

Dramatization in play for preschoolers in Play-shop of KODOMO project

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Based on the socio-historical tradition of psychology (El'konin, 1978), I implemented KODOMO Project (Ishiguro, 2006) by referring the formative experimental method. Play-shop of KODOMO Project is an experimental site to investigate and develop flexible and process-oriented play activities for preschoolers. This current study discusses what was learned for the children through play activities in the project by focusing on dramatization.

Play-shop included four different play activities; picture book listening, dramatization, picture-drawing, and talking on all the activities. My research questions in this study are (1) what did children experience through four different play activities? (2) were there emotional learning besides cognitive learning during play activities? I investigated these questions through analyzing various types of children's utterances in four different play activities. While listening to the picture book in the first phase, children were invited to the fantasy world. However, they were at the same time "outsiders" because they were belonging to the real world. It was through dramatization in the second phase that children transformed themselves into the members of the fantasy world. In the third phase, they were reflecting on the play activities by drawing pictures and talking with other participants including adults. In the fourth phase, they talked about their own story with their own pictures. Based on these data, I discuss the important nature of play in relation to emotional and cognitive development (Vygotsky, 1933).

(References)

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