

**THE GAME AS A TRANSITIONAL OBJECT FOR THE
DEVELOPMENT OF AN INTERACTIVE DIMENSION
TEACHING**

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Abstract

The term transitional object opens the way to the condition of being able to accept the same way the difference and similarity. The research we are conducting is aimed just to the discovery and discrimination of the intermediate that is allowed between the child's creativity and objective perception based on reality testing (Corona F., Cozzarelli C., 2011).

The assumption we made is that the object mediator, as an extension of himself, has a crucial role in fulfilling the role of facilitator of the transformation.

There are people with ADHD who need very often, if not always, represented by the concrete mediation, because their ability to symbolize is still developing or has stopped for some reason. There may also be phases or periods of life when a person who does not have any particular difficulties and who came to use less concrete mediators of an object, such as voice and gesture, have the need to return the items. But the fact remains that the ultimate goal is the achievement of symbolization. was fielded a methodological proposal similar to the one used in Rational Emotive Therapy (RET), psychotherapy, developed thanks to the U.S. clinical psychologist Albert Ellis, and that has changed over time stands in Rational-Emotive Behavioral Therapy (rational-emotive behavior therapy / REBT).

Keywords: symbolism, emotional literacy, transitional phenomenon, cognitive restructuring

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Introduction

When applied to the symbolism, the child already clearly distinguish between fantasy and fact, between internal and external objects, creativity and perception.

The term transitional object opens the way to the condition of being able to accept the same way the difference and similarity. In fact, the transitional object may be considered, depending on the transition from subjective to individual objectivity, all that we are able to take this step.

It can be used as a benchmark for the concept of transitional object, the concept of internal object of Melanie Klein (Klein, 1998).

The transitional object is not only an internal object which itself constitutes a mental concept, but is to be considered an element of possession. The child, for example, can use a transitional object when the internal object is real and tangible. But this internal object depends fundamentally as regards its quality, vitality and the behavior of the external object.

Consequently, since the birth, the child is engaged in dealing between what is perceived in an objective and what is conceived subjectively. The research we are conducting (Corona F., Cozzarelli C., 2011) is aimed just to the discovery and discrimination of the intermediate that is allowed between the child's creativity and objective perception based on reality testing. Field of investigation extended specifically to people with various types of medium-severe disability.

The transitional phenomena are the first steps in the use of illusion, without which there is no meaning for the human being in the idea of a relationship with an object that is perceived by others as external to the human being itself.

The transitional object and transitional phenomena initiate in every human being to what will always be a priority for them, is a neutral area of experience that is not in doubt. Both belong to the field of illusion that is the basis for the beginning of each experience.

This intermediate area of experience, it is not necessary to ask whether it belongs to the internal or external reality, represents the majority of the child's, and throughout life is retained in the intense experience that belongs to the imagination and creative work.

A transitional object of a child usually becomes less significant, particularly as they develop the social and cultural interests.

The game takes a new reading when you enter and makes contextual to the topic relating to transitional phenomena, identifying and analyzing all stages of their development from the first use of an object or a transitional technology until the last stages of capacity cultural experience of a human being.

The important element of the game is always the precariousness of what takes place between the personal psychic reality and the experience of control of actual objects.

Area identified as an area of overlap between child's play and the play of the other person who is related to him, there is the possibility to introduce and provide enrichment. Our research aims at the enrichment.

Making sure that children are in a position to play is itself a form of pedagogy of the body that has immediate and universal application, and includes the establishment of a positive social attitude towards the game.

The precariousness of the game is due to the fact that it always takes place on the theory that separates the subjective as to what is objectively perceived.

Axline (Axline, 1947) adds that the significant moment is one in which the child surprising himself. The child who plays in areas which can not be easily left, and which does not admit easily intrusion. This area of the game is not inner psychic reality, it is outside the individual, but it is not only the outside world.

Objectives and Functions

The assumption we made is that the object mediator, as an extension of himself, has a crucial role in fulfilling the role of facilitator of the transformation. It allows you to retrace the fundamental process of separation, identification and symbolization theorized by Sigmund Freud (Freud, 2010) and developed by several scholars, including even Winnicott (Winnicott, 1971).

Winnicott believed that the object contains in itself a paradox, because it is so real but at the same time creates an illusion, the main point is not to resolve the paradox by determining if it is real or an illusion: conversely, the great work of creativity that the child does spontaneously and that for the adult becomes more difficult, is precisely to integrate the two aspects and not to dwell in

particular on one of the two. Referring to the game, Winnicott argues that too is part of this process of symbolization which is gradually invested an object. The goal is to go beyond the object, because you can face life without necessarily having the same mediation. Winnicott, focuses attention on the object's role in child development, and focuses on two fundamental aspects of this report. Engaging with an object the child interacts with it and thanks to this exchange occur in him changes, often interpreted as the charge: that involved the mechanisms of projection and identification so strong that the object itself takes on something of the world of the child. Instead use an object for Winnicott means surely enter into relationship, with all the implications just enunciated; in addition to this, when the child uses an object, it accepts its reality, or is aware that the object is concrete, and which is not only a projection, is an entity in itself rather than him. This is very important because in order to use an object the child must begin the path to the reality principle.

