

Toy Based Pedagogy and Teacher's Attitude

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Abstract

In the dynamic field of education, it is essential to embrace novel approaches that engage and motivate young learners. One such approach, toy-based pedagogy, is becoming increasingly popular. It combines play and learning with the aim of enhancing elementary school students' cognitive, social, and emotional abilities. By capitalizing on children's inherent interest in toys, this method transforms playtime into meaningful learning opportunities. However, toy-based pedagogy is more than just incorporating toys into the classroom; it is an all-encompassing educational strategy that encourages curiosity, imagination, and problem-solving. Teachers can utilize toys as teaching aids to create dynamic and engaging learning environments that foster a love of learning and cater to a variety of learning styles.

This essay investigates the attitudes of primary school teachers about toy-based pedagogy in primary school. It dives into the perspectives of teachers, giving light on the benefits and drawbacks of this new approach. The purpose of performing a detailed analysis is to identify the successful adoption of toy-based pedagogy in primary education and preparing kids for a future in which creativity and critical thinking are essential.

The present study was conducted with the objective of finding the attitude of primary school teachers towards Toy Based Pedagogy, with the reference of Gender and Management. The sample were 100 teachers and the null hypothesis was tested using 't' test.

Keywords: Primary Education, Toy Based Pedagogy, Teachers Attitude, Critical Thinking

Introduction

Teachers are constantly searching for innovative ways to make learning more engaging and productive in the dynamic field of education. Including toys in the learning process is one method that is gaining popularity, particularly in primary schools. By integrating toys into classes, this approach capitalizes on children's innate love of play and creates an engaging and dynamic learning environment. Knowing how people feel about utilizing toys in the classroom is crucial to improving early childhood education. The benefits and drawbacks of using toys in the classroom are examined in this article, which also explores the opinions of educators, parents, and children. We can gain a better understanding of how toy-based learning can support children's cognitive, social, and emotional development by looking at these views.

Toy-based pedagogy relies on Toys and play as primary teaching methods. These products are not merely for entertainment, they serve as concrete representations of abstract topics, making learning more accessible and pleasurable.

The effectiveness of Toy Based learning is strongly reliant on the teacher's mindset and approach. How a teacher's attitude affects outcomes are Openness to innovative methods, Engaging Actively, Growth of Cognitive Abilities, Emotional and Social Learning.

Pedagogy

Pedagogy is a teaching approach wherein teachers impart knowledge both in theory and in practice. Teachers teaching philosophies and their knowledge of various learning styles and cultures influence their pedagogy.

For pupils to build on previous learning, effective classroom interactions are crucial.

The method of instructing pupils, whether it be through theory or practice, is referred to as pedagogy. A connection exists between learning methods and culture.

Building on students prior knowledge while focusing on their skill and attitude development is the primary goal of teaching. Through pedagogy, students can gain a comprehensive comprehension of the subject and apply what they have learned outside of the classroom.

Toy Based Pedagogy

A teaching strategy known as "Toy-Based Pedagogy" incorporates play and toys into the curriculum to improve children's cognitive, social, emotional, and physical development while also making learning fun and interesting.

The foundation of toy-based pedagogy is the idea that toys do more than just provide amusement or leisure; they can also serve as educational tools for a child's cerebral, physical, social, and emotional growth. Toys can help children's minds become more open and creative. (NCERT, 2022)

This method can be a useful tool for cultivating 21st century abilities like communication, problem-solving, creativity and critical thinking, logic, and flexibility. Play-based learning includes toy-based pedagogy, according to the most recent NCERT handbook (2022): "Play is a process, and play operates on objects such as board games, toys, or field games."

Importance of Toys

Toys are excellent resources for language development, emotional expressiveness, and sensory exploration. Giving kids a variety of toys that suit their interests and developmental stages allows us to actively promote their overall development and provide them the tools they need to succeed in a various aspects of life.

Toys that will appeal to students senses include play mirrors, bright rattles, high-contrast flashcards, and tactile, fabric activity books. Even better, these toys foster the development of a student's fine motor skills, social skills, pattern recognition, and vision.

According to Piaget's theory

Early Childhood ages 2-7 is "Toy age". Since children like playing with toys and are not yet ready to play with others. Changes that are noticeable include the child interacts with his family, uses the restroom, and is able to walk.

