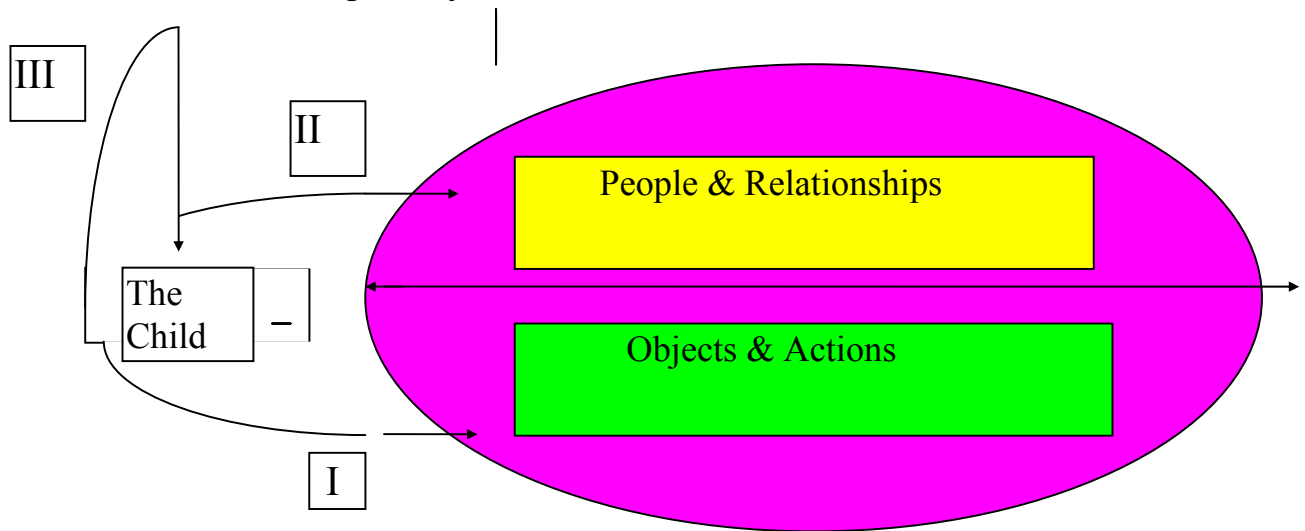


The Child - Through Play - in The World

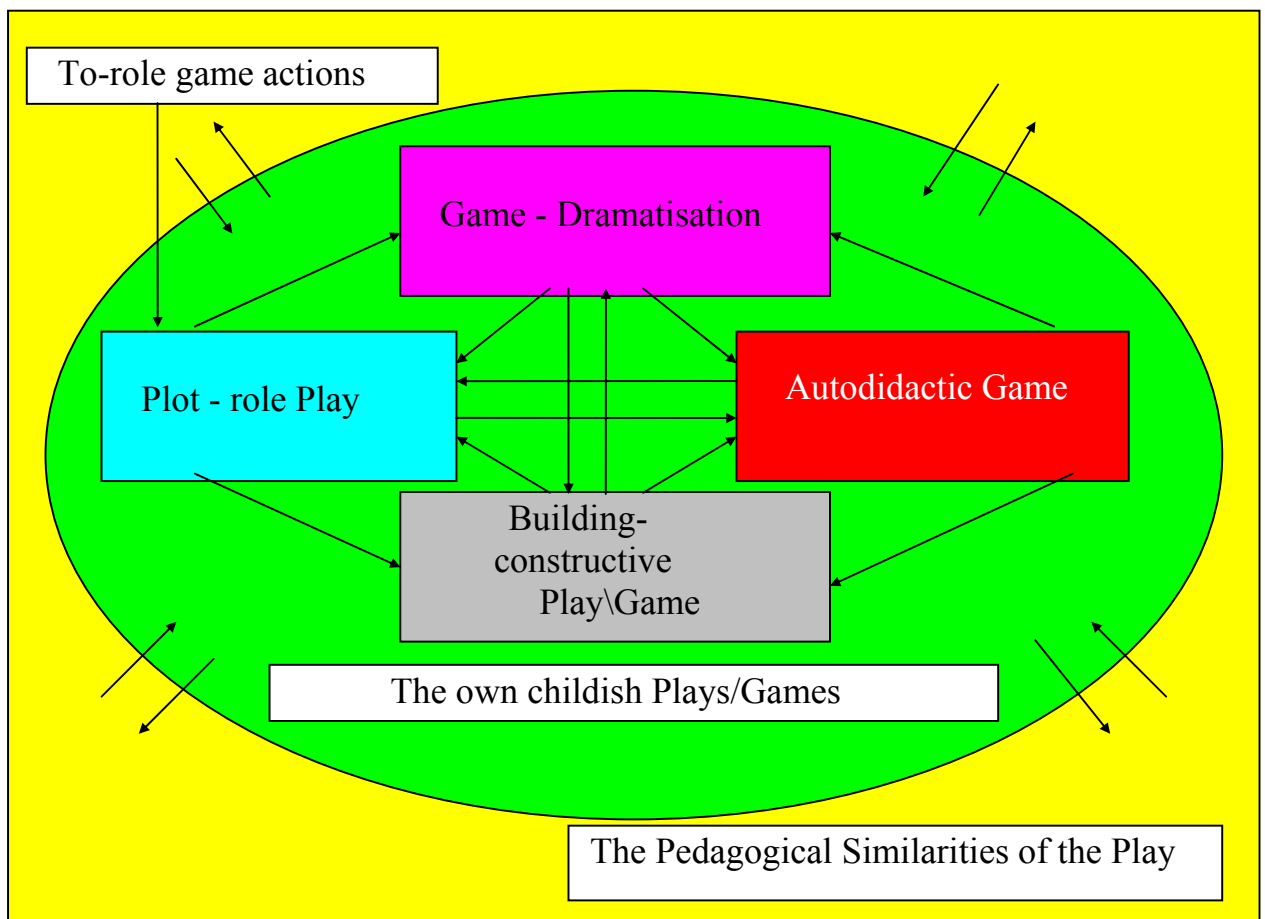


Basic spheres of cognition and entering the world:

- I - The objects and actions with them;
- II - The other people and relations with them and between them;
- III - Self-cognition and attitude towards itself.

/Dimitar Dimitrov, SWU, Bulgaria; /

The global Picture of the Play Activity



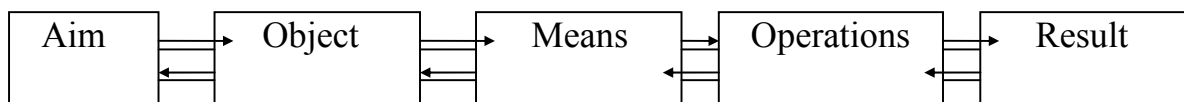
Stages of development = kinds of children plays

I. The plot - role Play

- Appearance: around 2,5 - 3 year with the appearance of the “Ego”;
- Purpose: reflection of the three basic spheres in the axes of the problem “I and the Others”: 1/The objects and the others who are acting with them; 2/The other people who are acting from definite positions; 3/The others who interact between themselves; 4/ I like the others: I act and interact;
- Peculiarities of the structure: it is define of the children; it include roles / with hidden in them rules/, plot, sense /aim/, content /from the action with objects towards interaction between the people/;
- Sense/super task/: actual-practical and cognitive-valuable orientation in the sense in the diverse activity of the adults, presented from its social function, professions and jobs positions.

II. The building-constructive Play\Game

- Appearance: around 4 - 4,5 year;
- Purpose: enlargement of the childish competency about the sphere of the cultural objects and the actions with them;
- Peculiarities of the structure: by choice by children within the rules for modeling, designing and planning;
Designing - in the widest sense: selections of the logical characterizations of the expected products in every activity for creation of something /cooking, sewing, building. . ./;
- Sense/super task/: orientation and acquirement of the specific human in the actions with the objects: conscious aim formation and constant two-way transition between the stages of planing and realization.



