



TOYS THROUGH PRISM OF CHILD PSYCHOLOGY & OVERALL DEVELOPMENT

Chaitanya Sahadev

Department of Electrical Engineering, JIET Universe (Co-Ed Campus),

NH-62, Pali Road, Mogra, Jodhpur, Rajasthan (India)

ABSTRACT

In the present scenario, children learn by playing. And the toys are those instruments that allow them to discover the world they live in. And this is why they collaborate with their surroundings through toys. Also, toys provide plenty of joy and happiness, which help build the conceit. Play helps your child learn cognitive thinking, motor and social skills. Play helps with that reinforcing by rousing the brain through the formation of interlinks between nerve cells. This process helps with the development of fine and gross motor skill. Children play in various blazon such as , Associative play, Social plays, Motor - Physical Play, Constructive Play, Expressive Play, Fantasy Play, Unoccupied play, Solitary play, Onlooker play, Parallel play & Cooperative play. Play includes toys of different categories such as Creativity toys impel self- interpretation. Learning toys bestow to the accretion of knowledge. Activity toys improve small and large motor skills & develop coordination. Our paper basically highlights the concept overall development of child through the concept of early childhood education with special reference to children suffering from autism.

Keywords: *early childhood education, social skills, cognitive thinking, overall development, autism*

I.INTRODUCTION

Children are highlypersuadedto play, although adults find defining and understanding children's play a challenge. All aspects of development and learning are related in play, particularly the intuitive and cognitive domains. When children have time to play, their play grows in ramification and becomes more cognitively and socially importunate. Through free play children:

1. come to terms with traumatic experiences
2. prolong emotional balance, physical and mental health, and well-being
3. Wrangle with issues such as birth and death, good and evil,efficacy and ineptitude
4. solve problems, moving from support to autonomy
5. enroot communication and language skills
6. repeat patterns that reflect their prevailing interests and concerns
7. use their knowledge of materials to play imaginatively
8. express their emotions and reveal their inner feelings
9. sift materials and originate their properties
10. deal with jolt and learn to negotiate

II.NEED OF PLAY WITH TOYS

A toy is an instrument that helps in the overall development of the children the early stages. There are many reasons for the need of play with toys. Playing includes the development in emotional, physical and social aspects of a child. Some of those benefits include:

1. Emotional-behavioural benefits of play

- Play reduces fear, fretfulness, accent, peevishness
- Creates joy, interactions, self-esteem and mastery not based on other's loss of esteem
- Improves emotional flexibility and openness
- Increases tranquillity, resilience and adaptability and ability to deal with surprise and change
- Play can heal emotional pain.

