

Research on the Design and Implementation Strategies of Parent-child Play for Infants and Toddlers Aged 2-3 Years

Qiufeng Pan^{1,2}

¹ The University of Perpetual Help System-DAL TA, Metro Manila 1740, Philippines

² Guangzhou Baiyun Business Technician College, Guangdong, China

Abstract: Infancy is a critical period for children's physical and mental development, and family parent-child play is one of the important ways to promote the physical and mental development of infants and toddlers. The purpose of this paper is to explore the design and real-time strategy of parent-child play for infants and toddlers aged 2-3 years. Through a review of existing research, the design and implementation strategies of parent-child play for infants and toddlers aged 2-3 years are proposed, and common types of parent-child play and practical examples are introduced, taking into account the parent-child play practices of families in China. The results show that the design of parent-child games should pay attention to the developmental stages and individual differences of infants and toddlers, focus on the fun and interactive nature of the games, and at the same time integrate educational elements to help infants and toddlers learn and explore the world. Parent-child play practices should emphasize parental involvement and guidance, create a good atmosphere for parent-child interaction, and improve parents' parenting skills and family education.

Keywords: Infants and Toddlers; Parent-child Play; Physical and Mental Development; Game Design.

1. Introduction

Play is a favorite activity for young children. There are several important parts of the Declaration of the Rights of the Child on play: Article 7: In the enjoyment of their rights, children should give priority to their best interests. This provision implies that the best interests of the child should be considered as a primary consideration in decision-making, policy and practice. This also includes ensuring that children's rights and needs are adequately attended to and protected in the context of play and recreation. Article 31: The child has the right to leisure, recreation and participation in cultural life. This article emphasizes the right of the child to participate in all forms of leisure and recreational activities, including play, sports, arts, culture and recreation. These sections of the Declaration of the Rights of the Child indicate the right of the child to participate in play and recreational activities and emphasize the importance of play for the development, learning and enjoyment of the child. Kindergarten Education Guidance Programme: This programme emphasizes the need for kindergartens to provide a rich and varied range of parent-child activities, including parent-child play and parent-child interaction, to promote early childhood development and family participation. National Child Development Programme (2011-2020): This programme clearly states that families should be encouraged to engage in parent-child play and parent-child reading, promote family education and parent-child interaction, and increase the importance families attach to children's development. This shows that the right and importance of children's play has always been reflected in policy and law.

Therefore, this study aims to explore in depth the design and implementation strategies of parent-child play in order to further enhance the understanding of parent-child play in the development of children aged 2-3 years. Through a systematic review and analysis of relevant research literature,

we will explore research on the implementation strategies of parent-child play for 2–3-year-old to provide more practically and theoretically relevant guidance for parent-child relationships and children's education.

2. Parent-child Play Study

2.1. Parent-child Games

Parent-child play refers to meaningful interactive activities between parents or caregivers and children that are designed to foster the development of the parent-child relationship and have a positive impact on the child's physical and emotional development. Over the past few decades, parent-child play has attracted extensive attention and research in the fields of psychology, education and child development. Parent-child play is seen as an effective intervention that can provide beneficial parent-child interactions in the family environment.

2.1.1. The Role of Parent-child Play

Parent-child play has a positive impact on children's development and growth in many ways. It not only promotes the development of parent-child relationships, but also has a significant impact on children's physical, cognitive, emotional and social development. Parent-child play provides children with opportunities to learn, explore and grow, creates an enjoyable family environment and has a long-term impact on their overall development. The specific role of parent-child play is reflected in the following:

(1) Promoting parent-child relationships: Parent-child play is an important way of building bonds and emotional connections between family members. Through participation in play, parents and children can strengthen their sense of intimacy, trust and emotional bonding and build a strong parent-child relationship.

(2) Promoting children's physical development: Parent-child play can stimulate the development of children's motor skills and coordination. For example, running and jumping

together, ball games and outdoor activities can enhance children's muscle control and balance, promoting their physical health and development.

(3) Developing children's cognitive and learning skills: Parent-child play provides opportunities for children to learn and develop cognitively. Through play, children develop attention, memory, problem-solving skills and creativity. Parent-child play also stimulates children's curiosity and desire to learn, fostering their spirit of exploration of the world.

