

Ways and methods that develop creative thinking through educational play among kindergarten children 4-5 years old

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Abstract:

If teaching is the main focus of each education, the latter is a reflection of the philosophy of each nation, and the philosophy of education, which in turn directly reflects the history and civilization of the nation to which it belongs, and the educational system that expresses the cultural ambition of this nation and its hopes and the child does not school directly in school, but must be included in kindergarten, it is the initial place for the child and a stage that precedes school, It is the one that develops his creative thinking through purposeful educational play, inspired by an educational program written by the Algerian Ministry of National Education, which is based on scientific foundations, where the kindergarten contributes to the formation of the child's personality, in addition to helping to develop innovative behavior, as well as working to develop the child's ability to imagination, expression, thinking and problem solving, and this can only be achieved through means, **John Piaget** believes that constructive activities teach children creativity and invention, and these abilities grow through constructivist games. Therefore, educational games have a great impact on the development of creative thinking.

Through this research paper, we decided to work in this field to ask the following question:

- What are the ways and methods of creative thinking among kindergarten children 4-5 years?

Keywords: child - kindergarten - creative thinking - educational play.

Introduction:

Childhood is a very sensitive stage in the life of each individual, and this can only be achieved through the actual formation of him, starting from his personality, which is the basic thing, even if we return to the composition of his personality, we find it full of experiences that reflect his inclinations, desires and emotions, There are elderly people who we notice that they do behaviors that surprise some, which is to return to the play that is traded by young people, Accordingly, the child must be saturated at the beginning of the early stages of his life with play, and if we address play, it is a constructive, purposeful and developing means of creative thinking, and therefore it is a non-random organized play in the early stages of the individual's life, and that is included in official institutions accredited first, the kindergarten, which is the link between the family and the school, as it aims to achieve the integrated and balanced growth of children from all aspects, In addition to strengthening and developing their abilities through free activity and purposeful educational play.

1- Definition of kindergarten:

It is the place where children are received, especially those under six years of age, in order to learn and pre-school education, so kindergarten is a link between home and primary school, as the child does not enroll in school unless he is equipped with a set of knowledge and skills that enable him to succeed in the primary stage.

(Turkey Rabeh,1982:80)

2- Kindergarten Objectives: These objectives are as follows:

- Develop a sense of confidence in the child in a non-compulsive atmosphere.
- Aims to develop the child's desire to work with others, and learn to have an active role with others.
- Develop independence in acceptance, rejection and going.
- The child's preparation, readiness and ability to enter the school.
- Meet the needs and happiness of the child.

(Fahmi Atef Adly,2004,35)

3- The importance of kindergarten:

The importance of kindergarten institutions stems from the importance of childhood, which is considered by the testimony of specialists in this field an important and decisive stage in human life, because it is a stage in which the basics of personality are placed, and the various dimensions of growth are drawn, it has been scientifically proven that the first years of an individual's life constitute an essential and foundational stage

on which the stages of growth that follow are built, and that the social, sensory, motor, cognitive, mental and linguistic stimulation peaceful has positive effects on the formation of the child's personality.

(Kenawy Huda Mohamed, 1998, 19)

4- The needs of the child:

The child has multiple needs that the nanny must meet within a reasonable framework, since meeting the needs is one of the objectives of preparatory education contained in the National Education Directive Law 08-04 of January 23, 2008, which states the following:

- The need for security and reassurance.
- The need for love and belonging.
- The need for social life and mixing in the middle of preparatory education is necessary because it provides compensatory education, especially for what the home lacks.
- The need to appreciate the environment of encouragement and to provide a special place for each child within the community.
- The need for freedom, especially in the areas of his choices.
- The need for recognition by others.
- The need for a controlling authority that determines his starting field, and thus the practice of behavior within the framework of social values.
- The need for success and self-esteem.
- The need for independence.

(National Education Directive Law, 2008)

5- Definition of creative thinking:

The definitions of creative thinking varied and differed, as **Khairallah Al-Sayed** defined it as the ability of the individual to produce characterized by the greatest degree of intellectual fluency, and automatic flexibility, in response to a problem, situation or stimulus. **Guilford** defined creative thinking as a cognitive process or pattern of divergent thinking that is fluent, flexible, original, and sensitive to problems, and results in an innovative outcome.

