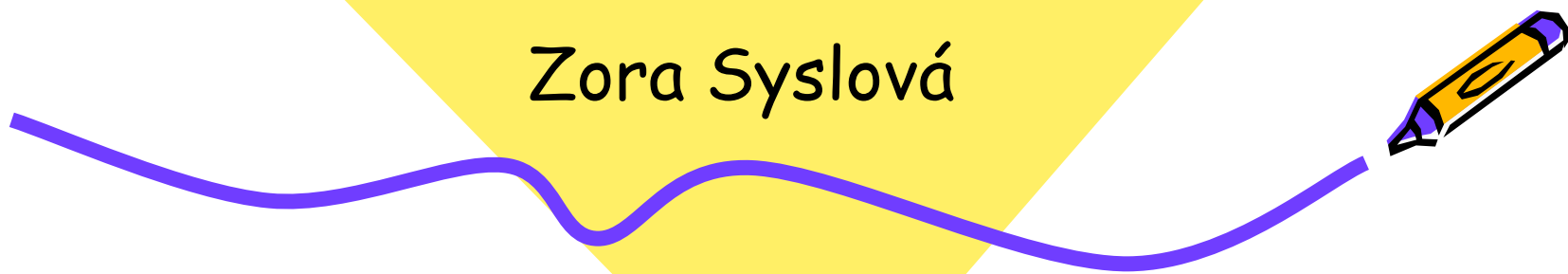
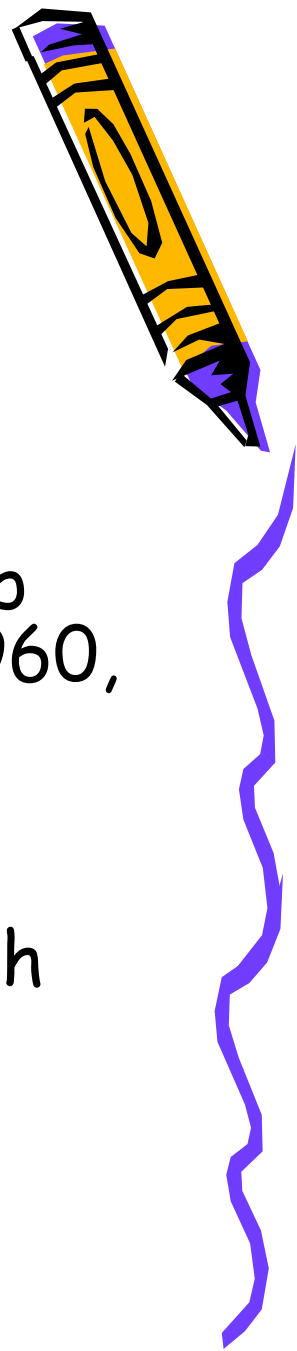


Play

Zora Syslová



# Play as the basic child activity



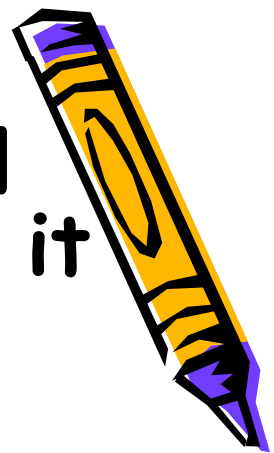
- Play is one of the basic needs of child (Langmeier, Krejčířová 1998)
- and it could be named as self building up need (Havlínová aj. 2000, Vančurová, 1960, Příhoda, 1966), and child learns though playing.
- There is a variety of games, what are connected with the age of child and with the function of learning.
- (Severová, 1982).





- The game is a free activity, anybody to can not make a player to play, children can not play on command, because it is loosing attractivity and joyfulness, losing the element of pleasure from playing- the feeling of freedom
- The game is unproductive, it does not bring value or property, within, one will not get rich but what the play gives us these are the experiences and memories that are very valuable in our lives - experiences and memories
- The play has its time and space, it is not part of everyday life, but it can show it and mirror it- living conditions in rough





- The game is unpredictable, we can never say with certainty how it will be developing, how it will end or if it will be continuing. Its result can never be determined - there is an action in a situation
- The game is subordinated the rules, which are changed during the game as ordinary laws and other rules, which are valid only for games. The rules are set by the players or players make arrangements for their adoption. One of these rules may be: everything is just "like" - to create and to respect the rules





