A Study of Toy-like children's Product Design
- Centered on the psychology of children's color and shape -

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ABSTRACT

Children's product should be designed more interestingly for the children and should be given more distinction from regular product, based on many kind of research concepts. Designing a product for children that is visually appealing in terms of color and shape. Furthermore, such a product should encompass toy like qualities so that it will induce the child to touch and play with it.

1. Introduction

When considering a design for a children's product, whether it be a toy or clothing.

We must think about it with a different attitude than we would when designing an adult's products.

Most kid want buy their own products and they have a strong preference due to television, advertising. What is important to child has been identified through children testing focus groups and through observation of children at home or in a special study center or specially set up for obser-vation. From many research, I found that color and shape are very important factor in children's design. Color preference varies with different age groups. Ages up to nine months respond to bright, hot, fluorescent colors.

Children nine months to three years of age respond to primary colors. After the age of three, children pick a favorite color. Although age and color perception is important in children's design, although major factor is a form. The popularity of such licensed characters as Winnie the Pooh on a product or fashion will play a major role.

The character seen on television and in books become a part of a child's everyday life. Also they interest in eat, drink, wear, watch, listen to in music and play with in toys.

2. Behavior Of Children

2. 1. Mental Skills

After the tremendous surge of activity in the eight months when the baby perfects his/her sitting and crawling abilities
and begins to stand, the ninth month is a new learning period.

The baby uses this period before he walks to secure his impressive gains, to practice mental skills and acquire some social arts. He settles on a definite crawling style, and his speed improves. He polishes his sitting performance by rolling smoothly to his side, subtly shifting balance, and pushing on up to skill.

The child's memory and other mental capabilities also improve.

In experimental environments, nine-month-old clearly become bored with repetitions of the same stimulation.

Furthermore a nine-month-old can remember a game he's been playing with his siblings the evening before, and will try to get them back to it in the morning. In addition a baby's mental capacity is developed to the extent that he can now fully conceive of some objects as independent of his ego.

For example, he can move to a place with one toy, then return repeatedly to get others for his play and all the while, he is able to keep a series of ideas in mind. This ability to attend to and use several ideas at once is an important mental skills.

2. 2. Motor and Muscular Control.

At the age of nine months, a baby can also learn and develop his mental and muscular faculties through the use of building blocks.

For instance, when he/she builds a small tower of two or three blocks, he/she learns about quantity and the concept of placing things in a series.

The activity of playing with blocks also allows the child to expand his creativity and give room for bursts of artistic achievements.

Equally marvelous is the muscular control the baby displays. The child can grasp a block with two-fingers, pick it up, convey it to another block, and align the two so they will not topple.

2. 3. Special Recognition, Sensory Response and Eye-hand Coordination.

A child will also develop and acute sense of depth and object dimension as well as special recognition. While the child fears heights and is aware of vertical space, he can also recognizes dimensions of objects.

The child becomes aware of vertical spaces as he climbs up and down from heights posed by chairs and stairs. He also learns a sense of space from using his hands more efficiently. He begins to accommodate his hands to the space of what he is reaching for as if he knows he needs both to hold it. He turns his hand so that he can pick up a pencil. At this time, the progress of and infant's eye-hand coordination is apparent. The child approaches small objects with fingers and large objects with both hands.

2. 4. Language Learning.

A child repetitive babbling is strung together into drawn out phrases of four or moresy lables.

For example, "looo-looo-looo-loo". The child eventually ceases to repeat the same sound over and over. Instead he combines different sounds so that he may say "ah-dee-dah-boo". Once this combination is noticed, he is on the verge of producing his first words. The child can listen to conversations and singing tones. The child may also understand and respond to one or two words other than his name, such as "no-no".

2. 5. Mother Techniques.

At the child is becoming more and more of as individual, mother's help and intervention need to become more specialized. Picturesquely calls the three teaching techniques mothers use as "showing, shaping, and shoving". In the first, the mother shows the baby what to do. He found that mothers do this when they believe, rightly, or wrongly, that the baby can organize and act although the baby may not have shown that he could do more than parts of it. "Showing" is literally guiding or pushing the baby's hand. It grew from the mother's conviction that the infant can learn