

The Effect of Play on Children's Social Skills (Case Study: Kindergarten Children in Mazandaran Province)



Elahe Ghaemi¹, Maryam Hashemi², Nasim Niazi³, Maede Babaei⁴, Zahra Sanati⁵

^{1,2,3,4,5}Faculty of Psychology, Farvardin University, Qaemshahr, Iran

ABSTRACT: This study aimed to investigate the effect of play type, playtime and type of toy on children's mental development, social skills and intelligence. The kindergarten of Mazandaran province in 2012 took place. The study's statistical population included 630 kindergarten children in Mazandaran province in 2012-13. Using the Jesse and Morgan table and the simple random sampling method, 240 was considered the sample size. The data collection method was based on a questionnaire and checklist. Reliability of questionnaires using Cronbach's alpha method for Gresham and Elliott standard questionnaire (1990, 0/83), and for standard questionnaire Intelligence Mazandaran - Stanford - Binet (2009) was obtained 0/91. Also, content and structure validity was used to test the validity of the questionnaire.

In content validity, the questionnaires were approved by relevant experts. Analysis of information obtained from implementing questionnaires via SPSS software in two descriptive sections mean, variance, standard deviation, frequency distribution tables and graphs and inferential test.

The results showed a significant relationship between play type, toy type and playtime with mental development. The findings also showed that play type, toy type, and playtime on intelligence were greater than kindergarten children's social skills.

KEYWORDS: mental development, social skills, intelligence, play

INTRODUCTION

It is the beginning of the development of many human abilities in childhood. At the beginning of upbringing, the power of imagination and creativity is also formed from childhood. According to Freud, the source of creativity must be found in one's childhood experience. Therefore, it is necessary to foster their creativity in the early stages of a child's development. Designing a unique space for children is essential because at the age of 1 to 7, the child's imagination becomes practical (Elkind, 1991).

Learning is a central part of every person's life, even when we don't think about it. With the idea that behaviour does not occur in a vacuum, so the various ways of behaviour are related to the physical environment, the learning environment will consist of elements. It turns out that they become meaningful together. The characteristics and qualities of each of these elements are influential in shaping different behaviours. In recent years, a significant population to the issue of education has led to (Hebb & Donderi, 2013). During these years, the child is more affected by the environment. Education is sometimes made directly, and sometimes indirectly, the influence of the domain. (educational space) is given to the child. Education and, consequently, educational environments have the most significant effect and role on the mentality and civilization of societies. The body of education is the creation of spaces related to student's activities freedom that have suitable and favourable conditions for physical, mental, emotional and social development of children is achieved through the design of details of areas according to children's behavioural patterns become plausible (Higgins et al., 2005).

Surrounding space is the main criterion for defining the environment. Factors affecting the interaction of the individual and the environment, focusing on the characteristics of the individual and the environment. The physical, social and cultural aspects of the environment give rise to an inseparable and adaptable existence. It depends on the individual characteristics of the child and social contexts (Sanoff, 2016). It is through contact with the environment that we find opportunities to experience and learn many things. We are constantly changing, and we are self-made, so the environment's capabilities in developing the children's mental, physical and creative abilities undeniably. The child needs to experience the natural world, and it is during the experiences, he can learn and his knowledge complete slow (Bernhard et al., 2006). What is essential for children when using a place is the character of the environment. Research methods the present study is qualitative research in which the results main objectives and answers to questions are addressed. This type of research usually seeks to create intuitively and generate creativity crystallized in all study aspects. In these studies, human behaviours and their causes are studied and why and how decisions are made. This research also has a practical nature. It should be noted that the primary purpose of this research is not scientific discovery but knowledge of nature topics and study of the possibility of applying architectural expertise in it (Maina, 2000).

The Effect of Play on Children's Social Skills (Case Study: Kindergarten Children in Mazandaran Province)

Design for children since the biggest challenge in design is perhaps the design of the space that the child will use according to his age, and they often have no power to shape the environment around them and only show it play your best. Children's performance is influenced by shapes and combinations, including door furniture, toys, plants, and animals. Children are genetically planned to explore the world or the natural and visible topics of reasoning power accurately. It is outside, and their response to the environment is suddenly made. Understand the genuine soul during the game (Vernon, 2014).

