

Development of play way syllabus for preprimary school

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The essence of childhood is to have endless opportunity for play.

A child is happiest when engrossed in play and play can happen in different forms – imitation of family members, to playing with toys, or playing tag, hide seek or simply running about in groups. Play helps children to improve their motor skills, enhance their power of imagination and creativity.

Froebel, Madam Montessori, all realized that it made sense to use play as a means of educating children.

All Nursery Teacher training as well as Pre and Primary teacher training courses nowadays train its candidates in the Montessori Method also. The Montessori course advocates the method of educating children through activities which keep children creatively engaged in a learning conducive happy environment. In fact, all modern methods of teaching from Kindergarten to Montessori to Heuristic method, to Project method including craft based education are efforts in incorporating the element of play in education. By introducing Play in education teachers ensure that learning becomes an eagerly sought after involvement on the part of the students. We need to keep in perspective that an activity done in a spirit of fun is not tedious and students not only learn better but also retain it better. Under Play-way Method, children are taught difficult concepts through the use of specific tools or “gifts” which are often simple everyday objects that can be manipulated to create new objects.

It is an excellent way to improve young students’ creative skills. Hence a nursery or primary level teacher who has undertaken a Montessori Course or a Pre Primary Teacher Training course must make proper use of play in educating her young pupils.

When we review all the progressive methods of teaching, we find that they contain the principles of play. All the progressive methods viz. Kindergarten, didactic method, project method, Dalton plan involves the procedure which is of play-way in nature. For example the Dalton plan follows the procedure like assignments or contracts, subject teacher, subject rooms, records, conferences, time budgeting and daily time schedule; involves the play-way principles in each step. Every activity is done according to the capabilities, needs and interests of the learners.

They are at liberty to move from one room to another according to their wishes. So, all the progressive methods follow the play-way procedure in their completion.

Practical applications of play-way method in progressive methods of teaching:

Kindergarten Method:

Kindergarten means ‘garden of children’. In this method, children are provided with seven gifts called apparatus in order to develop the different ideas like shape, color, number, weight etc. Children learn while playing and singing in a happy atmosphere of kindergarten. It is based upon the play urge of the children. Every activity is designed according to their interests.

Didactic Method:

This method was developed by Maria Montessori. It provides sense training to the individuals, because senses are the gateways of knowledge. In it, the children enjoy, play and learn.

Project Method:

As a method of teaching, it was used by J.A. Stevenson. In it the children choose their projects according to their interests, urges and capabilities and complete their projects only when they follow

certain psychological principles of learning like law of readiness, law of effect etc. they learn in real life situations which becomes significant for them.

Dalton Plan:

This method was devised by Miss Helen in Dalton USA. In it, complete freedom is given to children to complete their school work according to their interests and capacity.

Heuristic method:

This method was devised by Prof. Armstrong. In it, the children discover things themselves. He experiments and finds out different principles or rules for himself. The child struggles to find out conclusions for an investigation which he chooses voluntarily and happily.

Importance of Syllabus

For Teachers:

Provides a planning and communication tool with which to set realistic expectations for you and your students organizes your thoughts and your approach to the subject .Helps you and your students to stay focused on the course objectives and exit outcomes

For students:

Provides students with a vision of the course and what is required of them to be successful .Functions as a contract that elaborates on all components of the course and sets student expectations .Confirms that enrolled students represent a range of backgrounds, needs, and perspectives includes a course schedule plan that provides details in a chronological format about date, meeting, topic, reading, and assignments/activities

For UW Professional & Continuing Education:

Assures standardization and continuity across instructors and within the program demonstrates to approving departments/schools and the advisory board that the course fulfills curriculum standards. Provides documentation and a record of course coverage ,ties the syllabus to the course descriptions as published in catalogs, brochures, and on the web site .

Importance of play way method:

Children love to play and it is their natural instinct. The play-way method was conceived by Friedrich Wilhelm August Froebel, who is also the father of the Kindergarten method. 'Play' according to Froebel is the work of the children. It is 'the purest, the most spiritual, and product of man at this stage.'

There is a theory, which states that a child understands his needs and goals while playing. So it is very important to teach children with the play way method. It has been proved that maximum amount of learning results while playing games. While playing games the environment is very relaxed, this makes learning interesting and fun. This is the most desirable method of learning for kids. The informal and free atmosphere gives the kids a chance to learn concepts, ideas, math and even language. Toys can sometimes be the root of mathematical concepts. Thus, in the play way methodology toys and apparatus like checkers, magic squares, Puzzles and building blocks are used to make teaching and learning a memorable experience for the learners.

ATI's Pre and Primary Course incorporate the principles and methodologies based on the Play Way Method. The Teachers training makes the trainee teachers aware of the salient features of this method linking play and literacy effectively.

Statement development of play way syllabus for preprimary school

Objective of the studies

1. To analyze the current Preprimary Education System.
2. To draw out the barriers in the current Preprimary Education System.
3. To develop Play way syllabus for Preprimary.

4. To find out the impact of developed syllabus

Assumptions of studies

Play way method is one of the learning method for student.

Variables used in the study

Independent Variable: Play way method

Dependent Variable: Student's achievement

Hypothesis of the study**Null hypothesis:**

There is no significant difference between the achievement of control group and experimental group.

Research hypothesis

There is a significant difference in the achievement of the post test of experimental group.

Scope and limitation of the study**Scope:**

The Application of Play way method in Nashik City.

Limitations

This research is limited up to English medium school in Nashik City.

Findings

1. Researcher analysis and observes that there is no syllabus for the all-round development of students.
2. Most of the schools follow their own curriculum. But there is no perfect and suitable curriculum for pre-primary.
3. There are some barriers like lack of confidence, lack of use of new technology and less content knowledge etc.
4. Play way syllabus is useful for teaching learning in Pre-primary section.
5. Researcher had developed play way syllabus for pre-primary.
6. The play way syllabus is one of the effective ways of teaching for pre-primary section.

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