

Critical analysis of Play Based Learning Environment in relation to Inclusive Classroom Settings

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Abstract

“Play is the highest phase of child development and the source of all that is good.” - Froebel

This paper outlines how to establish a play-and-learn environment for all children in inclusive classroom settings. The play and learn methods fetches a lot of benefits and potentialities for all. The process of this method helps and strengthens the talents and abilities of children for a better learning in inclusive classroom settings. Play is a fun, enjoyable, stimulating, interesting, and relaxing game. It is a normal activity in which the children can express themselves freely. It is regarded as the child's body language. The child cannot express it by language alone, but rather through the pattern of his actions, which is play. In the inclusive classroom, all play and learning experiences must be important to all children's strengths, preferences, and needs. The play and learn methods always have a great help to teachers to make use it as a significant tools for teaching the basic concepts of learning. Children often face difficulties in classroom learning process, nevertheless he play & learn method enhances the students to overcome the troubles in schooling and lead to success in life. The play & learn method influence the children to improve a normal release of physical and mental stress through which the child can have a well-balanced personality. Creating engaging, thoughtful, and enticing play & learn experiences for children gives them a positive way to learn while having fun in the classroom. This study suggests a broad approach to developing a play and learning experience for all children in an inclusive classroom.

Key words: *Play & Learn, Inclusive Education, Learning Environment and Children*

Introduction

Play is a significant module of a child's life. It benefits children to recognize their skills, and they learn to have control over their atmosphere. Play has an outstanding role in learning and facilitates the child's ability to develop a symbolic expression of their world. Play helps as a developing suitable

means of communication for children. During the time of play, children are energetic to discover and leading their environment. With the advent of the fast growing human society information of the advance of diverse types of play gives teachers and parents a basis for appropriate teaching approaches. Through play, children build significant knowledge that includes many evolving domains, such as literacy and mathematics. Children become acquainted with words even in their early years by playing with books or other resources that have letters on them. Children improve their language skills through play during their school years, as well as learning essential roles that apply to the real world

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(Seefeldt, 2001). In several cultures and communities, parents are young children's first co-players (Rogoff, 2003). Play is biological, emotional and social requirement, and is essential to the holistic development and comfort of persons and groups (Bratton, S. C., Ray, D., Rhine, 2005). Play can be observed as the normal vehicle by which young kids learn (Anning and Edwards, 2006). Play opens up potentials in the brain that may be selected up future or discarded; the important feature is that the probable is kept alive, more so than it play never ensued in the first place (Lester & Russell, 2007). Play creates a mind that has advanced flexibility and better potential for learning future in life (Lester & Russell, 2008). During play, children are able to play out negative life experiences by breaking them into lesser parts, discharging feelings that escort each part, integrating each experience back into the outlook they have of themselves, and gaining a new level of mastery (Linda E, 2008). Play has a substantial purpose in children's progress in preschool and early school ages (Alcock, 2007; Winther-Lindqvist, 2009). Play, a critical module of a young child's growth, has important benefits that span all features of progress - cognitive, physical, social, and emotional (Bodrove & Leong 2003; Gleave & Cole- Hamilton, 2012). Play is a significant part of a happy, safe childhood because it allows children's intelligences to progress and become equipped and accessible. Hughes (Hughes, 2013). Children usually develop numerous types of social skills through play. Children often follow chances to be involved in risky play (Anon, 2014). Parents and care givers are a child's first educators and have a decisive role to play in encouraging their development. Play changes as children with diverse needs produce up and at the stage and phase suitable to them in inclusive classroom settings.

