**Does cognitive mode of playing affecting children cognitive abilities development ?**

**Hypothesis 1: The kids would have better cognitive abilities development through cognitive mode of learning in class than those school without extra playing time**

**Hypothesis 2: The kids would not have better cognitive abilities development through cognitive mode of learning in class than those school without extra playing time**

**Hypothesis 3: The kids would have equal cognitive abilities development through cognitive mode of learning in class than those school without extra playing time**

Cognitive abilities are the brain-based technique and mechanism to determine the process of learning, playing, understanding and remembering. Cognitive abilities are also the technique of solving problems and knowledge assimilation. In fact, cognitive abilities are not same with intelligence. Cognitive abilities can be train and improving while actual intelligence only can be rated based on the IQ test. Indeed, intelligence is just a score on the IQ test and intelligence kept relatively static for the adulthood in the person. For the most part, intellectual ability act as an important factor during cognitive development process in children(knowledge assimilation). The cognitive process often links with the surrounding environment in a child development. Playful behavior appears as the key mode of learning process for the child. The intellectually stimulating atmosphere would help boost the cognitive ability of the child. According to Latham (2006), the cognitive abilities are just same important as the intelligence during the cognitive learning process. Japan and China school is among the first school that implemented cognitive mode of learning by giving more than half an hour of break time for student to carry out physical exercise and other playing activity and their student seem having a better learning process in class. However, most of the school in United States do not understand the important of cognitive mode of learning in school and they are only focusing on IQ development. Therefore, it is imperative to examine mode of learning and understand how cognitive mode of playing will affect student cognitive abilities development.

Learning through playing is the key factor to enhance cognitive abilities. According to Dewar (2008) “the kids would put their attention on associate task when they have frequent number and more opportunities for participating in the activity or event”. In the article the author tells reader that physical exercise will contributes to cognitive benefit and stimulate cognitive abilities growth. For example, China and Japan school are among the best school around the world and they have provided more than half an hour break for the student to carry out their physical exercise and activity and the result shows that their learning ability is faster than those school without physical activity during break time (Lee and Stevenson, 1990). From this point, we can understand that learning through playing will contribute to the cognitive benefit. Playing takes a fundamental role in the development of cognitive abilities. The kids can be train and improving their cognitive abilities through a series of activity and event such as role acting, singing, dancing etc. In general, the actual class is unable to deliver cognitive benefit as in playing mode of learning and unable substitute the playing time of the child.

Playful behavior also enhances language performance and problem-solving skill. Dewar (2008) stated that social-dramatic play would enhance the linguistic performance of the kids and they would have better social relationship. In the article author tells the reader that the kids from age 1-6 would have a better understanding and expressive skill if kids were asked to solve problems and answering question during cognitive learning process. Playing activity also contributes to the problem-solving skill. The kids would have a more creative and divergent problem-solving skill if giving them more time to play. The research by Ross and Pepler (1981) showed that kid would have a better knowledge assimilation process; where the playful behavior motivated the kids to learn faster than the actual class as the traditional method is far more boring than learning through playing. From this point, we can conclude that kids would have learned from the scenario during their playing time, understand real world better and a better cognitive ability.

The kids engaged in rapid learning activity would have a better cognitive ability. The research in (Ross and Pepler, 1981) also showed that the role play activity would help kids have a better self-control: such as how to control their emotion, how to stay focus on the task they are doing. For example, a student can learn how to be like a police officer and learn from it when they are acting like a police. Through the playing scenario the kids would understand what they can do, how to obey the rule and learn how to have self-control when they are get involved in conflict. According Vygotsky theory in textbook, he claims that collaborative learning occurs most readily within the children zone of proximal development (Vygotsky, pp.91). Kids can have learned and improving their cognitive abilities through learning activity under the guidance of skill lecturer or teacher which the traditional classes that never thought them. When we are comparing those school with traditional teaching method (without cognitive mode of learning), the cognitive learning mode will have higher learning efficiency level. Those kids tend to easily acquire new skill through the social activity with their friend and teacher. By practicing such scenario and activity it may help the kids develop better personality and better self-control. They can make inferences when they are facing the same situation in the possible worlds.

Physical exercise will contribute to the cognitive benefit and stimulate cognitive abilities growth. Physical exercise will contribute to the cognitive benefit and stimulate cognitive abilities growth. The kids would have faster learning process to learn the cognitive ability and knowledge in the class if they implement the learning-through-playing mode. By practicing such scenario and activity may help the kids develop better personality and self-control. The kids would also have better understanding skill and more focusing on the class teaching process when they learned how to control themselves. They will gain experience through the simulation scenario and ready to takes whatever challenges in the future. Therefore, this paper concludes that extra playing time is a good cognitive mode of learning should implement for all the school in America. The 1st hypothesis is valid. The kids would have better cognitive abilities development through cognitive mode of learning in class than those school without extra playing time

References

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