Their strong power increases personal awareness, and it is a guide to discovering the logical facts of objects and the general concepts of the environment. And perception is a profound and practical experience in which the child acquires information while moving .to design a space for children, all aspects of childhood beyond their physical difference with adults need to be better understood, and understand the interpretation and use of space by children and the unique types of environments and buildings that are required to enrich their lives to be created (Roschelle, 1997).

CHILDREN

Children in the Persian dictionary, child, mean child, immature person, a human child who has not reached the age of puberty and indicates independent existence that is in the process Growth and evolution in this process has not yet reached a definite boundary called maturity. Still, it is inherently dynamic and potentially evolving. This definition was defined in terms of activities and the process of its evolution and growth. Child in UN Declaration: Definition of the child in the Universal Declaration of the Rights of the Child law. Reasons and goals of training: Islamic culture and civilization are the product of education and are directly related to it (Golden, 2015). All scientific, cultural and artistic progress is the result of education and training. Training can also be considered the most critical factor in success in adapting to the conditions. The purpose of educating children is to prepare them to take control of their destiny, which includes several aspects of cognition: (self-knowledge, understanding of society, and the ability to relate to others and accept responsibility in society and the family) When it comes to teaching and learning, many people think of it as school-dependent. They believe that only in the school environment that teaching and learning occur (Wagner, 2010).

Still, when people are asked about successful learning experiences, they respond to answers outside the classroom. In connection with the natural world and the opportunities that exist about society, it is mentioned that in the early twentieth century, educators categorically denied the authenticity of filling the empty minds and memory of children with unquestionable facts and officially stated, first of all, what in The child is the nurture and leadership of the individual's talent and intelligence, not memory, and secondly, there is no doubt about the unquestionable truth and absolute non-existence (Cahan & Kocur, 1996). On the other hand, the relationship between education was strengthened. Baby and play Play and recreation is a child's right, so it is necessary to provide the required facilities for recreational activities "according to Article 44, paragraph 4 of the Convention on the Rights of the Child, as well as in paragraph 1" for recreational activities. Therefore, the places should be close to the children's residence. Play plays a vital role in children's lives (Gallahue & Donnelly, 2007). It is a means to acquire life skills, develop creativity, and develop power, whose current name is the International Association for the Right to Play for Children. It is the combination of thought and action that leads to the feeling of children's satisfaction. Play is inherent, voluntary, and spontaneous and leads to children's physical, mental, and social development. Play is not a child's life, but a child's whole life is a game. The following are the goals that are achieved directly and indirectly through play (Lester & Russell, 2010)

PHYSICAL FUNCTION

Children's activities while Playing Cause their small and large muscles to move and help nurture and strengthen them. For example, when running, walking, and jumping, the body's large muscles more and more when playing white cubes or small muscle dogs. These activities increase the child's attention, movements more precisely, and skills more (Duyff, 2006).

PLAY AND MENTAL FUNCTION

Play is the main factor in a child's mental development. The child repeats what they learn at home or in kindergarten while playing. When they think about them repeatedly, the meaning of many of these phenomena becomes more understandable to her. Children's intellectual activities, accompanied by imagination while playing, must choose a role for themselves (Press, 2015). For example, the doctor must imagine their behaviour and speech in their mind. The Child's vision is also used and developed in exploring the tools and equipment to perform the role. One of the hypotheses of developmental psychology is that the game accelerates the development of intelligence. This hypothesis has been confirmed by studies showing that children do not have toys and have few opportunities to play; they are cognitively behind their Peers (Parker & Gibson, 1979).

PLAY AND SOCIAL DEVELOPMENT

is one of the most basic foundations on which the children's world is based. It can be said that peer children create a world for themselves that, as a subculture, is a subset of a larger society where children live. This subculture has its history, social organization and means of transferring knowledge. The transfer of knowledge in this world creates an environment in which our external elements

The Effect of Play on Children's Social Skills (Case Study: Kindergarten Children in Mazandaran Province)

are exchanged. In this way, the child has the opportunity to receive, test and gain experience in a safe and protected world (Brake, 2013).

