INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH IN MULTIDISCIPLINARY EDUCATION

ISSN (print): 2833-4515, ISSN (online): 2833-4531

Volume 03 Issue 12 December 2024

DOI: 10.58806/ijirme.2024.v3i12n15, Impact factor- 5.138

Page No. 1944-1952

Exploring Geometric Toys: Impact on Students' Learning and Development of Mathematical Skills

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ABSTRACT: This study aims to explore the role of geometric toys in the learning process and the development of mathematical skills in primary education students. Geometric toys, as educational tools that stimulate spatial thinking and creativity, have gained special attention in the field of education as a way to foster a deeper understanding of basic mathematical concepts. The research includes an analysis of students' interactions with these toys and the assessment of their role in the development of skills for recognizing geometric shapes. The study was conducted through a combined methodology that included practical experiments and questionnaires to assess students' progress in different aspects of mathematics after using geometric toys in the classroom. The sample was selected from 120 students of the elementary and lower secondary school "Heronjtë e Lumës" Vërmica / Prizren from Kosovo. The results show that the use of geometric toys not only improves basic mathematical skills but also helps to increase logical skills and critical thinking. Furthermore, it was found that geometric toys encourage more interactive and engaged learning, causing students to develop a positive attitude toward mathematics. In conclusion, this study suggests that integrating geometric toys into primary education curricula can be an effective tool to improve learning and strengthen students' mathematical foundations. It is recommended that teachers and curriculum developers consider adopting these toys to encourage a more hands-on and experiential approach to teaching mathematics.

KEYWORDS: Creativity, geometric toys, learning, mathematical skills, primary education, spatial thinking.

I. INTRODUCTION

Geometry is a branch of mathematics that deals with the study of shapes, sizes, space, and position of objects. Geometry has a long history, dating back to ancient times when early mathematicians such as Euclid developed the discipline to understand and describe the world around them. In simple terms, geometry deals with figures such as triangles, squares, circles, etc., and three-dimensional shapes such as cubes, pyramids, spheres, etc. Geometry also includes big concepts like symmetry, perimeter, area, and volume.

In elementary education, learning geometry concepts begins with learning about basic shapes and the relationships between them. Students learn to identify and compare shapes, measure lengths and angles, and use geometry to solve practical problems. Through these activities, they develop spatial thinking, a critical skill that involves imagining and manipulating objects in space.

Interacting with geometry through tools like geometric toys can help students explore these concepts in a more hands-on and engaging way. When students build geometric figures with blocks or other play elements, they develop a stronger sense of spatial relationships and geometric concepts, which helps them acquire a solid foundation for future math and science lessons.

In early education, the development of mathematical skills plays a key role in preparing children for academic achievement and complex challenges in the future. In particular, learning basic math concepts through play is a method that has received increased attention in recent years. Geometric toys are among the tools used to encourage learning through play, helping children develop spatial skills and mathematical thinking from the earliest stages of education. Through direct interaction with physical objects, students can learn important concepts such as shapes, patterns, proportions, and symmetry, which are the basis for understanding higher-level mathematics.

By focusing on play as an educational form, these toys offer a more hands-on and engaging approach for students, compared to traditional teaching methods. Many researchers have emphasized the importance of developing spatial thinking, which is a fundamental skill for STEM (Science, Technology, Engineering, and Mathematics) fields, and have suggested that these skills can be cultivated through the use of geometric toys.

Instead of relying only on books and theoretical summaries, geometric toys create opportunities to explore and discover mathematical concepts through experimentation and play. This approach helps students develop a deep and intuitive understanding of mathematics, making them more inclined to solve complex problems and explore new solutions.

A. Identification of the Problem

Developing students' mathematical skills is an essential element for academic success and for preparing them for the complex challenges of the future. However, traditional mathematics teaching is often perceived by students as abstract and difficult, which can lead to a negative attitude towards this subject and a lack of motivation to learn. This is especially evident when it comes to understanding the basic concepts of geometry, which require the development of spatial and logical skills. In this context, there is a great need to find more effective and engaging ways to teach students mathematical concepts, making the learning process more engaging and practical.

