

## **THEORETICAL ASPECTS OF THE EFFECTIVE ROLE OF TRADITIONAL FOLKLORE CHILDREN'S GAMES IN THE PRE-SCHOOL AND PRIMARY SCHOOL EDUCATION AND TRAINING**

*(Professional paper)*

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### **Abstract**

*Lifestyle is vital for young people's growth, development and prosperity. In the new high technology, computing and digital era lifestyle means not only healthy eating, but also physical activity formed, strengthened and recognized mostly through the physical culture, a lifestyle of behavior, emotional satisfaction, overcome stress efficiency and sustainability of the forms and methods of these effects. Such a model are traditional folk children's games, breaking the canon of the time in recent identification of the world globalization.*

**Keywords:** *pre-school and primary pedagogue, kindergarten, morphologica - functional development, motor skills, motivation*

### **INTRODUCTION**

One of the main functions of the native work is to bring knowledge – knowledge about the structure of the world, humans' knowledge about themselves, knowledge about society in which it lives – about the order, laws and management, the values of this society, knowledge of mythological type and their outlook. The concept of folklore in its original use as "knowledge of the nation" has been showed and transmitted in different ways during the centuries. The folklore didn't accompany the fun around a particular event, it was a part of it. Without it the event was not valid. Its function was to sanctify and change the personal life, the nature and the universe. One of them is the motor one with its manifestations as a motor culture, a motor memory. When we talk about dedicational ceremonies in folklore culture we have in mind one new synthesis which has transformed and re-considered the archaic dedication.

In the festive system turning moments are entangled – moments from the life path of humans, from the agricultural and cattle calendar year, from the season changing and the motion of celestial bodies. This way the celebrations mark the moments of transition and social, natural and cosmic plan.

### ***Folklore motor games in pre-school and primary school age***

Kalyo Portalyo, Garnentsa, Gonenitsa etc., are famous in Turkey, Czech Republic, Ukraine, Moldova and other countries. There they are known under different names and the rules are slightly different. There is a tendency to bring them back into the active children's lives (into pre-school and primary pedagogue work) because of the fact that these games develop not only the motor but the mental constructions too.

In addition, in the preparatory level for school (integrant transition from pre-school to school) in the kindergartens the teacher has to overcome serious challenges connected to strengthening the physical and mental health of the children. In this complex activity there are problems connected to the preparation of the adolescents for life - socialization of the child and its adaptation. Here, particular significance gets the effort to establish (diagnose) development of the cognitive processes, which are the basis of the personal development. The game activity provokes interest in successful mastering of new knowledge, consolidation of the old one, it provides the acquisition of skills and habits, abilities, competencies connected with their full development.

The problem about the game always had had a par-

ticular place in the searches and researches of the pedagogues, psychologists, sociologists, logicians, doctors, physiologists and etc. A wide range has been developed of issues that are connected to the nature of game activity and its importance to the children's development.

Children's play has some similar features with the other activities but at the same time it distinguishes with its own specific features. One of the features that makes it similar to other activities is the one the child uses to pursue an active balancing with the environmental reality. From early ages the child feels the influence of the environment but it is passive towards those influences. It reacts by recreating it in its games. This gives an opportunity for the child to meet with the world around it, and develop new forms of behavior typical for human.

In the kindergarten under the skillful and expert helm (here we do not talk about guidance because the child is not an object but a subject, who is an active partner in the processes of education and training) of the pedagogical specialist the child develops, improves its intellectual, psychological and physiological potential exactly through interaction in the interdisciplinary activities and before all in the overall regime and life in the children's group. The whole activity has consolidating functions towards growth, progress, evolution, development, child's growing-up, growth as development and progress.