In terms of cerebral growth, he is able to identify objects by their color, shape, and size. Additionally, as his imagination grows, he becomes curious about the world around him.

Teacher's attitude towards Toy Based Pedagogy

@ Positivity

1* *Engagement & Interest*: TBP's capacity to hold students' interest and maintain it is something that many educators value.

2* *Experiential Learning*: Teachers understand that by giving kids practical experiences, toys can help them understand abstract ideas.

3* *Holistic Development*: TBP is valued by certain educators because it fosters the development of social, cognitive, and motor skills in addition to academic learning.

4* *Inclusive Learning*: Toy-based teaching strategies accommodate a variety of learning preferences, allowing all students to participate in classes.

@ Obstacles and Opposition

1* *Lack of Training*: Insufficient training in creating and executing toy-based lessons makes some teachers hesitant to employ TBP.

2* *Time Restrictions*: Since TBP may necessitate more preparation and classroom time, teachers frequently voice concerns around time management.

3* *Curriculum Rigor*: TBP's potential incompatibility with standardized curriculum and assessment standards worries some educators.

4* *Resource Availability*: Having little access to high-quality educational toys can be problematic, especially in schools with little funding.

@ The necessity of professional growth

1* Because they feel more comfortable incorporating toys into lessons, teachers who have received TBP training typically have a more upbeat attitude.

2* Teachers who are apprehensive about TBP can be persuaded to change their opinions by workshops, peer collaboration, and exposure to effective practices.

@ Shifting Attitudes Over Time

1* Teachers' attitudes tend to shift in favor of TBP when they observe increased student involvement and learning outcomes.

2* Teachers are more receptive to TBP in schools that promote play-based learning and an innovative culture.

Need of the Study

Toy-Based Pedagogy (TBP) is an innovative teaching strategy that combines toys and play-based learning strategies to provide learners with engaging, experiential, and meaningful educational experiences. Toy-Based Pedagogy (TBP) uses toys as educational tools to make learning more interesting, creative, and participatory. It focuses on experiential learning, problem solving, and conceptual comprehension by linking theoretical information to practical applications. Evaluating

attitudes about TBP is critical for ensuring its effective implementation and alignment with educational aims. Researching attitudes regarding Toy-Based Pedagogy is critical for its successful integration into educational practices. It ensures that TBP is both effective and broadly recognized by all stakeholders in the educational ecosystem.

Importance of Study

@ Toys promote holistic learning by stimulating cognitive, emotional, and social development. Understanding attitudes about TBP can help measure how well holistic learning is facilitated in various educational environments.

@ Teacher and student attitudes are critical to the success of any pedagogical approach. Identifying their perceptions enables TBP to accommodate diverse learning demands.

@ TBP can bridge pedagogical gaps by embracing creativity, play, and hands-on experiences. Attitude assessments can help to identify areas where TBP can be effectively used.

@ Support for NEP 2020 goals: India's National Education Policy (NEP) 2020 prioritizes play-based and experiential learning. The study of attitudes toward TBP will assure alignment with this vision and highlight potential implementation issues.

@ Cultural Relevance: Figures frequently hold cultural and geographical relevance. Exploring attitudes can assist ensure that TBP respects cultural diversity while promoting inclusiveness.

@ Addressing opposition to change: Many educators and stakeholders may be resistant to innovative teaching approaches. Understanding attitudes can help with change management and professional development.

Objectives of the Study

1*To find out the difference between Primary Teacher's attitude towards Toy Based Pedagogy with reference to their Gender.

2. To find out the difference between Government and Private Management Primary school Teachers Attitude towards Toy Based Pedagogy.

HYPOTHESIS

1. There is no significant difference between Primary Teacher's attitude towards Toy Based Pedagogy with the reference of Gender.

2. There is no significant difference between Government and Private Management Primary school teachers attitude towards Toy Based Pedagogy.

METHODOLOGY

Descriptive survey research was used in the present study. The process of description as employed in this research study goes beyond mere gathering and tabulation of data. It involves an element of population/sampling procedure, tools for collecting the data, and interpretation of the meaning or significance of what is described.