(4) Developing children's emotional and social skills: Parent-child play helps children learn to express their emotions, understand the emotions of others, and enhance their social skills. Through play, children can learn to cooperate, share, listen and respect others, and develop friendship and teamwork.

(5) Promoting language and communication development: Parent-child play provides a positive language environment that promotes the development of children's language and communication skills. Through interaction with parents or family members, children can expand their vocabulary, improve their language skills and learn to communicate effectively with others and express their thoughts and feelings.

(6) Enhancing children's self-confidence and self-esteem: Positive feedback and encouragement during parent-child play can enhance children's self-confidence and self-esteem. By successfully completing play tasks, overcoming challenges and receiving praise from parents, children can develop a positive self-image and sense of self-worth.

2.1.2. History of the Development of Parent-child Play

The history of parent-child games goes back a long way, but in the last few decades they have become more widely recognized and promoted. The following are some of the key milestones and stages of development of parent-child games:

(1) Early 20th century: The concept of parent-child play has its roots in the field of child psychology and education. Early parent-child play focused mainly on the interaction between parents and children, helping to enhance the parent-child relationship and promote the growth and development of the child.

(2) 1960s-1970s: Parent-child play began to receive more attention in the United States and Europe. Psychologists, educators and parent-child relationship specialists began to research and promote a variety of parent-child play activities aimed at improving the emotional connection and communication between parents and children.

(3) 1980s-1990s: During this period, parent-child play grew to become a popular form of parenting education. Increasingly, parent-child play activities were used in schools, kindergartens and communities, and they not only helped parents to develop a closer bond with their children, but also helped to promote their cognitive, emotional and social development.

(4) Early 21st century: With the popularity of the Internet, parent-child play began to be integrated into digital platforms. Online parent-child games and mobile apps gradually emerged, providing families with more choices and convenience. These digital parent-child games include interactive parent-child stories, quizzes, family challenges, etc. and are designed to encourage cooperation, interaction and learning between parents and children.

(5) Contemporary developments: Today, parent-child play has become an industry in its own right, with a wide range of parent-child play products and services available in the

market. Parent-child entertainment venues such as parent-child amusement parks, parent-child experience halls and parent-child interactive exhibitions are also becoming increasingly popular. At the same time, parent-child games are increasingly shared and discussed on social media platforms, facilitating communication and experience sharing among parents.

2.1.3. The Development of Parent-child Play in Different Cultural Contexts

In ancient China, parent-child play consisted of parents and children playing together, such as children's games, accompanying toys and running races. In the Analects of Confucius, there is a record that Confucius and his son travelled together, which shows that parent-child play has become part of the ancient Chinese cultural tradition. At the same time, there are many special parent-child games in ancient China, such as hide-and-seek, hopscotch and shuttlecock, which not only enhance the parent-child relationship, but also benefit the physical and mental development of children.

Parent-child play also has a very long history in Western countries. As early as the ancient Greek period, parents and children strengthened their parent-child relationship through parent-child games. In medieval Europe, it was common for people to play a variety of parent-child games such as chess, card games and horse-riding. In modern times, as the concept of child education has evolved, parent-child games have evolved and innovated, such as parent-child reading, parent-child sports and parent-child crafts.

With the development of society and changes in family structure, parent-child play has received more attention and development in modern times. Countries have introduced policies and measures to promote family parent-child interaction, encourage parents and children to participate in parent-child play together and improve the quality of parent-child relationships. At the same time, a large number of parent-child play products and services have emerged, such as parent-child play manuals, parent-child play kits and parent-child play apps, which provide families with richer and more interesting parent-child play experiences.

2.2. Characteristics of Physical and Mental Development and Parent-child Play for Infants and Toddlers Aged 2-3 Years

2.2.1. Characteristics of the Physical and Mental Development of Infants and Toddlers Aged 2 to 3 Years

Infants and toddlers aged 2-3 years are in their early childhood and this is a critical period for their physical and mental development. The following are the main characteristics of the physical and mental development of infants and toddlers aged 2-3 years:

(1) Social development: Infants and toddlers aged 2-3 years begin to show a stronger interest in socializing and they are interested in interacting and communicating with others. They begin to imitate and learn from the behavior and language of others and gradually learn to share and cooperate with others.

