

Play Way Method: An Effective Approach for Self-Regulated Learning Practices

P. Kavitha Priya

Abstract: *The Play Way method was an age old and a traditional method. Through this method, the student can learn through fun and exciting mode. This is highly beneficial method, when we compare with other method of learning.*

Keywords: Play Way Method

1. Introduction

Activity based learning started in the year 1944 by David Horsburgh in Rishi Valley School. The key feature of the ABL method is that it uses child friendly educational aids to foster self-learning and allows the student to study according to their aptitude and skill. It means learning through and fro activities. This describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands on experiments and activities. The idea of activity based learning is rooted in the common notion that the students are active learners rather than passive recipients of information. If the student is provided the opportunity to explore by their own; provided an optimum learning environment is given to make their learning becomes joyful and long lasting. This method can take place in many forms talking, writing, reading, discussing, debating, acting, role-playing, journaling, conferring, interviewing, building, creating new ideas and so on. It provides the students to work cooperatively in small or large groups. This helps to identify the hurdles in implementing of interactive learning and gives a remedy to overcome the fear of speaking skills. In India, activities can be done in the form of songs, drawings, rhymes, role play to teach a letter or a word, solve mathematical problems, form sentences, and understand social science and even it helps to understand the concept of science subject. If a student is absent even a single day, he / she should starts from where they left. The student has to do self-learning for the missed portions. ABL serves as one of the child-centered, child-friendly education, which is the mandate of the Right of Children to Free and Complusory Education Act (RTE) Act in India.

Its ultimate aim is to keep the students of being active. The next step to Activity based learning is Play way method of learning. The learners love to play and it is their natural instinct. The play-way method was conceived by Friedrich Wilhelm August Frobel, who is also the father of the Kindergarten method. Play means work of the children.

As Froebel says that "Play is the purest most spiritual activity of man at this stage and at the same time, typical of human life as a whole of the inner hidden natural life in man all things. It gives, therefore joy, contentment, inner and outer rest, peace with the world. It holds the source of all that is good" (Dr. V.K. Maheshwari, 2018).

The play way method is one of the important methods of language teaching. "The idea of play way in education was expounded and developed by Caldwell Cook in the nineteenth century. The philosophy behind this is that children learn best when they are motivated by interest and the spirit of the play. (Meenakshisundaram, 2014) " The student can understand their needs and goals while playing. Because playing motivates them to concentrate to achieve their goal. So it is important to teach the students with the play way method. While playing games the environment is very relaxed, this makes learning interesting and fun. In play, the student experiences the pleasure of performing a task for their own sake. It is highly essential that learning process to be conducted through playful activities because they are more interesting. It should take place in an atmosphere of freedom without any restraints.

It is highly utilise in pre-primary stage of education is very crucial in the development of a child. The study of cognitive components of development is being overemphasised, while the socio-emotional developmental aspects have been ignored. The early care and education of the child have to be informal, with the implementation of proper practices of care. It should include stories, lullabies and traditional infant games, all taking place in a play-way method that helps in the socio-emotional development of the student.

It helps to train the five senses which make all round development in an individual. The principle of learning by doing involves maximum usage of these senses. Any knowledge which a student gains through their head and hands becomes interesting and purposeful for him. The student experiment and discover themselves the required knowledge by means of play-way method. The play-way method takes into account the individual differences of the learners. Every individual works according to their differences in different spheres like interests, attitudes, sentiments, capabilities, intelligence level etc. It makes the learning easy and understandable by involving every learner according to his differences. This method develops a congenial environment in teaching-learning process. It does not create artificial environment or any compulsion on the learners. Everyone is free to do and act according to his interests. Whenever children need suggestions, they accept them without any hesitation.

The teacher has to develop customised learning activities. They creates a joyful learning environment. The teacher

has to prepare relevant teaching learning material after designing the learning activities. They have to plan the activities ranging from simple to complex. The teacher has to guide, supervise and leaders for the learners during the learning process.

This method of imparting should be informal and natural to suit the interests and needs of the students. The main motive of this method is, the student should fully enjoy the learning process. They should be active participants in it and responsible for their own progress and development. It nurtures development of learning process and it increases muscle development and their control.

It connects the education and psychology to describe how a student can learn to make sense of the world around them. Play way method of learning is a child centric method of learning process. It develops the student's social, mature emotional level and cognitive skills. They gains a self-confidence, to engage in new experiences and environment. It helps the teacher to make the student ready to learn and to participate in an effective way.

