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Doctoral Article

The Game as an educational tool in kindergarten

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The Game:

Abstract:

The game is a universal element, its more than filling any activity time, and helps the child to rise properly physically, mentally and emotionally.[2]...

The games may create opportunities where children can improve their movement, draw conclusions, solve problems and develop emotional tools to deal with conflicts during transit from dependence to independence.

The game is an activity that its aim is to give pleasure, fun and immediate satisfaction.

The game is a human need, that the child learns through it:

- To recognize his physical environment.
- To recognize his own social environment
- To recognize himself and his forces
- To control his body and his environment
- To express his thoughts, feelings, needs, passions, and his conflicts.
- To learn rules and behaviors and how to implements them in his environment.[1] .

<p>Key words: Game, tool, child, rules, physical, mental, emotional, environment, recognize..</p>
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As an educators and teachers of modern democratic society, we are looking for ways to improve the encounter between the world of the student and the formal framework of the education system. One of the ways is to combine playful activities with the formal requirements and goals of the student environment.]9[.

Recent studies confirm that the success of the pupils in the life in the coming years will depend on emotional intelligence and not on their mental intelligence. For developing the ability to establish successful relationships, and to understand the others and see life positively, three new values are needed: respect and responsibility relations, and superiority keys. Moreover, this is the responsibility of parents to strengthen relations between their children and their colleagues by playing. [5].

1.1: Defining the game:

The game is a means that help humans and animals explore a variety of experiences in different situations for different purposes.[8].

The game is simple and everyday subject, yet it raises questions, that stimulate thinking. Every game has its own rules and laws, and without rules game cannot exist. The game also has its own limits. Creature Game - human or animal - starts the game at a point or at a certain moment, when he changes his behaviour to playful behaviour, and ends the game at a certain other moment.[10].

1.2: Preschool game:

The game is an integral element's value to preschool children and accompanied them for earlier stages of development (playing ponytail and imitation), through dramatic play to the more complex games where there are a number of rules that accepted by the public. From the personal game, or game of two, to a team game that involves in a large number of children...

Most of the games are designed for at least two partners, That the game takes place between them, The partners reserve the rules of the game, make sure the setting place game, the partners play during the period between the announcement of the start of the game and the decision to end it.[11].

"There is a great influence on the focus on the game, Ester Kablenson says: "There is almost no violence, the relationship between the children is being stronger, and parents play with their children. Beyond the element of pleasure, through play, children also learn life skills, and improve their academic achievements".[6].

Researchers point to the game as a contributor to the development of self-motivation and the ability to deal with failure, all of which are factors that strengthen capabilities and the readiness of the child to integrate into society, Shkedy consists of four goals in the movement game:

1: Providing the opportunity to work with colleagues within the framework dictated by the game's rules.

2: Providing an opportunity for collaboration with colleagues ..

3: Providing an opportunity to improve movement Providing an opportunity to improve movement by the game conditions that govern the complex movement..

4: Providing an opportunity to resolve issues in complex situations and unexpected dictated by the game, correct choose from a huge variety of games are appropriate, may develop different types of learner skills that are essential to his development. [8].

In these objectives we focus on in a game that takes place in a group setting. [2]:

- With interpersonal aspect: Allow children to be exposed to social aspects of where the emphasis is on the relationship between participants at different levels and with various characteristics, such as cooperation, recognition and acceptance of the other, providing equal opportunity for all to work, initiative, group responsibility, etc. .

-With cognitive aspect: An emphasis on planning before and during the game, the memory of rules and events, drawing conclusions from the events and problem solving during the game.

-With motor aspect: There is a clear expression of motor skills and the development of motor skills, Children are in constant motion. Their need for movement is a basic and natural right as needed rest and food. In fact, the movement allows for infants and children to grow and to develop normally, also the movement is essential for survival and existence, and enables operations to develop muscle strength, Perception movements' awareness & motor links..

There is empirical evidence that early childhood movement pattern has an inverted U curve throughout childhood, like to say that the movement reaches to the maximum in the ages of 2-6 years, as before and after this period is lower than frequency and intensity. [2].

1.3: Game contribution to knowledge acquisition and development of fibroids and life skills.[9].

Open play activities, which leaves the "intermediary space" and choosing the theme of the game and the game planning, a major contributor to the development of all aspects of the student's personality

1: Physical and motor field - developing motor skills, like coordination, sharpening the senses, agility, reaction time and physical ability to function; All these, strengthen the feeling of control and enhance their game confidence..

2: The cognitive field - Information acquisition and cracking thought processes: sorting skills and the ability to exclude and reasoning; Memory skills development, short and long term; Capacity development strategy and fosters multi-directional thinking, empathy, creative imagination - and all this according to the profile of the student personal intelligences.

3: Psychodynamic field - Development capabilities to build a bridge between the players' inner world & his outside world, the game is a tool for self-expression, it is the secret language of the child and is expressed and sublimated -Desires- " Daydream " (Ericsson). Playful activity develops patience, the ability to postpone gratification at the time of loss and failure, and decision victory in a balanced way.

Playful activity develops new experiment optimistic approach of "Next game" leaves always another chance for success

4: In the communicative field - Development kosher cooperate to achieve a common goal and fostering "moral reasoning", which promotes the game combines "egocentric-instrumental" to the fundamental importance, a partnership group that operates according to agreed rules and allows every player to achieve his personal will - success. As part of these experiences also incorporate advanced the player to "moral reasoning" that tries to fix the "rules of the game" and improve the society. .. [9].

Game experiences in developing a national guard their rights within the framework of agreed rules, adjustable and upgradable consent of all the games.. [9].

Finkle Says that the relationship between artistic creation game is art therapy. [4].

Throughout the history, games were used as a powerful teaching tool, and has been known since ancient times that the person has developed games in coping with the trials

that the life summoned him. Kings in ancient times used in games such as chess and backgammon to give their offspring the principles of leadership and military strategy. Many times in our time, children learn on their own, as they were sitting in front of a computer screen and watch TV on their own, an essential part of learning is to learn to be involved, to give, to take and to share with a real person, the movement and the game encourage stimulation of physical and thinking stimulation together, A thing that instrumentation-mail is not able to deliver, so the kindergarten is now almost the only place where children can play in relatively insured,[4] - It should be noted that the contribution of the game stems from the basic characteristics ..

1.4: Features and advantages of the games: [7]...

Part of the rules of the game are set in advance, while some of them are spontaneous. Games serve the needs of the children to learn the rules of society, beyond what they learn in the nuclear family. All this - in order to be a worthy partner in the society in which he lives. The emphasis is placed on group affiliation. The clear rules for the game will provide the necessary to re-start the game are characteristics of the post-Oedipal game. Anna Freud mentions her theory:

- It is important that the games will be adapted to the treatment of the patient's age.
- Another advantage of games lies in the nature of the games returned, which allows the child to build confidence and to express his feelings.
- It is important to emphasize and bring to the awareness the disadvantages of using the games.
- It is important that the elderly will figure that could identify a person to be able to win and to lose.- the most important to be a good teacher is to have a unique character with a lot of caring, sympathy, patience and faith of students, also to give students to choose activities,

because it specified that: to paint, to play..., choice of Activities, These may add flavour from learning, even in the book of "Elroda" (The kindergarten) Nabila & Hala Esbanioli said that: it is important to match the game to the child's age and his abilities [3], In addition, the game allows the teaching staff to review the dialogue and body language

that can help individuals & groups to manage conflicts in the manner that promotes their solution.

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