

## **CHILDREN AND THEIR POSITIVE EDUCATION DURING THE MOBILE GAMES**

*Professional paper*

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### **Abstract**

*The purpose of the research is related to a study and an approbation of a pedagogical interplay during the children's mobile games in order to stimulate the positive education and to optimize the physical culture in the conditions of the contemporaneous kindergarten. The experimental work is done with children, pedagogues and students preparing their graduation papers in training active kindergarten for the Faculty of Education of the Trakia University, Stara Zagora. A game technology is applied enriching the system of the preschool physical education and developing the children's positivism. A particularity in the experimental groups is the democratization of the pedagogical interaction, the manifestation of freedom and volunteer will in the game process through a variety of the organization, the use of different means and forms according to the local conditions of work and the traditions of the children's educational institution. The child's positive education and expression during the mobile games are influenced by complex factors reflecting the level of socialization, the physical culture, the real life conditions and the development in the family and during the education. The determining factors for the personal formation are the interactions of the child with the environment, his way of life and the provision of possibilities for a childhood with plays, exercises and positive experiences. The mobile games create preconditions for the development of the tolerance, the positive experiences, the organization and the responsibility in the children's relations which reflects on the positive education. The development of the child's positive education and expression is a factor for the formation of social competences and the increase of the level of his socialization and prosocial orientation.*

**Keywords:** *kindergarten children, pedagogical interplay, child mobile games, positive education, social competence, socialization*

### **INTRODUCTION**

The dynamics and the complexity of the ongoing social, economic, political and other changes impose a new vision about the children with a different attitude and style of the pedagogical interaction. The challenges to the education, the preschool education and the pedagogues are increasing. The personal and professional profile of the contemporaneous teacher is actualized according to the needs of the internal and external pedagogical environment projecting in advance on the social life the processes influenced directly by it. The pedagogue is expected to create optimal conditions stimulating the favorable development and training of the children preparing them for a world where the mankind, as a whole and the particular individual, will live according to the laws of a mutual harmonic inclusion into the whole built on the internal mutual dependence.

Some of domestic and foreign studies describe the tendency for an increased number of parents sharing the opinion that the only place for the education of their child is the institutionally organized environment. The reasons may be found in the lack of time and experience in the communication and the professional engagements. The child's teacher should execute the non so easy task to compensate the so indispensable need for the contemporaneous child love, faith in his capacities, expression of patience, goodwill and equality.

Today the reformation ideas of pedagogues such as Komenskiy, Pestalotsi, Lesgafit, Fryobel, Russo, Tolstoy, Piaget, Cley, Klapared, Dekroli, Montessori etc., the pro-

gressive movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries such as "From the child – for the child", "With understanding toward the child", "We lead the future by hand" etc. raising the child's self-evaluation, the childhood and the game have a new sounding.

*The game* is an amusement, an entertainment; a free self-creating and self-developing activity; a necessity for the child's development and personal experience; an immanent characteristic of the childhood (Doncheva (Дончева), 2014).

The ancient Greek scientist Platon /427-347 B.C./ wrote the following in his work "Laws" – book 7: "*The amusements – the games of the children from 3 to 6 years come by themselves, they even invent them. The game contribute not only to the good and bad education according to its character but also to the stability or the weakness of the state*" (according to Angelova (Ангелова), 2000).

In many contemporaneous publications the important role of the *mobile game* for the education – physical, psychical, intellectual, moral and social is found again (Hasna, 2011; Kocie, Tomic & Aleksic, 2013; Popeska, 2014; Popeska & Mitevski, 2015; Gray, 2009; Hewes, 2016; Isenberg & Jalongo, 2014).

*The mobile game* is defined as a creative mobile activity which is directed and limited by rules – requirements leading to the achievement of an individual or group goal by overcoming different obstacles (Angelova (Ангелова), 2003). It includes various movements and for the littlest children – executions reproducing an image. As a means, form, method and approach it helps the realization of the

goals and the tasks during the organized preschool education. In the process of the game the educational requirements of the adults concerning the children are transformed into requirements of the children toward themselves, i.e. – into an active means of education and self-education.

The publications concerning the problem about the children's *positive education* are directed toward parents and pedagogues giving practical valuable advises, examples and recommendations (Avdulova (Авдулова), 2009; Vaneva (Ванева), 2003; Veleva (Велева), 2013; Vitanova & Yakova (Витанова & Якова), 1991; Gubanova (Губанова), 2008; Goldstein, 2011; Pellegrini, Dupuis, & Smith, 2007). The physical education and the sports have their place within them but the specific particularities of the mobile games as a form creating conditions for a positive environment and a good microclimate for the entire development and manifestation of the child's potential are presented more limitedly.