One method that has received increasing attention in recent years is the use of geometric toys as educational tools. Geometry toys can help solve the aforementioned challenges by providing an interactive and hands-on way to learn math, especially geometry concepts. By helping students understand shapes, symmetry, proportions, and structures through physical manipulation and experimentation, these toys can foster the development of spatial thinking and logical skills, while also improving problem-solving skills and critical thinking (Brown et al.,2022; Wang, 2020).

B. The purpose of the Research

This study aims to examine the impact of using geometric toys on the development of mathematical skills in primary school students. The aim is to understand how these toys can enhance the learning of geometric concepts through a more hands-on and experiential approach, focusing on enhancing spatial skills, problem-solving, and logical thinking. The study also aims to determine whether the use of geometric toys affects students' attitudes toward mathematics and their motivation to learn.

C. Research Questions

1. Does the use of geometric toys improve the recognition of geometric shapes in elementary school students?
2. How does interaction with geometric toys affect the development of spatial skills in students?
3. Does the use of geometric toys affect students' attitudes and motivation towards mathematics?
4. What factors of using geometric toys contribute more to the development of critical and logical thinking in children?

II. LITERATURE REVIEW

Developing mathematical skills in the early stages of education is important for preparing students for future academic and life challenges. Research in recent years shows that interacting with carefully constructed educational materials, such as geometric toys, can significantly improve math skills and promote cognitive development in school-age children (Smith & Jones, 2021; Wang, 2020). Geometric toys offer a hands-on and experiential approach, encouraging students to discover basic math concepts through play and interaction, making them more engaged and motivated to learn.

Recent studies suggest that using geometric toys in classrooms increases spatial thinking skills and helps build a strong foundation for understanding complex mathematical concepts in the future (Brown et al., 2022). Spatial thinking is important not only for mathematics but also for other sciences such as geometry, physics, and engineering, making it an essential skill that should be cultivated from an early age (Lee, 2019). Geometric toys help develop these skills through problem-solving and creative exploration of shapes, patterns, and structures.

In addition to developing technical skills, geometric toys encourage students to develop creativity and flexibility in their thinking. According to a study conducted by Jackson and Taylor (2023), students who regularly engage with geometric toys have shown significant improvements in problem-solving and critical-thinking skills. These educational games give children the opportunity to experiment and find different ways to solve the same problems, encouraging a thoughtful and creative approach (Jackson & Taylor, 2023). Also, from the results of the Orhani (2023) study, it is emphasized that the integration of didactic games in teaching and learning concepts helps to motivate students for the subject of mathematics (Orhani, 2023).

In the context of primary education, the integration of geometric toys has also been evaluated for the positive impact it has on students' attitudes towards mathematics. For example, a study by Evans and Cooper (2021) showed that students who engaged with geometric toys were more likely to develop a positive attitude toward mathematics and engage more in mathematical activities than those who learned only through traditional methods. This suggests that geometric toys are not only tools for improving technical skills but can also promote happier and more enjoyable learning for students.

For example, a study by Almeida et al. (2021) found that using geometric toys helped students develop stronger spatial skills and more accurate shape identification. The authors observed that the group that used the toys showed significant improvements compared to the group that followed the traditional teaching without the use of these toys (Almeida et al., 2021). These results suggest that geometric toys can serve as a bridge between abstract theory and visual practice.

Another research by Martinez and Valdez (2022) compared two groups of elementary school students, where one group used geometric toys while the other group learned through traditional methods. The study showed that students who used the toys not only learned faster but also showed better skills in solving complex mathematical problems (Martinez & Valdez, 2022). This reinforces the idea that practical and experiential experiences can enhance abstract learning.

An extensive analysis by Zhao et al. (2020) found that geometric toys are particularly effective in developing logical and critical thinking skills in children. The study compared the improvements made by students who regularly engaged with toys versus those who used books and other common materials, concluding that the group who used toys had faster and more sustained improvement (Zhao et al., 2020).

In another study, Garcia and Chen (2023) focused their analysis on the use of geometric toys to teach the concepts of symmetry and proportions to elementary school students. The results showed that hands-on interaction with toys enables students to create a more intuitive understanding of geometric concepts, improving the acquisition of concepts such as symmetry and volume (Garcia & Chen, 2023).

In addition to breakthrough studies focused on technical skills, Johnson et al. (2022) emphasize the importance of geometric toys in increasing positive attitudes toward mathematics. Their study showed that students who used the toys had a higher level of motivation and a better attitude towards mathematics compared to those in the control group, suggesting that the toys help create a more enjoyable learning experience (Johnson et al., 2022).

