

# Designing a Child's Intelligence Home with a Game and Creativity Approach

Zeynab Bigdeli<sup>1\*</sup>, Hooman Sobouti<sup>2</sup>

<sup>1</sup>Department of Architecture, Zanjan Branch, Islamic Azad University, Zanjan, Iran, <sup>2</sup>Department of Architecture, Zanjan Branch, Islamic Azad University, Zanjan, Iran, Young Researchers and Elite Club, Zanjan Branch, Islamic Azad University, Zanjan, Iran

## Abstract

For the growing and raising children who involve more than a half of population in countries and the world, teaching and training creativities and artistic talents as well as innovation in children are of the most important issues. It has been proved that emotional, cultural and sensible growth of all children is necessary. Artistic and creativity experiences are definitive for releasing the potentials inside each person and helping him to achieve his true and single reality. Designing child's intelligence home in this concept is designing a place for evaluating and discovering children's talents, a place for facing the realities and perceiving them not memorizing the words based on former educational system. Child's intelligence home is the place for playing with water, soil, running in wind, listening to nature sounds, touching the trees, plants, stone, water and soil, making and finding toys and locations for playing from whatever is around us.

**Key words:** Child's intelligence home, Raising children, Children's talents, Creativity

## INTRODUCTION

Within two last decades, creativity has a very important role in teaching and training as well as discovering talents. In his speech which he gave after being selected as the president of America's psychology community in 1950, Guilford asked psychological researches to notice creativity more. Fortunately, most of psychologists responded positively and creativity researches really flourished during 1960s and early 1970s. –Moreover, after a brief break for a decade or a little more, the psychologists showed interest in this phenomenon more. Teaching and training for operationalizing creativity should prepare the person for something which still doesn't exist and its nature cannot be even imagined. This is only conducted to teach children how to learn and give them a kind of intellectual disciplinary to enable them spend rational human reserve for new issues. For the growing and raising children who involve more than a half of population in countries and

the world, teaching and training creativities and artistic talents as well as innovation in children are of the most important issues. Artistic and creativity experiences are definitive for releasing the potentials inside each person and helping him to achieve his true and single reality. Designing child's intelligence home in this concept is designing a place for evaluating and discovering children's talents, a place for facing the realities and perceiving them not memorizing the words based on former educational system. Architecture is a very effective cultural process on the mentality of human societies and has exclusive complexities. These complexities have extreme severity and importance in societies which passed many historical and cultural challenges. In educational spaces especially the spaces allocated to children, though establishing a correct interaction between education, children and educational spaces, creativity and creative ideas can be created in this age group, child's personality starts forming since birth and its basis is formed in childhood. The needs, demands and formation of child's personality should be given special attention. By creating curiosity and creativity and a happy space among children, not only we have created self-confidence growth in them but considering the personality of the child, adaptation of environment with his age and through group games, we will be able to create attention and a combination of accuracy in children through making them concentrated. The space in which child lives has a

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www.ijss-sn.com

**Month of Submission** : 03-2017  
**Month of Peer Review** : 04-2017  
**Month of Acceptance** : 05-2017  
**Month of Publishing** : 06-2017

**Corresponding Author:** Zeynab Bigdeli, Department of Architecture, Zanjan Branch, Islamic Azad University, Zanjan, Iran.  
E-mail: bigdeli\_zeynab@yahoo.com

pivotal role in forming his personality and growing and training child intellectually in terms of form, performance and other features of architecture. Considering this, it has been tried to design child's intelligence home coordinated with the studies of project and regarding the features of children's psychology. The main goal of this project is creating social, living and dynamic space for children so that they can feel comfortable there and enjoy their life.