Population Of The Study:

All the Primary teachers of SPS Nellore district are the population of the present study.

Sample of the Study:

In the present study, 100 primary school teachers in SPS Nellore District, filled out the questionnaire and were selected through simple random sampling. Out of the total 50 were Government and 50 were Private Management respondent. The data was collected through the Google platform as the scale was distributed via mail and WhatsApp groups.

Tool Used for the Study:

To know the attitude of primary school teachers towards Toy Based Pedagogy, a self-constructed scale was devised by the investigators to collect the information. The five point scale consisting of 20 statements was developed to check the attitude of primary school teachers towards toy based pedagogy. The response alternatives for each item were (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree.

Procedure of Data Collection:

The primary school teachers of SPS Nellore were considered for the study. A sample of 100 primary school teachers were identified using simple random technique from 100 schools that is one from each school. They were contacted by phone for their willingness to participate in the study. The researchers after obtaining their willingness a Google form on attitude towards Toy Based learning was developed and forwarded to all the willing teachers. The received data were tabulated and analyzed using appropriate statistics.

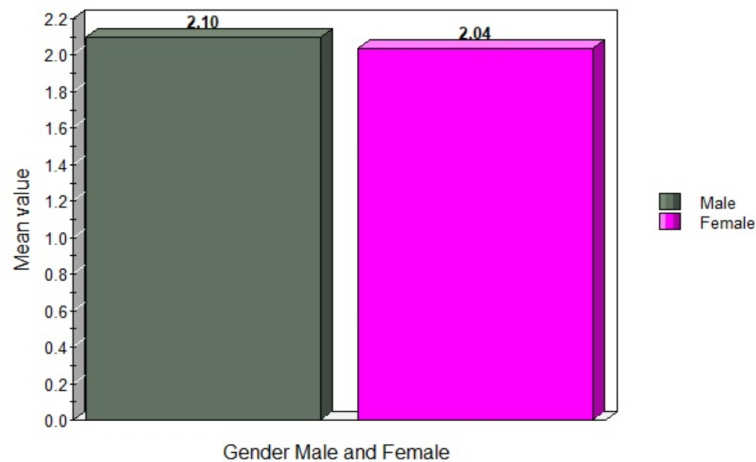
Analysis and Interpretation of the Result:

The researchers used statistics like Mean, Standard Deviation, t-test for analyzing and interpreting the results which is as shown below.

Objective 1:- To find out the Attitude of Primary school Teachers towards Toy Based Pedagogy with the reference to their Gender

Gender	N	Mean	Std.dev	Significant
Male	50	2.10	0.789	0.712
Female	50	2.04	0.832	
Total	100	4.14	1.622	

Attitude of Primary School Teachers on the basis of Gender



The statistical analysis of table 1 fig No 1 shows that at 0.05 level of significance, the calculated t-value ($t = 0.712$) was found to be not significant for difference in mean score of Male and Female Primary School teachers on their attitude towards Toy Based Pedagogy. Hence, the related null hypothesis in this case was not accepted. Thus it is inferred that Male primary school teachers differ significantly in their attitude towards Toy Based Pedagogy than Female Primary School teachers.

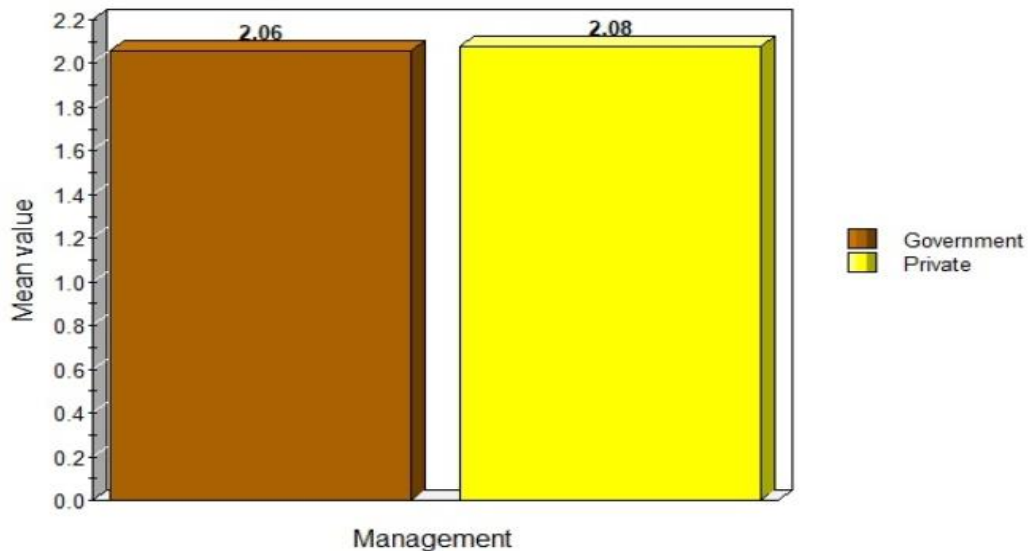
Objective 2:- To find out the Attitude of Primary school Teachers towards Toy Based Pedagogy with the reference to the management