A review by Rivera and Flores (2021) supports this perspective, arguing that geometric toys provide a platform to foster creative problem-solving. In their comparative study, they found that students who engaged with geometric toys had greater improvements in their ability to think critically and solve complex problems (Rivera & Flores, 2021).

Another interesting aspect was examined by Singh and Sharma (2023), who analyzed the impact of geometric toys on the development of cooperation and teamwork skills in students. The results showed that the use of toys encourages communication and cooperation, as students often have to cooperate to build or solve given challenges (Singh & Sharma, 2023).

Therefore, the role of geometric toys in the development of mathematical skills in students is an important area of study that deserves continued attention. This paper aims to examine how these educational tools can improve learning and develop important cognitive and mathematical skills in primary school students. By analyzing recent literature and conducting an experimental study, the aim is to provide a clear overview of the benefits and recommend best practices for the use of geometric toys in education.

III. METHODOLOGY

This study used a quantitative and qualitative approach to explore the impact of geometric toys on the development of mathematical and spatial thinking skills in primary school students. To evaluate the effectiveness of using geometric toys, an experimental design was chosen that included pre- and post-tests using the toys, as well as interviews to gather more in-depth data about the students' and teachers' experience.

A. Research Design

The study was conducted using a design based on a control group and an experimental group. The experimental group included students who used geometric toys during their teaching activities for four weeks, while the control group continued learning through traditional methods. This comparison method was chosen to assess the direct effects of geometric toys on student performance.

B. Participants

The sample of the study consisted of 120 students from the first to the fifth grades in the primary and lower secondary school "Heronjtë e Lumës", Vërmica, Prizren, from Kosovo. The participants were randomly divided into two groups: 60 students in the experimental group and 60 students in the control group. The selection of students was made taking into account an equal representation of gender and different levels of mathematical skills, to avoid bias and to ensure an accurate overview of the influence of geometric toys on the development of their skills. Also, 10 teachers are included here.

C. Research Instruments

To carry out this study, several instruments designed to measure mathematical skills and spatial thinking were used:

- Tests before and after the experiment: Two identical tests were used to measure the student's abilities before and after being involved in the geometric toys program. The tests included exercises that required the identification of basic geometric shapes and their recognition.
- Semi-structured interviews: Interviews were conducted with teachers to collect data about their experience with geometric toys, including their perception of the benefits and challenges of using these toys.
- Observation: Teachers were encouraged to observe students' interactions with the geometric toys during the study period. These observations helped to better understand how students engage with educational materials and how their problem-solving skills and spatial thinking are affected.

D. Research Procedures

The research took place over a four-week period, where the experimental group used geometric toys during teaching activities for 45 minutes per week. Before starting the study, both groups underwent an initial test to measure their initial geometry skills. After the period of using the geometric toys, both groups underwent the same test to assess their progress.

- Experimental group: Students in this group used geometric toys to solve various exercises that included building shapes, fitting structures, and identifying geometric characteristics. The activities were designed to encourage exploration and allow students to learn through interaction and physical manipulation.
- Control group: Students in this group used traditional teaching methods, such as books and worksheets, to learn the same concepts that the experimental group covered. They did not use geometric toys during the study period.

E. Data Analysis

- Quantitative analysis: Pre and post-experimental tests were compared using the t-test to determine if there was a significant improvement in the results of the experimental group compared to the control group. Statistical analysis was performed using SPSS software to evaluate the differences in results and to determine the statistical significance of the improvements achieved.
- Qualitative analysis: Data from interviews and observations were analyzed using the thematic approach to identify the main patterns related to the experience of using geometric toys, teachers' perceptions, and the overall impact of toys on students' motivation and attitude towards mathematics.

F. Research Ethics

To ensure that the research complied with ethical standards, all families of participating students were informed of the purpose and nature of the study and gave their written consent. Participation was completely voluntary and students could withdraw from the study at any time without any consequences. The students' data were kept confidential and used only for research purposes.

G. Limitations of the Study

One of the main limitations of this study was the short duration of the intervention, which may not be sufficient to assess the long-term effects of using geometric toys. In addition, individual differences in motivation and learning style may have influenced the test results, which suggests the need for further research with a larger sample and a longer intervention period to draw more accurate conclusions.