Play and Learn

Play seems to assist with a number of important goals. For starters, it is a material for the importance of one's activities and learning, making it a less dangerous situation. Second, play provides an excellent opportunity to try out new behaviors that would never be attempted under normal circumstances (Bruner1972,). Play can be seen as the main occasion for children to take risks without fear of failure (Bruner, 1972). It has also been initiate that when children play in normal surroundings, their play is more diverse, imaginative and creative, and nurtures language and cooperative skills (Fjortoft, 2000, Faber Taylore et al. 1998). Everyday events can be play, and safe things found in the home can be equipment to play with (Winskill, R., & Paliadelis, P' 2005). Play reinforces open learning relationships, as families and children learn together and share results, esteem and trust. Openness empowers parents to respectfully enter children's play, inspire their thoughtful and enhance their learning (Deewr, 2009). In play, the conception of actual world information is apparent and understood in the framework of the children's plans in order to concept and reproduces new knowledge (Rice, 2009). Though, many teachers are expected of how to plan an environment for play and learn (Marthew et al, 2011). The aim of playful teaching is to assimilate play and prospectus by designing playful learning procedures of orientation, play and explanation where various learning settings are used and school subjects are incorporated (Hyoven, 2011). Play and learning must also be supportive in decisive way to complex approaches to assess learning (Ljung-Djarf & Olander, 2012). Through the play participations, students learn how to adjust and change to fruitfully

complete a task as their flexible skills advance (Hope- Southcott, 2013). Though providing teachers with guidelines on the worth of play is a significant module, it is not adequate to offer them to limit play in their classrooms (Lynch, 2014). Play permits children to exercise skills and define the knowledge they have learnt in class to some settings (Pyle & Bigelow, 2015). Play is the best way to form new skills or trying out new means of doing things accurately since play has no actual world settings. Play is one of the most active ways in which young children with diverse learns able learn different types of knowledge and skills in an inclusive classroom setting.

Play Based Learning

Play-based learning is a technique of teaching that has been normally renowned as a component of quality standards in early childhood classrooms (Hyoven, 201; Nitecki & Chung, 2013). Study has displayed many benefits for students who participate in play-based learning skills including increased language abilities, better symbolic thinking facilities and social welfares (Fiorelli & Russ 2012; Hyoven, 2011; Weisberg, Zosh, Hirsh-Pasek, & Golinkoff, 2013). Play-based learning states to classroom practices which share active, social learning skills with main content. Play-based learning can occur through both teacher-directed and student-directed play practices (Roskos & Christie, 2011). There is a gap in the literature in relation to the specific experiences of kindergarten teachers in favors to participating play-based learning into their classrooms. Theory helps play-based learning performs for young children, but research shows that direct teaching is growing in early childhood classrooms (De Hann, Elbers, & Leseman, 2014; Nitecki & Chung, 2013). Children

who participate in play based learning practices in their classroom also experiences welfares in relative to their social advance. Play based learning is not a simple-minded process (Hyoven, 2011). Research displays that teachers play a critical role in nurturing meaningful play-based learning practices (Bulunuz, 2013; Hyoven 2011; Lynch, 2014; Ridgway & Quinones, 2012). Play allows children to have some controller over their learning participation, which marks them more engagement (Weisberg et al, 2013). Play and learning are often divided in kindergarten classrooms, and the gap between research and exercise can be inclusive (Bulunuz, 2013). Play is not always exactly included in academic learning morals, so teachers may sacrifice learning experiences which incorporate play in favor of straight instruction activities that they may deem to be more effective in cover the academic content (Hatcher et al., 2012; Lynch, 2014). Play-based learning involvements are a key module of growth suitable exercise with young children (Nitecki & Chung, 2013). Because of the characteristics that make it, play-based learning is a unique element of early childhood education. Play-based learning activities were specifically established as opportunities for children to engage in constructive, social learning skills in the classroom. This study discovered the question of how teachers designates their experiences with assimilating play-based learning performs in their classrooms, the worth of play in their classrooms, their role as the adult through play experiences, and the difficulties that appearance in making instructional outcomes.

