

**THE PLAY IN THE CONTEXT OF THE HISTORY OF PHILOSOPHY,
CULTURE AND PEDAGOGY**

Abstract. The paper considers various concepts of the game phenomenon based on the retrospective analysis of different epochs and relating viewpoints of philosophers, cultural workers and pedagogues; and emphasizes the link between the game genesis and evolution on the one hand and the changes in the mythology, religious and secular customs, traditions and rituals on the other hand. The author refers to Plato, Aristotle, and Heraclites – the ancient philosophers emphasizing the educational, ethical and aesthetic values of the game. The critical and controversial position of the Middle Age Church is reviewed along with the summarized ideas of pedagogues and thinkers of the Renaissance and the age of Enlightenment, all of them recognizing the universal character of game, its versatile influence on the child's personal development.

Philosophical, culturological and pedagogical game concepts developed in different ages prove that the game is a creative instrument and powerful channel for familiarizing children with knowledge, practical experience and mental activity. The game, being a symbolic model of the surrounding world, can be used to the full capacity if the teacher is competent in the game modeling and interactions, ready for improving the game technique, directing and organizing the game environment. Only then, in author's opinion, the game can turn into one of the key factors of pupils' individuality formation and harmonious development.

Keywords: game, culture, philosopher, teacher, epoch, child.

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