

# Reading free The impact of pretend play on childrens development (Read Only)

pretend play has been claimed to be crucial to children s healthy development here we examine evidence for this position versus 2 alternatives pretend play is 1 of many routes to positive developments equifinality and pretend play is an epiphenomenon of other factors that drive development participating in pretend play requires children to use many complex cognitive and social skills kim 1999 children who engage in pretend play are likely to be more cognitively and socially competent swindells stagnitti 2006 play also allows children to choose activities freely providing an engaging experience that is self directed pretend play helps children learn how to solve problems coordinate cooperate and think flexibly discover simple ways to encourage these activities systematic research has increasingly demonstrated a series of clear benefits of children s engagement in pretend games from the ages of about two and one half through ages six or seven this article reviews pretend play and its impact on and association with children s language studies have shown the significant relationship between the two domains however more intervention research needs conducting to validate the causal impact of pretend play cognitive social and emotional skills are presented as having the biggest impact on pretend play development while the motor and sensorimotor skills that enable the child to manipulate objects in the environment are presented as being of secondary importance as noted in the lillard article children engaging in pretend play by definition demonstrate positive affect intrinsic motivation flexibility and nonliterality with toys by its very nature pretend play is not rigid and it cannot be demanded by others or approached as a task to be done specifically pretend play affords opportunities to engage in abstractions that could support abilities such as perspective taking emotion recognition and regulation and cooperation and negotiation in childhood capturing the full spectrum of pretend play behaviors is key to understanding its impact on children s development this new theory is a first step importance of pretend play pretend play is more than just fun and games it has a significant impact on your child s overall development it helps kids learn more about the world through pretend play children can explore and learn about the world around them in a safe and controlled environment they can mimic real life experiences and according to vygotsky s cultural historical activity theory pretend play can be an important context for the development of children s social competence the aim of this meta analysis was to synthesize the current evidence about the relation between pretend play and social competence in early childhood age 3 8 years play in a variety of forms active physical play pretend play and play with traditional toys and shape sorters rather than digital toys improves children s skills pretend play has been claimed to be crucial to children s healthy development here we examine evidence for this position versus 2 alternatives pretend play is 1 of many routes to positive developments equifinality and pretend play is an epiphenomenon of other factors that drive development both imagination and affect are expressed in pretend play affective processes that occur in both pretend play and creativity are positive affect and joy in the task pretend affect states affective ideation and integration of affect theories of the role of affect in creativity are discussed the relationship of pretend play especially socially interactive pretense to cognitive development has long been a topic of research interest among educators and psychologists and a number of studies conducted in the late 1970s and early 1980s supported hypotheses about this relationship the present study investigated whether the promotion of social pretend play quality has a positive impact on preschoolers social pretend play competence proximal effects and their social competence distal effects encompassing social cognitive emotional and behavioral skills and peer relationship quality pretend play has been claimed to be crucial to children s healthy development here we examine evidence for this position versus 2 alternatives pretend play is 1 of many routes to positive developments equifinality and pretend play is an epiphenomenon of other factors that drive development the impact of pretend play on cognitive and academic development of kindergarten students april marie thelen university of northern iowa availability open access graduate research paper keywords symbolic play cognition in children play psychological aspects symbolism psychology in children abstract latent change models indicated that children s social pretend play competence behavioral skills and positive peer relationships as reported by their educators increased most strongly for children in the play tutoring condition pretend play has been claimed to be crucial to children s 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participating in pretend play requires children to use many complex cognitive and social skills kim 1999 children who engage in pretend play are likely to be more cognitively and socially competent swindells stagnitti 2006 play also allows children to choose activities freely providing an engaging experience that is self directed

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pretend play helps children learn how to solve problems coordinate cooperate and think flexibly discover simple ways to encourage these activities

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systematic research has increasingly demonstrated a series of clear benefits of children s engagement in pretend games from the ages of about two and one half through ages six or seven

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this article reviews pretend play and its impact on and association with children s language studies have shown the significant relationship between the two domains however more intervention research needs conducting to validate the causal impact of pretend play

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cognitive social and emotional skills are presented as having the biggest impact on pretend play development while the motor and sensorimotor skills that enable the child to manipulate objects in the environment are presented as being of secondary importance

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as noted in the lillard article children engaging in pretend play by definition demonstrate positive affect intrinsic motivation flexibility and nonliterality with toys by its very nature pretend play is not rigid and it cannot be demanded by others or approached as a task to be done

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specifically pretend play affords opportunities to engage in abstractions that could support abilities such as perspective taking emotion recognition and regulation and cooperation and negotiation in childhood

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capturing the full spectrum of pretend play behaviors is key to understanding its impact on children's development this new theory is a first step

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importance of pretend play pretend play is more than just fun and games it has a significant impact on your child's overall development it helps kids learn more about the world through pretend play children can explore and learn about the world around them in a safe and controlled environment they can mimic real life experiences and

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according to vygotsky's cultural historical activity theory pretend play can be an important context for the development of children's social competence the aim of this meta analysis was to synthesize the current evidence about the relation between pretend play and social competence in early childhood age 3-8 years

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play in a variety of forms active physical play pretend play and play with traditional toys and shape sorters rather than digital toys improves children's skills

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both imagination and affect are expressed in pretend play affective processes that occur in both pretend play and creativity are positive affect and joy in the task pretend affect states affective ideation and integration of affect theories of the role of affect in creativity are discussed

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the relationship of pretend play especially socially interactive pretense to cognitive development has long been a topic of research interest among educators and psychologists and a number of studies conducted in the late 1970s and early 1980s supported hypotheses about this relationship

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the present study investigated whether the promotion of social pretend play quality has a positive impact on preschoolers social pretend play competence proximal effects and their social competence distal effects encompassing social cognitive emotional and behavioral skills and peer relationship quality

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latent change models indicated that children s social pretend play competence behavioral skills and positive peer relationships as reported by their educators increased most strongly for children in the play tutoring condition

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