(2) Language and communication: Infants and toddlers at this age develop language skills rapidly. They begin to utter simple words and phrases and are able to understand more complex instructions and questions. They express their needs and feelings through language and begin to engage in simple conversations.

(3) Movement and coordination: The large muscle movements and coordination of infants and toddlers between the ages of 2 and 3 years have improved significantly. They are able to walk, run and jump with ease and begin to experiment with more complex movements such as climbing up and down stairs and pedaling bicycles.

(4) Independence and self-awareness: During this stage, infants and toddlers begin to show a stronger sense of self and independence. They want to be able to do things on their own, such as dressing, washing hands and eating. They begin to show decision-making skills and self-assertion, while also experiencing emotional ups and downs and challenges.

(5) Emotional and social cognition: Infants and toddlers experience important emotional and social cognitive development between the ages of 2 and 3 years. They begin to recognize and express their emotions more clearly and learn to process them through language and behavior. They also begin to recognize the emotions and intentions of others and begin to show empathetic, cooperative and sharing behaviors.

(6) Imagination and role play: During this stage, babies and toddlers develop their imagination significantly. They enjoy role-playing and creative play, expressing their ideas and experiences through imitation and fictional situations.

2.2.2. Characteristics of Parent-child Play for Infants and Toddlers Aged 2-3 Years

Through various literature, pedagogical and psychological studies, it has been found that parent-child play for infants and toddlers aged 2-3 years has its own unique play characteristics. This is reflected in the following points:

I. Simple rules of the game, self-centered

At the 2-3 year old stage, infants and toddlers begin to understand the simple rules of play and are able to try to follow them. During play, infants and toddlers aged 2-3 years are usually more self-centered and are more concerned with the process of play than with playing with others.

II. enjoys imitation and role play, exploring and discovering new things

Children aged 2-3 years are beginning to develop their own sense of self and cognitive skills and are interested in imitating and simulating things around them. Mimicry and role-play, such as playing as family members, doctors and police officers, are popular with infants and promote cognitive and language development. 2-3 year old are curious and eager to explore their surroundings and like to learn about their environment and things by touching and playing with them. They love to explore their surroundings by touching and moving them around and enjoy doing so.

III. Short attention spans and quick transitions

The attention span of 2-3 year old is short, easily distracted and rapidly changing. They are constantly changing games and playthings, and the variety of play keeps their interest and attention span. If the play stays the same, they will quickly lose interest and start playing with other things that interest them.

IV. Strong parent-child interaction

Infants and toddlers aged 2-3 years are in a critical period of parent-child emotional development, where interaction and involvement with parents is very important. They enjoy playing, exploring and learning with their parents and building a close parent-child relationship.

3. Analysis of the Current Situation and Problems in the Development of Parent-child Play for Infants and Toddlers Aged 2-3 Years

3.1. Current Status of Parent-child Play Development for Infants and Toddlers Aged 2-3 Years

The current state of development of parent-child play varies from country to country and region to region. The culture, education system and family values of each country can have an impact on the implementation and promotion of parent-child play. Some countries have made significant progress in promoting parent-child play, while others may still be in their infancy. For example, the Nordic countries (e.g. Sweden, Denmark, Norway): The Nordic countries have been focusing on early childhood development and valuing parent-child interaction and parent-child play. They provide a wealth of family support and resources, offer parent-child play guidance and training for parents, and organize a variety of parent-child play activities in kindergartens and communities. In the USA, parent-child play has gained widespread attention and recognition. Many families and educational institutions offer a variety of parent-child play resources and guidance, such as parent-child play books, apps and parent-child activities. Parent-child play also plays an important role in preschool education and is seen as an effective tool to promote early childhood development. Japan also places great emphasis on early education and parent-child play. They encourage parents and children to participate in various play activities together, such as outdoor games, crafts and traditional games. In addition, Japan offers a number of training courses on parent-child play to help parents understand how to interact and play with their children. Singapore: Singapore focuses on the early development of children and parent-child play plays an important part in kindergarten and home education. The government and educational institutions provide training and guidance on parent-child play, help parents understand the importance of parent-child play, and provide resources and activities to support parent-child interaction.