## METHODS

Such and other problems related to the preschool physical education give a good reasons to make a scientific study with the following *purpose*:

*To clarify some processes during the children's mobile games in order to stimulate the positive education and to optimize the physical culture in the conditions of the contemporary kindergarten.*

The experimental work is done with children, pedagogues and students preparing their graduation papers by training in active *kindergartens* for the Faculty of Education of the Trakia University, Stara Zagora. A game technology is applied enriching the system of the preschool physical education and developing the children's positivism. A particularity in the experimental groups is the democratization of the pedagogical interaction, manifestation of the freedom and volunteer will in the game process through a variety of the organization, the use of different means and forms according to the local conditions of work and the traditions of the children's educational institution.

The inclusion of students preparing their graduation papers helps the experimental work by revealing the subordinations during the mobile games and their positive influence on the education of preschool children.

*The subject* of the study is the development of the emotional processes during the mobile games of 3-7 year old children and their reflection on the motor activity, the way of execution of the physical exercises, the manifestation of the personal volatile qualities and moral features.

*The education* is a creation of children's habits and a system of values in order to develop the children's full potential and when becoming adults to be able to overcome the life challenges, to have successes living in harmony with themselves and the other people.

We think that the main values which should be formed from early age are the following: goodness, sympathy, respect, discipline, team work, sincerity, tolerance, empathy and curiosity.

The *positivism* understanding is in the terms of the inborn person's and acquired capacity to look at the world, at the other people, at themselves, at events and problems with optimism – to strive to overcome the difficulties, to have a faith in the successful decisions and the realization through active relations enriching their knowledge and skills and developing permanently his interests and his

needs to lead a life with conformity with nature and with motor activities.

## RESULTS AND DISCUSSION

The realized experimental work, the received results and their analyses reveal the variety and the complexity of the processes in the dynamics of the children's mobile games and the personal development.

The present report shows the aspects of the study made by us revealing the possibilities for a positive education and a physical culture optimization.

*The game as a main child's activity is a determinative precondition for his positive education in the preschool age.*

The good results achieved in the experimental groups confirm the suppositions for the mobile games potential capacities resulting from their specific characteristics. They are an agreeable amusement but also an experience, an exercise during interactions with the coevals, with other children and the adults; with the society and its achievements and problems; in various situations in the social surrounding and the environment. The mobile game is attractive by the different movements and the possibility to act independently according to their own ideas and decisions having a free choice, trying different models of relations, actions and qualities, comparing and competing with the others, acquiring the knowledge and self-knowledge, being excited by the unexpected and the unique, by the conflict and the achievement, transforming the reality into accessible game roles, plots, performances and physical loading.

*The mobile games during the preschool education are a peculiar way of positive education during the personal formation and an objective indication about the development level of the physical and general culture and the personal qualities.*

The adult develops and expresses himself by the activity and the child – mainly by the games. In the process of the pedagogical and experimental work done the multifunctionality of the children's mobile games is revealed. The achieved results prove the successful use of the mobile games in order to realize the purposes and the tasks of the preschool physical education as well as the control, the evaluation and the correction. In order to evaluate the results of the mobile games and when solving problem situations we use, as main criteria, the conditionally divided three components of the personal development, as follows:

4. the relation reflecting the emotional and communicative component of the person /the affection/;

5. the exercise directing to the cognitive component – characteristic when acquiring new knowledge, skills and habits and when forming the qualities and their manifestation during the physical education /the cognition/;

6. the application revealing the practical and regulative component through the behavior and the actions in different conditions.

During the mobile game suitable for the child, his individual and the age characteristics, his physical and verbal formation, etc. are shown naturally and spontaneously. During the two-planned game development – as a game and real interactions, the playing child expresses his capacities and determines his place, role and goals not only in the situation at the present moment but also in the reality

of the self-knowledge, self-evaluation and self-development.

