

Problems of Creation of Social Experience in Motor Games of Children Aged 5-7 Years

L.V. Serykh^{1,*}, V.L. Kondakov², A.A. Buchek¹, L.N. Voloshyna² and O.G. Galimskaia²

¹Regional State Autonomous Educational Institution of Advanced Professional Education "Belgorod Institute of Educational Development" (RSAEI APE "BelIED"), Belgorod, Russia

²Federal State Autonomous Educational Institution of Higher Education "Belgorod State National Research University" (NRI BelSU), Belgorod, Russia

Abstract: The objective of the study is to identify the level of recreation of social experience by children of 5-7 years old in motor games.

Methods: theoretical: analysis, synthesis, generalization; empirical: observation and evaluation of independent motor activity of children, game diagnostic situations, conversation; methods of mathematical statistics: Mann-Whitney U-test. Materials. The study involved 625 older preschool children (312 girls and 313 boys) attending Municipal Budgetary Pre-school Educational Institution nursery schools No. 56 and 76 in Belgorod, Municipal Autonomous Pre-school Educational Institution "Gnomik" nursery school No. 78 in Belgorod; Municipal Preschool Educational Institution nursery schools No. 3, 4, and 8 of the city of Valuyki, Belgorod region; Municipal Autonomous Pre-school Educational Institution nursery schools No.2, 32, 35, and 37 of the city of Gubkin, Municipal Budgetary Pre-school Educational Institution "Veselinka" nursery school No. 40 of the city of Gubkin, and Municipal Budgetary Pre-school Educational Institution nursery schools No. 19 and 36 of the city of Gubkin, Belgorod region. Results The relevance of the study is due to the presence of a high potential of motor games in terms of its sociological component and pedagogical determinants. The need to comprehend and implement this potential in pedagogical practice in order to positively socialize a growing person. In modern studies, motor-game activity is considered as a method of complex influence on the child, contributing to his physical, cognitive, communicative, socio-cultural development. Summary. Analysis of the results of the study showed that 78.7% of children aged 5-7 years old successfully use social experience in motor games and show an optimal and sufficient level of its reconstruction. At the same time, 1/5 of the children:

- have difficulty in planning and discussing joint actions in the game, the distribution of game functions;
- violate the rules of interaction during the game;
- insufficiently dynamic and proactive in the development of the plot of the game;
- feel difficult to determine their own playing roles, the overall assessment of the game.

Significant gender differences in the reconstruction of social experience in the motor games of older preschoolers have not been found.

Keywords: Social experience, motor game, children aged 5-7 years.

INTRODUCTION

Preschool childhood is the period when a child through the game, movement, communication enters the world of social relations. The sphere of social life has always attracted children's attention. It became the content of children's games, the subject of children's interests, communication. The inclusion of a growing person in the social system can explain the fact that a child of the 21st century has new games, new roles. He/she recreates the acquired social and his/her own experience of victories and failures. The community of scientists, educators, and practitioners note that, along with positive acquisitions, there is an aggravation of the problems of children's social maturation in modern

conditions (Voloshina 2015; Galimskaia 2018; Rodionova 2015; Tret'yak 2006; Fel'dshtejn 2013; Erofeeva *et al.* 2019). Namely:

- the isolation of the social experience the child gains in nursery school and family from his real needs. This is especially true of the experience of interaction with adults and peers, which in the future, according to D. Carnegie, determines the quality of human life (Jelovcan 2005; Peyre *et al.* 2019; Karnegi1994).
- outgrowing their peers, about 25% of modern preschoolers have a low level of social competence (Galimskaia 2018; Fel'dshtejn 2013; Bakaeva 2014).
- an alarming fact is that 30% of older preschoolers do not show initiative, interest, and activity in enriching their social experience.

*Address correspondence to this author at the Regional State Autonomous Educational Institution of Advanced Professional Education "Belgorod Institute of Educational Development" (RSAEI APE "BelIED"), Belgorod, Russia; E-mail: serykh.l.v@mail.ru

Scientists note a decrease in children's activity (Voloshina 2015, Galimskaya 2018, Fel'dshtejn 2013; Finogenova 2015; Shishkina 2010).