Creating an Environment for Play and Learn

Play and learn environments are fostering places that support the progress of all young children. They

comprise classrooms, play places, ranges for care giving procedures, and open-air areas. Play and learning environments are structured and very well settings. Infants will need to discover their atmosphere by focusing at toys, listening to sounds, hearing, chewing, pushing, dragging, stacking, spinning, rotating, squeezing, and shaking (Vance & Boals, 1989). In play and learn, we first must recognize the impact of the environment in the senses of children and adults. Certain people may see the atmosphere as inappropriate, but for teachers, parents, it is something that wants to be reproduced on a right of way (Vickerius & Sandberg, 2006). The physical environment is a straight image of the teacher's planning and the student's learning. It is where both teachers and students will apply most of their time and a place they can call their own and narrate to. It would be well prepared, contented, and friendly and proposal a diversity of works for cognitive, social, emotional, and physical progress (Catron & Allen, 2007). Play is an essential component of a healthy lifestyle and the growth and development of children of all ages Play is in charge of all developmental spaces; it provides opportunities for children to learn about themselves, others, and their physical surroundings (Catron & Allen, 2007). Creating a helpful learning environment needs time, thinking and preparation. Whether children devote three or twelve hours a day in your program, the environment plays a key role in serving children progress and learns. (Mashburn, 2008). Children's play and learning, their close relations and social relations are dependent on the feature of places and places they dwell (Brooker and Woodhead, 2012). An combined firm method to providing for play can discourse issues that range across micro, civic and program stages though the variables that contribute to the formation of play-

friendly environments which are known to be 'messy, manifold and complex' (Lester and Russell, 2013). The most often children feel to play outside in usual places or remote environments is one of play's many features. A growing body of research has found that daily contact to regular environments while playing has a progressive influence on children's sense of well-being, fitness levels, mental functioning and motor ability (Bird 2007; Pretty et al 2007, Söderström et al 2013). Children learn about themselves and the world about them through play. Providing a motivating, inspiring and safe environment permits children to explore, determine and nurture in their capabilities. An environment that sanctions children to make selections, and replicates their multiplicity, welfares and skills will enrich their play and relaxation time. Play gives every child an opportunity to know mastery of their environment.

Creativity in Play and Learn

In a deeper way as creativity continuously brings widespread progress in children by providing viewpoint for trying out new designs, and new means of thinking and problem-solving. Providing children with innovative play opportunities would help them to establish these essential skills while also encouraging them to explore and learn about the world around them. Children's creativity develops in play situations that require them to use their imagination (Singer, 1973). Play offers a field for creative actions and procedures (Hennessey & Amabile, 1987; Saracho, 2002). Some observations of creative adults discovered that their work developments stem from some features of child's play (Root-Bernstein & Root-Bernstein, 2006). Theoretically, invented play and creativity are unified under the creation of cognitive and affective

processes (Russ, 2003). To certain extent, play and creativity may part the same design (Saracho, 1992). A number of studies have acknowledged the method that made-up play enables creativity through cognitive and affective processes in children (Howard-Jones, Taylor, & Sutton, 2002; Moore & Russ, 2008; Russ & Schafer, 2006). The combination of play and imagination, which is based on a continuous associative network, is helpful in enhancing diverse thought and problem-solving abilities (Dansky, 1980; Lieberman, 1965; Russ & Kaugars, 2000). Being creative supports children to make relations between one area of learning and another and so extent their understanding. Through creativity, children use their imagination to develop or produce somewhat new. The early years are very important for the progress of creativity; young children have several opportunities to direct and progress their creative talents. This area comprises art, music, dance, role-play and creative play. As a result, when educators attempt to apply play methods in teaching, they need to reflect the resolve of those events. Most important, how those play actions tap into creativity. Creative activities helps unity and celebrate children's uniqueness and diversity as well as offer outstanding opportunities to personalize our teaching and emphasis on each child. Creative play inspires social and emotional progress by contributing feelings with tasks. Through creative play, children can learn significant problem-solving skills.

