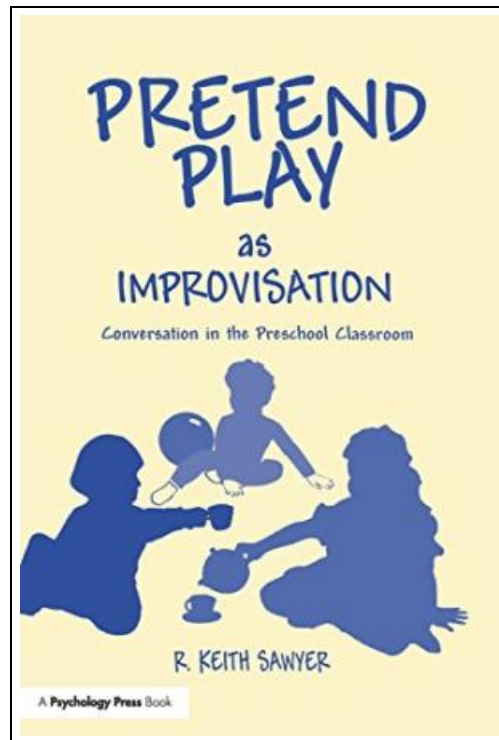


Pretend Play as Improvisation: Conversation in the Preschool Classroom



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It in one of my personal favorite publication. Indeed, it is actually perform, still an amazing and interesting literature. Its been printed in an exceptionally easy way which is merely soon after i finished reading this book where really altered me, change the way i believe.
(Neal Homenick IV)

PRETEND PLAY AS IMPROVISATION: CONVERSATION IN THE PRESCHOOL CLASSROOM

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Taylor Francis Ltd, United Kingdom, 2016. Paperback. Book Condition: New. 229 x 152 mm. Language: English . Brand New Book ***** Print on Demand *****.Everyday conversations including gossip, boasting, flirting, teasing, and informative discussions are highly creative, improvised interactions. Children's play is also an important, often improvisational activity. One of the most improvisational games among 3- to 5-year-old children is social pretend play --also called fantasy play, sociodramatic play, or role play. Children's imaginations have free reign during pretend play. Conversations in these play episodes are far more improvisational than the average adult conversation. Because pretend play occurs in a dramatized, fantasy world, it is less constrained by social and physical reality. This book adds to our understanding of preschoolers pretend play by examining it in the context of a theory of improvisational performance genres. This theory, derived from in-depth analyses of the implicit and explicit rules of theatrical improvisation, proves to generalize to pretend play as well. The two genres share several characteristics: * There is no script; they are created in the moment. * There are loose outlines of structure which guide the performance. * They are collective; no one person decides what will happen. Because group improvisational genres are collective and unscripted, improvisational creativity is a collective social process. The pretend play literature states that this improvisational behavior is most prevalent during the same years that many other social and cognitive skills are developing. Children between the ages of 3 and 5 begin to develop representations of their own and others mental states as well as learn to represent and construct narratives. Freudian psychologists and other personality theorists have identified these years as critical in the development of the personality. The author believes that if we can demonstrate that children's improvisational abilities develop during...

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