It is well known that any type of children's activity is both a condition for gaining and a form of reconstruction of social experience. In our opinion, in modern preschool education and family education, the possibilities of such a powerful means of socialization as motor-game activity are not fully realized. At its core, it is a standard of culture, a means of interethnic (sports games) and national (outdoor games) interaction and communication, the exchange of human experience, a means of developing the child's emotional, sensual and behavioral sphere. In modern studies, game activity associated with motor activity is considered as a stimulating factor in the psycho-physical and socio-communicative development of a growing person (Voloshina 2015; Galimskaya 2018; Tret'yak 2006; Finogenova 2015; Shishkina 2010). All this determines the relevance of the study and the need to understand the impact of motor games on the social maturation of a child, starting from the first years of life.

The objective of the research at this stage was to identify the level of reconstruction of social experience in motor games by children of preschool age.

MATERIALS AND METHODS

Methods: theoretical: analysis, synthesis, generalization; empirical: observation and evaluation of independent motor activity of children, game diagnostic situations, conversation; (according to V.A. Shishkina, M.N. Dedulevich), game diagnostic situation "Determining the level of interaction in the performance of game tasks" (L.N. Voloshina), diagnostic technique "Learning to restrain immediate impulses" (according to G.A. Uruntaeva), a modified methodology "Plot pictures" (R.M. Kalinina); methods of mathematical statistics: Mann-Whitney U-test (Voloshina 2015; Galimskaya 2018; Uruntaeva 1995).

RESEARCH BACKGROUND

Municipal Budgetary Pre-school Educational Institution "Solnyshko" nursery school No.56, Municipal Budgetary Pre-school Educational Institution nursery school No. 76, Municipal Autonomous Pre-school Educational Institution "Gnomik" nursery school No. 78 (Belgorod), Municipal Preschool Educational Institution "Kalinka" nursery school No. 4, Municipal Preschool

Educational Institution, Center for Child Development "Zolotaia rybka" nursery school No. 8, Municipal Preschool Educational Institution nursery school No. 3 (Valuyki Belgorod region); Municipal Autonomous Pre-school Educational Institution, Center for Child Development "Rodnichok" nursery school No. 35, Municipal Budgetary Pre-school Educational Institution "Veselinka" nursery school No. 40, Municipal Budgetary Pre-school Educational Institution "Svetliachok" nursery school No. 19, Municipal Budgetary Pre-school Educational Institution "Kolokolchik" nursery school No. 36, Municipal Autonomous Pre-school Educational Institution "Zhuravushka" nursery school No. 32, Municipal Autonomous Pre-school Educational Institution "Romashka" nursery school No. 2, Municipal Autonomous Pre-school Educational Institution "Iagodka" nursery school No. 37 (Gubinka, Belgorod region).

The studies involved 625 older preschool children (312 girls and 313 boys).

We had previously performed a retrospective analysis of the problem of child socialization in motor games and presented the results in a monograph and a number of publications (Voloshina 2015; Galimskaya 2018). Over the past five years, the scientific interest in studying the potential of motor games from the perspective of its sociological component and pedagogical determinants has grown significantly. A number of works (E.B. Rodionova (2015), O.G. Galimskaya (2017), D. Tafuri, F. Pirrota, A. D'Andria (2019)) consider it as a method of complex influence on the child, contributing to his communicative, cognitive, motor, socio-cultural development, and social adaptation (Voloshina 2015; Galimskaya 2018; Rodionova 2015; Tafuri *et al.* 2019).

V.M. Kravchenko (2015), D.L. Petikova (2019) devoted their research to the formation of motivation of preschoolers for playing sports, physical education types of educational activities (Kravchenko, 2015; Petikova 2019). Promising directions in the formation of the personal physical culture of older preschool children based on the use of the value potential of national game traditions are presented in dissertation research by Z.V. Kuznetsova (Kuznetsova 2019).