The student learns and develops cognitive skills, physical abilities, new vocabulary, social skills and literacy skills. The teacher gives a repeated exercise practices for the physical development. It student learns social values like unity, brotherhood, co-operation, oneness, empathy, problem solving, competence perspective of others and so on. This helps to increase in the I.Q level as they learn by doings. It also helps in establishing the emotions of student and helps to overcome shyness and timid. This method pays a way to develop their intellectual level and it creates a scope for more imagination and inquisitiveness.

It helps the student in their growth and it provides an outlet for anxiety and stress. This method of learning makes the student to learn complex matter into a simple way. There are many types of play namely symbolic, sociodramatic, functional and games. Playing and learning should go hand in hand. They are not separate activities. This is a creativity medium of study to show their students capabilities.

The strong part of learning is made easy by the introduction of elements of interest and motivation. It can be used in the practical teaching of different subjects like mother tongue, maths, history, study of nature, moral and social training, for example; stage play can be used for history and mother tongue. It advocates educating student through activities in which the learners can put their heart and soul and work in an atmosphere of freedom and spontaneity. There is no forceful learning process rather it is fun.

Play way method divides in different typical for learning. While these stages are important and necessary for a child's social development, there are other types of play that also contribute to a child's maturity. These types of play usually develop as a child begins to engage in cooperative play and include: Unoccupied play refers to activity when a student actually isn't playing at all. He /

she may be engaged in outwardly random movements, with no objective. Despite appearances, this definitely is play and sets the stage for future play exploration. Next, Solitary play is just what it sounds like a independent. The student can play alone. This type of play is important because it teaches a child how to keep them entertained, eventually setting the path to being self-sufficient. Any student can play independently, but this type of play is the most common in younger children around ages 2 or 3. At that age, they are still pretty self-centered and lack good communication skills. If a child is on the shy side and doesn't know their playmates well, they may prefer this type of play.

Next, onlooker play is when a child simply observes other children playing and doesn't take part in the action. It's common for younger children who are working on their developing vocabulary. Parallel Play is play way learning takes place between pairs in the class. Even though it appears they aren't paying attention to each other, they truly are and often mimic the other one's behavior. This type of play is viewed as an important bridge to the later stages of play. Associative Play slightly different from parallel play, associative play also features children playing separately from one another. But in this mode of play, they are involved with what the others are doing, think children building a city with blocks. As they build their individual buildings, they are talking to one another and engaging each other. This is an important stage of play because it helps little ones develop a whole host of skills socialization.

Cooperative play is where all the stages come together and children truly start playing together. It is common in older preschoolers or in younger preschoolers who have older siblings or have been around a lot of children. Cooperative play uses all of the social skills your child has been working on and puts them into action. Whether they are building a puzzle together, playing a board game, or enjoying an outdoor group game, cooperative play sets the stage for future interactions as your child matures into an adult. Physical Play like Gross and fine motor skills it comes into play, whether the child is throwing a ball or riding a bike. Physical play encourages kids to be active. Constructive Play includes building with blocks, making a road for toy cars, or constructing a fort out of couch pillows. Constructive play teaches kids about manipulation, building, and fitting things together like letters to form as a words. Cognitive skills are used to figure out how to make something work best. Symbolic Play is a type of play can be vocal like singing, jokes, rhymes, graphic arts drawing, coloring, counting, or making music. This type of play helps children learn to develop skills in expressing themselves and exploring their experiences, ideas, and emotions.

Play way method can be in different subjects in a unique way. In languages, Play-way method helps the children to acquire the free use of language. Debates, discussions, tutorials, class-meetings, school assemblies provides sufficient opportunities for expressing one's ideas thus help in acquiring control over the use of languages in different situations. Even pronunciation can be well

taught in play-way spirit. The student could recite nursery rhymes in a singing manner even if they do not understand its meaning. So play-way method is very effective and significant at elementary level in order to make the use of language in different situations. Different mathematical operations like addition, subtraction, multiplication and division can be taught through play-way method. Counting and simple calculations can be taught by organizing projects like running a shop, managing a post-office, opening a co-operative store etc. In social studies, it can be taught through dramatics, stamp collecting, drawing of maps, graphs, charts, pictures, globe-making, models, historical and cultural excursions and tours. For science, Science can be best taught through play-way method. Different experiments, collection of specimens, manufactured articles, minerals, preparation of charts, models and graphs, photography, soap making, chalk making, preparation of squashes, jams etc. can be best taught through play-way spirit. The students love to make things for themselves so they should be given ample opportunities for activity and play.

