



## Play: Skill Development and Psychological Development of Children from the Viewpoint of Scholars

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### A B S T R A C T

It should be remembered that the play helps the child transform the personality and, in advancing to him, is a very effective factor for the development and the reason for the child's muscle development and growth. On the other hand, it causes the child to be drained and this protects the child against the force, unrest, teasing, anger and evil. The important point is that the play is a means to treat behavioral and mental problems. Play is a filter and eliminates the suppressed energy. In this article, the views of intellectuals have historically been evaluated about the role of played in children development and psyche.

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**Keywords:** Play, Child, Play Therapy, Psychological Development.

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### INTRODUCTION

Think that your child is suffering from restrictions that a family or school imposes or imposes on him. This leads to tensions and pressures for the child (Kralovec & Buell, 2001). But the play gives him the opportunity to get rid of the effects of these restrictions, to make himself known in society (Naqashzadeh & Sabahizadeh, 2016). Moreover, the play provides the child with an opportunity to meet his or her needs and desires that are not met in other ways (Henggeler, Schoenwald, Borduin, Rowland, & Cunningham, 2009). Whipping a wooden horse into a horse and flipping it in, it flushes and flutters, thereby relieving the need for horseback riding, so it calms down and solves its own dilemmas and problems and finds the right thing with other children or siblings or adults.

The play is the best means by which many concepts can be trained. When they learn to participate in teaching, learning is much easier and easier for them (Cazden, 2001; Gee, 2003). If the teaching of concepts is designed in a variety of games, then the atmosphere of pleasure in the classroom is created, and we can achieve our main goal of teaching concepts by learners themselves. The importance of the play and the processes that can be grown through the play has led to this article to examine different perspectives on the play and its treatments (Hastie & Curtner-Smith, 2006; Salen & Zimmerman, 2004).

Play in terms of how to run Individual games. About the individual games the child plays alone and does not interfere in the game. Sometimes children may play many minutes with a

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DOI: [In pressing](#)

To cite this article: Khademali, M., Askari, M. (2017). Play: Skill Development and Psychological Development of Children from the Viewpoint of Scholars. *Iranian Journal of Positive Psychology*, 3 (4), 106-112.

special object that is new to them. Individual games, due to their special features, require a lot of fantasy and imagination, which in turn reinforces and extends the imagination and mind of the child. It should be noted that as he grows his focus, he becomes more team-motivated.

## **GROUP OR COLLECTIVE GAMES**

A collective play refers to those games in which two or more people are involved (Brandenburger, 2007; Nielsen, 2012; Rakoczy, 2006, 2007). A community play usually has certain rules and people who participate must follow these specific rules. Basically, the enjoyment of a collective play depends on the observance of the same rules (Lillard, Pinkham, & Smith, 2011; Rakoczy, 2006).

## **THE IDEAS RAISED BY WORLD LEADERS AND SCIENTISTS ABOUT THE PLAY**

### **The Views and Theories of Islamic and Iranian Scholars**

Islamic teachings have a wide range of education, and in addition to pre-emptive orders, they also have recommendations for postnatal birth (Douglass & Shaikh, 2004; Eickelman, 1978; Halstead, 2004). Islam, the age of seven, provides the foundation for the life of others. Religious leaders do not only not harm harmful children, but also play a more promising future for children playing in the infancy of their childhood, and believes that while pursuing these liberal activities, children will have sufficient growth and they are obliged to prevent parents from meeting the legitimate demands of children (Halstead, 2004; G. J. Moghadam & Ghanifar, 2015; M. K. Moghadam, Nouredini, & Hojaji, 2015).

**1. The View of the Honorable Messenger of Islam (pbuh):** The presence of his active state and boom in the young child represents an increase in his wisdom and thought in adulthood. The manner in which the Holy Prophet (pbuh) treated the children with delicacy, precision and clarity (Hosseini & Foutohi-Ghazvini, 2017).

**2. Bu'ali Miskawayh View:** Buali Moskwayi, an Iranian scientist, who recommends a quiz play and childlike mobility in his proposed educational program, and calls on his education and training authorities to pay attention to children's sports and games (Anzar, 2003; Halstead, 2004; Hatina, 2006; Nasr, 2010).

**3. Imam Mohammad Ghazali's View:** Imam Mohammad Ghazali is dedicated to playing and sports in his proposed program to educate children for hours of training (Al-Ghazali, 2014; Alavi, 2007; Nakamura, 1977).

**4. Khaje Nasir al-Din Tusi's View:** According to Khajeh Nasir al-Din Tusi, the play is a means for the development of children's abilities, the excitement of their passion and, finally, the means to reach children for the health of the body and soul (Arasteh, 1957).

### **The Views and Theories of European Scholars**

**1. Piaget's View:** Piaget led his early theorizing on this subject based on the observation of the children's playboy (this play was common among Europeans at that time). Piaget believed

the play was a way to access the outside world and touch it in such a way as to match the current situation of the person. He believed that playing the role of a child plays a key role, but his work was more about how mental development. Piaget states that the cognitive development of the child is through four main stages:

Sensory motion: the first stage (from birth to about 18 months). At this stage, the infants gradually learn that there is a relationship between their actions and the outside world.

Preoperative stage: Children are able to shape mental imagery of objects and events (18 to 24 months), Stage of Exposure: The objective period lasts until the age of 11, and involves the emergence of many important skills. The stage of formal action: Piaget believes that most children, as young as age 12, enter the last stage of cognitive development - formal acts. During this period, major aspects of adult thinking emerged (Frost, Wortham, & Reifel, 2001; Piaget, 2013; Piaget & Cook, 1952; Piaget & Inhelder, 2008; Sutton-Smith, 1966).

