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The role of the doll in the Child's game

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Childhood has been considered as a symbol of natural simplicity and impulsiveness, as a symbol of innocency as the highest shape of the natural freshness. In many religious mythologies children have symbolic properties of the freshness, energy, power..

Not regarding the age, the child is always with us with that wants to play. We should seriously take into consideration the children's world of game and reality, hence we should believe with the child as a person in growth.

The sense for a game has been built in the child. It is happily playing and creating and is happy when the others are successful.

the game is defined as interactive activity, as a relation between the people and objects, as an intercourse activity. The game is free, spontaneous not forced.

The child should do what it likes to do, having a chance of choice, and when stimulating its activity the expectations of award or fear of punishment or educator's requests fulfillment, should be excluded.

The game is interesting and captivating for the children, they are completely devoted with the same. The game is frank/containing a lot of correct and possible answers, full of imagination, expressive, creative and not standard. It is very clearly shown that there are not any correct and incorrect answers in the child's game, that everything that reflects with the process of child's activity ("as much as it isn't dangerous for the children or other people, and if it does not spoil the totality that the others are trying to do") is acceptable and contributes for the advantage of the activity.

The child's game should be interactive, spontaneous free and surprisingly interesting for the child and should be frank.

There is no doubt that the most advantageous is the analysis of the relations of the game and the development fields of the child: cognitive, linguistic, social, physical, mobile as well as the age specification of the educator's activities that should help the children's games. New possibilities are revealed when taking up from the entertainment room to outside, organizing and creating an educational environment with the game.

The game is a potential to enrich the children's development. The child finds the happiness for its existence in its fantasy many times we can notice that the child plays with a simple box that is not intended to be a toy. The child leaves its toys aside and plays with the simple box. He is doing that because his toys have become boring due to their restricted functionality. Ex. the power driven toys that move backwards and forwards, left and right, and have light alarms and opening doors in a very short period of time become boring. The box that the child has found by a pure chance, can travel everywhere can be a car, a bus a plane, a rocket, a boat, a bird an animal e.t.c. In his imagination it can fly anywhere and can be transferred in everything. This kind of a game makes the child full excited, delighted animated, it enriches its complex intimate experiencing the world and stimulates its emotional meditative fantasy.

When playing the child makes additions to the pictures of the objects in its fantasy; it makes them alive.

Similar feeling the child is experiencing when playing with storage dolls, especially with those that one can manipulate easily - the Gunjol doll. This type of a doll, consists of a head, hands and a shirt. One puts the hand into the shirt, the index finger is placed into the head-neck and the thumb and the small finger into the sleeves that represent hands. The index finger moves the head of the doll and the thumb and the small finger move the hands. Those dolls usually do not have legs, but if necessary, then the legs move slowly assisting with the other hand

fingers. This kind of dolls is the basic representative of manual dolls. Their manufacturer is simple and easy.

The child plays with those dolls as it likes most often as it is not possible in the reality. When the child takes the doll in his hands it surprises him again by its mobility.

Those dolls have a coll and steering face expression, within the child's imagination the doll speaks, gets angry, smiles, opens and closes its eyes and can do a lot of amazing things, it becomes alive and is the child's friend. The child starts inventing contents, activities with the doll and with its own fantasy.

The doll can be used in educational purposes. It stimulates the child to think over new contents from the everyday activities, ex. from the society and the nature and to perform speech exercises from the culture or contents of some story or song.

Hence, the child emotionally expresses its thoughts. The game that, gets a shape of child's expressing the reality. Those creative games help the child accept the surrounding world, become used to the world and gradually accept and overcome the same.

By these games the child gains the feeling of its existence in the world that surrounds him so it develops itself and its world. in the same time it rejects the childish emotional conflict situations. Now it develops his sense of justice, cooperation, humanity, socialization and gains noble characteristics of his personality.

If the game is played in groups, the educator mediates in case it becomes, in certain limits, unnatural and not human. The feeling of variety is stimulated amongst the children.

Within the game the children develop different speech constructions. The verbal expression becomes an object of playing where the children learn some language distinctions. The child plays with the language forms freely, combines the same in different ways, transforms them and is looking for same in different ways, transforms them and is looking for linguistic answers. The child plays with unusual linguistic constructions, with the voice, with words, finds out the rhythm and the language melody and its poetic dimension. The child creates its own dramatizations and enriches its speech expression.

There is no doubt that the doll game transforms also the child's personality. The child leads a dialogue with the doll, it gets dimensions of a character of another person, that the child has in its fantasy. Through the doll the child speaks in the first person, singular and for itself also. It already thinks and imagines certain conditions of communication, it imagines the area where the action takes place. The child discusses with the doll, it gets angry, aggressive, in happy, so necessarily it enriches its knowledge of the reality.

That is why the application of those dolls in the kindergartens has an important educational and teaching contribution and importance.