There is no age limit to follow this Play way method of learning. There is no set play way curriculum. The students learn concepts through games and play. For example; if the student is being taught a lesson on animals or even guided through an art project about animals. It believes in creating classrooms that are an extension of home where the student can engage in play and express themselves with freedom. The Play way method reduces the divide between teacher and student. The teacher also participates in play, increasing the learner's confidence in the learning environment. Every student has to participate, leading to holistic learning without the burden of performance and evaluation.

Play way method is preferred for its flexibility in combining with other methodologies. The learner play is a natural state and they enjoy any activity that is presented as play, be it physical or mental. This makes play way conducive to learning. Young students have a low physical strength threshold which makes it difficult for them to concentrate on prolonged systematic learning. The play way method allows them to learn with more concentration but less strain. Every student is involved and given the opportunity to learn in a free space, without any inhibitions. The learners learn to organize themselves and imbibe self-discipline through the activities. Play way allows the learners to learn a spectrum of skills. This environment creates them to be imaginative.

This method helps to solve problems, answer questions, formulate questions of their own, discuss, explain and debate. It enables a lecturing by instructor rather more student ownership. The ultimate aim of this method is to modify the student's behaviour. This can be done by ABC's to behaviour management, i.e. Antecedent, behaviour and consequences. It reads the facial expressions, body posture and incidental behaviour like kicking, mumbling, tearing paper, breaking pencils and so on. The teacher provides appropriate consequences for every compliance. The positive reinforcement must be rewarding to the student, this makes them to change their

attitude into a better way. It provides a set of behaviour rules or expectations to be followed. Behaviourism highlights the role of motivation and definition of the aims and purposes in learning and shaping of behaviour.

As Watson says that "Give me a dozen healthy infants, well informed and my own specified world to bring up in and I will guarantee to take any one at random and train him to become any type of specialist I might select-doctor, lawyer, artist, merchant chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors" (Mangal, 2002).

This is exact evidence that, behaviourism plays an important role in framing their aspiration of each and every student's life. The behaviourism is monitored in the play way method of learning, to modify them for their better future.

The teacher used a various games as a part of learning. There are some practice ways in which the spirit of play may be utilised in the work of the teaching of mother-tongue. First is story telling or dramatization, there is no age limit. The drama or the piece of drama which is to be selected should be according to the level of the students, and that must have learning significant. The story of the play is to be given to one student and that student is free to express their ideas gradually. Here the teacher can only show the guidelines, not to interfere in their ways of expression, in pronunciation or in anything else connected with the use of mother tongue.

The teacher makes the student to recite a new poems. Story telling is very much powerful, to know how creative they are. Telling stories in fun for the teacher as well as the students. First the teacher should create the students into interested and attractive towards stories. It also serves to develop clear and orderly oral expression. The creative power of the students also gets enhanced along with language proficiency. The student has to reproduce sentence from memory, the skill of structuring the sentences. It can be made through picture charts. At lower classes, the students can be asked to narrate the story by the sequence of pictures. Even on the other way, the students can be asked to complete stories that are finished partly by the teachers. The hints of the story can be written on the black board. The students can also be made to read a short story at home and narrate it in the classroom. In this way, storytelling can be made an effective technique to improve oral competency of the students. This pays a vital role in developing the student's creative thinking.

The teacher can conduct extempore speech competitions. Students should be made to participate in that competition. This generally encourages using English as like a mother tongue. It creates a great scope for them to develop their speaking competency. This type of competition are meant to measure the competitor's depth of knowledge rather than their resourcefulness and eloquence.

To make more students participate in such competitions and speak in English, the topics should be easy and interesting. The aim of the competition should be to judge the competitor's capacity to speak coherently and in an interesting manner. In order to make the students well versed in speaking and become great orators, the teacher have to provide adequate practice. In the classroom, students should be given topics and asked to prepare at home and speak before the audience. Later, the students can be given topics and made to speak at once. The topics should be easy and should be of general interest. This will improve their skill of eloquence as well as ready wit.

The teacher can conduct a various communication games. Language games are those games where student find an incentive to learn. They make the students participate earnestly learning activities. They provide varieties of activities. It is an important responsibility for the teacher to make the best use of language games.

There are some amusing games which are very useful to the students to develop their skill of reading. For example: Adject game, these games helps the students to use all the adjectives they have learnt. If one girl starts a sentence and it has to proceed by using different adjectives. For example: Praveen's coat is red. Praveen's coat is big. Praveen's coat is dirty and so on.

