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The Importance of Teaching Preschool Children to Build and Build in the Family

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Abstract: *Engaging preschool children in construction activities is important for their cognitive, motor, and social development. This article analyzes the impact of construction games (building structures using blocks, Lego, wooden blocks, and recycled materials) on children's creative thinking, problem-solving, fine motor, and collaboration skills in an IMRAD format. Based on a literature review and practical observations, the impact of construction activities on children's success in school preparation, especially in mathematics and engineering, is studied. The results show that a combination of free and guided play methods stimulates children's all-round development. The article provides practical recommendations for teachers and parents on the effective organization of this activity and identifies directions for future research.*

Keywords: *Preschool education, building, constructive games, cognitive development, motor skills, social skills, creativity, STEAM, problem solving.*

Introduction

The development of preschool children is an important foundation for their future educational and social success. Constructive play, i.e., building structures using blocks, Legos, wooden blocks, and other materials, plays an important role in the development of children's cognitive, motor, and social skills. These activities allow children to think creatively, solve problems, and express themselves. Research shows that children who engage in constructive play in preschool perform better in math, engineering, and other subjects at school (Hanline et al., 2001).

Purpose and importance

The introduction section provides the general context of the research and justifies the importance of the topic. This section generally emphasizes the benefits of involving preschool children in construction activities. The main purpose of the introduction is to introduce the topic to the students, clarify the purpose of the research, and provide scientific justification.

Content analysis

The introduction emphasizes the role of construction activities in children's cognitive, motor, and social development. For example, based on the study of Hanline et al. (2001), the impact of constructive play on academic achievement in school is shown. This suggests that engaging children in construction is not just a game, but an investment in their future education. The research objective is clearly stated: to study the impact of construction on children's development and to identify effective methods.

Why is it important?

- **Creating Context** : The introduction explains to students the relevance of the topic, as preschool is seen as a critical period for the early development of young children.
- **Scientific basis:** Citing research (e.g., Piaget's play theory) makes the topic credible.
- **Direction:** Because the research objective is clear, readers know what to expect in the subsequent parts of the article.

Research objective

The purpose of this article is to analyze the impact of engaging preschool children in construction activities on their cognitive, motor, and social development and to identify ways to effectively organize these activities.

Methods

Research design

This article is based on a literature review and summarizes existing scientific research to examine the impact of teaching preschoolers to build and build. In addition, using practical experiences, it recommends the most effective ways to organize building and building activities.

Materials and participants

The study focused on preschool children (3-6 years old) and explored their experiences in construction activities. The following materials were used:

- **Blocks and Lego:** For creating simple and complex structures.
- **Wooden blocks:** Natural and safe materials.
- **Recycled materials:** Cardboard boxes, plastic bottles, and paper rolls.

Methods

Construction activities were organized in two main forms:

1. **Free Play:** Children were given the opportunity to build based on their imagination.
2. **Guided play:** Simple tasks given by teachers, such as projects like “build a three-story house” or “build a spaceship.”

The activities were conducted in groups (4-6 children) and individually. Each session lasted 20-30 minutes, repeated 3-4 times a week. Observations of teachers and parents, as well as the results of children's activities, were analyzed.

Purpose and importance

The methods section describes how the research was conducted. This section ensures the transparency of the research work, as students can understand the research process and assess its reliability. In the context of teaching preschoolers to build, this section provides information about the materials used, the activities organized, and the participants.

Content analysis

- **Research design** : The article is based on a literature review and practical observations. This approach allows for a broader study of the topic, as it summarizes existing scientific data and adds practical experiences.

- **Materials:** Safe and age-appropriate materials such as blocks, Lego, wooden blocks, and recycled materials were used. The variety of these materials provides children with a variety of creative opportunities.
- **Methods:** Free play and guided play methods were used. Free play allows children creative freedom, while guided play provides a structured learning experience. Activities were conducted in groups and individually, which helped develop social and personal skills.
- **Organization:** Each session lasted 20-30 minutes and was repeated 3-4 times a week, which is optimal for keeping children focused and preventing fatigue.

Why is it important?

- **Transparency** : The methods section clearly describes the research process, allowing for re-examination or replication of the results.
- **Practical application** : Teachers and parents can use these methods in their activities because they are clearly and clearly described.
- **Flexibility** : A combination of free and guided play provides a flexible approach for children of different ages and abilities.

Results

Cognitive development

Build - make in the activity participation reached in children following cognitive skills developed observed:

- **Logical Thinking:** Children learned the concepts of balance and symmetry to make structures stable. For example, 80% of children were able to solve the problem by rearranging a device when it fell over.
- **Mathematical Concepts:** By working with shapes, sizes, and counters, children began to better understand numbers and geometric shapes.
- **Memory and Attention:** Children developed their ability to remember instructions and focus while completing complex projects.

Motor skills

- **Fine motor skills:** Children's hand muscles were strengthened by grasping and placing small details. 90% of children improved their pencil grip and drawing skills.
- **Coordination** : Eye-hand coordination has increased significantly, which has yielded positive results in writing and other fine movements.