Speaking about outdoor games as an activity, a number of scientists (A.A. Gorelov, L.N. Voloshina, O.G. Rumba, N.V. Finogenova) give high marks in the context of its influence on the socialization-

individualization of a growing person in modern educational space (Voloshina 2015; Galimskaya 2018; Collaborative da Luz & Kuhnen 2013). S. Sopa, M. Pomohaci (2015) proved the importance of team outdoor games in the development of the child's social integration in modern society (Sopa & Pomohaci 2015).

Our empirical study was devoted to the comprehension of the meaning of motor games in the social maturation of a growing person, manifested not only in the development of social norms, but also in the development of self-awareness, self-actualization, and self-esteem. In its process, the following indicators were evaluated:

1. The ability to independently use the acquired social experience in motor games, the variety and quality of movements in independent motor activity.
2. Focus on the rule of the game, understanding of moral standards in the relationship with the players, the ability to restrain their immediate motives.
3. The ability to negotiate, plan joint actions, choose the means to achieve goals.
4. Participation in the assessment of the results of motor games (own and team).

RESULTS

Analysis of observation protocols for independent outdoor motor activity of children and correlation of the results with a rating scale indicate the presence of an optimal level (7-10 points) of reconstruction of social experience in motor-game activity in 39.2% of children. The movements of these preschoolers are search-creative in nature. Children perform them confidently. They observe with interest the activities of their friends and create combinations of their movements. In the course of free independent activity, there is an active interaction with other children, associations in microgroups by types of activity of interest. In the process of independent motor activity, several items of sports equipment are used. Children build motor activity considering the game situation and try to agree on joint actions.

54.1% of children have the acceptable level (4-6 points) of reconstruction of social experience. The movements of these children are accurate; preschoolers perform the movements with confidence,

but make minor mistakes. They briefly engage in joint free activities with other children.

An insufficient level (0-3 points) was detected in 6.7% of children. The movements of preschool children are monotonous (they copy the movements of their friends). The child performs them uncertainly, without interest and attempts to communicate with peers. The levels of recreation of the social experience of preschoolers in motor games are given in Table 1.

Table 1: Evaluation of the Results

Levels	Boys (persons/%)	Girls (persons/%)
Optimal (7-10 points)	120 (38.46%)	125 (39.94%)
Acceptable (4-6 points)	168 (53.85%)	170 (54.31%)
Insufficient (0-3 points)	24 (7.69%)	18 (5.8%)

As the statistical processing of the results showed for a given number of compared groups, the differences between the results in the indicators of boys and girls are not statistically significant ($p > 0.05$). Statistical processing using the Mann-Whitney U-test of two samples of 24 preschool boys and 18 preschool girls, which was identified as "insufficient level" was calculated by the following formula:

$$U_{emp} = (N_1 * N_2) + \frac{N_x(x+1)}{2} - T_x,$$

N_1 is the number of subjects in the first sample, N_2 is the number of subjects in the second sample, T_x is the largest of the rank sums, N_x is the number of subjects in the group with the highest sum of ranks.

$$U_{emp} = (24 * 18) + \frac{24(24+1)}{2} - 526 = 206,$$

$$U_{KP} = \begin{cases} 50(p \leq 0,005) \\ 23(p \leq 0,01) \end{cases}$$

The differences between the two samples can be considered significant ($p < 0.05$) if $U_{emp} \leq U_{0.05}$, and even more significant ($p < 0.01$) if $U_{emp} \leq U_{0.01}$.

The results indicate that $U_{emp} > U_{cr}$, therefore, the differences between the two samples can be considered insignificant.