Some students finds difficult in writing with a correct spellings. English spelling is illogical, irregular and irrartional.

G. B. Shaw, the dramatist, felt so strongly about the inadequacy of the English spelling system that he said that even if there was a civil war for the sake of spelling reform, he would bot grudge it. The difficulty with English is that it has 26 letters in its alphabet to represent 44 sounds. (Meenakshisundaram, 2014)

A wide readers are good spellers. The teacher has to make the students to perform well in their spelling, by conducting spelling games, spelling note book and so on. There are number of games that are helpful in learning spelling. A word building game, where students are given a word and they are asked to build as many words using the letters of that word as they can. For example: if they are asked to build words using the letters of the word practice, they may say act, pat, tat, rat and so on. Next the teacher can conduct spelling bee. The class has to divide into two groups. A student called the master of ceremonies. They hold a list of words in their hand. One has to speak a word and asks a student gains a point for their group. But if the spelling is wrong, the student in the second group is asked to spell the word. The group that scores the maximum points is declared as winner.

The teacher can also conduct a memory game to the students. The teacher writes a few words on the blackboard, asks the students to read them and then rubs off the black board. Students are asked to reproduce those words in their notebook from their memory. The teacher can conduct a completion game. The class is divided in two groups. A student from the first speaks a letter. A

student from the second group adds a letter to it. Then another student from the first group adds another letter to it, and so on till the words are completed. If a student in a group fails to add the appropriate letter, and the student in the second group does so, the letter gains a point for their group. The group that scores more points is declared as winner. The teacher can also conduct description game. In this game the class is divided into two groups. Two different things decided by these two groups but one member of each group must remain outside. So, they will be stranger to the decision of the group. The game starts which one student speaks a sentence on the decision so that the stranger can know about the decision taken. If student fails another student speaks another statement. If one student fails, to understand the decision, then they will be out from the game. In this way, this game continues.

This play way method is highly essential for the students who have learning disorders like dyslexia, dysgraphia, dyscalculia and so on. The student can come out from this order only through a proper practice. Dysgraphia may be characterized by difficulty converting sounds of language into written form or difficulty with alternate spelling use for each sound. The students with Dysgraphia, have substantial difficulty with written language despite having formal instruction. Their handwriting may include reversals, spelling errors and may be illegible. Some student with Dysgraphia may also have difficulty with language processing and the connection between words and ideas they represent.

The non-language based dysgraphia includes difficulty performing the controlled fine motor skills required to write. It affects the planning of what to do and how to do it. The generic term Apraxia refers to a wide variety of motor skill deficits in which the voluntary execution of a skilled motor movement is impaired. Apraxia can involve a single controlled movement or a sequence of movements, such as writing a single letter or entire words. The student may write their letters in reverse, have trouble recalling how letters are formed, or when to use lower or upper case letters. They struggle to form written sentences with correct grammar and punctuation. The common problems include omitting words, incorrect word order, incorrect verb and pronoun usage and word ending errors. But students with dysgraphia may speak more easily and fluently than they write and they have a large gap between their ideas and speech. Eventually they hate to organize their thoughts on the paper.

Dyslexia is a specific learning disability "characterised by difficulties with accurate and fluent word recognition and by poor spelling and decoding abilities"(Annals of Dyslexia, 2003). They often forget the instruction. The students find difficulty to apply the spelling rules. They tend to avoid in participating in other activities. The basic problem of the student in learning is between letters and sounds.

Then the students with this dyscalculia, struggle with the mathematics. It refers to a specific maths learning disability that is not consistent with their cognitive ability,

age and education. This can occur after brain damage and when no other thinking or memory functions are affected. They have a poor memory of math facts. The students find a lot of confusion over printed symbols and signs. They were inability to recall schedules of past or future events and problem counting.

The above games can be practiced to the students, in order to resolve out them from learning disorders. This paper is focussed on how the play way method is far different from the digitalised learning. It is considered as an old / traditional method but it is an active system for both teacher and for the students, which gives a good result.

References

- [1] Dr. V.K. Maheshwari, P. (2018). Philosophical commentary on issues of today.
- [2] Mangal. (2002). Advanced Educational Psychology. New Delhi: PHI Learning Private Limited.
- [3] Meenakshisundaram, D. A. (2014). CONTENT AND METHODS OF TEACHING ENGLISH. Gandhigram: Members of Academic Council.
- [4] Sundaram. (2014). Innovation in the Teaching of English. Dindigul: Kavyamala publishers.
- [5] VARK a guide to learning styles. (2018). VARK Learn Limited.