

A CRITICAL ANALYSIS OF THE PRINCIPLES OF PLAY BASED LEARNING DEVELOPMENT ON APPROPRIATE PRACTICE FOR EARLY CHILDHOOD EDUCATION OF BANGLADESH

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Abstract: This article is intended to guide development appropriate practice (DAP) which is related to the early year's primary school classrooms. The purpose of the writing is to help the teachers become more confident and competent practitioners, also activities with working in the context of a play and informal curriculum practice. DAP also a part which is related to the system of young children's development and learning, also things that what is known about the perfect early education. The purpose of DAP is very important for us. In our world many men and women, practitioner, also the largest society aspect that their children will achieve the right education in classroom areas and the future they lead satisfying and productive lives. But this kind of optimistic future is not equally likely for all of the nation's schoolchildren. These kinds of disparities in school-related performance are related to the dramatic differences in children's early experiences and access to good programs and schools. In some moments there is a misunderstanding between the school culture and children's cultural backgrounds.

Key word: Bangladesh, Critical Analysis, Early Childhood Education, Practice, principles, play based learning.

I. INTRODUCTION:

The three-core consideration in DAP is playing a vital role in good practice. The knowledge of this kind of practice makes the practitioner consider when they make a decision, also always there are aiming for goals that are both challenging and achievable for children. This knowledge, based on research, helps us predict which experiences will support children's learning and development. If they should be appropriate practice effective, teachers must get to know each child in the group well. This using a variety of methods such as observation, about their learning, clinical interview examination of children's work, individual child assessments, and talking with families about their space etc.. To make this DAP good practice we also know the children's relatives and learn about the principles, prospects, and factors that shape their lives at home and in their communities. The developmentally appropriate practice is an idea that we know from theory and literature about how children develop and learn. Childhood education is not only a set of instructional techniques and strategies, but it is also in terms of the science of teaching and learning, however, it is also aware of the many other aspects involved in my role as an Education Officer. It is also an art of teaching. Playful learning is one kind of practice which is the curriculum and the process of young children learns.

Playful learning in ECEC is a topic that has received increased policy attention. As an Education officer, I am currently studying in Higher Education in Scotland, it does not only require the knowledge of my subject areas, I must use methods of delivery and assessment which ensure the best possible outcomes for my official subordinate, head teacher, assistant teacher guardian and also students.

II. STATEMENT OF PROBLEM:

There are many kinds of principles of DAP. Each of the principles rests on a very extensive research base that is only partially referenced here. Such as physical, social, and emotional cognitive all the domains of development and learning is very important and also, they are closely interrelated. Domains influenced children's development and learning also they are influenced by what takes place in other domains. All children are human beings so teach them well involves considering and fostering their development and learning in all domains. Human development research recommends that relatively unchanging, probable sequences of growth and change occur in children during the first nine years of life. Development and learning progress the individual functioning of the child. It is Dynamic and continuous interaction of biological maturation and experience by Development and learning result. Child's developments and learning early experiences are profound effects, both cumulative and delayed, and learning; and optimal periods exist for certain types of development and learning to occur. Development proceeds to greater difficulty, self-regulation, and symbolic or representative capacities. Influenced multiple social and cultural contexts by Development and learning occur. Active early childhood professionals draw on all the ideologies of child development and learning outlined, besides the knowledge base on effective practices, and they apply the information in their practice.

III. METHODOLOGY:

The subsequent strategies discourse decisions that early childhood authorities make in the five key areas of practice: Creating a caring community of learners is the 1st guideline for developmentally appropriate practice. In this age, children expect to be treated and how they treat others is significantly shaped in the early childhood setting. The role of the community is to provide a physical, emotional, and cognitive environment conducive to that development and learning Teaching to enhance development and learning is an important guideline for child's relationships and interactions with adults are critical determinants of development and learning from birth. The curriculum which is planning to achieve important goals is related to consist of the knowledge, skills, abilities, and understandings children are to obtain and the plans for the learning experiences through which those gains will occur. Assessing children's development and learning which is related to Assessment of children's development

and learning is vital for teachers and programs to plan, implement, and evaluate the effectiveness of the classroom experiences. It is very important for establishing reciprocal relationships with families.

IV. LITERATURE REVIEW:

Naturally, Educators and administrators in early childhood education play a critical role in shaping the future of our citizenry and our democracy. Many elements of developmentally appropriate practice must be reflected in our federal, state, and local policies. So it is not appropriate to consider a political and economic agenda when constructing frameworks for learning.