More and more countries around the world are beginning to appreciate the importance of parent-child play and are providing parents with relevant support and resources. In China, for example, more and more parents are aware of the importance of parent-child play and are actively participating in it. Many kindergartens and educational institutions have also started to promote parent-child play and provide parents with relevant guidance and resources. Through research and analysis, the current situation of parent-child play for 2-3-year-old in China is mainly as follows.

(1) The participants in parent-child play were predominantly mothers. Of the families surveyed, 57% had grandparents as the primary parent, 30% had mothers as the primary parent, and a very small percentage had fathers as the primary parent. Of the 49 families that participated in parent-child play, 63% involved mothers, 21% involved fathers and 16% involved grandparents. Most families managed to ensure some time for parent-child interaction, with more parent-child interactions involving mothers and fewer involving fathers. As parents had to work during the day, parent-child interaction was mostly concentrated after dinner and before bedtime.

(2) Parents are the dominant players in the interactions. In parent-child play, there were more parent-initiated interactions (85%) and fewer child-initiated interactions. Also, among the parent-initiated interactions, there was more instruction on how to play the game, maintain the rules of the game and instruct peer interaction styles, and less interaction on emotional communication. There were more child-initiated interactions in which help was sought.

(3) Verbal interactions were significantly drier than motor interactions. In parent-child play, verbal interaction predominated, accounting for 86% of the time, with less frequent motor interaction.

(4) There are significant differences in the frequency and mode of parent-child interaction in different types of activities. For example, among parent-child play for 1-3 year old, parent-child interactions in activities such as picture book reading and artwork are the most frequent, and are mostly verbal and motor interactions. In artwork activities, some parents often interfere too much with their children's creations with words or gestures in pursuit of good results and the development of their children's art skills, and lack appreciation, encouragement and helpful support for some of their children's individual expressions. The frequency of parent-child interaction is lowest in music activities and integrated activities, where parents have more one-way teaching and instructional language output and lack guided questioning and communication with their children.

3.2. Research on the Problems and Improvement Strategies of Parent-child Play for 2-3 Years Old

3.2.1. Analysis of the Problems of Parent-child Play for Infants and Toddlers Aged 2-3 Years

Parent-child play for infants and toddlers aged 2-3 years is receiving more and more attention, but in the process of implementation, some problems have been revealed, as reflected in the following points.

i. Lack of parental involvement: Some parents may lack the awareness or time to engage in parent-child play. They may be too distracted by work, household chores and other commitments to devote sufficient time and energy to playful interaction with their children.

II. Lack of knowledge and guidance: Some parents may be unaware of parent-child play activities appropriate for infants and toddlers aged 2-3 years and lack the relevant knowledge and guidance. They may not know how to choose age- and developmentally appropriate games and how to promote their child's development during play.

iii. Limitations in play resources: Some families may lack appropriate play resources such as toys, books and play materials, which can limit their ability to provide a diverse range of parent-child play experiences. Some resources may be more expensive or not easily accessible.

IV. Developmental differences: The developmental levels and interests of 2-3 year old vary, and different children may have different preferences and adaptations to different types of play activities. Therefore, parent-child play activities need to be designed and adapted according to the individual differences of each child.

V. Lack of parent-child interaction skills: Some parents may lack the skills and strategies to interact with their children and do not know how to effectively communicate, guide and stimulate interest in their children. This may lead to ineffective parent-child play that does not fully promote the

child's development.

3.2.2. A Study of Strategies to Improve Parent-child Play for 2-3 Year Old

The research on improvement strategies has been analyzed in three main areas, firstly from the family side, secondly from the childcare provider side and thirdly from the community side.

For family: Based on the current state of parent-child relationships and the problems of 2-3 year old mentioned above, the researcher has synthesized various studies and proposed the following strategies:

(1) Create an environment conducive to parent-child play: Families can create a safe, comfortable and fun environment for their children to play in. Ensure there is enough space for children to move and explore, with age-appropriate toys, games and materials. Also, reduce distractions and the use of electronic devices to create an atmosphere of focus and interaction for parent-child play.

(2) Set a regular parent-child playtime: By scheduling a regular parent-child playtime in the family schedule, parent-child play can be made a part of family life. Whether it is a few minutes each day or a specific time each week, this time slot should be focused on parent-child play so that both parents and children look forward to and enjoy this special time.

