

THE ROLE OF MOVEMENT GAMES IN THE SOCIO-AFFECTIVE AND PSYCHOLOGICAL AND MOTOR DEVELOPMENT IN PRE-SCHOOLERS

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Abstract: Older pre-schoolers greatly enjoy movement games which they organize themselves. Many times they play several games and display the same stamina from start to finish. With older pre-schoolers, one can notice the preference for certain games they consider funnier, and which they practice more often. With a careful choice and a grading of all physical exercises and movement games, they get to perform a complex of actions at different signals. For instance, when playing the “colorful circles”, older pre-schoolers perform the following actions at various signals: picking up the circles, running along the big circle’s line, grouping the small circles etc.

A series of positive aspects concerning the general body balance up to the age of 5 make the pre-schooler even more available for the physical education training which grows continually more demanding but which also improves body’s general movement ability. [Chiriac, A. Chiţu, 1983]

Relay races, team competitions, movement games in general, contribute to the education of a cooperative and disciplined attitude, which leads to inspiring the team player behavior and to choosing the group leader.

Keywords: social abilities, pre-schooler, movement game, socio-affective development, group leader.

1. Introduction

From 3 to 5 years, children cooperate in tasks or play, but without conscious observance of rules and cooperation on short durations. From this age they become more sympathetic to what is called 'moral conscience' of right, wrong, permissible, impermissible, right, wrong. This explains how, at 5 years, are more "conformist", looking for the group of children to play

the game and, when participating in activities organized, become obedient, receptive, cooperating with adults. [J. Chateau, 1970]

2. Purpose

The game of movement in preschool education is to become a favorable context for emotional and social skills.

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3. Working hypothesis

It starts from the premise that social relationships between children and adults contribute to the process of socialization of the child, he learns social behavior, comply with and external rules, expanding its sphere of relations with others, choosing their group leader .

4. Objectives

- Training psychomotor movement by organizing games of adequate basic driving skills.
- Formation of complying with the requirements and rules of social conduct in the sphere of relations with others.
- Development and Cooperation in organized activities and the choice of group leader.

A number of issues gained in the overall balance of the body until the age of 5 years, are increasingly available for pre-school physical education activity, which requires gradually, but also improves overall body movement ability. [Chiriac, A. Chitu, 1983]

Relay races, team events, games, movement in general, contribute to the education of cooperative spirit, disciplined attitude which leads to the formation of team spirit.

Lack of social skills to establish relationships between kindergarten children can make it be a bad place for preschoolers. The teacher is to make the child feel loved, accepted, important and safe, when he reaches the guests will be able to adequately explore surroundings. At this age children spend most time playing. Thus the game gets a favorable context for emotional and social skills. In the game of moving children have the opportunity to practice social skills essential: to cooperate with others by

adjusting their behaviors in the game, to be tolerant to group members to accept that not everything will flow as they want to answer appropriate to accept others and be helped.

The observation method was used throughout the experiment, as it provides data for the correctness of execution of children, on their active participation in activities, on progress. It used both spontaneous observation and direct one. In this method, it has a great role to the training, which must explain to each subject tasks to accomplish, working materials, stimuli administered, the manner of response, sequencing experiment. This preparatory stage is very important for the entire conduct of the experiment and requires considerable effort from the examiner, who must anticipate the sources of misunderstanding or error. [E. Claparede, 1975]

After applying these tests can be seen that both the experimental group and the control that children need for the exercise.

Analytical test examines if we can see that most children have developed sufficient motor qualities such as strength, skill, strength, very few children getting closer to the maximum score. Following test socio-affectivity show that most children have developed stability and self-sufficient during many activities and not cooperating in the game. We can deduce the fact that not all have adapted to the kindergarten environment.