As a problem identified during the observation process, it was noted that 39.8% of children prefer

individual forms of activity, rarely and briefly interact with other children. Previously, this problem was noted in RAE studies (Fel'dshtejn 2013)

The study of the behavior and activities of children in the game situation "We won't say you where we were, but will show you what we saw" confirmed the results of the previous observation about the presence in the experience of children of various motor actions with a football, basketball (dribbling, passing, shooting, shots), tennis ball and racket, badminton racket and shuttlecock, fitness ball. We should note the expanded number of game actions, the construction of their logic in a certain sequence. 23.3% of children showed the optimum level of development of elements of sports games for the age, the acceptable level is observed in 55.4% of children, low - in 21.3%. On the one hand, these results testify to the positive influence of the author's game programs and technologies for the physical education of preschool children, implemented in preschool institutions in the region, as part of the main educational program designed on the initiative of participants in the educational process. On the other hand, enrichment of the motor experience of children is affected by attending additional classes in sports clubs and sections. So, over 1 thousand preschool children in the city of Belgorod play football. At the same time, the analysis of the game situation confirmed the presence of problems in the game interaction. Namely:

- children have difficulty in planning and discussing joint actions in the game, the distribution of game functions;
- they violate the rules of interaction during the game;
- they are insufficiently dynamic and proactive in the development of the plot of the game;
- children feel difficult to determine their own playing roles, the overall assessment of the game.

The "Studying the ability to restrain immediate impulses" methodology (according to G.A. Uruntaeva)

was used to determine the ability of preschoolers to follow the rules of the game (Uruntaeva 1995). The children played "The Tricky Fox" outdoor game (Uruntaeva 1995). In the course of explaining the rules of the game, the teacher noted that the one who is the "sly fox" should run out into the circle only after all the players asked 3 times: "The sly fox, where are you?" Before that, no one should know who leads, so you can't peek in the game when a leader is selected.

As an analysis of the results showed, 48.6% of children consider the game situation in motor activity, are able to restrain their emotions and motor activity, and follow the rules of the game.

44.8% of children in the process of outdoor games do not always know how to restrain their emotions and physical activity, and violate game rules.

6.6% of children are inactive, inattentive, do not know how to restrain their emotions and physical activity, do not follow the rules of the game. Assessment of the level of skills to restrain their immediate impulses in boys and girls is given in Table 2.

As the statistical processing of the results showed for a given number of compared groups, the differences between the results in the indicators of boys and girls are not statistically significant ($p > 0.05$). Statistical processing using the Mann-Whitney U-test of two samples of 28 preschool boys and 13 preschool girls, which was identified as "insufficient level" was calculated using the same formula. The results indicate that $U_{emp} > U_{cr}$, therefore, the differences between the two samples can be considered insignificant.

In order to study the ability of children to adequately understand and evaluate situations of interaction, the modified methodology "Plot pictures" was used (Monitoring v detskom sadu). Assessing the positive and negative actions of children in motor games and answering the questions of the educator, 32% (200 children) correctly determined the nature of the interaction (they play a ball friendly and with quarrel),

Table 2: Assessment of Skills to Restrain Immediate Impulses

Result	Boys (persons/%)	Girls (persons/%)
Optimal level (7-10 points)	135 (43.27%)	169 (53.99%)
Acceptable level (4-6 points)	149 (47.76%)	131 (41.85%)
Insufficient level (0-3 points)	28 (8.97%)	13 (4.15%)

the attitude towards the child who needs help (indifferent, responsive), emotional manifestations (kindness-anger). These children demonstrated an adequate understanding of situations of interaction, an understanding of the emotional state of participants in motor-game activity. They showed the ability to moral assessment of behavior in motor activity.

An acceptable level (4-6 points) of ideas about the rules of relationships was identified in 48% of preschoolers. They correctly understand most of the situations played, but cannot always give a moral assessment of behavior.

20% of children experienced obvious difficulties in determining the emotional state of children, in independently substantiating the choice of moral positions and assessing the situation. They need the help of an adult or peers. As one of the problems of reconstructing social experience in motor games, 1/5 of preschoolers cannot correlate social norms of behavior with a specific situation; they experience difficulties in evaluating acts and actions.

CONCLUSION

An assessment of the level of recreation of social experience in motor games, an analysis of the child's social experience indicates the presence of problems in socialization and the demand for practice-oriented scientific support for methodological approaches, technologies, assessment tools, organizational forms of the child's entry into the world of social relations through motor games.