The child experiences the transition from being in relationship with an object and thus can use it to realize that the object goes out of his control and became independent. There are people with disabilities, who need very often, if not always, represented by the concrete mediation, because their ability to symbolize is still developing or has stopped for some reason. There may also be phases or periods of life when a person who does not have any particular difficulties and who came to use less concrete mediators of an object, such as voice and gesture, have the need to return the items. But the fact remains that the ultimate goal is the achievement of symbolization.

Materials and methods

Our study took into account the concept of transitional object depth by Winnicott as theoretical support and reference especially in conducting laboratory activities in education with people with behavioral disorder and self-control. Especially in some cases it is necessary to introduce, if desired, objects mediators.

The introduction of the object has a dual function: to perceive an experience through the senses, feel, through the mediating object, the emotions you feel, affection, kindness or aggression, pain expressing through this vehicle .

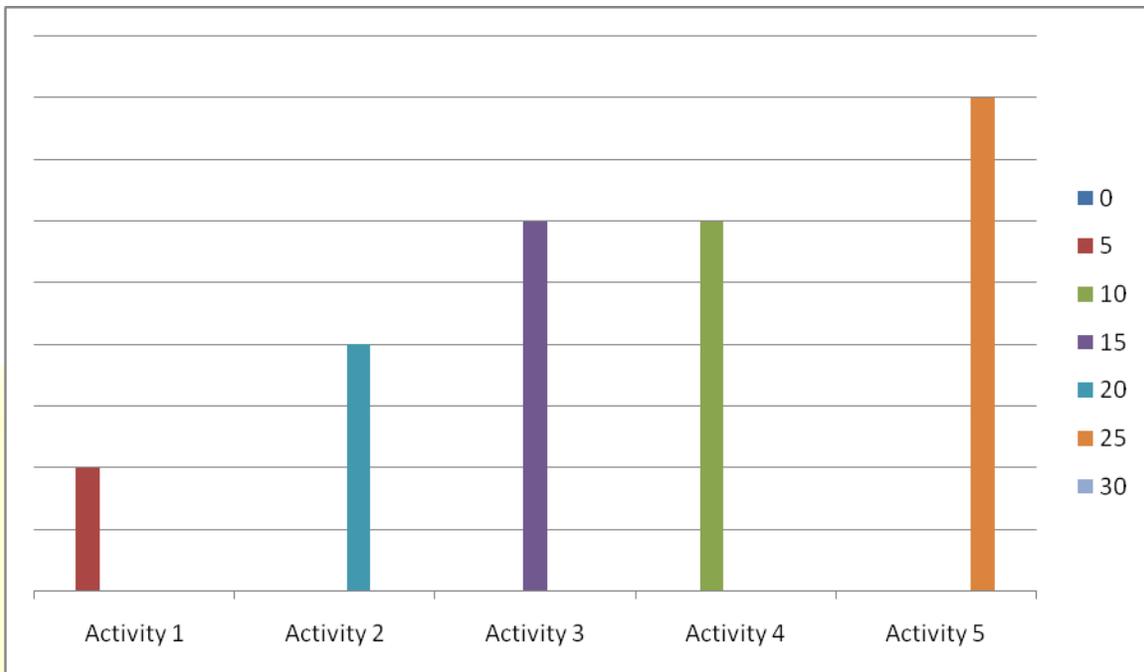
The intervention application best suited to the subjects with ADHD who have good intellectual ability and good will power to implement and address the expected changes. After about 40 years has been fielding a proposed methodology similar to that used in Rational Emotive Therapy (RET), psychotherapy, developed thanks to the U.S. clinical psychologist Albert Ellis, and that has changed over time stands in Behavioral Therapy Rational-Emotive (rational-emotive behavior therapy / REBT).

We have taken the basic principles of this therapy, focusing through the evolution of our studies on the behavioral implications derived from the relationship with the transitional object.

E 'was made an investigation with respect to the introduction of numerous transitional objects on a sample of thirty subjects with behavior disorder (ADHD).

