

THE RELEVANCE OF PLAY-BASED EDUCATION IN KINDERGARTEN

by:

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Children choose and conduct their own playtime activities. Utilizing child-directed activities like active play, role-playing, sand and clay play, as well as more structured, playful learning activities like finger plays, songs, and games that relate to content learning encourage and create a conducive environment in kindergarten classrooms. Whatever the particular, integrating play into the classroom requires meaningful activities that have been carefully thought out. That being said, play activities that are constructive and planned draw on children's initiative, and interests to evade on becoming disorganized.

According to research, children's intellectual, interpersonal, psychological, and physical development depends greatly on play-based schooling. Play also represents the most approachable method of instruction for early childhood. Kindergartners' neurons are structured for context-based learning, which means kids learn from details of broader projects rather than the current task before them.

Play is enjoyable for kids. Children apparently enjoy playing because it enables them to put new learning into practice, integrate it, and enhance it. Play-based learning aids in the formation of social connections and interactions, which are crucial for a child's academic courage and determination, enjoyment of learning, and consciousness. Thus, for all kindergartners, play is crucial to learning. It may require a high level of academic rigor and assistance with a child's developmental gaps. As teachers, we must plan just as they would when using more pedagogic methods when implementing fun learning as an instructional strategy.

Additionally, as teachers, we must comprehend the developmental preparedness of kindergarten-age students. Therefore, we must be able to monitor children's growth as they engage in the new normal classroom activities, including playing.

References:

Almon, J. 2013. The Value of Play in Early Education, and How to Get Teachers on Board. Principal. Issue September/October 2013. Washington, DC: National Association of Elementary School Principals.