Play-based pedagogy means for the early years in primary school. Playful Structure means that breaking down dichotomies between informal and formal learning, and between play and work which the teachers who created the highest-quality learning experiences for children. The idea of play becomes not just a characteristic of child-initiated vs. adult-initiated activities and a characteristic of the interaction between the adult and the child.

The relationship between the principle of Playful Structure and the Six Pillars of Practice while each pillar is described separately, they are consistent and each one is important if the principle of Playful Structure is to be realized in classroom practice. The pillars are controlled by three sets of two sets. Three pairs are establishing secure relationships with enjoying playful interactions. These first two pillars focus particularly on pedagogical interactions between the adults and children in the classroom relationships with the nature, quality, and style of the social. 2nd pair is Creating playful opportunities to the children providing appropriate pillar of structure. The second pair of pillars refers to the organization's pacing of learning and learning resources to the opportunities for learning in the environment intentions. Also, the 3rd pair is respecting individual differences, Managing progression, and transitions. The final pair of pillars refers to changes as children grow and become more competent and to adaptation and change as the pedagogy adapts to the uniqueness of each child.

Siraj-Blatchford et al. (2002, p28), define pedagogy as “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social, and material context. It refers to the interactive process between teacher and learner and the learning environment.”

It is appropriate to think of ‘educating’ young children because where pedagogical theories and approaches are used to inform the planning and implementation of environments and techniques of working with early years of children then it would appear that the terminology of pedagogical practices is very much appropriate.

The specific educational approach is not always explicitly specified by curriculum frameworks some time it should change. These kinds of frameworks often provide guiding principles by which the teacher/practitioner adopts practices of their choice.

Certainly, from Farquhar and White’s (2014, p822) understanding the term is appropriate for Early Years practice

“Current conceptual delineations of pedagogy also address the wider scope of educational

Questions such as: What does it mean to teach? What does it mean to learn?

What does it mean to be human? What and whose knowledge is important? Pedagogy,

Then, makes vital connections between teaching, learning, knowledge, society and, politics and generally involves a vision about society, people, and knowledge.”

V. RESULTS AND DISCUSSION:

Establishing secure relationships is a process which are related to the foundation of advancing the developmentally appropriate practice and also needed for transforming the principle of Playful Structure into classroom practice. According to Margetts, 2007, if the children are to acquire a positive emotional disposition for learning they should enjoy good relationships with teaching staff. When secure relationships are established then optimum learning is most likely to occur. On the other hand, some children may co-operate well with adults but may not interact in an approachable and co-operative way with other children. Finally, the secure relationships of pre-primary classrooms mustn't be quickly eroded, and pupils alienated as children grow older and become more aware of the institutionalized aspects of the teacher's role.

Enjoying playful interactions Is another process of developmentally appropriate practice. At times in pre-primary classrooms, there is too sharp a difference drawn between ‘play-time’ and ‘task-time’. This can lead to a big difference in the roles adopted by the teacher and the children in the two different contexts and between the teacher and in the interactions. Invites all interactions with and between children to be as playful and enjoyable for all parties, it is the principle of Playful Structure.

Creating Playful Opportunities is another process of developmentally appropriate practice. It is about more than play activities available and making play resources. Sometime Resources can cause problems too. If children find out having too many resources available at one time can be a problem. Bodrova and Leong (2001), who have pioneered an early year's program based on Vygotskian principles, called ‘Tools of the Mind’, suggest that modern children have become over-used to complex, prescriptive toys, to the extent that they find it problematic to engage in creative role-playing unless they have the “right” toy.

Providing Appropriate Structure is another pillar is planned to help children make sense of what they are doing and so to foster learning at their own pace, eventually enabling the child to develop a clear thought of how learning takes place. It is about submitted the clear concept of instruction and pacing these to the Childs ability. Many teachers find out that more able students are easily able to grasp the structure. On the other hand, it is able children are not easy to underestimate the need for the reception of the gold and not to give too much information at a time. According to (Bodrova& Leong, 2001), one of the main aims of making play much structured is to improve children's organizational and self-regulatory skills is a key feature of the tools of the mind project. Providing opportunities to mean a range of activities and experiences which are provided by the practitioner or teacher. Some of these activities will expect that all children take part and some activities will allow the child to choose from a range of activities. Stephen (2010, p20) writes “Piaget's focus on the child's active exploration and movement through the processes of assimilation and accommodation can be seen in the emphasis that practitioners place on providing resource rich-environments and ample opportunities for children to explore as they choose.”

