

INVESTIGATING THE ROLE OF GAME-CENTERED TEACHING ON THE CHILD'S EDUCATION

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ABSTRACT

From the past, children are the potential forces who should be considered for continuity and transmission of values to the future generations, because in higher ages, due to the abundant obsessions and the consolidation of different educations, many powers and human potential talents get silence. Growth and development of and the fertilization of human talents do not form but in the life, the play or game is a small sample of real life. According to the importance of the game in children's education, the present study is examined the role of game in children's education in both descriptive and analytical methods. The method type is quantitative in which is collected by using information and figures and existing statistics in the books, websites and archives of organizations, including Welfare Organization, education and management and planning.

Keywords: *Teaching Children, Teaching Game-Centered, Child's Play*

INTRODUCTION

Today, psychologists believe that the primary bases of growth should be taken into consideration seriously to achieve higher levels of growth, and if the first steps of growth do not grow well, in the next steps the child will be impaired. Children have hidden abilities and talents. If we want to be successful, we should help them to act creatively. Today, in many developed countries creative child-centered education has become the policy and the main program of education system. Child-centered creative education is based on the philosophy of teaching participation and cooperation of children, teachers and trainers. In this educational method, it is considered multiple and parallel growth of children, in which includes the intellectual, emotional, social and language growth, especially emphasized on emotional and social growth that build the foundations of child-rearing practices. Different ideas and imaginations are the starting point of creativity. Creativity is not an inaccessible phenomenon, if we discover children's essence of existence. Children are into learning along with playing a game. The most prominent function of a game is the releasing of hidden energy of the child and his efflorescence of personality. Playing creative games is a means for children to become creative.

Preschoolers and kids who have started newly, are appropriate options for nurturing creativity, because the ability of these groups to perform these games is high. Game for kid is like water for a fish. Child cannot grow without balanced and constructive game. Toy raises passion for life in a child and leads to physical, mental, psychological, social and emotional forces.

Toys also help child to communicate with the outside world and expand the experiences and be familiar with different concepts such as color, shape, size, high, low. The important thing is that the game and toys should be tailored to the characteristics of age, physical and mental development of child so that has a useful and productive effects, otherwise in some cases the toy may be due to mismatch with the age and developmental characteristics of child, leads to multiple failures, and ultimately, humiliation feeling in which this case, the toy is harmful for the kid toys. The famous psychologist Jean Piaget emphasizes that parents need to choice toy carefully, because in shaping the emotional and psychological tendencies it plays an important role, if they don't pay enough attention to the choice, unwantedly children's tendencies form in a manner that is not expected. In this study, the author has attempted to identify children's needs and characteristics as well as the variety of games appropriate to their age from different perspectives and by taking into account all factors, in the end, examine the impact of game in education and provide children cultural center in the form of designing.

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Literature Review

All phenomena are limited, needy and dependent, and the degree of these needs become different in capacity; the more development and perfection of man, the more reduction in needs, but these needs and instincts are not finished. In the meantime, children are needed more than adults and without others they are not able to meet their natural and emotional needs. The needs of children and adolescents, are not limited only in the realm of material needs, such as food, clothing and housing; each of natural needs of inner and outer of man, just comprise part of the life, that is accomplisher of human needs. Skills and experiences of children grow through the game and its support is means, various materials, adults and experienced instructors who take into account a game the best way to learn and the child's development.

Psychologists consider the childhood as kid's playing era. First, a child plays with objects and then with humans. From ages 3 and 4 a child plays social and group games gradually. In these games, the child practices to treat with others, and becomes familiar with the principles of collective life and how to treat with others gradually and this helps his moral and social growth. Game provokes the child's curiosity, ingenuity and creativity and helps his mental development. The game causes muscle coordination and body members physically, consequently; shapes the child's body movements in the best possible way. The playing causes complete strength and correct physical growth. The other senses such as touch, sight, balance and equilibrium is run through the game, and it provides the necessary skills for the child. Therefore, remember that the child's job, especially from 4 to 7 is playing. In order to meet this great need in children, appropriate places and spaces are required, a place where the child can play lively, and parents let him free without any stress and anxiety for a few hours. The alleys of city and the yards of houses in the past would prepare such spaces. According to urban growth and apartment constructing, the spaces have virtually disappeared and today's children have no place in the alleys and the yards. Living in apartments is a major obstacle in the way of children's play. The observance of neighborhood privacy, lack of making noise and limited timing for children in apartment complexes are prevented them from participating in childish games. On the other hand, increase in the economic costs has increased in the percentage of working mothers and have reduced fertility, as a result, increase in one-child families and also growth of technology and extensiveness of videogames, all have come together to duplicate the problem, to the extent that they have changed the type of game. In order to facilitate this problem, one of the practical and architectural solutions is to consider collective places for the participation of children. Children can come together in this place and play alongside their pastime before entering school. Such places can be found abound in developed and industrial countries where they experience the presence in developing and industrializing era. Whereas our country has just placed in this era and it is still in the early stages, the number of such centers in the country is perhaps a few or even dare to say does not exist. Gilan Province also is among the provinces, which has no exception and can be expressed seriously that there is not any new technical center for gathering and teaching while playing for under school-age children in the province. The education-play spaces are the most important part of the collection in which learning through playing for children 3 to 5 years are presented. The reason for choosing this age period is also because of the infancy stage and physical dependency to the mother has finished and he/she is at the age of educating scientifically, and on the other hand, they are at the stage before the school in which the main community is education.