During play, the child learns how to establish social relationships. The child learns to interact with adults through collaborative group-based games. Playing at home strengthens the loving bonds between parents and siblings, leading to better social adjustment and a healthier family environment. Although the child eventually experiences entering the community at school and kindergarten, being outside the family does not mean communicating effectively with peers (Cahan et al., 1993). Through group games, the child first realizes the value of other children without whom the play is not possible. They learn how to accept each other, agree on the game's rules, and win over a rival group through play. In addition to this interaction, children become richer while playing through the continuous evaluation of each other's activities and the feedback they get together. The child's social status and individual concept among the peer group is determined due to these interactions (Crosnoe, 2011).

PLAY AND CHARACTER DEVELOPMENT

Personality is one of the most common and, at the same time, the most obscure concepts that human beings deal with in life. Personality is a specific way of thinking about one's social environment. Each person's personality is reflected in their behaviour, and the formation of her Personality about accepting social and individual roles with others is possible. The child's personality is formed while playing, significant changes take place in his spirits, and all of these transitions to the child's personality is formed while playing, important changes take place in his life, and all this is a transition to (The higher stage prepares the child for development, and from here the educational possibilities of the game are revealed) (Emmons, 1986).

Play allows the child to gradually and indirectly, without feeling the difficulty of individual desires, with the Acceptable standard fit to match and shape your personality. Children develop their personalities through play. Children's character development through play in the early days of "Mead" Opinion Childhood is formed by imitating and practising the role of adults. Generalization of personality, which is socialized during puberty basis form grows as children play. The child plays with the rules that shape the games let him use them and, in this way, shape his behaviour and personality by imitating the behavioural patterns of others (Denham, 1998).

CHILD AND ENVIRONMENT

Psychologists introduced environmental psychology in the 1970s with a focus on the interaction between man and the environment. At that time, by examining the results of some field observations, it was revealed that ignoring the influence of physical, social and cultural conditions leaves blind spots in the conclusions. A forgotten aspect of psychology was introduced that did not separate man from his environment when examined, unlike in the past (Stokols, 1995). In this branch of psychology, the goal is the scientific study of behaviour under its natural conditions a group of learning planners who tried to apply Piaget theory to change the learning tradition, consider environmental motivation along with the child's innate ability as an essential factor in mental development because learning any concept in addition to cognitive ability resulting from extensive experience. It is an environment that is used as a toy, and thus what the domain provides for the child has a significant impact on the child's experience of the game. Having enjoyed playing in natural environments as a child, they are interested in wildlife and spending their leisure time outdoors. This group does not hesitate to choose jobs that are done outdoors (Calvert, 2008).

Motivational game of learning spaces architectural spaces, like any other environmental factor, affect the child when he can encourage the child to communicate actively and creatively. Achieving this goal by finding a way may spark the beginning of the game in the child's behaviours and further support and protect the created increase. What can be generalized from the child-toy relationship to the child and architecture?

The reciprocal relation between child and architecture applies to the child's link and the child's toy. Their mutual influence is that it tries to respond to the amount of toy value layers to the power and tendency of the child to show the most abilities of toys. In the third millennium, creating environment learning was considered to inspire children and teachers and help children's potential—teams introducing an effective learning process to define the appropriate learning space point out their beginning point (Rudolph et al., 1995). The goal is to create a space of creativity, visualization, and connection instead of classroom lessons and a space search of a non-class environment. This space must have the flexibility and ability to host different educational practices and objectives because leadership, shaping, and managing an effective learning process is more than distributing information. The game that started and boasts can be seen in the steps of communication, exploration, visualization, and creation, as a meaningful learning tool that can strengthen the quality of significant targets in the design of effective learning environments. Game selection as the basis of the learning process and introduction of game-based learning emphasizes the importance of play to acquire the necessary experience to generate sustainable behavioural changes (Annetta et al., 2010). In this form of education, the child is stimulated to function, and alterations object role to the subject role function in the learning process, which arises from offering the desired response to the human need in satisfying the sense of curiosity and challenging tasks (when the child can understand the salient attributes of the environment). Game-motivating in the learning environment means making the atmosphere rich in support of the game so that the child remains active during the learning process. Creating an effective learning environment means turning the environment into a

The Effect of Play on Children's Social Skills (Case Study: Kindergarten Children in Mazandaran Province)

learning tool. When play is a learning tool, the learning environment will be effective with values embedded in the soul, colour, texture, shape, volume, form, and belonging to the toy (Noddings, 2003).