2. Social advantages of play

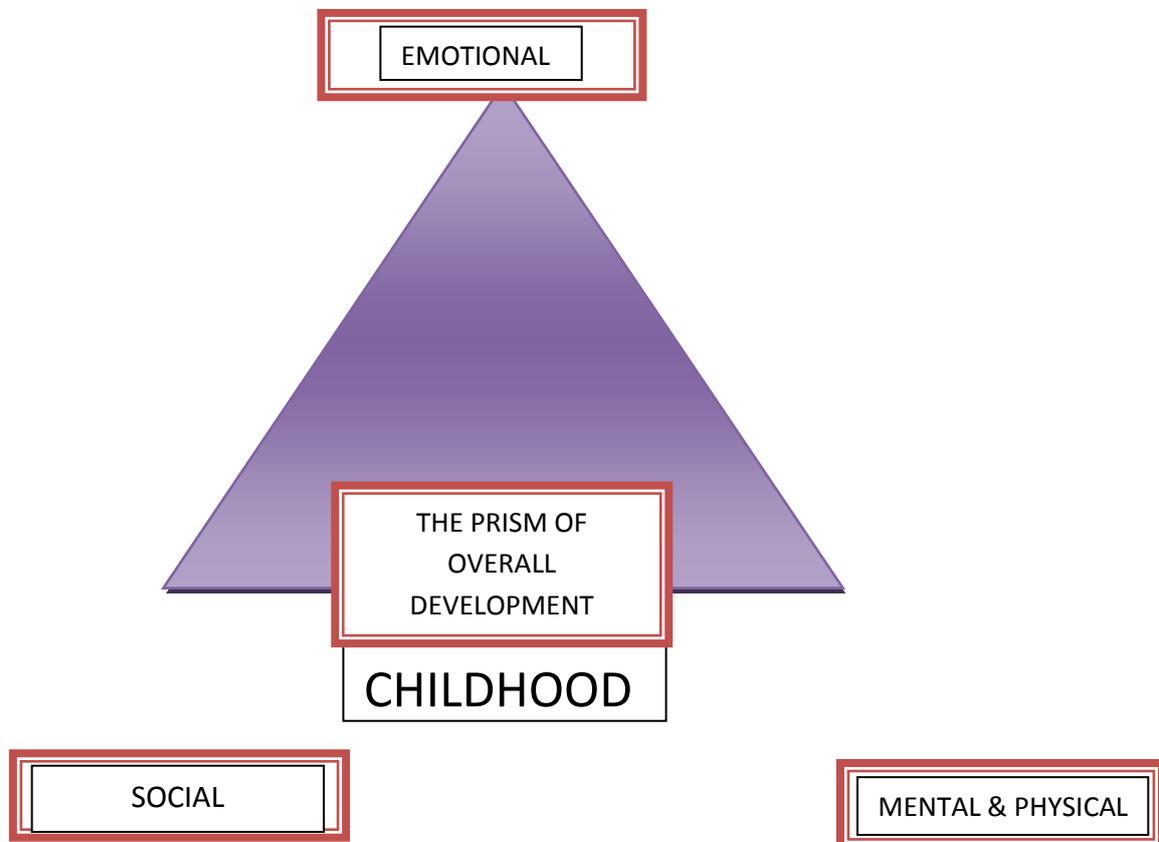
- Increases empathy, compassion, and sharing
- Creates options and choices
- Models relationships based on inclusion rather than exclusion
- Improves nonverbal skills
- Increases attention and attachment

3. Physical benefits

- Increases range of motion, agility, coordination, balance, flexibility, and fine and gross motor exploration
- Decreases stressdebility, injury, and abjectness.
- Positive emotions increase the efficiency of immune, endocrine, and cardiovascular systems

III.PRISM OF OVERALL DEVELOPMENT:

The growing child learns nearly everything through play. Play helps build strong learning groundwork because later levels of learning are built upon earlier ones, a process referred to as 'scaffolding'. The essence of whim, wonder, creativity, imagination, and trust, are best developed in early childhood play. In play, the learning process is self-sustained because the natural love of learning is preserved and empower. The power of play also enhances self-esteem and mutual relationships.



IV.SOCIAL-EMOTIONAL DEVELOPMENT

A toy approves a child to interrelate with the society through different levels.

Firstly, the child learns to get out along with the parent and after some time the child learns to socialize it and play with other children. During these playful exchanges, a child learns the important aspects of social values such as, team work, sharing, respect, teamwork, negotiation and how to be organized.

While playing together children learn to follow rules, develop self-control, cooperate, and learn generally how to get along with other people and the society. Social-emotional development includes some benefits such as-

- Lack of play threatens children's personality development
- Impairment of play skills may result in later adjustment problems
- Playful children are popular and happy
- Social fantasy play is especially beneficial for highly impulsive children
- Play accelerates psychosocial development in young children
- Emotional self-regulation (impulse control) is developed through social play

A review of research concludes that play enhances early development by at least 33% .A quantitative review of more than 40 studies found that play is significantly related to creative problem-solving, co-operative behaviour,

logical thinking, IQ scores, and peer group popularity. Fisher estimates that play enhance the progress of early development from 33% to 67%, by increasing adjustment, improving language and reducing social and emotional problems.