Table 2

Management	N	Mean	Std.dev	Significant
Government	50	2.06	0.818	0.902
Private	50	2.08	0.804	
Total	100	4.14	1.622	

Fig 2

Attitude of Primary School Teachers on the basis of Manageme



The statistical analysis of table 2 fig No 2 shows that at 0.05 level of significance, the calculated t-value ($t = 0.902$) was found to be not significant for difference in mean score of Government and Private Primary School teachers on their attitude towards Toy Based Pedagogy. Hence, the related null hypothesis in this case was not accepted. Thus it is inferred that Government primary school teachers differ significantly in their attitude towards Toy Based Pedagogy than Private Primary School teachers.

Major Findings and Discussion

- It is found that there is no significant difference between Primary School Teacher's attitude on Toy Based Pedagogy with the reference of Gender.
- There is no significant difference between Government and Private Management Primary School Teachers attitude on Toy Based Pedagogy.

Educational Implications:

Primary school instructors' attitudes about toy-based pedagogy have a major impact on instructional tactics, student participation, and learning outcomes. Toy-based pedagogy can boost student motivation and engagement, especially among younger kids who are naturally drawn to play. It also helps with the development of holistic skills including critical thinking, creativity, problem-solving, and collaboration. This strategy fosters a more comprehensive learning environment that encourages cognitive, social, emotional, and physical growth. Furthermore, teachers that use toy-based learning create a more inviting and cooperative learning atmosphere, which promotes support, reduces anxiety, and increases peer participation. Overall, a favorable approach toward toy-based pedagogy can dramatically improve classroom dynamics and student outcomes. Toy-based teaching in primary schools can greatly improve

student engagement, overall competency development, classroom dynamics, and curriculum integration. Teachers may make learning more personal and engaging by including toys into subjects such as physics, arithmetic, language, and social studies. Teachers who use this technique can also encourage diverse learning by adapting activities to meet different learning needs. Toy-based exercises provide for more personalized feedback, which helps teachers better understand their students' strengths and areas for improvement. Teachers that promote toy-based pedagogy can work with parents and the community to create and select appropriate toys and educational resources, promoting a collaborative approach to education. In conclusion, adopting a positive approach toward toy-based pedagogy can result in dynamic, inclusive, and productive learning settings that improve students' overall development. Teachers that use this method can establish a welcoming and cooperative learning atmosphere that promotes cognitive, social, emotional, and physical development.

Conclusion

The attitude of primary school teachers toward Toy-Based Pedagogy is critical to the proper implementation of this innovative teaching technique. According to the findings, teachers believe that toy-based pedagogy is an effective technique for improving student engagement, stimulating creativity, and promoting experiential learning. However, factors such as their awareness, training, access to resources, and institutional support all influence their perspectives.

Although many teachers agree that toys can help make ideas more accessible and delightful, limitations including time limits, a lack of training, and a lack of resources may prohibit toys from attaining their full potential.

Maintaining a positive attitude and ensuring successful implementation necessitates regular professional development programs, access to a diverse range of culturally appropriate toys, and a supportive school environment.

Finally, by giving teachers with the proper resources, training, and support, they can shift their perspective on toy-based pedagogy from a supplemental activity to an essential component of complete and child-centered education. This move has the potential to fundamentally transform classroom dynamics, giving elementary school students a sense of purpose and excitement in their education.

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