which specifically encoded a didactic task through game actions with pictures. J. Spier's card games have been and remain a great example where the educational (didactic) component correlates with the game component, rather than dominates, which is the case in the modern practice of board games for children.

Thus, the above makes it possible to summarize the following sequence of educational board games for children:

- 1) adult gambling
- 2) table gambling games for adults

- 3) paper gambling board games for adults
- 4) gambling table card games for adults
- 5) leisure board games for the whole family
- 6) leisure board games for children
- 7) children's board games with educational potential
- 8) educational board games for preschool children.

The evolution of board games is so long and stable that it makes it possible to determine their structure in general and components in particular. Moreover, the starting position, which, in our opinion, ensures the validity of the identified structural components, is that these structural components should be traced in games from ancient times (ca. 5000 BC) to the present (30s of the XXI century).

In the educational process of preschool education, there is sometimes an inadequate combination of game and didactic components. It is because of the ignoring of the balance of game and educational components that preschool children do not show repeated interest in the same printing set, the level of replayability of such games is low. These include typical bingo games, educational dominoes, chains, and quartets. The problem with the use of board games in preschool educational institutions is their low variability. It is important that the board game center contains games with different mechanics. In mass practice, we observe the accumulation of the same type of sets, with which children are not interested in playing, looking at, and even creating their own game.

The **results** of our research show the following:

- Educational board games for children in historical retrospect have specific stages of evolution. Genetically, board games originated earlier, and didactic games are formed as a subset of them and later stand out as an independent stable type.
- The structural components of board games include: content; storyline and rules; conditional graphic plan; equipment.
- Preschool educators need to understand the common and distinctive features of board and didactic games, the variability of their mechanics, and thematic diversity to ensure the holistic development of the child's personality.
- Perspectives for further research are to scientifically substantiate the classification of board games, determine their educational and developmental potential.

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