According to social learning theories, observation and imitation are important learning mechanisms for children. Children actively participate in their social environment and learn social behaviours by watching other people perform actions and by subsequently imitating these actions. Hence, leaning is mediated by humans and inherently social in nature. Bandura (1965) has been especially influential in establishing the social nature of learning. His theory of social cognition states that observational learning is very efficient, as it allows children to reproduce those actions at a later stage.

The social behaviours and social roles also depend on the context in which they are brought up. As a result, the importance that is placed on social learning through participatory observation and imitation also varies per culture.

V. PHYSICAL DEVELOPMENT

In the childhood years, children start learning a set of physical activities known as fundamental motor skills. These skills can be divided in two categories: object control skills, manipulating and projecting objects, loco motor skills, moving around. Different experiences, as well as personal constraints and environmental opportunities, lead to various vast progressive trajectories of motor skill competence. Children do not learn fundamental motor skills naturally but have to be stimulated in their physical development. Therefore, motor skills competence is an important determinant of physical activity. Hence, perceptions of competence and task difficulty also influence a child's involvement and engagement in a variety of physical tasks and games.

VI. COGNITIVE DEVELOPMENT & MENTAL DEVELOPMENT

Toys can be objects of solitary attention and entertainment or, far more often, centrepieces of social interaction. The cognitive processes involved in play are similar to those involved in learning: motivation, meaning, repetition, self-regulation, and abstract thinking. Ultramodern toys and games, by virtue of their electronic functions and possibilities, invite analysis and innovation - learning activities adequation excellence.

Children's toys provide a rich course for inspecting causal understanding because objects are understood at different levels of abstraction. As in the present scenario the toys have a greater impact on the mental health of the young children. Usually, the children are more motivated by the shows they watch in television such as Tom & Jerry, Chota Bheem, Doreamon, Power Rangers, etc. These characters can not only be visualised on television but can also be practically used as toys. These characters in form of toys motivate and help the children to feel that as these four characters are brave, bold similarly the child too thinks to be brave and bold in the similar way. Sometimes, the child compares himself with these characters and tries enacting them. Cognitive development basically tells how a person thinks and gains the understanding of his/her world through the interactions between genetic and learned environment. Cognitive development scales the areas which include information processing, reasoning, intelligence, memory.

Piaget's theory of cognitive development basically highlights the principle that cognitive development follows. It basically includes the four stages of cognitive development. In other words, these are those universal stages during which a person intakes one or more qualities of cognitive development.

The four stages of Piaget's theory include:

- **Infancy:** This is also known as the sensor-motor stage. This stage has six sub stages as intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited, but developing, because it is based on physical interactions and experiences.. Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic (language) abilities are developed at the end of this stage. Children acquire object permanence at about seven months of age (memory).
- **Pre-operational stage:** This stage basically includes toddlerhood and early childhood stage. It has two sub-stages: intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in non-reversible manner, a non-logical. Egocentric thinking predominates.
- **Concrete operational stage:** This stage is also known as "elementary and early adolescence stage". In this stage, characterized by seven types of conservation (mass, weight, area, number, length, liquid and volume), intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.
- **Adolescence and Adulthood:** This is the Formal operational stage in which intelligence is demonstrated through the logical use of symbols related to abstract concepts. Only 35% of high school graduates in industrialized countries obtain formal operations; many people do not think formally during adulthood.

In general the child faces the problem of cognitive impairment, i.e., the general loss of development of cognitive abilities, specifically autism and other learning disabilities. A child facing learning disorder may also have other disabilities too such as hearing problems or emotional disturbance issues. Though learning disabilities are not caused by such conditions nor by any environmental and cultural differences or inappropriate instruction. The National Institutes of Mental Health (NIMH) describes learning disabilities as a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. Such limitations can be seen in many ways such as difficulties with self-control, coordination, speaking issues and writing problems.