This approach is based on a socio-cultural perspective on learning (e.g. Vygosky, 1978). At the centre of this approach is the idea of sensitive interaction and conversation between adults (or more experienced children) and children. It is also related to each other activities. This approach is related to a socio-cultural perspective on learning (e.g. Vygosky, 1978). At the centre of this approach is the idea of sensitive interaction and conversation between adults (or more experienced children) and children.

A child-led approach is a thing that is related to children and children to choose how they spend their time. The Montessori approach where the expert's role is minimal and the child's natural direction and interests in learning are followed. Also, A 'child-led' approach offers children the opportunity to inform the provision of resources and the environment by taking account of children's interests, wishes, and, right guidelines. These terms differ in the degree of practitioner/teachers who direct the actions of the early year's learners. These kinds of the approach adopted by the practitioner are influenced by National curriculum frameworks; their important understanding of theory and research which informs early childhood learning and the quality agenda of regulatory bodies. According to Siraj-Blatchford (1999, 21, cited in Stephen, 2010), that practice was based on 'a consensus around an individualized play-based curriculum and that adults should be non-directive and only facilitate learning'. But this consensus assumes agreement on what is essential to be a perfectly effective facilitator. In our perspective, our knowledge of child development (and indeed adult learning) gives us an understanding of individual elegances of learning. We should teach different subjects by the same methods because it would; therefore same appropriate to adopt a range of methodologies across all subject areas to attain maximum engagement with our learners. Play underpins children learning and all aspects of childhood development. It's through children develop skills, their emotions, and also their creativity, social and intellectual skills. Some children may need extra help from adults but most children their play is natural and spontaneous. it is also related to the environment, enjoyable, work, relaxation, a task of learning, want to do, etc, related to the environment, enjoyable, work, relaxation, a task of learning, want to do, etc. Play was defined by the emerging play work profession as behaviour that is '*freely chosen, personally directed, and intrinsically motivated*'. (Play Ed. 1982). From this comes the definition by Wilson (2009, p269), the play is a

"Set of behaviors that are freely chosen personally directed and intrinsically motivated"

There are many purposes of play. Children gain knowledge through their play. All the time they are learning to think, remember and solve problems. The play is an activity that allows children to test their beliefs about the whole world. Children gain an understanding of size, shape, and texture through play. It helps them learn relationships as they try to put a square object in a round opening or a large object in a small space. Books, games, and toys that show pictures and matching words add to a child's vocabulary. It also helps a child's understanding of the world. Play allows children to be creative while developing their imaginations. It is important for healthy brain development. Play is the first opportunity for your child to discover the world in which he lives. The play offers a child the ability to master skills that will help develop self-confidence and the ability to recover quickly from setbacks. For example, a child may feel pride in stacking blocks and disappointment when the last block makes the stack fall. Play allows children to express their views, experiences, and at times, frustrations. Play allows a child to learn the skills of negotiation, problem-solving, sharing, and working within groups. Children practice decision-making skills, move at their own pace and discover their interests during play unstructured play may lead to more physical movement and healthier children. (cited in Wilson, 2009 p276) A biological approach to play recognizes play as a vital element of relaxation, an opportunity to remove ourselves from the stress of work and responsibility. A chance to take 'time out' and 'enjoy' ourselves. "Play nourishes and sustains us" (Wilson, 2009, p282)

VI. FINDINGS:

Respecting Individual Differences One of the core elements of developmentally appropriate practice is the insight that different children mature in some areas earlier than others, and so curriculum content for an individual child should depend on what they have already mastered, rather than simply on their age (NAEYC, 2009). Children should be praised for well-done rather than achievement, and respect and understanding should be shown for those children who take longer than others to complete a task. Difference between boys and girls quite often, teachers tended to mention ability differences.

Managing Progression and Transition is the last pillar of the practice. According to many writers on early years practice (e.g., Broström, 2007), the move from an informal to a formal context, that is part of the child's natural progress into Key Stage 1 and beyond, should be more of a range for example. When children transition and progression are both about moving They face new cognitive and social challenges. Children should difference between their past, present, and future learning environments and also be encouraged to reflect verbally on the educational transitions they are going through.

Every Upazila Education office of Bangladesh arranges semester examinations, primary completion examination, arrange monthly coordination meeting for the head teachers of respective upazilla. Many things discuss in that meeting for the example job role of the head teacher, their problem, about the school managing committee, teachers training, and pre-primary education also. This is face to face meeting with the head teachers. Government of Bangladesh announces education for all, so they ensure it by the activities their job responsibility.

