

## Commentary on Imaginary Companion Experience

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### DESCRIPTION

Interacting with imaginary companions (ICs) is now considered a natural part of childhood for many children, and has been associated with a range of positive developmental outcomes. Recent research has explored how the phenomenon of ICs in childhood and adulthood relates to the more unusual experience of hearing voices (or auditory verbal hallucinations, AVH).

The imaginary companion has been well studied in children and adolescents when compared to children less in Adults. Parents and child experts are also worried about the function that imaginary friends play in the lives of youngsters. According to recent study, the formation of an imagined friend is a frequent and healthy type.

There are many different variations of imagined friends, including ones based on objects and those who are invisible. Although many of their imaginary friends are described as loving and obedient by youngsters, others are seen as disruptive and rebellious. When youngsters express strong feelings for imaginary friends or claim to be unable to manage the companion, they may appear to be unsure about the line between imagination and reality.

Imaginary others can take various shapes, including imagined copies of actual people, fictitious characters from literature, and created persons or animals specially crafted to fit the creator's specific requirements. Toys and other products might indeed come to life through animation.

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Parents are concerned about what having an imaginary friend entails for a kid and question what role a parent should have in directing this sort of imagination, especially whether this should be avoided. Is a child's engagement with imaginary friends a sign that he or she is having difficulty making friends? Does this imply that he or she cannot tell the difference between imagination and reality? Does this imply that their child is at danger of developing a psychiatric disorder?

Playing with imaginary friends is definitely still a frequent habit for young children. Some imaginary pals are stable and long-lived, and youngsters play with them on a frequent basis, but some are considerably more transient, floating in and out of a child's imaginative world. We've seen youngsters whose lives were packed with imagined people and animals, none of which lasted long. Other youngsters just had one or two imaginary pals at a time, but they kept in touch with them often. Other youngsters, on the other hand, kept the same imaginary buddies for several years.

The development of an imagined buddy is a healthy and frequent kind of pretend play that parents, educators, and therapists consider especially interesting. There is a wide range of companions that youngsters construct some unseen and some based on props such as beloved toys. The substance of the imagination or the kid's emotional immersion suggests that the youngster is uncertain of what would be real and what is not.

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