42. PROJECTIONS OF THE GAME WITH MOTIONAL PERFORMANCES IN THE PROCESS OF LITERARY COMMUNICATION AT PEDAGOGICAL INTERACTION WITH 6 - 7 YEARS OLD CHILDREN

(Preliminary communication)

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Abstract

The following paper focuses on the game as an immanent feature of pedagogical interaction in kindergarten and its decisive role in shaping personality. The emphasis is on the functions of the mobile game in the process of a fictional text perception by children from a school preparatory group. Here has been studied the effectiveness of proven pedagogical model of communication in the natural environment for preschoolers and activity, providing a dynamic game approach to communicating with folklore or literary text. The results indicate that the professional creative interpretation of game with motional performances is an effective mechanism for stimulating literary communication of 6 – 7 year old children in the context of his mental and physical, intellectual and social preparation for school.

Keywords: anthropometric measures, motor tests, mobile games, motor training, folklore texts, literary texts, competence, experimental work, mean, percent

INTRODUCTION

Preschooler childhood is a time when the foundations of the formation of the child’s interests and development are built. Kindergarten as the first step to develop the competence of the child is an important prerequisite for successful implementation of future public personality. According to several authors, the term „competence” is associated with the idea of changing the educational paradigm, and hence an understanding of the change in position for the final outcome of the educational process.

The problem of considering the projections of the psycho-physical, intellectual and social development in the context of applying the competency approach in pedagogical interaction is extremely relevant and significant. Aspect of this interesting game – life time in childhood and structure formation in conducting various educational emphasis in kindergarten disclosed in terms of understanding of jurisdiction. The game, according to Gyurova (Гюрова), may be sought functions of pedagogical interaction through which unfold and educational relations constituting the adoption of the child in the current reality:

- as a specific interaction;
- by immersion and mutual penetration of the other’s world;
- by converting themselves into really unattainable (Gyurova (Гюрова), 2001).

Mobile games (games with motional performances) are central to the whole range of games applied to motional education in pre-school age (Angelova, Stancheva, Peycheva, Lekova, & Doncheva (Ангелова, Станчева, Пейчева, Лекова, & Дончева) 2003).

Performed in the range of individual-game movement to complex sets of movements and relations established between groups and partners, they can be classified by different characteristics: the number of participants in the games – individual, in pairs, collective (group) mobile games; according to prevailing movements – games with walking, running, jumping, throwing, climbing, climbing passage, a counteraction, etc.; depending on the nature of motional actions – dynamic (strongly motional) and static (poorly motional); by use of equipment and supplies – and without equipment and supplies; according to the performances – games only motional performance, with verbal, musical accompaniment; according to the venue, purpose, season, sex, age, etc. (Ivanova (Иванова), 2010).

But they all applied alone or in a system create game environments – unique and compelling, where the child meets joy and pleasure, freedom and novelty, interaction and self-expression, conflict and friendship, competition and self-assertion, self-understanding and self-creation, but experience as well. Emotions and behavior are intertwined with the playing condition rising the degree of child’s cognitivism, which naturally implies co-understanding, co-experience, co-absorption.
of existence.

Consideration of the importance of both the motional and literary development we find in the state educational requirements for pre-school education. Educational content that is related to literary communication of direction “Bulgarian Language and Literature” is mastered in kindergarten through three cores: “Perception of a Literary Work”, “Interpretation of the Literary Work” and “Evocation of Literature for Children” (Regulation № 66, 2000; Regulation № 66, 2005).

It is known that 5-7 year olds are now considering an art form in harmony with meaningful content. In this age there is a skill to evaluate the actions of individual characters, to follow the plot, to make a comparison between the real and artistic events (Chichikova & Delcheva, 2003).

The research position expressed in this state-ment, was prompted by the tendency too often in teaching practice to implement forms of pedagogical interaction with predominantly static nature or limited movements in the process of literary communication. This is confirmed also by a review of the methodical literature, which shows that children’s teacher turns to the use of methods, affirming monologue, explanation, frontal system of working (Gyurova & Yoroza, 2001; Angelova & Angelova et al., 2003).

Therefore, our conceptual view unfolds in the thesis that the game with motional performance in relationship to literary texts provide targeted focus of pedagogical interaction to a complex development of child’s personality.

The aim of the experimental work is to reveal the effects of optimized exercise routine using mobile games in the context of literary communication in 6 – 7 year olds.