*The developing mechanism of the positive education during the mobile games is hidden in the successful overcoming of the contradictions between the self-active character of the children's game and the necessity of a purposeful transfer of knowledge, experience and value reference points by the adult to the child.*

The provision of conditions in order to change the child's positions during his interactions in the games with coevals and adults is a leading point within the experimental work done. An equality manifesting goodwill, understanding and responsiveness during the organized preschool education is possible if there is a knowledge and respect of every child's development. *"To love the child is the beginning and the end of the art of education. But in order to love him, in spite of his faults, we should understand and know him"* (Кларед (Клаперд), 1941).

In the process of the mobile game the child's necessity of communicating with the adults is a precondition for the pedagogue to exert a significant influence on the positivism or negativism of the child's personal development.

7. in the group of 2-3 years old children the situational and active /object – action/ communication dominates which requires a benevolent attention and collaboration as well as a mutual game play with the adult;

8. in the group of 3-5 years old children the communication is out situational and cognitive, developing the necessity of a mutual activity, respect and collaboration and the adult's partnership directing them also to an individual expression;

9. in the group of 5-7 years old children the characteristic out situational and personal communication needs a co-experience and a mutual understanding showing interest in the personality, the values of the society, the scholar education, the sports and the self-expression (Lisina & Dimitrov (Лисина & Димитров), 1982).

The pedagogue's professional competences, his personal views, relations and actions are an example of the model, evaluation and orientation for the children's game activity and behavior in the reality.

*In the mobile games the main characteristics of the mankind's evolution are coded which are transferred, mastered, enriched and revealed accessibly through the child.*

During the game this is mainly a positive experience, a response to the internal impulse to move, to know and to discover. It satisfies some curiosity permitting to be tried in an accessible and free execution. By the various naturally applicable movements such as walking, running, jumping, climbing, throwing etc. and their variants and combinations related to other means /linguistic, musical etc./ the mobile games through their game activity acquire an important meaning for the child. They represent his life during the childhood and in the future because they are important lessons revealing different values.

The results of the study prove that the game motivation, the conscious movements and actions of the children playing the roles of an organizer, player, co-player, leader, evaluator etc. optimize their physical and personal development. They increase the interest, the responsibility and the aspiration for a positive self-expression and mutual aid.

The positive education is laid down in the games through the game intention, content, action and interaction.

The all of this helps the processes of succession, actualization and the future development of the values in a moral and personal, universal and ecological aspect.

*The children's mobile games contribute to the children's positive education giving a meaning of the role of the physical culture for the preschool education in the whole educational system and for the way of life in conformity with the nature.*

The advantages of the application of mobile games during the organized preschool education are incontestable.

The used model of work permits the inclusion of different mobile games stimulating the cognitive and creative activity of children and adults, the empathy, the reflection and the self-knowledge. The knowledge, the habits and the skills during the preschool physical education are mastered step by step according to the age and the individual specificities applying widely games leading to an emotional satisfaction. The interest, the motivation and the results during the motor activity in the mobile games increase in the conditions created for a self-expression in the preparation, the realization and the evaluation. The self-evaluation, the self-control and the self-activity during the games stimulate the development of the game interactions, the good general condition, the self-confidence and the personal significance of the motor activity.

Our experience shows that the pedagogical interactions humanizes through equality and understanding during the mobile games and stimulates the self-expressions and the initiatives. The children and the adults suggest a new ideas for games and variants; for natural, waste and domestic materials use during the motor activity; for games organization in new conditions /at the sea, on the mountain, on the sports ground/, during different seasons, with new participants /parents, athletes/; for knowledge and skills integration; with applicable significance and sports direction etc.

## CONCLUSIONS

The preconditions for the children's positive education during the mobile games are in their specific characteristics, in the various motor executions and situations which are optimized by an environment created in order to stimulate the self-expressions and the tolerance.

Complex factors influence the children's positive education and expression during the mobile games reflecting the level of the social development, physical culture, real life conditions and development in the family and the education. But determining for the child's personal formation represents his interactions with the environment, his way of life and the provision of possibilities of games, movements and positive experiences.

The optimism, the responsibility, the professional competence and the creative realization of the pedagogue are determining for the child's positive education and favorable personal development during the mobile games.

The child's mobile game is a historically formed social phenomenon for the accessible socialization by activating the self-activity and stimulating the knowledge and the education during the interactions in the social and natural environment. During the game, through different physical exercises in difficult situations, the preschool child discovers the human achievements and relations, forms models of behavior and positive experiences, searches for his place and its significance. The dynamic processes during the mobile games, their knowledge and actualization

on in the pedagogical theory and practice contribute to the happy childhood and successful formation of every child.

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