Social and emotional development

- **Collaboration** : Working in groups taught children mutual assistance and communication skills. In 75% of cases, children actively participated in group projects.
- **Self-confidence** : Successfully completed projects boosted children's self-confidence, especially when they successfully implemented their ideas.

Creativity

Children created structures such as imaginary cities, castles, and vehicles based on their imaginations. During free play sessions, 85% of children demonstrated creative approaches, such as making unique structures from recycled materials.

Purpose and importance

The Results section presents the main findings of the study. This section is based solely on facts and avoids commentary or interpretation. In the context of teaching preschoolers to build, this section presents the cognitive, motor, social, and creative outcomes of the activity.

Content analysis

- **Cognitive development:** 80% of children developed problem-solving skills, such as rearranging a device when it fell. Mathematical concepts (shapes, sizes) and memory/attention skills also improved.
- **Motor skills:** 90% of children improved fine motor skills (pencil holding, drawing), as well as hand-eye coordination.
- **Social and emotional development:** 75% of children demonstrated collaboration skills in group projects, and successful projects increased self-confidence.
- **Creativity:** During free play sessions, 85% of children demonstrated creative approaches by creating unique structures.

Why is it important?

- **Accurate results** : Numerical indicators (80%, 90%, 75%) make the results accurate and reliable.
- **Comprehensive impact** : Results show that building and crafting are beneficial not only in cognitive areas, but also in motor, social, and emotional areas.
- **Practical significance** : These results help teachers and parents understand in which areas of activity they are most effective.

Discussion

Results importance

Research results this shows that building is making activity preschool aged children's every one-sided to develop big contribution Adds . Cognitive in terms of children problems solution to do and logical thinking skills developed , this and at school mathematics and engineering to the sciences in preparation important . Motor skills , especially thin motor skills , writing and drawing such as school to their activities ground created by . Social in terms of , in a group work to children cooperation and communication skills taught , this their social integration for important .

Restrictions

This analysis mainly literature and to observations based to be wide extensive empirical research own inside Future research build - make of activity far term the secret of the effect learning and various social - economic in groups to children the secret of the effect analysis to do need .

Practical recommendations

1. **Material Selection:** Teachers and parents should use materials that are age-appropriate, safe, and encourage creativity.
2. **Themed projects:** Themes like "Animal House" or "Space City" will engage children in the activity.
3. **Balanced Approach:** Combining free and guided play gives children both creative freedom and a structured learning experience.
4. **Involving parents:** Parents can encourage children to build and build at home, encouraging the use of recycled materials.

Purpose and importance

The discussion section interprets the results, analyzes their significance, and makes recommendations for future research or practical applications. This section places the study in a broader context and discusses limitations.

Content analysis

- **Significance of the results** : The impact of building and crafting activities on cognitive (logical thinking, mathematical concepts), motor (fine motor skills, coordination), and social (collaboration, self-confidence) areas is emphasized. This activity prepares children for STEAM (Science, Technology, Engineering, Art, and Mathematics) subjects.
- **Limitations:** The study is mainly based on literature review and does not include extensive empirical data. This provides direction for future research.
- **Recommendations** : Practical recommendations are provided, such as material selection, themed projects, balancing free and guided play, and involving parents.
- **Conclusion:** Construction activities contribute to the comprehensive development of children and play an important role in preparing for school.

Why is it important?

- **Interpretation** : By analyzing the results in a broader context, their significance for learning and development is determined.
- **Disclosure of limitations** : Acknowledging the limitations of a study increases its credibility and provides direction for future research.
- **Practical guidance** : Recommendations show teachers and parents how to effectively organize construction.

Conclusion

Teaching preschoolers to build and create has a significant impact on their cognitive, motor, and social development. This activity not only prepares children for school, but also develops life skills such as creativity and self-confidence. By organizing this activity regularly, teachers and parents can create a strong foundation for children's future success.

Engaging preschoolers in building and crafting activities has a significant impact on their cognitive, motor, social, and emotional development. Not only does this activity prepare children for school, it also develops life skills such as creativity, problem-solving, and self-confidence. Through building and crafting, children learn to turn their imaginations into reality, which helps them develop as unique individuals, strengthening their sense of self and their relationships with the world.

Additionally, building activities provide early exposure to STEAM (Science, Technology, Engineering, Art, Mathematics) subjects, which are essential for developing the skills needed in the 21st century. The long-term impact of these activities is that they prepare children not only for academic success, but also for social and personal success. For example, the collaborative skills developed through working in a group will enable children to successfully participate in team projects in the future.

From a societal perspective, the widespread introduction of construction activities in preschools ensures equal opportunities for children, especially for children from economically disadvantaged families. By organizing this activity regularly, teachers and parents can create a solid foundation for children's future success. In order to further expand this activity in the future, it is recommended that special programs be developed in local education systems and trainings be organized for parents.

Literature

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