(Adel Saraya, 2007, 144)

6- Characteristics of creative thinking: can be defined as follows:

- A mental process, not a mental production.
- It is characterized by flexibility, intellectual fluency, originality and sensitivity to problems.
- One way of thinking is human thinking and not synonymous with intelligence, which includes mental abilities in addition to thinking.
- The acquisition of the ability to think creatively depends on the ability of the individual to acquire information acceptable to him.

(Abdel Halim Mansi, 23, 2003-24)

7- Components of creative thinking:

It consists in:

- **Fluency:** It is the ability of the individual to recover the largest number of appropriate ideas in a certain period of time, as well as his ability to produce many verbal ideas that have a free and open end and play an important role in the image of creative thinking in the individual, and fluency in turn branches to verbal fluency or fluency of words, fluency of expression, fluency of ideas or meanings, fluency of forms.

Flexibility: It is the ability of the individual to generate different expected ideas and transform the course of his thinking with the change of stimuli, and it is the opposite of intellectual rigidity and flexibility is or divided into automatic flexibility and adaptive flexibility.

Originality: It is the ability of the individual to produce new ideas and responses characterized by novelty, wit and non-commonness.

Details: It is the ability of the individual to identify details that contribute to the development of a particular idea, as it is intended to think deeply about the wage and realize the relationships between them.

(Tariq Abd al-Raouf Amer, 2000: 97-109, edited)

8- Thinking characteristics in children under six years:

These characteristics are as follows:

- The child's imagination is characterized by excessive fertility.
- It makes it easier for the child to store information, experiences and symbols of objects to use in the acquisition of independent experiences.

- Creative performance and creative thinking are constantly growing at this stage.
- Early childhood is the crucial period through which concepts are formed.
- The child at this stage can link between causes and effects so that he can arrange events in a logical sequence.
- The early childhood years are the period in which innovation and creativity must be revealed in the child, and this is achieved if we enable him to move and explore and give him the freedom to experiment, practice, play and work.
- Tolerance for making mistakes, and has a low level of anxiety.
- Flexibility of thinking and personal independence so that the child is free from social restrictions, as he tends to complex things and feels happy when challenged by difficult things.

(Jarwan Fathi Abdel Rahman, 2002: 84-85)

9- **Methods developed for creative thinking in kindergarten:** These conditions are as follows:

- **Family educational awareness:** Educational awareness in the family is one of the obstacles that prevent the development of creative thinking in the child, and **educational awareness** gave and gave the family a vision of the needs and requirements of the child, and explore his abilities and talents and create ways of these abilities and development and upgrade, one study dealt with that parental trends wrong educationally and psychologically in the treatment of children negatively affect the obstruction of creative thinking such as overprotection, Bullying, neglect and provoking psychological pain, segregation.
(Adnan Aref Musleh, 1990, 107)
- **Psychological security:** Mental boldness that generates ideas needs external stimuli, and the child's sense of security about his constructive behavior is one of the most important motivators that support the birth of the idea, and many researchers have linked between exploratory behavior that develops the innovative abilities of the child who grows by play, and the state of fear and anxiety that affects and afflicts the child due to environmental factors that limit his exploratory behavior.
(Adnan Aref Musleh, 1990, 108, 107)
- **The existence of the educational program:** The presence of the child in the nursery and kindergarten institution is better than their stay at home, as it lacks the necessary activities and experiences for the child during his early years, which reflects negatively on the formation of the child's personality, as shown by the results of several studies conducted in the United States of America, The educational attainment of children benefiting from early intervention programs in early childhood is higher than that of their non-beneficiary peers, and one of the things that the kindergarten institution must take care of. Children for The development of creativity means that enrich the child's experience and helping to develop innovative behavior, and we work to develop the ability of expression, imagination, thinking and problem-solving, and the most prominent of these means are images, drawings, paintings, puppet theater, and tales, where **John Piaget** believes that constructive activities teach the child creativity and invention and grow these abilities through constructive games.
(Abdullah Abdul Rahim, 2002, 108)
- **Creativity through play:** The child has needs, including his need to play, whether in his home, environment or school, play for him is a great educational value, and it cannot be ignored considering the activity of play represents the effective and appropriate means to develop a healthy and integrated personality for the child and also try to make the activity of play that affects at the same time the child's abilities and faculties of organic, cognitive and mental can be observed in the extent to which he can achieve academic achievement in terms of thinking, remembering, abandonment and awareness of relationships Causality helps innovation and creativity, and therefore games can develop creative thinking through the following:
 - Drawing and free expression of the child's ideas.
 - Developing the skill of logically answering questions.
 - Helps the child in the development of the skill of collecting things that arouse the child's interest.
 - The ability to direct attention focus attention into problems facing the individual in generalIncrease language output and ability to express.
 - Develop the mental abilities of the disabled with various types of disability.
 - Reduces aggressiveness in children, relieves their anxiety and makes them happy.
 - Develops curiosity, passion, effectiveness, sensory richness and scientific knowledge in children.
 - Develop thinking in solving various problems facing the child or the environment.