## STUDY METHOD

- a) Field method  
Physical cognition and climate conditions- limitations- potentials of site, visiting existing samples and so on
- b) Research method (library)  
Cultural, social cognition and relevant policy making to the contacts
- c) Measuring tools
  - Investigating standards and technical information in the field of educational and sport spaces using the references and books
  - Investigating the needs and characteristics of contacts (children) using psychological books
  - Investigating existing domestic and foreign samples using books and global internet information network and visiting internal samples
  - Consulting relevant professors

## TALENT

Different definitions have been proposed for talent. Kline defines talent in the book "Psycho-sensory Guide" as:

"talent usually refers to a set of abilities which are considered valuable in particular cultures."

Talents have two types: particular talents and general talents

Particular talents are considered valuable in special situations. For example; music talent for the one who wants to be specialized in one of music fields, has a major role.

General talents may be considered valuable in different situations. Verbal talent is of general talents which has major role in most of statuses. However, verbal talent is more important in professions such as journalism than automobile mechanic in terms of job status.

## CREATIVITY

The truth is that psychologists and researchers have had different interpretations from this word up to now and

have proposed various definitions of that. The existence of such disagreement is because of its complex nature. Some people have mentioned about creativity that "creativity is a combination of power of innovation, flexibility and sensitivity against the ideas which enable the learner think about different and innovative results out of the results of insensible thinking that will be resulted in personal satisfaction and probably others' pleasant".

Therefore, creativity is a mental process which is seen from a particular person in a particular time, the process that as its result, a new work including a modern and different work or idea is created. New and different production can be verbal or non-verbal, objective or subjective.

## CREATIVITY AND PERCEIVING THE BEAUTIES

The growth of creativity is one of the most important goals in this design. In addition to acquiring growth in other kinds of thinking such as analytical thinking which is obtained in other fields especially cognitive activities, the child has to grow in the field of creative thinking or according to the experts divergent thinking. Creativity growth has the main role especially in our country which free and creative thinking has been practically eliminated or faded due to inefficiencies and wrong systems of education. In the centers of children's intellectual and artistic creations, creativity growth can be accomplished with growth of aesthetics power to children's sensitivity towards environment.

## CREATIVE EXPRESSION THROUGH ARTISTIC ACTIVITIES

Creative artistic activities which generally manifest in discovery and free activities are of the best ways of helping children to find numerous ways for stating their thoughts, needs and generally their self in form of artistic works. In case of teaching different types of artistic activities in this age group, there should be high accuracy and attention because learning any kinds of art includes teaching artistic separations and training creativity or combining the lessons of trainees. Since in this age group, children's expertise teaching has no priority, it has to be noticed that the techniques which children learn should be less relying on training creativity not to impress child's freedom of thought and expression.

## CREATIVE MOVEMENT

The children can grow their creativity through activities which include rhythmic movements and performances.

Naturally, children are interested in music, poem and rhythmic movements. They have to be encouraged to feel the harmony between mood and meaning of the poem and show it creatively with body movements and sounds they choose. This type of free activities is more meaningful for children than the trainer read the poem alone like a singer. Children movement with poem is recreation for them and not only helps their language and statement progress but also encourage them to grow and express creativity and positive self-concept.

## **SENSITIVITY TOWARDS COLORS AND BEAUTIES IN THE NATURE**

Growing sensitivity towards environmental stimuli and in fact teaching children to look well is a very important factor in training creativity and perceiving the beauty around the child. The nature is the best and most public source of child's free investigation in which searching, discovering the beauty of colors and familiarity with natural beauty and wonders of creations are created. The growth of creativity and perceiving beauty with growing other fields contribute the child to feel the wonders of creation and it is a kind of introduction for theology and his conscious faith to the creator of these beauties. In fact, children (and human) tend to God and nature intuitively since the down of earth and the task of trainers and people around the child maybe not prevent this clean nature by abnormalities and exogenous agents and in a section, the environment of child has the responsibility of establishing his relationship with primary destiny and his coordination and unity through creating the possibility for child's discovery and freeing him to create relationship with nature and the beauties of God's creatures. Undoubtedly, perceiving the beauties has a major role in perceiving the existence and divine majesty.

