

The Impact of Dramatic Games on Education and Creativity

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ABSTRACT The dramatic game is one of the most important basis for education of children. Those people, who are educated in this way, are more active and can make use of their wisdom and talent better than others. Dramatic games are not only important during childhood, but as a child turns into an adult, these plays seem more complicated. Children give shape to these games by using their wisdom and thoughts. Talent and genius of the individual also affect the selection of games and plays. While playing, the child learns how to interact with others in society; this way, he/she learns different emotional and social skills. Childhood playing and games are considered an important instrument in better judgment in future, helping the person to be useful for his or her society as an adult. Since playing games is a part of children's lives, it helps the development of his/her personality; it can also be a starting point for socio-centrism. This paper tries to bring into the surface the impact of dramatic games in the education and creativity of students in Iran.

INTRODUCTION

When a child plays games, he/she considers his or her small surroundings as means of social relationship and interaction. This goal is fulfilled through traditional games and plays in different sections of society. The conventional and local games in Iran have been constructed in a way that the priority goes in increasing the creativity and activity of children. Today these priorities are forgotten and replaced with computer games. These traditional games accompany folkloric songs and poems that help children remember the cultures of the past. They demand collective contributions. Each game requires a minimum of two individuals; they are not limited to one single player. These games require cooperation and interactions. Sigmund Freud believes that children who play with a particular instrument, try to overcome their unconscious emotions to the extent that they are not affected by social situations subjectively (Sparks 2016). Some of these games intend to develop different senses in children. For example, in the traditional Iranian game, called *Le Le Houzak*, the mother holds the hand of her son, and tickles the palm; for the purpose, she makes use of her child's creative power, to incarnate the images of her songs; she finally bends each finger for a particular image and song.

By touching the last finger, she tries to give the finishing touch to the picture. This way, the child learns to interact with his or her touching sensations to learn songs and to incarnate images by using the movement of his fingers. "Active participation by the elder boys or girls leads to the collective interaction of members. Such games, like *Haft Sang*, *Gorgam Be Hava*, and so on, require, not only physical activities but also an improvement and an involvement of exciting activities, that lead to social and collective interaction" (Khaki and Shabani 2016).

METHODOLOGY

The paper is based on data collected in the library, and it is descriptive in the method. It is based on a practical approach to the impact of Dramatic games on the creativity of the Iranian students. It is concluded that such observations and approach to education and creativity has been important in the treatment of the Iranian students.

OBSERVATIONS AND DISCUSSION

The first game played by a child is at home, when he or she puts on the elders' shoes and imitates the latter's poses. Sometimes he or she

might play the role of the seniors and imitate them in answering phone calls, or even play the role of a police officer or a doctor.

Dramatic games are the most important games that help develop children's senses and feeling. These achievements are essential in the education of children. They lead to an increase in self-confidence, actualization, a recognition of individual and social creativities, a feeling of freedom, a creation of healthy competition, development of creative power, optimism, an increase in activity, removal of educational problems, and introduction of psychodrama in the life of the child (Barker 2016).

The elder a child grows, the more he likes to participate in games with more physical activities; it is at this phase of life that the boy or girl does not feel lonely, and intends to interact with others. This interaction leads to an increase in child's self-confidence.

The dramatic game is an important means of education. Most of the educational establishments in the world teach their curriculum through games indirectly. For an instant, we can refer to the competitions taking place in theater education. It is through these dramatic plays that the school students enact the necessary scientific truths. This way of teaching helps students improve their imagination, memory, the power of expression, cheerfulness, and the spirit of cooperation and interaction.

Plays have a great effect on the physical features of the children who begin their education through playing games. When a child starts to play with dolls and toys, he gradually grows a kind of boredom and shifts his or her attention from them to cooperative games. Making use of body and mind at the same time helps the child adapt himself to the new environments. As the child grows, he or she gains experiences that enable him to distinguish reality from imaginative; this recognition leads to creativity. Creativity is an ability to solve problems. The aim of the play is to train those people who can solve problems but in the creative games, the problem is solved by all of those who participate in them. The participation makes people more knowledgeable in the factors forming cultures. The creative plays have a great effect in the education of students in the classrooms, helping them to solve their problems; these plays also affects their learning abilities, helping them know themselves and others better. The students turn into

able, skilled, and intelligent individuals (Mahi and Amirian 2017).

Development of Children's Imaginative Power

Imagination is considered as an essential factor in children's games. The child likes to play the roles of those he views as models for goodness and virtue; these models can be, his father, mother, teacher, doctor, and a policeman. It is through this role playing that he can know himself better. "Imagination plays a major role in child's emotional and mental life. It is through imagination, that the child comes to know about things that are unreal and inaccessible" (Mahjoor 1998). It is at this stage that a little girl learns to feed her dolls to incarnate her mother's picture in her mind. Again, it is here that the little boy uses a small wood stick to take a ride on a wooden horse, throughout the world, even in the sky, and to cross the borders of time and place, move into where his imagination takes him. A game is considered as one of the most appropriate activities for the children in improving their creativity and talents. While playing a game, the child increases his or her experiences by imitating the elders; he keeps on "including his imaginations in the stories, books, and films. Creativity begins with imitation during the games. The creative thinking of a child appears in the games; it seems when he or she starts choosing the instruments for the game" (Salehi 2016).

