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ISPEF

DIDACTICAL GAMES



The game has taken an important role in society, not only as a moment of children's growth and socialization with peers, but also as:

- a) adults recreational activity, that with the techno-scientific progress, has increased considerably favoring creativity and personal interests;
- b) the relationship between parents and children, for an effective and meaningful emotional relationship and to exchange experiences;
- c) the activities of knowledge through the use of school workshops, didactical materials, educational activity centers or, at least, moments of educational learning having fun.

Depending on the situation and the point of view, the game takes different meanings and functions:

- 1) biologists and behavioral psychology study the game in relation to the **development of vital functions**, as growth reaction activities;
- 2) ethnologists study **models of behavior that seem "useless and without game purpose"** that occur outside of their context and not physically reach the goal (eg, eating, fighting, sexual activity, etc. ..);
- 3) anthropologists, sociologists and social psychologists study the game as an **opportunity to learn about their social roles and activities to fit into the social hierarchy**;
- 4) cognitive psychology and gestalt and pragmatic psychology study the game as **exploration, manipulation and experimentation activity necessary for structuring perceptual and intellectual abilities**;
- 5) psychoanalysis study the game as **an expression of the EGO and the unconscious activities of the individual**;
- 2) relational psychology study the game as **an opportunity for socialization and relationship with reality**;
- 3) pedagogy and humanistic philosophy study the game as **a form of learning and skill development of children, according to their knowledge and ability of mental representation of reality**;
- 4) teaching study the game as:
 - **Early stage of development of educational experiences,**
 - **Recreational activities of physical and mental energies,**
 - **The basis of consolidation for the knowledge and learned concepts.**

Children know that are playing. First level of game is the **social imitation**. Imitating the child acquires the skills needed to play. The important thing is that the child feels involved in the imitation and that the imitation become part of himself. This leads to **internalize** the game “doing it”. So, child's imitation is not just a copy, but means to acquire the prerequisites for being able to play with confidence and play to live in harmony with own personality and own abilities.

On the basis of the skills learned by imitation, the child develops behavioral strategies and procedures that lead do or change the game at will.

Playing, you learn to play

It's important at the beginning to let the kids play wild. On this spontaneous activity should then progressively structuring a series of orders and rules that make the game more complex. In this regard, it is essential that the educator remembers the **Methodology of the Game**:

- **Exploration**: activities of environmental investigation and testing of the game. This activity is predominantly sensorial-motor.
- **Symbolic Representation**: animate activity and emotional symbolism that allows to enter into the game, becoming part of the game. This activity is mainly psycho-emotional.
- **Rules Construction**: the acquisition, abstraction and generalization of the game, by building intellectual strategies, mental representations and design assumptions. This activity is mainly logical-cognitive
- **Social communication**: symbolic codification, operational implementation and acquisitions of linguistic expression activities experienced and discovered during the game. This activity is mainly communicative-relational.
- **Recreation**: time to no activities, useful to release the tensions and recreate the attention and the energy you need to restart the same game at a more complex level or a different game. This activity is mainly free expression.

The Methodology of the game is based on a structure of cyclic evolutionary learning, in which a game is the basis for the acquisition of the next game and is the reinforcement for the previous ones.

The Methodology of the Game is based on the natural learning ability of children and for this reason is spontaneous and easy to implement educational experience.

Realizing the Methodology of the game, the teacher must become an animator that can observe, structure an environment rich in sensations and, if requested by the children, is able to plan a series of structured activities-game in consecutive order with personal imagination and creativity.

Then are the children themselves to structure and reinvent the game.

So, in a moment of free play, we go to directly or indirectly structured play activities by the educator, to a game situations structured or created by the children themselves.

It's important that the teacher and the children have no fear of making mistakes and that analyzing the errors, can be able to understand and develop game characteristic.

The analysis of the characteristics of the game, the discovery of the errors, free associations and consideration of objects or absent elements are core activities to develop logic and creativity, which, combined with a social-emotional participation, make the game a unique and indispensable tool for the acquisition of intellectual abilities and personality development of children.

Finally, the various kinds of game that are carried out are:

- a) **Sensorial - motor games**, based on the acquisition of bodily or behavioral skills, capacity and competences;
- b) **Manipulation and construction games**, based on visual and auditory perception and mnemonic spatial, temporal or conceptual organization;
- c) **Logical-cognitive games**, based on the acquisition and development of information and thinking skills and on structuring of mental strategies;
- d) **Logical-creative games**, based on the design and expression of discovery, invention and imagination abilities;
- e) **Psycho-affective games**, based on the development of their personality and expression of their emotional states;
- f) **Socio-communicative games**, based on the promotion of communication and social relations skills.

The potential of a game are determined by the possibility of belonging to more than one kind of game, stimulating the different abilities simultaneously or in successive stages .

For more information about ISPEF DIDACTICAL GAMES
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