**2. Performance theory or extra energy:** This theory, which has a very old root, is attributed to Spencer and Schiller (Schechner, 2004). According to this play theory, an activity is based on the energy surplus in the individual. This means that the play is done purely for the extra energy of the body and does not pursue the goal. Spencer also believes that the play is done in addition to spending extra energy to mimic the behavior of the surrounding people, especially the parents (Saracho & Spodek, 2003).

Considering that the play in the first years of life is one of the basic activities of the child psychological organization and is not an extra activity, and based on these games, it helps to transform its mental process, it is very difficult to accept this theory (Greenop & Kann, 2007; Sandlund, Lindh Waterworth, & Häger, 2011; Schechner, 2004).

**3. Pre-exercise theory:** This theory has been developed by Groos (1898). He sees the game as an important activity among other activities of the child, and also the great factor behind the creation of the psychological organization (Mellou, 1994). He believes that the game is a series of pre-exercises aimed at creating a ground for compromised actions for the future of the individual. This theory is not enough to explain the game, because all the activities that the child does do not have a specific purpose (Bruner, Jolly, & Sylva, 1976).

**4. The theory of rest and fatigue:** According to this theory, the game is done to rest and fix fatigue. This means that the game takes place when the person is tired so that he can relax and re-energize. This theory has a very old root and has been attributed to Shaller and Lazarus. This theory is not acceptable because it does not apply to children in any way (Hockenberry-Eaton et al., 1999; Hockenberry et al., 2003).

According to Patrick's theory, the theory of tiredness as a "détente" has recently been taken into consideration. The present man must be confronted with various encroachments and tolerance on an ongoing basis. Since humans, due to nature, have a tightly-constricted relationship, their physical activity and mobility are therefore higher and therefore there is no surplus energy. But nowadays, people deprived of this connection will inevitably turn to the game to eliminate the tension and achieve comfort.

5. **Repetition theory of ancestral activities(Hall, 1911):** He believes children play games to revive content and scenes created by their ancestors. According to Stanley Hall, children inherit the game's character. According to this theory, the game is instinctual behavior and is, in essence, a form of more elaborate behavior that he or she will have to deal with in the future.. This theory is disproved, because the study of researchers suggests that the game is not ancestral behavior(Camerer, 2011; Ketelaar, 2004).

6. **The Susan Isaacs (1896-1934):** Isaacs was influenced by Froebel and considered the game a way to express feelings. He believed that most learning starts at age 7(Curtis, 2002; Waller & Swann, 2005).

7. **Friedrich Froebel's Theory:** Froebel began his work from kindergarten. His theories about raising a child and caring for him in the early years of childhood are still posing. He believed that the children learn while learning, and learning is the result of the child playing fantasy games that compels him to think. Frobel's most valuable activities are outdoor activities, as well as productive games such as arts, crafts, music and more(Bruce, 2015; Provenzo Jr, 2009).

8. **Jean-Jacques Rousseau's Theory:** Rousseau emphasized the importance of playing a role in understanding the child. He believed that he should respect the child and avoid refraining from arbitrariness. According to Rousseau's teacher, to play with children, children should also behave childishly in order to establish a proper relationship(Cahn, 2011).

9. **Sigmund Freud's Theory:** Unlike Rousseau, Freud believed that there was no need for a child to understand the child. She believed that she had to find a way to bring her child to adulthood. Freud believed in child-rearing or psychological analysis of the child(Saracho & Spodek, 1995; Verenikina, Harris, & Lysaght, 2003).

10. **Eric Erickson's Theory:** Ericsson completed Freud's theory of personality and mind. He was also interested in the relationship between imaginative games and emotional games. In fact, his job was to compare the games of the adults with children's play (the same source)(Saracho & Spodek, 1995).

11. **Christ Eti's Theory (Twentieth Century):** Eti has introduced the theory of design and educational planning in the game(Mellou, 1994).

12. **Childhood dynamics theory:** The famous Dutch psychologist smell Tannic believes that the game is part of a childhood activity, and this is a kind of childhood dynamism, that is, there is a movement in the psychological organization of the individual and its manifestations appear in the form of a game(Pikkujämsä et al., 1999).

13. **Theory of behavior of therapists about the game:** One of the best treatment methods for children is behavioral therapy. This technique is used to enhance the desired behavior as well as to deactivate undesirable behavior. Children who are emotionally distracted need special attention and care for their parents, and it is best to change the behavior of the early years of life(Franzen et al., 2011).

## CONCLUSION

The play is as important as proper nutrition and a sense of security and intimacy for baby growth. Playing provides an opportunity to correct incorrect physical skills, as well as to protect and maintain the child's physical health. The play is a factor in helping to develop the child's thoughts and creativity. Play is providing ground for practicing social skills, acting as a window for expressing feelings and providing an appropriate opportunity to understand the values of the benefits of the game. Being sure that the child has enough insight and time to play, and this is the right game for her growth stage a necessary condition for choosing the type of play.

In general, the game is one of the most important factors in the moral education of the child. The child learns that if a person is to be accepted in society and respected by others, the child must be honest and truthful. The happiness of the children is mainly due to the use of existing facilities and the achievement of instantaneous and transient success.

It's a play where the child feels happy and delighted with the fun and use of his senses. In fact, the play is a simple sport that provides the child with physical health. It is also effective in disposing, accelerating circulation, joining soft tissue and nerve stimulation.

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