## **THE CHILDREN AND COLORS**

The colors have a major role in the personality of human being especially children, they cause creating emotional experiences such as happiness, laughter, sadness, sorrow, calmness, irritability, stagnation and excitement. This characteristic intensifies in children. Because of clean and pure, happy and fresh spirit of themselves, they prefer living and combined colors which are set in an appropriate combination with each other.

## **THE CHILDREN AND SCALE**

Because of their small scale, children usually imagine the spaces bigger than normal so that through making smaller spaces inside main ones, they try to coordinate

the dimensions of the space with their own scale. Home internal environment, in the first levels of growth, teaches him the concept of scale: the child learns consciously and unconsciously to how provide the best conditions according to himself for thinking, hobby, loneliness or game in the places of home in which he is permitted to establish his permanent and temporary territories. Due to such a perception from desired scale, in any place in which children are playing, they try to turn it to small, private corners and far from sight by hanging veil, curtain or enclosing with tables, sofas, armchairs, and other available equipment. Children are shorter and smaller and they lack required height to dominate the environment around, the children's sight has been limited, they cannot discover the movements around their sight like adults. They look at one thing in each turn and get soaked in its details eagerly and meanwhile rapidly changing far sight to close sight is difficult for them. Children love to be in small and cave-like places and try to make especial spaces for themselves and their friends because the world around them is special to the adults.

## **CHILDREN AND ENVIRONMENT**

Existing characteristics and features in colors, sound, tools, equipment and spaces are all investigable. In fact, paying attention to all these environmental factors and mutual effects of child and his environment not only prevents behavioral disorders and abnormalities but also lead his spirit and mind toward ultimate goal so we have to know children again and this time from another aspect.

## **CHILD AND URBANIZATION**

Although huge changes of our cities and making big complexes have led to many discussions, the effect of this life environment on kids who are born and are raised there has been rarely discussed. The evolution of lifestyle has caused new needs raised from the growth of city. 70% of children live in urban spaces. In such a space, their nurture has become conditional by force without really thinking about it. Rural life gives the possibility of space possession to the child and create various ways and spaces. Discovering territory is a natural level of nurturing him without exposing him to a serious danger while in urbanization, the number of dangers caused by city expansion has changed the data of problem deeply. Dangerous city still doesn't know how to accept the child and prefers to keep him in protected places till the child reaches to the age of facing the city. The number of forbidden areas is daily increased and as the result possible place for child's spatial discovery and following that his world become smaller while the child needs territory and practically this territory is limited space

of child's room. Therefore, needing more general spaces without dangers is felt more for responding the needs of children as well as neutralizing today's urban planning constraints.

## CHILD AND ARCHITECTURE

Our noisy and industrial world needs to reconcile with civilized human's ideals and his living space components but among all people, architectures, who are responsible for organizing the space in a more or less civilization, are more responsible. Hence; city builders, contractors, the experts of green space and the artists with architectures are more or less responsible in the experience of coordination between human and the environment around him. Architecture is the art of creating built space and has numerous functions.

## CONCLUSION

To discover the talents and promote children's knowledge beside serious education center, in addition to mere exhibition spaces, some spaces for discovering, training and growing the talents should be also created. Considering the high importance of research activities in economic, social and cultural development of our country and considering 55% of population in country include age groups below 20 years old and considering that schools and institutes in current status cannot respond this mass population, educational methods internationally have increasing development and progress and fundamental concepts of education have changed. Although some international documents and conventions try to protect and promote child's rights or at least claim that, the thing which should be clear more than any other thing is their exact subject by "Child" that unfortunately hasn't been clarified exactly.

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**How to cite this article:** Bigdeli Z, Sobouti H. Designing a Child's Intelligence Home with a Game and Creativity Approach. Int J Sci Stud 2017;5(3):43-46.

**Source of Support:** Nil, **Conflict of Interest:** None declared.