*We can distinguish the game motivated by the specific needs of development, which are the functions of learning and games that are not related to learning. These games then play in a child's life other functions as: relaxation or therapeutic one.*



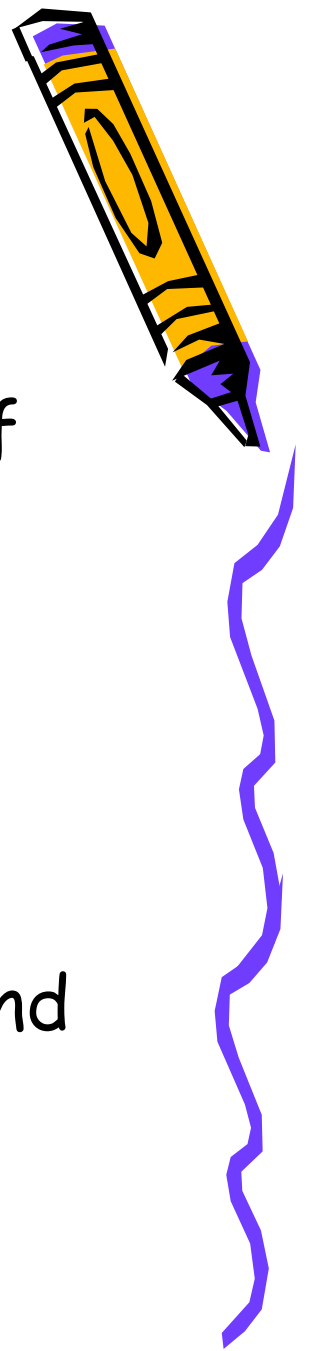


# Specifics of playing

Playing has individual subject's regularities in the development, as well as mental function are developed according to certain stages.

Knowledge of these stages is important for the monitoring and analysis of children's games. Each individual child has individual traits of content, form, duration and secondly social focus varies by age.



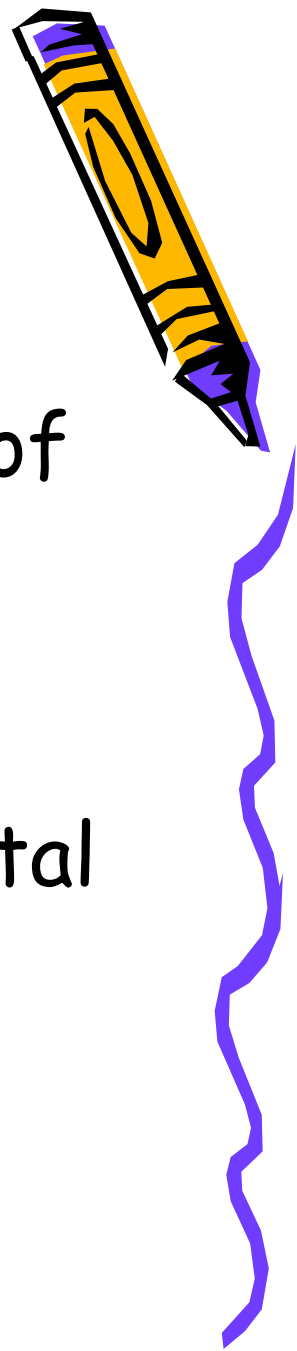


The indicators of the different degrees of game development are:

- independence
- planning
- concentration
- containing of individual types of games
- the content of the game, its richness and creativity



The time (earlier or later) of onset of a particular type or stage the play activity may be indicative of child development maturity and the difference may indicate developmental disorders and delays.

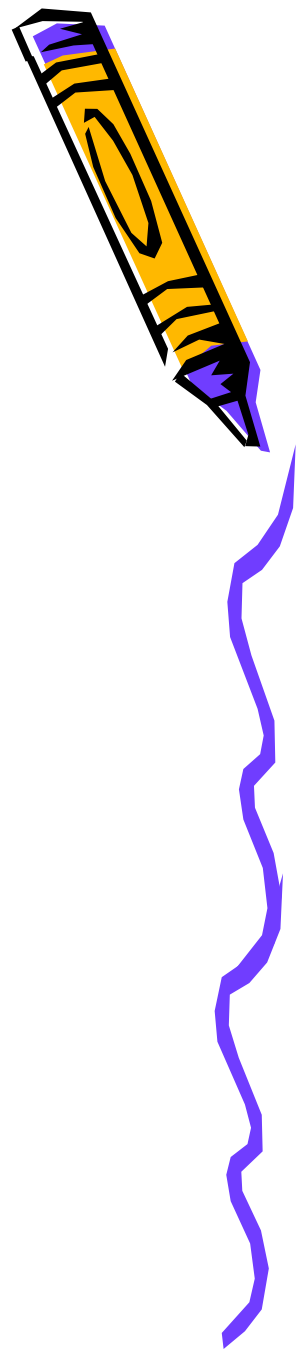




# Classification of games:

- manipulative
- constructive
- imitative
- handwork
- fantasy
- Combination of types of games