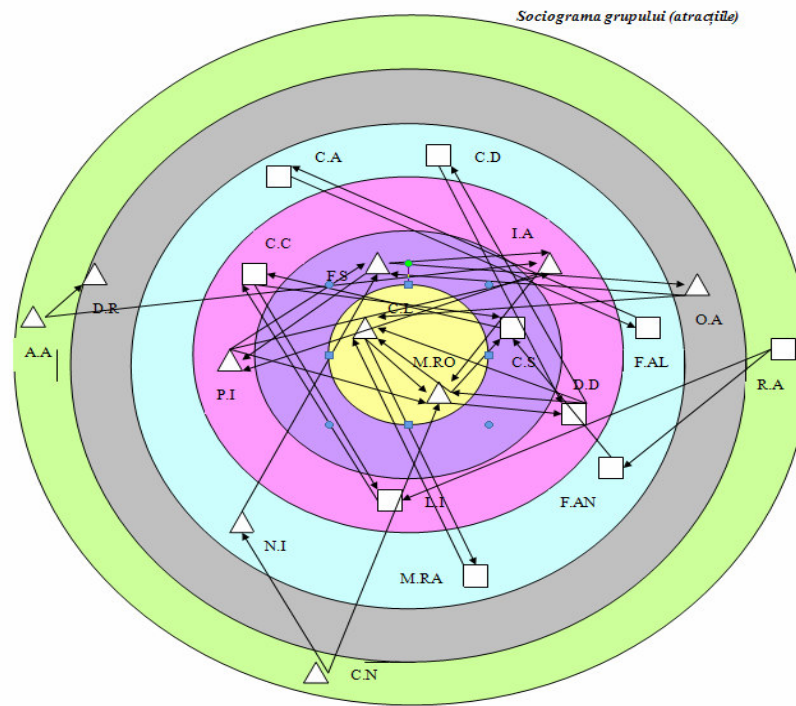
Given the fact that most of these children are 5 years is understandable that the process of training them as individuals is still early. But with games conducted in kindergarten and kindergarten skills, develop their socio-emotional and psychomotor will see substantial improvements to when they reach school. "The sociometrical method is a research method that allows measuring, ordering and graphical presentation of social and

psychosocial phenomena" (Leopold von Wiese, Dictionaire from langue philosophique, 1966). Sociometric study can be judged by actual position of each individual within the community, as the core of relationships around a person who is in permanent social contact with other individuals. Proposed questionnaire which allows the collection of information leading to knowledge of a socio-emotional type of relationship: acceptance.

Table of scores is a tool with which to do first operations of ordering the information gathered through sociometric questionnaire.

Children's responses are limited. They are allowed to express preferences for one wish, for only thus can capture the entire load relational existing group.

Those who occupy first place in the order of preference is recovered by the degree of intensity five, second place by four, instead of III by three, instead of IV by two, instead of V and following, if any, by a. Thus it is better to show off the intensity and preferential children greater or lesser popularity.



Sociograma grupului (atracțiile)

Girls

Boys

Sociometric questionnaire

Table 1

	AA	CA	CD	CC	CS	CN	CL	DD	DR	F.AL	F.AN	FS	IA	LI	M.RA	M.RO	NI	OA	PI	RA		
AA									4				5									9
CA										5				4								9
CD								5						4								9
CC					5						4			3								12
CS				4										5								9
CN																4	5	3				12
CL								4							3	5				2		14
DD			5				4								2	3						14
DR													5									5
F.AL		5																				5
F.AN				3	5									4								12
FS																5				4		9
IA							3									4				5		12
LI				5							4											9
M.RA							5	3								4						12
M.RO					2		4	5			3											14
NI						4						5										9
OA						3	4					5									2	14
PI												4	5									9
RA											5											5
No of received choices	0	5	5	12	12	7	20	17	4	5	16	14	15	20	5	25	5	3	11	2		

5. Choices (preferences)

- Integrated children are those who obtained scores ranging between 11-25 p (10 children)
- Children are the integrated environment which obtained scores ranging between 5.7 p (6 children)
- Children excluded are those who obtained scores ranging between 0-4 P (4 children)

From the table and the sociogramme one can see that the relations between children in the experimental group began to expand. There is a group leader, a favorite kid for many of his colleagues.

Because this experiment was carried out only within one year, can not expect some spectacular results in terms of their integration into the team to which they belong. As is known preschoolers are not generally loners, but they aren't capable of great social expansiveness either.

Following games conducted with the whole group, children began to know better, cooperate with each other, to encourage and even to help, enjoy the successes achieved with the team and accept everything with failure.

All games held during the observed relationship between girls and boys showed a balance. Girls have a higher tendency to organization and discipline to the group games, being arranged in cooperation respecting a greater extent than boys rules set by the game. They prefer to join a peaceful group of boys who are excluded or less than the good.

There can be observed the trend of association in small groups of children, but

that is still unstable, although the most important is that they are grouped only to play together.

Another note is that most of those who have a large number of preferences are either children with a good physical potential, or children who are very good, with a quiet temperament, which have met the rules of games and had civilized relations their peers.

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