Inclusive Classroom Setting for Play and Learn

Teachers' point of view toward inclusive education, as well as the impact of play & learn in inclusive

education. Play can be understood as an intended state of performance in which the player ponders their energy on a thrilled and student success action (Bergen, D. 2002). Play is also imitated to be effortlessly select, essentially encouraged and impulsive (Garvey, 1990), and does not have any outdoor goals or rewards (Parten, 1933). Efforts are, therefore, being made to well understand it and apply it in the school setting. Furthermore, play seems to be children's first high-quality in teaching to relate and they are motivated and excited about it (King, 1979; Landreth 2002), which means that play is a significant medium for improving inclusive education. It's worth is gradually being accepted as significant properties of learning and happiness (Wood & Attfield, 2005). It is dynamic to support the right of each child to play and learn in inclusive classroom settings that offers all the necessities for children with and without disabilities. Each child's culture, language, origin and family structure are to be accepted and respected in the program (Copple, 2006). Inclusive education observes to the principle that each student should partake correctly in the school community and should be treasured for their exclusivity (Causton-Theoharis & Theoharis, 2008). Inclusion is apparent in numerous ways, and its importance is not totally fixed upon since participants appreciate it inversely, dependent on their schooling (Bender, Vail, & Scott, 1995; Hollins, 2011; Sharma, Forlin, & Loreman, 2008). In spite of how inspiring it is to define play (McInnes, Howard, Miles, & Crowley, 2011). There are secure features in play that are related to the worth and frequency of children's social relations that will, finally, regulate the efficiency of play as an approach for inclusion (Chandler, Fowler, & Lubeck, 1992; Mason, Kamps, Turcotte, Cox, Feldmiller, & Miller, 2014; Papacek et al., 2015;

Wong & Kasari, 2012). There are multiple welfares to inclusive education for children in many developing features (Henninger & Gupta, 2014). Potentials such as free choice, flexibility, self-rule, liberty seem to describe children's play as well; play exercise has been create to proposal a fruitful method for the advancement of inclusion in educational settings (Papacek, Chai, & Green, 2015). Though an all-inclusive definition of play has

not been fixed upon yet, it cannot be deprived of some treaties and certain designs can be create among the present meanings (Papacek et al., 2015). Manipulating play as an implement for inclusive education, in specific, can be even harder, due to lack of information on the importance and worth of play, teacher escaping of the play involvement and problems due to the nature of the program.

Play Based Learning in Classroom Time Table

Time Schedule							
Days	9.00-10.30	10.30-10.50	10.50-11.50	11.50-12.40	12.40-2.00	2.00-3.00	3.00-4.00
Monday	Play based learning English Vocabulary	Purposeful strategic play	Nutrition break with open instructional play follows	Intentional play based learning	Lunch break with group activity based play follows	Math learning through role play	Play based story telling activity
Tuesday	Math learning through role play	Play based story telling activity	Nutrition break with group activity based open play	Open unstructured play and small group	Lunch break with group activity based play follows	Instructional play based learning in groups	Intentional play based learning
Wednesday	Vocabulary based group play activity	Creative play based learning through drawing	Nutrition break with	Math learning through role play	Lunch break with uninstructed play follows	Intentional play based learning	English Vocabulary through role play
Thursday	Learning Science through creative play based activity	Intentional play based learning	Nutrition break with group play activity	Play based learning English Vocabulary	Lunch break with creative play based activity follows	Purposeful strategic play	Open unstructured play and small group
Friday	Purposeful strategic play	Vocabulary based group play activity	Nutrition break with open instructional play follows	Instructional play based learning in groups	Lunch break with open air play activity follows	Learning Science through creative play based activity	Math learning through role play

Conclusion

The analysis of the various research studies mentions that there is a need to look into significance of play and learn in inclusive classroom settings. The quality and happiness of play are

extremely accountable to the environments in which it proceeds. It can be cooperated by great and harmless tension carried about through the schedules or delay of adults. Wherever children's right to play is adversely restricted by the society there are concerns for children's health,

development and well-being. Children play an important role in social reproduction; it is through play similarly than in school that children found social dealings with peers and add to the building of the culture of their groups. Children learn how to cooperate with peers when involved in play actions though also structure on significant plans about the actual world. The play and learn methods need more modifications and adaptations in order to be more useful when the teachers observes that the play materials needs changes so that the all children irrespective of ability or disability can manipulate them. The traditional method of playing and learning needed to be changed and settled into more effective manner towards development of an healthy progress of diverse needs of children in inclusive classroom settings.

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