

TABLE OF CONTENTS

Foreword

Introduction

Chapter 1

CHILD PLAY: ANTHROPOLOGICAL PERSPECTIVE

- 1.1 Child play: anthropological perspective
- 1.2 What happens when a child plays?
- 1.3 What is meant by play?
- 1.4 A philosophical understanding of play
- 1.5 A provisional evaluation of the world of play
- 1.6 The spatiality of play
- 1.7 The temporality of play
- 1.8 The existential value of the phenomenon of play
- 1.9 Play as "boundary phenomenon" of life
- Summary
- References

Chapter 2

CHILD PLAY: FUNDAMENTAL PEDAGOGICAL PERSPECTIVE

- 2.1 Introduction: child play and fundamental pedagogical essentials
- 2.2 Essences of child play as preconditions for actualizing fundamental pedagogical essences
- 2.3 Fundamental pedagogical essences as preconditions for actualizing child play as an event of educating
- 2.4 Concluding remark
- References

Chapter 3

CHILD PLAY: PSYCHOPEDAGOGICAL PERSPECTIVE

- 3.1 Introduction
- 3.2 Intentionality

- 3.3 Actualization
- 3.4 Lived-experience
- 3.5 Becoming: lived-experience as becoming
- 3.6 Experiential world
- References

Chapter 4

CHILD PLAY: A PEDOTHERAPEUTIC PERSPECTIVE

- 4.1 Introduction
- 4.2 Essences of the world of the child with deficiencies
- 4.3 The play of the child with deficient education
- 4.4 What is meant by pedotherapy?
- 4.5 The essentials of pedotherapy
- References

Chapter 5

CHILD PLAY: A PRACTICAL PERSPECTIVE

- 5.1 Introduction
- 5.2 Play therapy
- 5.3 The role of the pedotherapist
- 5.4 Different modes of play
- 5.5 An example of an orthopedagogic investigation of and assistance to a twelve year old girl by means of play
- References