We assume that if in the organization of pedagogical interaction in natural environments and activities for children at pre-school age, it is targeted to implement a system of variety of mobile games in the emotional context created by appropriate fictional texts, it would stimulate the development of children in shaping the direction of competence, providing readiness to the educational activities at school.

METHODS

The study was conducted during the session 2011/2012 in Kindergarten № 66 “Children’s Paradise”, Stara Zagora, Bulgaria. There were studied 10 boys and 9 girls, all 6 – 7 years old. It is applied a pedagogical technology with mobile games closely with the adoption of a system of folklore and literary texts in their thematic links.

A particularity of the application work is the emphasis that is placed on pedagogical interaction using mobile games related to communication with fictional texts, namely: 1) an emotional prerequisite for full realization of physical activity in the form of physical education in kindergarten and 2) as a way to deepen literary child development in pre-school age. In our work system this means situational behavior and objectiveness, physical environment, guiding the child to the literary text.

In the applied research procedure is considered: 1. A starting point in the methodological work is the open opportunity for pre-school teacher for the free choice of appropriate literary texts. 2. In the selection of texts is taken into account the possibility of their presence in a different age range. 3. Tendency to overcome the naively realistic perception typical for pre-school age should not be at the expense of empathy position of the child towards the fictional text (Figure 1).

Simultaneously tracking current and periodic status and dynamics in: health status (through medical examinations, taking into account absences for sickness); physical development (measuring the height, weight, chest circumference, unlike respiratory and evaluation of individual anthropometric indicators in statistical scale of Ministry of Health in three steps (Regulation № 2, 2003); motor (conditioning and coordination) skills (the results of the testing engine are transformed into grade – high, medium, low, for each indicator evaluation tables developed by age and sex (Batoeva et al., 2004).

The specific indicators of the experimental work in the pedagogical observation are:

- the formed child’s ability to communicate with literary texts in connection with the mobile game (interested in lyric work/expresses its attitude towards the actions of the characters in the epic work, expresses its emotional and evaluative attitude towards the literary text; perform expressively lyrical works/perform expressively li-terary work entering into a role), being followed the emotional reactions of child during the conducted educational monitoring – achievements are reported in qualitative assessment;
- Comprehensive applicability in mobile games of knowledge, skills, qualities acquired during the motio-nal education – as an activity, accuracy, expression of personality – accounted for in assessing quality.

RESULTS AND DISCUSSION

Data from experimental work shows that studied children are predominantly in the norms of physical development (optimal group) and in good health. Most of them have medium grade of physical ability. Significant differences by sex are not observed. The development of children’s motor skills is positive (Table 1).

The learning tasks of educational content core “Gaming motional activity” are performed average well by 64 % and excellent – 36 % of the children. Positive changes occurred during the approbation system are towards: better skills for organizing mobile games, increased physical activity and initiative for various motional performances and roles displaying mobility, manifestation of positive personal qualities in interactions in game situations, more accurate assessment of the mobile game with an understanding of its specific...
rules, developed evaluation indicators options, such as speed, accuracy, originality, performance and more.

Gaming environment creates pedagogical conditions for creating an attitude of the children to enhance the perception of the literary text as a stage of literary communication, in the same time children enrich their vocabulary with new vocabulary for objects. Through the specifics of applied mobile game is performed the artistic text and actually is supported the phases of literary communication, the interpretation, mainly in character guidance and understanding and expressing an attitude with respect to the conduct of the characters. While in the perception there is a front working, the organization of pedagogical interaction at the stage of evocation is group and individual.

The obtained results point to the following

**CONCLUSIONS**

- During the dynamic creation of the personality of the child is achieved his physical development, but also its enrichment with moral and ethical values and aesthetic experiences.
- The comprehension of literary work to a new level is supported by active personal opinion and action, by the development of emotional and cognitive processes within the game synergy which has a motional character.
- A positive emotional and evaluative attitude to literary texts and to physical activity is forming, which is a prerequisite to stimulate interest in the future in both directions.

We share the opinion that the general pedagogical training typical situation whose immanent feature is the game needs to expand and move into game situation,
organized in groups or individually, speech stimuli interpreted at a game level, which include mood, relaxation partnership in a group. Through their actions in the game, carrying on game content, children master cognitive and social experience, which is a prerequisite for the development of children’s initiative and independence and allows for the development of skills on their own initiative. By moving games we reach the enriched growing impact beyond literary-cognitive purposes which fits the targeted competency set out in full preparation for schooling.

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