Physical education in kindergartens contains health, educational and correctional tasks. It pays attention to the morphological - functional development that contains within itself the cares for rhythmic and normal development of children, for weight and height and favorably changes in the activity of all organs and systems. Cultural-hygienic habits include absorption of health tasks, eating hygiene, culture and all that until they become consolidated habits. Another activity – toughening as a mean for physical development. The toughening of the organism is expressed by its adaption to the seasonal climate changes, temperature changes and air humidity lead to sustainable temperature regulating and quickly adapt to climate change. "The purpose of health education should be aimed at providing objective conditions and subjective activity to achieve the required knowledge self-knowledge, ability to select the most appropriate healthy lifestyle habits and affirming all from anyone, regardless of age and profession. Or, if you can reduce all the tasks of health education in one, it would involve transforming health care of others in the care of the individual himself for life., (Nedyalkova (Недялкова), 2007). These listed activities applied to the children as a group and individually (to the needs of each individual child) are implemented very easily by using motor games.

"Every training and education leads to development and therefore to correction. We note, however, that the correction cannot be confined to the acquisition of a system of knowledge, skills and habits. In the process of special training is performed reconstruction of psycho-physical function, building mechanisms to compensate for the infringement and these functions acquire new feature (Nikolova (Николова), 2010). Мо-

tor games are an efficient form for conducting correctional- logopedic work and psychotherapeutic influence on the children's organism. That's why with their help problems like fear, logophobia, insecurity, self-isolation, and reduced speech activity can be overcome. All this is achieved during the game process where children do not feel the correction work as a liability but as a pleasant experience. "Their attention is focused on the game action, the performance of the game role, not only on the speech. The dominance of positive emotions influence favorably on morbid disorders of the nerves, removes muscle tension, creates a sense for a rhythm, accuracy" (Momchilova Момчилова),1992).

It must be noted that "formation of knowledge, motor skills and habits in adolescents is a long process which requires not only patience and targeted training but also strong personal motivation for active involvement in the activities. Too high requirements or their complete lack can be demotivating for the participants" (Илева Илиева), 2012).

There is one driving force for the success of each human activity, for achieving certain aspirations, results, aims that include motives for its realization – motivation. Motivation, the high motivation, is that stimulus which makes a person to put some effort towards achieving the desired goals or results, be it global, be it daily, but personally meaningful. In psychology motivation refers to target initial behavior, direction, intensity and constancy in actions, desire and readiness to achieve the claims. "Motives are inner inducement, psychological mechanism for active inclusion of personal regulators - different settings which determinate behavior. Motivation is the main engine when performing any activity" (Илева (Илиева), 2012).

Another thing provokes the practice of these children's, folklore, motor games - they are played mainly without toys, the so called play materials, these games are played by using imagination, a stick becomes a horse, riddle, a support and etc. It is essential to note the fact that in the majority of kindergartens, united children's institutions and schools, mainly outside the big cities, the material base is unsatisfying. For example there are not enough toys to cover all the needs, quality and quantity to play one simple story game. Non-availability of financial resources and quality toys obstructs the work of the pre-school and the primary school pedagogue. If you obtain funds then appears the problem of really qualitative, functional applicable, adaptable and practical age toys, were they be personal (lorries, dolls, accessories and etc.) or collective (puppet corner, medical centre, auto-service, store and etc.) In this line of thoughts comes the thought with an idea to "rewind and turn" back to our roots, back in time, when our grandmothers, grand-grand-grandmothers and grandfathers had played their games. There almost no toys in those games. But there is a lot of imagination, to turn a stick into a horse, into "white butterflies" or into a "grey bunny calmly sleeping in the hole", etc.

Not only games in the Bulgarian tradition are en-

tertaining but they also have cognitive-differentiator and educational character nature: they teach children how to work, help them to acquire necessary skills, inspire respect and reverence for elders, form aesthetic sense. Alongside that games bring from ancient believes. As an echo of the ritual, they contain topics that are a code to understand the knowledge of previous times. And even if the attributes in the game are the most ordinary things they, thanks to the power of imagination and fantasy and by way of imitation they can be transformed into something “else”, they become different, extraordinary means and events. In the past and nowadays games are essential developing factor.