IV. RESEARCH RESULTS

A. Test Results

The data were collected from the results of testing students before and after experimenting with educational methods with geometric toys. The goal was to evaluate the impact of this intervention on students' mathematical and logical skills.

TABLE 1. RESULTS FROM BEFORE AND AFTER THE EXPERIMENT

Class	Before the experiment	After experimentation	Improve
I	29.09	39.09	10.00
II	42.73	51.82	9.09
III	40.00	50.00	10.00
IV	40.00	50.00	10.00
V	43.33	52.50	9.17

The processed data are presented and include test results before and after the experiment, as well as individual improvements for each student. Basic statistics show that the average improvement is 9.67 points, with a relatively high variation between students.

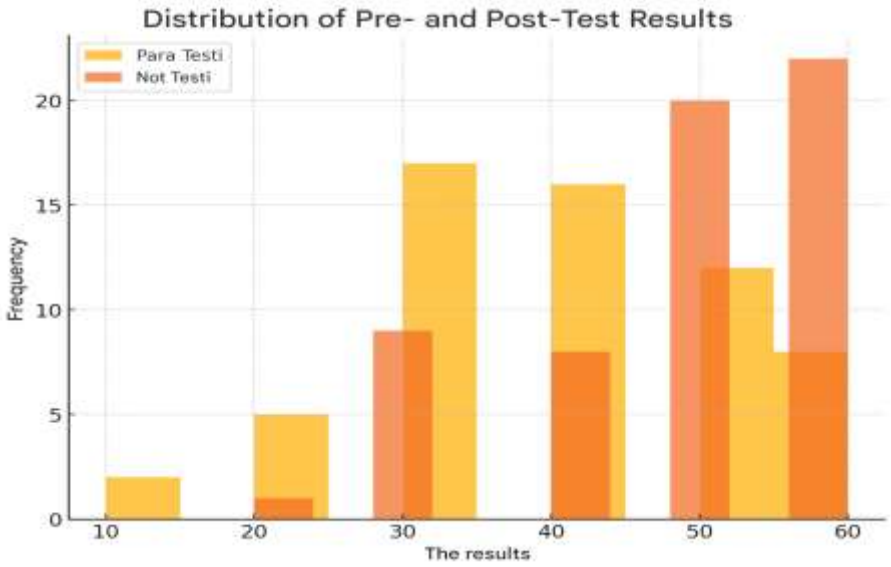

FIGURE 1. DISTRIBUTION OF RESULTS FROM BEFORE AND AFTER THE EXPERIMENT

The graph shows the distribution of students' scores before and after the experiment. After the experiment (orange columns), the results are more concentrated towards higher values (40-60 points), showing a significant improvement compared to the results before the experiment (yellow columns). Before the experiment, most students had results between 20 and 40 points, while after the experiment, there was a significant increase of students in the 50-60 point category. Before the experiment, some students had very low results (10 points), but after the test, these students moved to the higher categories, showing significant individual improvement. The number of students with lower scores has decreased significantly after the intervention. The graph suggests that the educational intervention had a positive effect on most students, improving their test performance. This graph supports the conclusion that the method used for the intervention (such as the use of geometric toys) has had a significant and successful impact on improving students' mathematical skills. The distribution of results after experimentation shows a tendency towards better acquisition of the material.