(Badran Shibl, 2002, 45)

Play helps to develop the child's ability to exceed the limits of the reality he lives in and helps him more to develop his ability to achieve his desires in a compensatory way, and also helps to develop the outcome and verbal ability to express, and therefore there are features of play and between the factors of creative and innovative logical thinking through:

Automaticity: It is the ability to generate the largest number of responses that are considered creative innovation.

Flexibility: the ability to change responses

Originality: the ability to generate unique responses

(Badran Shibl, 2002, 46)

10- Criteria for choosing children's games in early childhood:

- The educator has a major role in testing children's games, his responsibility is greater than just providing the opportunity for the child to unleash his play, and one of these responsibilities is to observe the child to learn about his way of playing and the extent of his acceptance and enjoyment of the game, and therefore it is discussed while playing and explains how to play and ask open questions that help him continue to play, and focus on it to give him the opportunity to acquire new concepts and ideas, and therefore there was a set of criteria that the educator must take while choosing the game In early childhood.
- To be suitable for the age of the child in several aspects of different growth, including physical, mental, psychological and social, it is physically does not contain parts difficult to hold for the child or requires him to make manual movements that he cannot yet such as sewing and either mentally commensurate with his ability to think and not be less than his abilities and bored of them, or greater than his abilities and becomes boring and frustrated because he cannot play with them, As for the psychological aspect, the good game aims to develop the child's self-confidence and a positive view of himself, when he can accomplish the requirements of the game, and socially not to buy a toy for a three-year-old child that requires group play with a group of individuals, because he does not yet have the skills to deal with a large group.
(Qatami Youssef, 199035)
- The game should have elements of security and safety, and of good and excellent quality, as the safety standards must be the game does not carry harmful substances for the child, such as unstable colors that disappear quickly and contain substances harmful to the health of the child, as well as that the game is safe and does not have sharp corners or edges that harm the safety of the child, in addition to that it does not contain small pieces that are easy to swallow, In addition, the game does not belong to encourage manifestations of violence and aggression. (Qatami Youssef, 1990,36)
- To be diverse so as to help develop different skills in the child, and not focused on one aspect such as buying toys to develop structure, others to develop motor skills and games to develop social aspects, such as bilateral and group games, games to develop hand muscles, and games to develop taste and aesthetic sense of art and creativity.
- Providing elements of fun, it is supposed to achieve fun for the child such as beautiful colors and entertaining sounds, and the game should not be a way to monitor and evaluate the child, so it is important to leave the freedom for the child to play as he wants with the game and in the way he wants without the permanent intervention of parents and parents.
- The game should be in line with the child's desire and develop his individual inclinations.
- The game should be of an individual nature at first and then a collective character in the advanced stages of life.
- To be commensurate with the psychological aspects of the child.
- Choose games that have educational goals and are in line with the child's age and are exciting and fun at the same time.
- The child should feel free, independent and comfortable playing.
- The rules of the game should be easy, clear and uncomplicated.
(Qatami Youssef, 1990, 37)

10.1 Types of educational games in kindergartens:

There is no doubt that play, whether free or directed, has a key role in the acquisition of kindergarten children of the concepts, skills, trends and values prevailing in society, and educational games are one of the forms of intentional directed games that achieve educational goals in an atmosphere of fun and joy, and sometimes combine cooperative and desired competitiveness. The kindergarten teacher must be fully aware of the importance of educational games, their function and how to design them in order to achieve the goal of

using them as a complementary educational activity, and therefore we find in the kindergarten varieties of games are:

First: Large games: such as the internal and external yards in the kindergarten represented in swings, climbing games, balance games, car games and airplanes.