(3) Choosing age-appropriate and individualized parent-child games: Choose parent-child games that are appropriate to the age and developmental level of the child and to the individual characteristics of the child. For young children, choose simple interactive games such as singing, hand clapping and chasing games. As your child grows, try more complex games such as puzzles, role-playing, creative drawing, etc. Ensure that the difficulty and objectives of the games match your child's abilities and both stimulate their interest and challenge and promote their development.

(4) Child-centred, interactive and communicative: The focus of parent-child play is on interaction and communication between parents and children. During play, parents should be child-centred, respect their interests and wishes, and give them full attention and participation. Listen to what the child has to say, respond to their needs and build a positive emotional connection with them. Through interaction and communication, family relationships can be fostered and children's social skills and emotional development can be developed.

(5) Diversified forms of parent-child play: Parent-child play can take many forms and is not limited to indoor activities. Families can go out together to explore nature, play outdoor sports or engage in outdoor games. They can also work together on crafts, cooking, reading storybooks, etc. Diversified forms of parent-child play can provide different experiences and learning opportunities to meet the diverse needs of children

The need to develop chemistry.

(6) Maintain a positive attitude and mood: Parents act as positive role models in parent-child play. Maintain a positive attitude and mood and demonstrate interest and participation in play. Encourage and praise your child's efforts and achievements, giving them positive feedback and support. This will boost your child's self-confidence and self-esteem and promote their active participation in parent-child play.

Through the above methods, families can promote parent-child play and strengthen the bond and interaction between parents and children, while promoting the child's overall

development. Parent-child play not only contributes to the child's cognitive, emotional and social development, but also creates an enjoyable and welcoming atmosphere for the family.

Secondly, in terms of childcare institutions: compared to parents, parent-child childcare institutions are more professional and appealing, so they need to undertake advocacy and guidance work to promote the healthy and harmonious development of infants and children, both physically and mentally.

The following measures can be taken by childcare providers to promote family bonding play:

(1) Provide guidance and resources on parent-child play: Childcare providers can provide parents with guidance and resources on parent-child play, including the purpose of the game, how to play it and what age groups it is appropriate for. Easy-to-understand booklets, pamphlets or online platforms can be produced to introduce parents to the types and methods of parent-child play and to stimulate their interest and participation.

(2) Organize parent-child play workshops or training: Childcare providers can organize parent-child play workshops or training on a regular basis, inviting professionals to share their knowledge and skills on parent-child play. This can help parents understand the importance of parent-child play, learn how to participate in play with their children and gain skills in interaction and communication.

(3) Ongoing feedback and support: Childcare providers can establish a close partnership with parents to provide regular feedback and support on parent-child play. Regular communication can be established with parents to understand their experiences and confusion in parent-child play and to provide relevant advice and solutions. This ongoing support can help parents maintain their interest and motivation in parent-child play.

(4) Promote the importance of parent-child play: Childcare providers can promote the importance of parent-child play through channels such as parent meetings, parent education activities or social media. Relevant research findings and examples can be shared to communicate to parents the positive impact of parent-child play on children's development and to encourage parents to actively participate in and support family parent-child play.

(5) Create a parent-child play exchange platform: Childcare providers can create a parent-child play exchange platform where parents can share their experiences and ideas on parent-child play with each other. Such a platform could be an offline parent community event, an online forum or a social media group. By communicating and sharing with each other, parents can get more ideas and suggestions for parent-child play and motivate and support each other.

Through the above measures, childcare providers can promote parent-child play in the home, help parents realize the importance of parent-child play, and provide support and resources to better engage in play with their children, promoting parent-child bonding and the child's overall development. Through these efforts, the development of parent-child play for 2-3-year-old can be promoted and problems can be addressed to ensure that children and parents have access to more parent-child interaction and learning opportunities.

Third, the community: Compared to childcare institutions, the community has an obvious cohesive role, so it can take on part of the work of propaganda and guidance and economic

expenditure to promote the healthy and harmonious development of infants and young children, both physically and mentally.