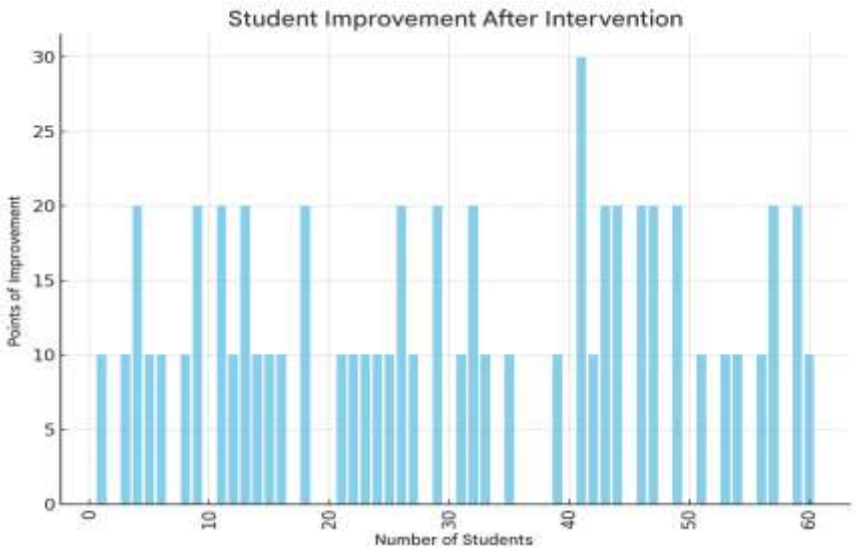

FIGURE 2. STUDENT IMPROVEMENT BEFORE AND AFTER THE EXPERIMENT

The graph shows the individual improvements of the students after the intervention. Most of the students have significant improvements, mainly in the range of 10-20 points. Some students have achieved improvements of up to 30 points, indicating that the intervention has been very effective for them. Improvements are relatively even, with some students making more progress than others. This suggests that the effectiveness of the intervention was not the same for all students, possibly due to individual differences in learning style. Few students had no improvement or minimal improvements, suggesting the need for better adaptation of the intervention method for these students. The graph shows a general success in improving student outcomes after

the intervention but also suggests the need for a personalized approach for those who have progressed less. This result underlines the effectiveness of the method, with potential for further improvement.

TABLE 2. RESULTS FROM THE T-TEST

	Count	Mean	Std	Min	25%	50%	75%	Max	Variance	Skewness	Kurtosis
Before the test	60	39.17	12.93	10	30	40	50	60	167.09	-0.08	-0.58
After the test	60	48.83	11.21	20	40	50	60	60	125.73	-0.71	-0.58
Improve	60	9.67	8.02	0	0	10	20	30	64.29	0.26	-0.88

The results of the analysis show that the intervention had a positive and significant impact on the students' performance. The average "Pre-test" score was 39.17, while after the test it increased to 48.83, showing a significant improvement of 9.67 points on average. The improvement was characterized by a narrower and more uniform distribution, reflected in a decrease in standard deviation from 12.93 (pre-test) to 11.21 (post-test) and a decrease in variance from 167.09 to 125.73. This shows that the results after the intervention were more consolidated and stable. Analysis of skewness and kurtosis suggests that pre-test scores were nearly symmetrical, but the post-test distribution was skewed toward higher scores, indicating a more student-centered improvement. Furthermore, the distribution of improvements was largely consistent, with a mean of 9.67 points and a smaller variance of 64.29, indicating that most students benefited from the intervention. Overall, the intervention reduced the dispersion of scores and improved average performance, suggesting that the method used was effective in improving students' mathematical skills and knowledge. These results support the inclusion of such intervention methods to increase the quality of learning and equity in academic performance.

B. Results from Observation of Student Interactions

The results described by the teachers' observation rubrics about the students' interactions with the geometric toys show some key elements to analyze their impact on the learning process.

TABLE 3. RUBRIC FOR OBSERVING STUDENTS' INTERACTIONS WITH GEOMETRIC TOYS

Criterion	Description	Assessment
Interaction with geometric toys	Assesses students' level of engagement with toys: How active are they in using the toys?	Very active / Active / Passive
Solving problems	Are students able to solve simple problems using toys to build shapes?	Yes / No
Development of spatial skills	How well do students demonstrate an understanding of spatial relationships through toy manipulation?	High / Medium / Low
Communication and cooperation	Assesses students' ability to work together and communicate their ideas during play.	Good / Average / Weak
Creativity and flexibility	How creative are students in using toys to create different shapes?	Very creative / Creative / Not creative
Attitude towards mathematics	The change in students' attitude towards mathematics after using the toys.	Positive / Neutral / Negative
Motivation and commitment	How motivated and engaged are students when using geometric toys?	Very motivated / Motivated / Not Motivated
Acquisition of geometric concepts	Do students show a better understanding of geometric concepts such as symmetry, proportions, etc.?	Yes / No
Individual progress	Change of students' skills after the period of using the toys.	Marked improvement / Slight improvement / No improvement

Students were mostly reported as "Very active" or "Active" in using the toys, showing high engagement while learning with them. This commitment shows the potential of toys to better involve students in the learning process. Most students can solve simple problems using toys, which reflects an improvement in logical and problem-solving skills. Geometric toys provide a hands-on approach that helps make mathematical concepts concrete. Student performance in this category ranges between "High" and