Children’s plays are looked at as a part of the traditional motor culture. A big part of the games are with a song and a dance. Games like that are: “White butterflies”, “I see you, I watch you”, “Tarlio, marlio, pisanche”, “Kralyo portalyo” and many others. As it was mentioned above, the game “Kralyo portalyo” is played in many countries but unlike Ukraine and Czech Republic, where it is played mainly by the boys, in Bulgaria it is played mainly by the girls.

Depending on who the participants are in the children’s games, they can be divided in three groups – games only for girls, games only for boys and mixed games. In this way, different groups of games have their own characteristics and specifics. A large number of the games for girls are accompanied by songs and dances – mostly caught in a chain or a circle. That is because most of the games for girls are “borrowed” from the maiden dedicational ceremonies, which have songs and dances. Initially in the Bulgarian culture singing while playing is a female activity and this can be seen in the children’s games as a form of education. Luckily, some settlements (regions) of Bulgaria still remember some of the maiden dedicational ceremonies that show and prove this connection. For example in Belianovo village, Ruse, there is an eighty-eight-year old woman named Gata who while telling about her childhood and maiden games separates the children’s games from the customs and rituals. Over years some ceremonies have transformed into children’s game probably because they have lost their ritual nature. In the local form of culture folklore occurs a desecralization of rituals, which in the past were performed by adults now are preserved only as children’s games.

The games for boys, such as “Chelik”, “Jump over mare/donkey”, “Svinka”, “Buzz-z-z”, “Gonenitsa”, “Seschi Glava”, “Kucanitsa” and etc develop manly skills such as - jumping, running, tossing, wrestling and etc. An important feature about them is the racing beginning.

In the past mixed games were rarer than today. Usually boys take part in girls’ games or in games that have been added to the children’s repertoire from the ancient rituals as in the case of “Kralyo portalyo”, “Cat chases mouse”, “Eagle and hatcher” etc. On the basis of the play the motives are grabbing, catching and the choice of a girl by a boy. In other words it is played a dedicational rehearsal of “forever be chosen, to be hit, to be married”. Nowadays only few researches

and elderly people know and remember that they have their ritual version. Today for example few people realize that the emblematic Bulgarian rychenitsa is a ceremonial wedding dance. In this aspect the game is viewed as social activity directed to gaining and mastering social experience and familiarization of the outer world. In its terms are educated the social motives in behavior, develops the assessment and the self-assessment, ethical standards of behavior are mastered.

The changes in child’s psyche occur as a result of his activity, which it performs and assimilates in this age period. As an example this is performed by playing games with objects in early age, motor games in pre-school and school activity in primary school ages. Including games and exercises to develop cognitive processes and speech in school activity not only assist for the mental development of the child but it reconstructs the motor itself, provides speed, meaningful memorization and reproduction of motor actions skills of making their own decisions and actions in fast changing situations. If the child wasn’t included in the relevant for that time game as a result trammels can ensue in the mental formations. These trammels can cause retardation and other mental phenomena. This is one of the essential features of children’s age at which is mediated the existence of a close link between the different qualities that form the personality. That is why it is very important to create friendly settings for developing the psyche in accordance with the age specifics of the child. Forming and dynamics in developing specialized perception provides a combination of psychophysics and ideomotor effect in games. Especially important meaning has the moral development - volitional traits - independence, organization, focus, initiative. Children always act with the presumption of autonomy and voluntariness, which is a precondition for initiative. Game design and the roles and rules that are connected to it create settings to nurture controlled behavior and display of focus and organization.

Game activity is not only means and methods of education and training but as independent practice of the child it is a form of organizing collective relationships, which are a marker for moral direction of autonomy, initiative and organization as qualities and properties of the personality. Despite the fact that collective relationships on the level of gaming, the game becomes a school for nurturing real relationships which are used to help create significant growths in the formation of the moral sphere - the leading motives enter into different functional relationship with subordinate ones; through the development of social motives to overcome the contradictions between private desire and public opinion between gaming and real behavior the child’s personal position changes. The game is a specific form of realization of the reaction of the subject to the environment. In the terms of the game lasting feelings of sympathy and friendliness are taught. Senses of responsibility, fairness and responsiveness emerge. The strong desire for playing nurtures an objective criterion for evaluation of the individual co-players. „Playing as a highly

complex and psychologically saturated activity is able to significantly improve children's thinking, to increase its speed, flexibility and depth" (Vaneva (Ванева), 2003).

