

Art and play are social phenomena with features which could be used in personality development. This thesis is at first plan trying to see what these phenomena are like. It seems that mentioned phenomena are cultural universalities and that art has a longer tradition of thinking of its subject than play.

This thesis tries to say how play manifests itself. Its manifestations are called symptoms and we can find ten of these. We part from works of J. Huizinga, R. Caillois and E. Fink. In this way we get a measure to distinguish among the play and other forms of activities, e.g. little games, riddles, sayings as less structured activities. And sport, outdoor, model and psychological activities as the ones with greater complexity than the play on the other side. We point that a play lies on the aesthetic ground or even that its aesthetic activity is dominant.

In the following part we deal with the term art. Across historical use of this notion we come to Jan Mukarovsky's and Nelson Goodman's point of view. Art is a system of signs which not only in functions as means of meaning, but its meaning lies on different symbolical fields from plain sign immediacy to complex reference.

At the end of this work we have compared these two phenomena and try to point out to different possible ways of use for personality development. Big potentiality of cultural activities in personality development is thus a result of fact that they are bearers of aesthetic function.