In Their working areas, they follow the curriculum framework as an overall guideline for early year institutions to develop their curriculum, including the specific learning and teaching strategies custom-made for children of different ages, to provide children with appropriate care and guidance. In their working place, they think early childhood education aims to foster children's whole-person development. In light of this, the core of the curriculum framework is the four developmental objectives for young children, namely "Physical Development", "Cognitive and Language Development", "Affective and Social Development" and "Aesthetic Development". These objectives need to be achieved through six learning areas, which are "Physical Fitness and Health", "Language", "Early Mathematics", "Science and Technology", "Self and Society" and "Arts. They always follow that all kinds of learning include the three key elements, namely "knowledge", "skills and "attitudes", and these are also emphasized in the pre-primary curriculum.

VII. RECOMMENDATION:

Culture/environment is an important part of our early year's education system which is related to developmentally appropriate practice. To build up a good future we must follow some rules and regulations. If we don't make proper education in the early years, then we face an unseen future. All children are not only a good learner, but he is also a good co-constructor. According to Holloway (2014) examines the power inherent in the relations between adults and children and between children themselves. All children do not want the same things and they do not share a collective experience of childhood the cultural dimension is significant here. She insists that "children's voices have something valuable to add to debates about their lives and we need to continue to insist on the importance of listening to them, even (perhaps especially) where their views challenge conventional

academic and activist wisdom” Holloway (2014, p382). According to Eickhoff (2017) makes a case for the playground as a ‘sacred’ place where children can pursue their play agenda

In the term of Nordic experience, their early years of education are divided into two parts one of social pedagogy another one is early years of education. social pedagogy is related to children grow through interaction and communication in shared activities with adults, and other children. It highlights play, relationships, and outdoor life. Early 20th Century, In Denmark childcare, dates back to was a play based on the ideas of Frostbelt – Kindergartens (children’s gardens). They teach children to solve differences through negotiation and Opportunities to play freely teach children to become part of the social order, to become good friends. Early year of education is another approach that is related to Base the school readiness tradition Competency driven and influenced by the school curriculum and approaches. I advise my teacher/practitioners in establishing secure relationships with the children. I also advise that a good relationship with staff is the key to acquiring a positive emotional disposition for learning. Always keep the foundation for advancing DAP (Development appropriate practice) and for transforming the principle of a playful structure into the classroom. I always give them some enjoying playful instruction just like I said there is too sharp a division drawn between playtime and task time and being light-hearted in tone in the sense of being free from stress for both parties. Atlas I advise my teachers that Optimum learning is most likely to occur when secure relationships are established.

The role of play in my areas school is not so much but there is some similarity between the full play full schools. My areas of school always full filled with charming conditions. Teachers and children always singing with each other’s curriculum activities are always practicing there. But the practitioner is not always trained. There behave are not always good.

The relationships between teachers and students in my working areas are not all-time friendly. Bangladesh is a developing country, so the guardian is not so much solvent. They are not conscious of their education. Also, this kind of child who is only eight years of age, for that teachers and practitioner does not always fail to collect the child. Always the teachers/practitioner and the children are not respectful of each other because it is traditionally not practiced. The trust of each other is not so much in Bangladesh. I would like to do to extend the use of play in schools; it should be teachers/practitioner training is needed. because practice makes a man perfect, so if they are trained it become some effect of the early year’s children. Also, always teachers/practitioners should respect the children’s decision. I should try to build confidence in the mind of our children. We nurtured the student in a way that they feel loved, happy, and safe. We developed social skills, language, and communication for a better future. We are also aware of them learn about caring for others and create the environment by developing physical skills I ensure good health for them.

VIII. CONCLUSION:

My point of view this essay expended on the meaning of Playful Structure across Six Pillars of Practice and drawn cameo illustrations from real classrooms. It is also explained that the classroom cameos show how to play, playfulness, and structure can be blended to create a learning environment that is both appropriate for young children and creates positive dispositions to sustain their learning in school and beyond. My ideology for Early Learning practice in this developmentally appropriate practice is very much essential not only for the whole world but also in our country Bangladesh. I must ensure my work-related areas to the guidelines for developmental practice. In this essay also knows about the 3 considerations in DAP. Another thins we known that 12 principles of DAP. Such kind of experience I must through my working places and knowing about the importunateness of early years of pedagogy.

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