III. Game - Dramatisation

- Appearance: around 4,5 - 5 year;
- Purpose: enlargement of the childish competency about the human relations and the connected with them /shown/ qualities;

- Peculiarities of the structure: by choice by the children within the frame of the plot of the literary creation /or movie/, where is distinctive of every drama component: the conflict between the Good and Bad;
- Sense /super task/: orientation and of the understanding of the social relations of people /as holder of general human, moral qualities/ in conditions of the conflict of values and/or interests.

IV. Autodidactic Game

- Appearance: around 5,5 - 6 year;
- Purpose: enlargement of the childish competency about the free and independent activity - expedient structured interaction including elements of cognition /learning and - even - educational activity/ and game;
- Peculiarities of the structure: this game is defined as a kind with “open rules”, but here are constituting component: the *conflict situation* /which here has not moral context/, and is universal form for mutual activity: when at least two players /team, temporary coalitions/ follow different aims, with two specific characteristics: information indefiniteness and availability of chance. Here are three kinds of rules: organisational, algorithmic and discipline;
- Sense /super task/: developing the variants of structuring of interaction: individual-competitive, coordinating-competitive, coalition-competitive and cooperation-competitive, determine and require building of different strategies of behaviour; acquirement of the perspective skills: empathy, objectivisation /by D.Uznadze: when the determination of activity passes from the motives of subject to recording the needs of the Other/, reflection, self-control, organising and work in group.