Duplinský (1993)



# Development of social roles

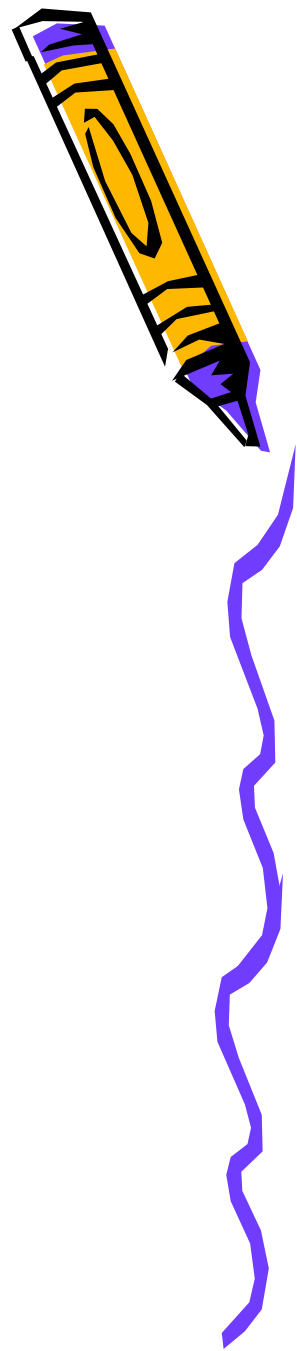


- monolog in parallel toddlers play
- children's game with a partner
- around the third year, it appears social game (children are playing together) - associative, when children participate in projects, providing the material, working together
- in the preschool period children should be able to play cooperative games, they distribute roles and each child contributes to the joint project with his original work, so it's an organized cooperation



(Langmeier, Krejčířová, 1998)

# Characteristics of the game



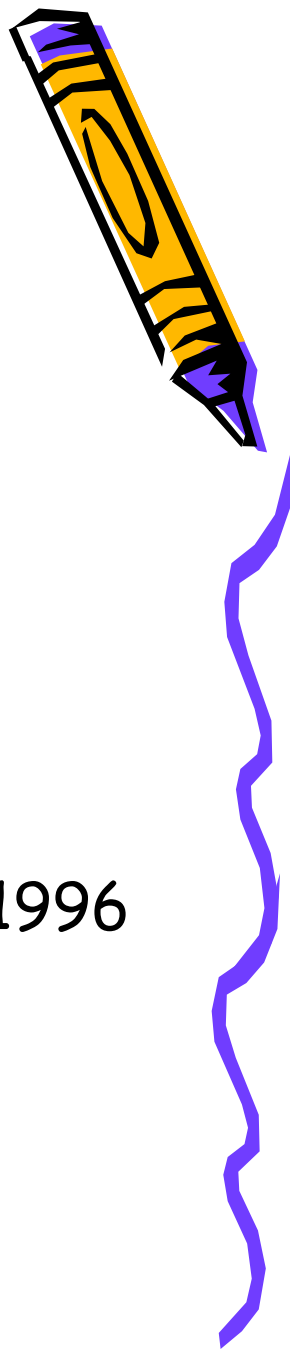
- spontaneity
- absorption
- joy
- creativity
- fantasy
- repetition
- adoption role



# Adults influencing games by

- *interference*
- *time*
- *environment*

Brierley, 1996



# *Interference*

Successful intervention is crucial, it can develop the game fully.

Early intervention can disrupt learning, because the child should have the opportunity to do the same things over and over again.



# *Time*



Children should not be chasing from one activity to another = undermines attention and concentration.

Focus and desire to succeed are important components of a game's value. Time of child concentration may be different child by child.



# *Environment*

Classroom environment should provide initiatives for experimentation, ideas and chat. Teachers should not force these activities that he/she will keep class too much modified and tidy.





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