The stimulus-induced derived from both the ball properly connected to the touch, Chart n.1 (1 card activity, Activity 2 pieces of fabric, Activity 3 ball, and other instruments suitable for this type of setting) is the sphere of imaginative and figurative, and therefore requires the involvement of more senses (the scribble activities 4, activity 5 making mental maps) . The parameters have been reported in a chart, which is evident through the experience induced budget. In fact you can not find the proportion between the proposed activities and the fallout for the attention of most of the group selected as the research sample. The activity 5 or the creation of Mind Maps had the most consensus and better effects than what interested emphasize the intrinsic and extrinsic meaning of the transitional object as it responds to the characteristics attentive impressive: color, images, symbols , clarity, conciseness. There is a percentage of the subjects involved which has remained totally alien to each type of the activity in the field demonstrating a strong resistance both from a practical point of view than from a point of view emotional overall.

Chart n.1



This experience in the outcomes achieved, particularly in relation to the introduction of the mental map is of particular value if the associate and explain taking into account the definition of language given by Bollas (Bollas, 2009): in fact, the language expresses the creative use of 'object, the inner meaning attributed to the object, then the ability to play the specific world of an inner sense. It 'clear that Bollas refers to the transitional experience in which the subject's being, its specific language, its creative potential to make sense, it is to be combined with the objectivity of the world, is in conformity with the distance of things, with their being what they are. Make sense does not mean owning things, as characteristic features of its own facilities, but at the same time, are internalized, they have access to the distance that the person lives in and through which invests a sense of presence and meaning. The language of the other is the way in which he uses with creative objects that, in relationship with him, we offer: images, objects or tangible cultural symbols, meanings, emotions, ourselves, take on a meaning in the way the other is able to take possession of them through to build his inner world, its resonance to life. This reappropriation can cure the lack, deprivation, emptiness produced by various attempts previously implemented which attempts to repair, and rehabilitation.

Results

The experimental study therefore has as main result to identify and perceive the symbolic part that belongs to each of us, in order to integrate the profound meaning transitional. In fact, starting from the deductions Jung (Jung, 1977) concerning the archetypes, images and symbols, has been accepted by now the assumption that every individual encompasses it all in different stages of life, archetypal prevalent. They emerge from the movements, the words, the type of behavior, in other words cover all psychosomatic levels: body, cognitive/symbolic, relational/emotional. The experimental work on the rehabilitation and therapeutic essentially would be to make the person aware of the archetype that at any given time makes manifest or hidden, and to integrate this aspect with all the others who belong to the individual himself. This process produces a kind of emotional education must be understood as an effective strategy to overcome the emotional distress, the definition that best explains this mechanism is the term emotional literacy. It is a path created to educate the mind of the child to food that aspect of intelligence that is in charge to promote emotional reactions functional and balanced. The model adopted in education emotion emotional include the three elements involved in any emotional manifestation referred first use and then the lead over to a transitional object: considering the triggering event, their mental representation of the reality, which is your way of interpreting and thinking, and the situation that the individual lives, therefore its behavioral and emotional reaction. Usually, such a program is developed through three main phases: an attempt to help the child to recognize, identify their emotions through the transitional object, in order to be able to understand how he feels when he tries some emotional distress in child with ADHD need to pay attention to which channels of evaluation and which objects it refers to acknowledge their emotions, then it is to assist in identifying the relationship between way of feeling and thinking, to make sure that you realize that if you feel a certain way is because he thinks in a certain manner that belong to him or he has learned from the outside, especially from the family, and finally, we try to help the child acting on those mental mechanisms that underlie dysfunctional emotions, creating a transformation in the mind and then changing something in your internal dialogue. Specifically calling for a cognitive restructuring.

Conclusions

It 'very important to introduce an object in any educational context that it is teaching, educational or rehabilitation to arouse the curiosity.

We must at the same time avoid introducing too directive, unilateral and unique object. In this regard a text speaks of psychomotricity object mediator, in this case called substitute object.

This is the Lapierre and Aucouturier book, *The Body and the unconscious in education and therapy* (Lapierre, Aucouturier, 1982). The authors show that the object for the infant, is the symbolic presence of the body of the other.

The child very often tries to get the body of the conductor through an object, or of mediating contact. In the age group that goes from nine to twelve months, the child admits contact with the adult only through a mediator who is in constant contact with the child on one side and the other conductor: the child is not separated from the object . Only after the child comes into the possession of the object would no longer have need of contact with an adult, as if the object enshrines the qualities of that contact, it incorporates the symbolic presence of the other.

The adult world is full of objects of this type, and many of them perform the function to compensate for a lack of being, are steeped in memories of many experiences of both body and mind. The evolutionary transition that we are interested in is the one in which we can detach from the object because it internalizes its symbolic value and no longer feel the need to always be tied to it. There is therefore a symbolic shift from object to subject. The first condition is that the subject is not disintegrated.

That's why working with the mediating object is essential both with people with disabilities, both with very young children, roughly up to twelve months, in both cases, although very different from each other.

This work is able to perform a number of functions that transitional, to explore the symbolic world of personal and interpersonal, that psychomotor movements to stimulate little explored, relational, to connect people to each other.

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