(1) Pooling community educational resources to provide education and guidance: Parents are provided with education and guidance on parent-child play for infants and toddlers aged 2-3 years, including age-appropriate play suggestions, parent-child interaction skills and developmental stimulation methods. 2-3-year-old are at a rapid stage of development and need interaction with parents or caregivers to promote their cognitive, emotional and language development. Therefore, parent-child games should be designed to be interactive so that parents and children can engage and cooperate with each other. For example, role-playing games, puzzles or singing games can be designed to stimulate the child's interest and active participation. This can be achieved through parent training courses, parent-child play guides and online resources.

(2) Provide resource support to reduce the financial burden of parent-child play on families: provide families with support for play resources such as toys, books, play materials and creative activities. This can be achieved by setting up family play corners, providing play packs or offering a play loan service to families. Parent-child play can provide inspiring toys and materials that encourage children to explore and create freely. For example, provide toys that stimulate creativity and imagination such as stacking blocks, puzzles and paints, while parents or caregivers can accompany the children and share their creativity and ideas.

(3) Create a variety of activities to create opportunities and environments for parent-child play: Create opportunities and environments for parent-child play in the community, such as organizing parent-child play activities, family visits and parent-child interaction sessions. For example, indoor or outdoor sports games, such as chasing games, jumping games or ball games, can be organized to enhance children's motor skills and to promote interaction and communication between parents and children. This can provide parents with the opportunity to participate in parent-child games and promote interaction and communication between families.

4. Parent-child Play Design for Infants and Toddlers Aged 3.2-3 Years

4.1. Examples of Parent-child Play Design for Infants and Toddlers Aged 2-3 Years

According to the physical and mental development characteristics of infants and toddlers aged 2-3 years and the characteristics of parent-child games, the design of parent-child games for infants and toddlers aged 2-3 years can refer to the following examples of games to promote children's overall development and strengthen parent-child interaction.

(1) Exploration Games

Infants and toddlers aged 2-3 years old have a strong curiosity and they like to explore the world by observing, feeling and exploring. Therefore, you can design some exploration games for them, such as puzzles, inset boards and building blocks. These toys can help children to recognize different colours, shapes, sizes and other concepts and develop their observation skills and spatial imagination.

(2) Role-playing games

Babies and toddlers aged 2-3 years have a rich imagination and they like to imitate adult behaviour, so role-play games can be designed for them, such as simulating situations such

as cooking, dressing and bathing. These games can help children learn daily living skills and stimulate their imagination and creativity.

(3) Imitation games

Babies and toddlers aged 2-3 years like to imitate adult behaviour and can devise imitation games for them, such as talking on the phone, writing and drawing. These games can help children learn life skills and also stimulate their creativity and imagination.

(4) Hand clapping game

Infants and toddlers aged 2-3 years are rapidly developing their expressive skills in movement and language, so you can devise hand clapping games for them, such as 'Little Hands Clapping'.

(5) Sensory Play

Sensory play is a great parent-child game for babies and toddlers aged 2-3 years. During play, parents can use their child's five senses to help them discover new things and new worlds. For example, you can take your child to the park and experience the wonders of nature by letting them look at flowers, touch grass, listen to birds and so on. At home, you can let your child feel different materials with their hands, such as caterpillars, cotton, sand, etc. These games allow children to better perceive things in the outside world and promote their sensory development.

(6) Action games

Movement games promote physical coordination and muscle development. For example, children can learn to dance, do exercises, climb mountains and so on. Parents can give their children appropriate guidance and support during the games so that they can better master the movement skills. At the same time, parents should also pay attention to the physical safety of their children to avoid accidental injuries during play.

(7) Colouring Game

Colouring games can help children develop their imagination and creativity. During the game, parents can give their children the freedom to use their imagination and fill the picture with different colors. This will allow children to better recognize colors and shapes and at the same time give them a sense of creativity and achievement.

(8) Language games

Language games can help children to develop their language and communication skills. For example, children can learn language and expression by telling stories, singing songs and saying jingles. During play, parents can give their children appropriate feedback and encouragement to enable them to better master their language skills.