In the modern situation where the negative effects of stereotypes in communication between people are intensified by the conditions for quality changes in society, culture and personal system. The relationships in modern society are situated and modulated in such way that the formation and education of children growing share is borrowed more and more from the street, friend circle, virtual space on account of the more limited perimeter of parental and family influence because of the unsatisfying communication. "Roles of the child in the family - a family hero, helper, outsider toy or jester, invisible child are the result of parental styles of education" (Voenkinova (Военикова), 2007). Communicating skills are connected with the satisfaction of the needs and they represent tools for achieving understanding, sorting out problems and supporting. Impaired relationship, regardless of the factors that determine them, as a whole, can obstruct the normal forming of the child. "The victims of all these negative phenomena and processes are the most vulnerable - children - defined always and rightly so as our future. They transitions planetary and national level reflect particularly strong because they are accompanied by transitions and by the crises between age periods" (Gospodinov (Господинов), 2010).

The stable trend is in the effectiveness of the teamwork between kindergarten, school and family. Having in mind that during the concerned age period (pre-school and school) main activity is the game and learning through playing by itself requires professional guidance, information, preparation, nurturing part from the educational community to the family in this regard. In order for the chain to be created kindergarten ↔ child ↔ family ↔ child ↔ school ↔ family ↔ child ↔ school. „Adults whose activities are related to the care and upbringing of children, know that each child goes through an adolescent periods of development; each age period is sensitive to a child's development, every child is a winner as the characteristic features of the age period and their individual characteristics. Therefore education depends not only on theoretical knowledge by adults but also by their ability to adequately and mobile transformation of theoretical skills into practice" (Getova (Герова), 2013).

## CONCLUSION

„The teaching profession is characterized by many aspects and diversity. These features, on the one hand, the result of diversity of specialists who teach in school and to be prepared in high schools, on the other - content diversity, which is based on their professional training. One volume and meatiness are the knowledge, skills and competencies of graduates pre-school, special education and other they are (again in volume and content) of future teachers of different cultural and educational areas and subjects working in the middle and upper classes" (Petkova (Петкова), 2012). An effective role in the implementation of the popular mobile games in

kindergartens and schools as from the beginning in the hands „of the teacher. He is the one who introduced it, betrayed, got carried away and cemented their application as necessary daily activities. Despite his many obligations, commitments, responsibilities, he finds and finds time to teach children, students on useful things in life, things that would contribute to the welfare of their students. Will show and tell and parents will recall and provokes ancestors. "The policy of education is determined in relation to the requirements of the European Union to Bulgaria's membership in it, of the Government programs for integration, economic growth and social responsibility, National program for school and pre-school education, National strategy for information and communication technologies introduction, National strategies for scientific researches, Work program "Education and Training 2020" in the context of Lisbon Strategy". According to Jacques Delors education must be organized in the following four fundamental types of educating which serve as pillars of knowledge over the life of everyone, reflected in the motto of the Concept of the Law of Preschool and Secondary Education (MES, 2011):

- to learn to know, which means to master the ability to understand;
  - to learn to make, so that we succeed to be to be creative in all conditions;
  - to learn to live together so that we participate and assist with other people in all the human activities'
  - to learn to be, and this means to move forward."
- (Gyurova, Angelova, Rachev & Velinova (Гюрова, Ангелов, Рачева и Велинова), 2011).

So-called "Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfillment and development, inclusion and employment. These should have been developed by the end of compulsory schooling or training, and should act as a foundation for further learning as part of lifelong learning" (Sahin, Akbasli & Yelken, 2010). In this aspect Bulgaria, with its 130 anniversary, and only in pre-school education, goes boldly and courageously on this path through the ages. The innovative processes, turbulent dynamics in social development inevitably impose new conditions, standards, priorities not only on the pre-school educational process in the kindergarten and the primary school but on the game technologies too.

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