CONCLUSION

To activate the child during the learning process, it is desirable to enter into the architecture of the learning environment in the form of appropriate patterns and desirable spatial qualities. Game spaces are based on the principle of a child belonging to childish game culture, in such an architectural environment provides a secure area where the continuity of space ensures the continuity of the game, the diversity of the environment and the instrument's uniqueness create a variety of fun and creates space for the child's age groups, the child's management of the game.

REFERENCE

- 1) Elkind, D. (1991). Perspectives on Early Childhood Education: Growing with Young Children toward the 21st Century. NEA Early Childhood Education Series. NEA Professional Library, PO Box 509, West Haven, CT 06516.
- 2) Hebb, D. O., & Donderi, D. C. (2013). Textbook of Psychology (psychology revivals). Psychology Press.
- 3) Higgins, S., Hall, E., Wall, K., Woolner, P., & McCaughey, C. (2005). The impact of school environments: A literature review. London: Design Council.
- 4) Sanoff, H. (2016). Visual Research Methods in Design (Routledge Revivals). Routledge.
- 5) Bernhard, J., Cummins, J., Campoy, F., Ada, A., Winsler, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk for learning disabilities. *Teachers college record*, 108(11), 2380-2405.
- 6) Maina, S. J. (2000). Aesthetic, functional and social-cultural significance of traditional art among the Maasai of Kenya: a study of forms, ornaments, design patterns, decorations and their symbolic meaning (Doctoral dissertation).
- 7) Vernon, P. E. (2014). Intelligence and Cultural Environment (Psychology Revivals). Routledge.
- 8) Roschelle, J. (1997). Learning in interactive environments: Prior knowledge and new experience (pp. 37-54). San Francisco, CA: Exploratorium Institute for Inquiry.
- 9) Golden, M. (2015). Children and childhood in classical Athens. JHU Press.
- 10) Wagner, T. (2010). The global achievement gap: Why even our best schools don't teach the new survival skills our children need and what we can do about it. ReadHowYouWant. com.
- 11) Cahan, S., & Kocur, Z. (Eds.). (1996). Contemporary art and multicultural education. Psychology Press.
- 12) Gallahue, D. L., & Donnelly, F. C. (2007). Developmental, physical education for all children. Human Kinetics.
- 13) Lester, S., & Russell, W. (2010). Children's Right to Play: An Examination of the Importance of Play in the Lives of Children Worldwide. Working Papers in Early Childhood Development, No. 57. Bernard van Leer Foundation. PO Box 82334, 2508 EH, The Hague, The Netherlands.
- 14) Duyff, R. L. (2006). American dietetic association complete food and nutrition guide (p. 672). Hoboken, NJ: John Wiley & Sons.
- 15) Press, R. (2015). Developmental milestones of young children. Redleaf Press.
- 16) Parker, S. T., & Gibson, K. R. (1979). A developmental model for the evolution of language and intelligence in early hominids. *Behavioural and Brain Sciences*, 2(3), 367-381.
- 17) Brake, M. (2013). Comparative youth culture: The sociology of youth cultures and youth subcultures in America, Britain and Canada. Routledge.
- 18) Cahan, E., Mechling, J., Sutton-Smith, B., & White, S. H. (1993). The elusive historical child: Ways of knowing the child of history and psychology. *Children In Time and Place—Development and Historical Insights*, 192-223.
- 19) Crosnoe, R. (2011). Fitting in, standing out: Navigating the social challenges of high school to get an education. Cambridge University Press.
- 20) Emmons, R. A. (1986). Personal strivings: An approach to personality and subjective well-being. *Journal of Personality and Social psychology*, 51(5), 1058.
- 21) Denham, S. A. (1998). Emotional development in young children. Guilford Press.
- 22) Stokols, D. (1995). The paradox of environmental psychology. *American psychologist*, 50(10), 821.
- 23) Calvert, S. L. (2008). Children as consumers: Advertising and marketing. *The future of children*, 205-234.
- 24) Rudolph, K. D., Dennig, M. D., & Weisz, J. R. (1995). Determinants and consequences of children's coping in the medical setting: conceptualization, review, and critique. *Psychological Bulletin*, 118(3), 328.
- 25) Annetta, L. A., Folta, E., & Klesath, M. (2010). V-Learning: Distance education in the 21st century through 3D virtual learning environments. Springer Science & Business Media.
- 26) Noddings, N. (2003). Happiness and education. Cambridge University Press.