Second: Toys used: such as sandboxes, fish ponds, bird cages and farming tools

Third: Games used in the classroom: such as small cubes, tools, artistic games, throwing, physical games, jaw and assembly games. (Saleh Mohammed Khattab, 2004:24)

There is another division of the types of educational games in kindergartens, which is as follows:

First: Free play: It is the play in which the child participates without being restricted by rules or regulations, and achieves the child's educational goals.

Second: Organized play: so that all children participate in it, organized and managed by a teacher with the aim of enjoyment, achieving some educational goals such as waiting for the turn, controlling the child's feelings, everyone's participation, and cooperation.

10.2 Specifications: to be as follows:

- Fun, simple rules, waiting to be there.
- Achieving educational goals such as concentration, developing synergy and controlling the body, meeting a need for movement and strengthening the spirit of the group.
- All children share it.

(Muhammad Awatef Ibrahim, 1986: 66)

10-3- The importance of kindergarten play:

Playing in kindergarten is an important way to teach the child by enjoying his time, play helps to form new concepts and useful experiences, and also helps to build a personality together through his active participation in free activities in a fun way, and some believe that playing in kindergarten just to play and that the use of play in teaching the child is a waste of time and effort, and that the teacher only plays with the child in kindergarten and the fact that playing in kindergarten Children are essential in the education of the child and the acquisition of a lot of experiences and skills and bring about the integrated growth of the child in all aspects, through play the child learns what he cannot learn from others.

(Saleh Khattab, 2004: 39)

Motor games such as climbing, swinging and running teach compatibility and coordination between movement, mind and perception, which show their importance when learning to read, write and play, encourages the development of dialogue in the child and immersion in building and demolition games, and enhance the child's self-concept, and play with sand in which the child acquires many educational and diverse experiences, and in representative play the child overcomes many of his fears and psychological disorders to which he is exposed Also, the teacher can address many of the negatives for the child during this type of play. (Muhammad Awatef Ibrahim, 1986: 67)

10.4 General objectives of educational games in kindergarten: These objectives are as follows:

- Arouse curiosity.
- Training the child on the method of solving problems.
- Arouse the child's mental potential.
- Providing opportunities for motor and sports activity.
- Provide opportunities for the exchange of ideas, experiences and cooperation between the child and others.
- Developing the tasks of collecting things freely, in order to make the child something expressive and interesting.
- Imaginative play can be used to teach children creative behavior.
- Play helps to develop the child's ability to exceed the limits of the reality he lives.
- It helps more to develop the child's ability to fulfill his desires in a compensatory way.
- Helps to develop verbal outcome and the ability to express.

(Adnan Aref Musleh, 1990, 108)

Conclusion:

In conclusion to this work, play, especially the educational of it in kindergarten children is purposeful and effective and has a positive impact on the development of creative thinking, creativity is a mental activity accompanied by a strong desire to search and reach a solution to problems or reach goals that the educator has enthusiasm and determination towards addressing.

From the above, we suggest the following:

- Supporting play curricula with rich and varied creative activities to develop children's creative thinking.

- Improving and developing activities so that we reach the desired goal.
- Develop and improve the child's play techniques.
- Providing the appropriate atmosphere for the child inside the kindergarten so that it can be an outlet for him and encouraging the spirit of initiative to break down the psychological barriers of children and express what is going on in their minds.
- The kindergarten should keep pace with the course of the outside world and make the best use of technology to modernize the kindergarten.
- Making the kindergarten an outlet for the child by parents is not a place to dispense of them from eight in the morning to five in the evening.

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