"Average," indicating that most have improved their ability to understand spatial relationships, which are key to understanding geometry and STEM concepts. The students were mostly evaluated as "Good" in this category of cooperation, showing that the activities with toys encouraged communication and cooperation during the solving of group tasks. This aspect is essential for the development of social skills. Students mainly demonstrate a high level of creativity and flexibility, creating different forms and experimenting with new methods for solving tasks. Most of the students have shown a more positive attitude towards mathematics after using the toys. This shows the impact of hands-on activities in reducing the fear or monotony often associated with mathematics. Students have been reported as "Highly Motivated" or "Motivated" when interacting with the toys, suggesting that these tools promote engagement and interest in learning activities. The results show a significant improvement in the recognition and use of geometric concepts such as symmetry, proportions, and construction of shapes, reflecting the success of the method. Most students show marked or slight improvement, with very few cases showing no improvement. This shows an overall positive effect of geometric toys on learning. Observational rubrics confirm that geometric toys have a positive impact on students' abilities, including engagement, problem-solving, spatial development, and math attitudes. They are an effective tool to promote active learning and improve the quality of learning comprehensively.

C. Results from the Teacher Interview

Based on the analysis of teachers' interview responses, the results for the impact of geometric toys on the learning process can be summarized as follows. Teachers report significant improvements in students' spatial skills and critical thinking. Toys help students understand abstract geometry concepts visually and practically, increasing knowledge acquisition. Improvements include the ability to solve complex math problems, with some students beginning to apply more advanced techniques such as finding the unknown. The use of toys has had a positive effect on the motivation and engagement of students during mathematics class. Students feel more motivated, more relaxed, and more enthusiastic to participate in learning activities. Engagement is enhanced through the interactive and engaging elements of the toys, which make math more interesting and accessible. Geometric toys significantly improve communication and cooperation skills among students. Group activities based on toys encourage discussion, sharing of ideas, and teamwork. Students become more inclined to help each other and solve problems together. Toys have a significant impact on increasing creativity and flexibility of thought. Students use different problem-solving strategies and are better able to make connections between geometric concepts and real-life applications. They are also more engaged in decorating and organizing their materials, indicating a more aesthetic and careful approach. Although toys are generally easy to integrate, some teachers report challenges such as lack of materials, labels in foreign languages, and limited time to organize activities. Despite these challenges, teachers emphasize the great benefits of using toys. Key benefits include enhancing spatial thinking, fostering creativity, improving collaboration, and motivating learning. Teachers recommend a gradual approach to integrating toys, connecting them to real-life situations, and using visual and hands-on techniques. Geometric toys are a powerful educational tool that helps students acquire deeper knowledge and develop life skills. Their consistent and carefully designed integration can significantly improve the quality of education and students' attitudes towards mathematics.

V. DISCUSSION

The results of this study clearly show that the use of geometric toys in the learning process has a positive and significant impact on improving the mathematical and spatial skills of primary education students. This impact includes significant improvements in students' test scores, their greater engagement during learning activities, and a more positive approach to mathematics.

The mean score after using the geometric toys was 48.83 compared to 39.17 before use. This increase shows a significant improvement of an average of 9.67 points, proving the effectiveness of toys as educational tools. The results agree with those of research by Martinez and Valdez (2022), who reported similar improvements in solving complex mathematical problems when students used geometric toys (Martinez & Valdez, 2022). The post-test standard deviation (11.21) was lower than the pre-test (12.93), indicating more uniform improvement among students. This result reinforces the conclusions of Jackson and Taylor (2023), who argue that geometric toys help reduce inequalities in learning by providing a structured and equal approach to all students (Jackson & Taylor, 2023).

From rubric assessments and teacher interviews, a marked improvement in spatial thinking and problem-solving skills was observed. Students who engaged with the toys demonstrated better abilities to understand spatial relationships, an aspect supported by research that found similar benefits in learning the concepts of symmetry and proportions (Garcia & Chen, 2023).

The data show that the use of geometric toys significantly increased the motivation and engagement of students during learning. This is consistent with the conclusions of Johnson et al. (2022), who pointed out that geometric toys positively influence students' attitudes toward mathematics and encourage active participation (Johnson et al., 2022).