4.2. Examples of Practical Guidance on Parent-Child Play for Infants and Toddlers Aged 2-3 Years

4.2.1. Practical Example: Fruit Paradise

This parent-child game is suitable for babies and toddlers aged 2-3 years. The aim is to help children recognize different fruits and learn their names and colors. The materials needed for the game include fruit pictures, plastic models of fruit, coloured glass balls, coloured wool balls and coloured string. The rules of the game are as follows: First, place the fruit pictures and plastic models on the table and set aside the coloured glass balls, coloured wool balls and coloured string. The parents then show the child a picture of a fruit, for example an apple, and tell the child that the fruit is called an apple and then ask the child to choose the corresponding

plastic model of the fruit and the coloured glass ball or the coloured wool ball. Further, parents can use coloured string to string the plastic fruit model and coloured glass or coloured wool balls together to create a fruit skewer. Finally, parents can let their child play with the fruit skewers while helping them repeat the names and colours of the fruits.

Through this game, children can recognize different fruits and learn their names and colours in a multi-sensory way through sight, touch and hearing. During the game, parents can not only help their children learn, but also promote parent-child communication and emotional bonding.

5. Conclusion

This article discusses the role of parent-child play in promoting the development of infants and toddlers from the perspective of the physical and mental development characteristics of 2-3 year old, and proposes several parent-child play designs suitable for 2-3 year old. As a form of intimate communication, parent-child play can not only strengthen the emotional bond between parents and children, but also improve the cognitive and language skills of infants and toddlers, which is a positive contribution to their overall development. Therefore, we hope that parents can actively provide their children with a variety of beneficial play experiences through practice, so as to help them grow up healthy and happy.

On the basis of the characteristics of the physical and mental development of infants and toddlers aged 2-3 years and the principles of parent-child play design, analysis and discussion combined with practical cases, the following conclusions can be drawn:

(1) The design of parent-child games for infants and toddlers aged 2-3 years should take into account the physical and mental development characteristics of children, and the games should be interesting, interactive, inspiring and moderate in order to promote the all-round development of children.

(2) The practice of parent-child play for infants and toddlers aged 2-3 years should focus on parent-child relationship, involving parents in the process of play, interacting and communicating with their children, promoting the development of parent-child relationship and enhancing mutual emotional communication.

(3) The time and space for parent-child play should be limited, taking into account the child's physical and psychological condition to avoid excessive fatigue and stress, as well as avoiding excessively long and frequent games to prevent the child from becoming burned out and disinterested.

(4) When designing parent-child games, you can combine your child's interests and hobbies to make the games more in line with your child's cognitive and learning rules, while the rules and difficulty of the games should be moderate, not too simple or too complicated, in order to keep your child motivated and driven.

(5) During the practice of parent-child play, children need to be given timely encouragement and affirmation, so that they can feel their growth and progress, and at the same time, they need to be patient and tolerant, respect their choices and decisions, and not force them to do things they do not like.

(6) The practice of parent-child play needs to take into account the overall planning and goals of family education, so that parent-child play can become part of education, but also needs to be combined with other educational approaches to form an organic educational system that promotes the all-

round development of the child.

In conclusion, the design and practice of parent-child games for infants and toddlers aged 2-3 years is a comprehensive process that needs to be based on the child's physical and mental developmental characteristics and parent-child relationship, taking into account the fun, inspirational and moderate nature of the games, as well as the time and space constraints of the games, giving the child timely affirmation and encouragement, and at the same time combining with the overall planning of family education to form an organic educational system in order to promote the child's all-round development and physical and mental health.

References

- [1] Sen Xiaoping. Carrying out parent-child games to promote co-education in the home--Discussion on the implementation of parent-child game activities in small classes [J]. Teachers, 2020 (21): 121-122.
- [2] Dail Chennai. Exploring effective guidance methods for parent-child games [J]. Happy Family, 2022.
- [3] Filler, T. (2017). The power of play: How spontaneous, imaginative activities lead to happier, healthier children. *Family Circle*, 130(1), 86-93.
- [4] Z hang, J., Wang, C., Li, Y., & Lou, Y. (2019). Effect of parental involvement in cognitive and language development of children aged 0-6: A systematic review. *BMC pediatrics*, 19(1), 1-13.
- [5] Wang Hong. Discussion on the implementation of parent-child games in small classes under the background of home education [J]. *Asia Pacific Education*, 2022.
- [6] Tang X,l. The design and implementation of the parent-child game of infants and children based on the homeland is [J]. *Shanghai Education and Scientific Research*, 2013 (4): 95-96.