Healing Effects of Dramatic Games

Dramatic games are useful in helping children get rid of their problems. Dramatic games prepares children to get away from the limitation of life; he or she can fulfill his or her wishes. This kind of game helps the kids get rid of problems he is unable to talk about; he or she leaves isolation and transfers into a sociable person in society.

The child might play the role of something or someone who scares him or her; this role play might upheaval him and encourage him to face and overcome the problems.

An important feature of a child's life is playing games. At first, he plays with dolls or toys, then he or she turns to play with other humans. As a young boy or girl, he/she turns to cooperative games. It is here that he learns how to behave with other people; he learns the funda-

mental principles of life. This learning helps him develop his moral codes. These games serve as mirrors that reflect the real spirits of children. It is through these games that we can gradually know children. Children cannot explain what they see, or think; instead, they can show them to us through playing games. If we can understand children's games and their role play, we can learn their language and thoughts (Winklair and Schtokinger 1999).

Different Kinds of Educational Games

There are four types of games played at the Kindergartens and schools: Hand games, body games, dramatic, and entertaining games. In the hand games, children usually play with puzzles and small pieces of wood. The second one is body game, where kids run and jump, and in this way develop their physical skills. The third one is dramatic games, where children play roles. The last one is entertaining games where the children feel amused. To make it educational, the elders introduce additional instruments.

Most of the games as mentioned above are useful in the development of the body. They prepare the children to be ready, and in this way, their self-confidence increases.

The kind of game done by a child considered as an activity affects the development of his physical and mental strength. The child runs, jumps, climbs the stairs, bends his body, does sit-ups, making use of his muscles for all of these activities; in this way, he can improve his physical strength. On the other hand, the child's senses of vision and hearing, also develop. His eyes and hand are getting coordinated; his hands and feet also become stronger (Haghdan 1994).

One way or another, the child needs to release his energy; if he or she cannot release his or her energy, he then turns out to be aggressive and violent. It is through these games that the child learns cooperation, victory, defeat, competition, sense of superiority, and other collective interactions. He also learns to share his belongings with others and to respect others. He also learns to consider other's rights.

Moral Features of Games

The game is a major factor in improving children's morality. Although he learns about good and bad at home, it is through games, that he

learns that without respecting certain moral principles, he cannot interact with others. To be accepted by his friends in the games, he needs to be honest, truthful, self-confident, just, faithful, responsible, and other acceptable behaviors. Otherwise, he is not permitted to play with others. He learns to respect morality both at home and outside.

Besides morality, his knowledge of the world unknown to him also increases. He keeps on observing and then experiencing many things during the game playing; these observations help him improve his knowledge and accuracy in everything. It is through the games that he learns how to judge, solve problems, and move towards independence.

The Healing Effects of Games

Children tend to express their fears and anxieties through games; some of their desires and tendencies might have been suppressed, therefore, through these games, the concerns, and other suppressed desires are expressed. It is through games that we learn much about children, and find ways to help them. "Today, therapists make use of certain games to know the problems of the children and to treat them. It is through games that individual suppressed pressures experienced by children, are removed. Children need ways to get rid of anxieties imposed on them by their surroundings" (Sadat 1990).

Kinds of Children's Games

There are different types of games for children, depending on their tendencies and requirements. Among these games, the imitative, dramatic, symbolic, and imaginative are of great importance, because under natural circumstances most of the children have tendencies to know the mental and spiritual conditions of themselves and others.

The first game is the imitative one. Since men and children, in particular, enjoy imitation, they ultimately learn to interact with other members of their society. A child usually learns about customs, dressing, eating, talking, expression of words and sentences by imitating his or her parents and elders; this helps him or her to mix with people in society.

The second kind of game is a dramatic one. Children learn whatever they observe at home, and they try to enact them. He tries to role play, whatever he has seen during childhood.

The third kind of game is the symbolic game; it begins at the age of two, and reaches its climax at five, and continues until the age of eight, or nine. At this stage, he learns how to use words and signs to talk and write.

The fourth game is the imaginative one. There are many things and events made in the mind of the child; these things might not be accessible to the child. Therefore, he needs to refer to his creative power to recreate the images. It is in his imagination that a child enlarges his dolls, and attempts to make them look real (Spark 1994).

CONCLUSION

The art of coexistence accompanied by games teaches children to learn how to behave with others in the society. He learns how to respect other; this new learning increases his/her knowledge. Today, the computer games and electronic devices have replaced the traditional games, and thus have isolated the children. This replacement leads to an increase in diseases and sorrows. The only way to escape this loneliness is to make children familiar with the traditional and old games, like the dramatic ones, that demand physical endeavor. Today the dramatic games and role playing have been highlighted to the extent that they turn into critical pillars of education. It is through games that the child learns much about the world and his surroundings, and his personality is shaped. Dramatic games let the child express his/her feelings in the society. It also helps them to have a better interaction with the others, and obtain self-actualization.

Dramatic games affect children's educations. These effects include a tendency towards co-

operation, and enabling the child to find someone to interact.

RECOMMENDATIONS

The research in the area of the impact of dramatic games on education among the Iranian student's effects has its limitations. Schools in the Iran are encouraged to have students participate in different games, dramatic games in particular. It requires particular attention to games. A more serious evaluation of the impact of game activities is needed. It is further recommended that the researchers should turn to specific game activities. The study should focus on one or two games so that effect of the particular game action can be highlighted.

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