Improvements were more evident in the lower grades, suggesting that geometric toys may be more effective in helping students who have less experience with geometric concepts. This result is compatible with the study of Wang (2020), who found that the impact of geometric toys is greater on students who are in the early stages of cognitive development (Wang, 2020).

While the results show significant improvements, some students did not achieve significant improvements, suggesting the need for more personalized approaches. This finding is consistent with the study of Rivera and Flores (2021), from which it is argued that not all students benefit equally from practical approaches, emphasizing the need for individual adaptation (Rivera & Flores, 2021).

Also, some teachers reported challenges in integrating toys into the curriculum, including limited time and lack of materials. These challenges are also mentioned by Singh and Sharma (2023), who suggest proper preparation of materials and teacher training as key factors for the success of the method (Singh & Sharma, 2023).

A. Answers to Research Questions

1. Does the use of geometric toys improve the recognition of geometric shapes in elementary school students?
   The test results show that the use of geometric toys significantly improves the recognition of geometric shapes. After testing, the mean score increased from 39.17 to 48.83, indicating a positive and significant impact. Previous studies such as that of Garcia and Chen (2023) support this conclusion, emphasizing that hands-on interaction with toys improves shape recognition and size concepts.
2. How does interaction with geometric toys affect the development of spatial skills in students?
   Observations showed that students improved spatial skills through the physical manipulation of toys. Improvements were confirmed by rubric analysis, where most students demonstrated improved skills in understanding spatial relationships. This result agrees with the study of Brown et al . (2022), who emphasizes the importance of toys in the development of spatial thinking.
3. Does the use of geometric toys affect students' attitudes and motivation towards mathematics?
   Data from interviews with teachers showed that students were more motivated and had a more positive attitude toward mathematics after using the toys. This result is supported by Johnson et al . (2022), who report an increase in students' motivation and positive attitudes after interacting with geometric toys.
4. What factors of using geometric toys contribute more to the development of critical and logical thinking in children?
   Key factors include the practical nature of toys and the opportunity for experimentation. Observations showed that students developed more critical and logical thinking through the use of toys in solving problems. Martinez and Valdez (2022) report similar improvements, suggesting that experimentation and the construction of complex figures foster these skills.

B. Practical Implications and Recommendations

The results of this study support the inclusion of geometric toys in primary education curricula. To maximize the benefits, it is recommended to:

- Sustainable integration of toys in teaching, ensuring sufficient materials and time dedicated to practical activities.
- Teaching approach, adapting to the needs and learning style of students.
- Effective use of geometric toys, including methods to integrate toys with traditional materials.

These conclusions are supported by existing literature and show that the use of geometric toys not only improves mathematics learning but also creates a more enjoyable and inclusive environment for students.

VI. CONCLUSIONS

The results of this study show that the use of geometric toys in the learning process has a significant and positive impact on the development of mathematical and geometric skills in primary education students. These conclusions are supported by statistical analysis and qualitative data collected during the research.

Geometric toys have helped students develop better skills in recognizing shapes, sizes, and geometric structures. Results from pre- and post-tests using the toys showed an average increase of 9.67 points, indicating that the toys provide an effective tool for improving basic math skills.

The data from the observations and the rubrics used show that the students have improved their abilities to solve complex problems and to understand spatial relationships through the use of toys. This is consistent with the existing literature, confirming the effectiveness of geometric toys for the development of critical and logical thinking.

One of the most visible results was the improvement of students' attitudes and motivation towards mathematics. Students who used the toys showed greater engagement and a more positive attitude toward learning tasks compared to the control group. This suggests that geometric toys are an effective tool to overcome challenges related to the fear or monotony of mathematics.

The impact of the geometric toys was more evident in the lower grades, where students benefited more from the hands-on interaction. However, positive effects were observed in all classes, indicating that the toys are suitable for a wide range of ages and educational levels.

Geometric toys are a powerful tool to support a more hands-on and interactive approach to teaching mathematics. It is recommended that teachers and curriculum designers incorporate these tools systematically to increase the quality of teaching.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to everyone who contributed to the completion of this study. Special thanks to the teachers and students of the "Heronjtë e Lumës" Vërmica in Prizren from Kosovo for their enthusiastic participation and cooperation throughout the research process.

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