Play in Culture and Literature

Imitation of adults' role and activities by children through play is one of the important elements which most theorists agreed upon it. Whenever we look on these imitations deeply, we will observe overt or covert signs of traditions and cultural practices and economic and social conditions of the present or past life in society in children's games. In fact, it can be said that the culture of every space has determined the type of expectations of children to undertake a specific role during the social life and it is transferred its expectations to the kid through play. The discourse can be justified in the way that children have modeled based on their environmental notions both behavioral and physical, and they are embodied the patterns in the game openly or secretly. During the game, children learn the way of life in the world, the meaning and value of adult material world, and are valued his continuous efforts to achieve the goal. All children's

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obtains, experiences and discoveries, are done according to their specific taste and ability. Therefore, the children should practice through playing multiple samples of, complex and delicate human life to learn the relationships between them, because they should participate in public life in adulthood and do the assigned role well. As the matter of fact, every movement of parents is a sign of beliefs and traditions and ideology of the society in which they live, therefore, imitating the movements and reshaping them to an appropriate play among children also indicate the prevalent ideology in the relevant society. Child reflects his understanding of the lives environment and whatever in which exists in the outside, and because he/she cannot use the word for their stated purpose, seeks the help of the symbols of the game (8).

The Role of Play in Children's Learning

Play or game is a natural way of learning. A child examines and experiences through the games, he/she learns or concludes, the play fosters the ability of creativity and innovation and concentration in the child and it helps him in discovering the relationship between objects and whatever exists around him. Child in single games becomes familiar with (under 3 years old) objects, colors and sounds, and in playing with mechanical toys learns the way they work and the force causes the movements. In the puzzle the child realizes the relationship between partial and general; in playing with water he/she discovers floating and non-floating objectives. Children express their feelings through play. Talents blossom and fears appear (Qazvini, 2010). Play leads to growth in child's personality. The positive and negative points of child's personality can be discovered through play and as well as identify their problems and then should take action in treating and modifying their behavioral problems.

Child in the daily life needs to emancipate himself from the concerns which environment pressure has on him or her. Play is the best means which can help to achieve this goal through changing emotions. Child can satisfy the repressed needs and desires through various games. The play also enables him to design plans to solve his problems that have a significant impact on providing mental health. (R. M, S, 2009) Play leads to growth in child's personality. The positive and negative points of child's personality can be discovered through play and as well as identify their problems and then should take action in treating and modifying their behavioral problems. In terms of biography or lifeology, play is a means of physical health and breeding the senses. Biology considers the play as a necessary factor for social development and evolution of living creatures; sociologists believe that the play is essential for social development of children and psychologists also state that play is the unique activity of man (Rasoul,). Child finds that can't be successful in playing a game individually and if wants to be successful in the work and life, it is necessary to lead the activity in the direction of others request and to pursue creating favorable conditions. Playing in the group fosters the individual conscience that plays a major role in the child's life, specifies freedom boundaries and determines the ways in which should choose to survive. (Torkaman, 1995)

The Necessity of Play

According to Piaget, infant is an active creature and creator of behavior. The child quickly learns the distinction between the characteristics of his close environment and adapts his behavior in way of its requirements. Different observations state that children start playing from birth and then with aging and gaining experience, they change the type of game they play. Earlier in birth, the child's body is the games center. The child plays with his organs, in fact, before we take a look at the movements as a play, he plays along with a series of discoveries and repetitions, shaking members' movement, legitimates sense perceptions along with environmental movements such as sounds, tastes, and etc. and enjoys the experience. Eye movements and making noise all are the starters of child's play.

According to psychologists, the information that child obtains through play, not only for his present life but also will associated with his future life. Play is a process that specifies the preparation of child for the future. Play has an absolute necessity for development of cognitive, emotional, social and physical health of child, play is the way of learning about the child's body and the world around, and it is a means to construction of child. He learns, invents and gains experiences through play. Play accelerates the intellectual growth, in this case, the familiarizing the child with play and the play driving are among the

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factors that facilitate the child's cognitive development, it is essential for development of mental skills. Children can gain experiences in their play without interference of others and acquire abilities in this way.

Play for Teaching the Way of Life

Many games are instructive for child and also the child learns how to live among people, considers what criteria for life, and know to take what kind of procedure and position in troubles or in conflict in the life. Games introduce the rules and regulations of the life, create spirit of harmony and teach skills of collective life effectively. Child understands that he can't go through the life by anger under the shadow of the play, he can't be angry everywhere and impose the opinions, can't always force others to submit his demands, but in some cases it is necessary to surrender against the wishes of others, especially when the demands are right. The play teaches children that life is a kind of trade, that is, in exchange for a service, you must do service for others, if we take something from someone, we should give something in return to him/her, otherwise society will not tolerate our existence and we will be consider among annoying people and pain in the neck, and even sponger. Some games create job compatibility in individuals, interest them to do a job or learn its basics, so that they enter into the world of work and their jobs in the future with open eyes, they also find what is useful and what is harmful, what is dangerous and what is safe during the play, and finally play compels people to accept peace and realize that they cannot always impose the pressure of domination on others (Rasoul, No Year).

CONCLUSIONS

The examination of the play process and the importance of play and its role in education and considering it as one of the human activities, especially activities for children are of the issues that have always been taken into consideration by psychologists. Play like other mental function is placed among the basic activities of human mental organization. Play can teaches child moral lesson and explain to him the rules, regulations and the way of living, and wants him or her practically to observe the others' right and to adopt the accepted principles of the society.

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