VII. SPECIAL CASE STUDY

Autism is one of a group of neuro-developmental disorders known as pervasive developmental disorders (PDDs). These are characterized by problems with communication and social interaction. Patients often exhibit repetitive, restricted, and stereotyped behaviour patterns or interests. There is no such specific cause for autism. Yet both genetics and environment play a role in autism disorders. Research suggests that joint attention is essential to the development of social, cognitive, and verbal abilities. There are several case studies going on in

the field of autism and other cognitive disorders. Here, we are considering two case studies of 10 year old boy. This is taken as reference for understanding the concept and problem faced by children suffering from autism.

CASE I:

There is a child of 10years facing autism and seizure disorder. He was verbal with limited language skills. He could sing in complete sentences but communicated using one or two word phrases. He communicated mostly by pointing. When he did speak, his enunciation was poor except when he was angry at which time the word would be clear. He displayed self-stimulatory behaviour in the form of rocking, hand-turning, and hand flapping. His gross motor skills were below normal and he wore leg braces. His fine motor skills were poor and he was unable to tie his shoes. His sleep was good but he was defiant and unable to calm down at bedtime. He showed no interest in other children and his eye contact was poor. His seizures had begun at age two. He was taking medications for seizures and experienced one every ten to fourteen days.

After five weeks with REI, his mother reported that he was showing more caring towards others and his eye contact improved significantly. He began imitating other children (speech and facial expressions) and exhibited more interactive play with others. He was noticeably more calm and had fewer tantrums. His speech therapist noticed that he was able to talk clearer and that he began using 2-3 word phrases. His attention span improved and he was more able to stay with the lessons. He listened to the recording at bedtime and showed an improved ability to calm himself down and make the transition to sleep. He would often fall asleep half way through second side of tape.

After twelve weeks the boy continued listening to the REI Program rhythms at bedtime and he would insist on listening to it while going to sleep. His school teacher and principal noticed improvements in his language skills, responsiveness, memory, and his level of understanding. They enrolled him in a regular classroom for the coming school year. He had not had any seizures for the previous four weeks. His doctor began to taking him off his medication. His language skills and vocabulary continued to improve, along with his social skills.

VIII.CONCLUSION

Early Childhood Care and Education (ECCE) and pre-school learning are the most important part in improving the environment and participation of Children in formal school.Early childhood education is an important aspect of improving the involvement of children in formal school.Hence , to improve the aspect of early childhood education some initial steps that can be taken includes various campaigns, dramatic play, art and conducting games for small children.ECE is an important concept for an individual educational and social amelioration .Early childhood education often focuses on learning through play, based on the research and philosophy of Jean Piaget, which states that play meets the language,physical,emotional,intellectual and social needs (PILES) of children. Thus, children learn more efficiently and gain more knowledge through activities such as dramatic play, art, and social games.



BIBLIOGRAPHY

- [1.] <https://www.unionrestaurant.com/wp-content/uploads/2016/06/child.pdf>
- [2.] <http://www.healthofchildren.com/C/Cognitive-Development.html#ixzz4jHQWfPse>
- [3.] <http://www.ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf>
- [4.] <http://www.healthofchildren.com/C/Cognitive-Development.html>
- [5.] https://en.wikipedia.org/wiki/Early_childhood_education
- [6.] <http://ssamanipur.nic.in/ECCE.htm>
- [7.] http://www.tietoy.org/wp-content/uploads/2016/11/contributions_of_play_and_toys_to_child_development-2.pdf
- [8.] www.123helpme.com/preview.asp?id=48391
- [9.] <http://www.healthofchildren.com/C/Cognitive-Development.html>
- [10.] <http://www.encyclopedia.com/medicine/divisions-diagnostics-and-procedures/medicine/cognitive-development>
- [11.] <http://www.ornes.nl/wp-content/uploads/2010/08/Play-in-children-s-development-health-and-well-being-feb-2012.pdf>