



# ELEMENTS OF PERSONALITY DEVELOPMENT IN PLAY WORLD

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# Integration of affect and intellect (Vygotsky)

- The Finnish early education and comprehensive school are more and more cognitively oriented.
- Existing approaches to early education and school learning cannot form motivated independent learners and critical thinkers in spite of formulated positive goals.
- Crucial in learning is personal relation to the phenomena under study and development of imagination and creativity.

# Play world "Alice in Wonderland"

- Our primary data was collected in 2008-2009 in the city of Hyvinkää in Finland. The group consisted of 28 children between 4 to 8 years. In this group were a classroom teacher, a kindergarten teacher, a nurse and an assistant. This experimental group worked in elementary school. (Hakkarainen, 2008, p. 295.).
- Our play world was based on the story "Alice's Adventures in Wonderland". The play world's goals for whole group were: 1) Improve social skills. 2) Form mental images. 3) Develop thinking skills. 4) Support children's ethical and moral development by using adventure.
- In addition every child had his/her own developmental goals for the whole semester.
- During the play world adults were reflecting goals in log books.
- Data includes videotapes and a specific test battery.

# Research problems

- How to create a genetic experiment, which develops imagination and creativity?
- How children reorganize their emotional “perezhivanie”?
- What changes in moral thinking can be seen?



# How to create a genetic experiment, which produce development of imagination and creativity?

- Integration of affect and intellect (Vygotsky)
- Winston proposes that stories have a particularly important role in enabling children to explore ethical life as it is experienced. Stories inform our capacity to make moral generalizations in the moral education of children in primary schools (Winston, 1998, p.22).
- We claim that the play world approach we have elaborated in cooperation with Gunilla Lindqvist since 1996 is more effective method of children's play guidance than cognitive modeling of play scripts used play research. Cognitive play script modeling lacks affective elements of guidance, which are essential for success of indirect guidance (Bredikyte 2011).

# How children reorganize their “perezhivanie”?

- The challenges of children’s personality development culminate at crisis periods of child development.
- Social situation of development.
- Child obeys the rules of pretend play.
- Child is able to reorganize his “perezhivanie” in imaginary situation.

# What changes take place in moral thinking?

- According to Bredikyte's and Hakkarainen's observations a story form reveals exciting and contradicting ideas ( moral dilemmas).
- Children's emotional involvement and "living through" in story form.
- A ideal me vs. real me act in practice.