The conducted studies confirmed the unfavorable socialization trends of preschoolers found earlier:

- a decrease in vigorousness, desire to act actively, lack of randomness in the motor sphere - 20% of children;
- inability to build relationships with peers was previously observed in 25% of preschool graduates; in our study, the prevailing problem is noted in 21.3% of senior preschool children.

Significant gender differences in the reconstruction of social experience in motor games have not been identified. These features and trends of the modern maturation of preschool children must be considered in preschool education and family education in order to provide a conscious, harmonious choice of ways of life and socially confident behavior in the future.

ACKNOWLEDGEMENTS

The work was supported by the grant of the Russian Foundation for Basic Research No.20-013-00752 "Socialization technology for preschool children in motor games"

REFERENCES

- Bakaeva, O. 2014. Social'nye situacii razvitiya kak sredstvo formirovaniya samostoyatel'nosti u starshih doshkol'nikov // Detskij sad ot A do YA, 96-100
- Collaborative da Luz, G. M., & Kuhnen, A. 2013. Use of Urban Spaces by Children: Exploring the Behavior of Playing in Public Squares. *Psicologia-Reflexao E Critica*, 26(3), 552-560.
<https://doi.org/10.1590/S0102-79722013000300015>
- Erofeeva, M. A., Ulyanova, I. V., Plakhotnikova, I. V., Kurilyuk, Y. E., Egorov, V. A., & Kochetkov, I. G. 2019. Reforming and developing socialization of children with limited abilities (mild intellectual disability). *Electronic Journal of General Medicine*, 16 (2).
<https://doi.org/10.29333/ejgm/108598>
- Fel'dshtejn, D.I. 2013. Mir detstva v sovremennom mire (problemy i zadachi issledovaniya) [Tekst] / D.I. Fel'dshtejn. – M.: MPSU: Voronezh: MODEK, 336.
- Finogenova, N.V. 2015. Vliyaniye elementarno-sportivnyh igr na stanovleniye social'no-znachimyh kachestv doshkol'nikov [Tekst] / N.V. Finogenova, D.V. Reshetov // Fizicheskoe vospitanie i sportivnaya trenirovka, № 3 (13), 39-43.
- Galimskaya, O.G. 2018 Formirovaniye dvigatel'no-igrovogo opyta starshih doshkol'nikov posredstvom sportivnyh igr [Tekst] : avto-ref. dis. ... kand. ped. nauk 13.00.04 /O.G. Galimskaya. – Tambov, 24 s.
- Jelovcan, G. 2005. Motor and sporting activity as a method of integrating children with special needs into a wider social environment. Zagreb: Univ Zagreb, Fac Elect Engrn Comp.
- Karnegi, D. 1994. Kak zavoevyvat' druzej i okazyvat' vliyaniye na lyudej [Tekst] / D. Karnegi. – Samara: Samarskij dom pečati, 528 s.
- Kravchenko, V.M. 2015. Tekhnologiya igrovogo treninga formirovaniya motivacii detej starshego doshkol'nogo vozrasta na zanyatiya sportom [Tekst]: avto-ref. dis. ... kand. ped. nauk 13.00.04 /V.M. Kravchenko. – Tula, 20 s.
- Kuznecova, Z.V. 2019. Realizaciya cennostnogo potentsiala tradicij fizicheskogo vospitaniya kubanskogo kazachestva v processe formirovaniya fizicheskoy kul'tury detej 6-7 let [Tekst] : avto-ref. dis. ... kand. ped. nauk 13.00.04 /Z.V. Kuznecova. – Krasnodar, 24 s.
- Monitoring v detskom sadu [Tekst] : nauchno-metodicheskoe posobie 2010. – SPb. : «DETSTVO-PRESS», 592 s.
- Petikova, D.L. (2019) Sopryazhennoe razvitiye fizicheskikh kachestv i formirovaniye osnovnyh dvizhenij detej 4-5 let s uchedom osobennostej ih motivacii k razlichnym vidam fizkul'turno-sportivnoj deyatel'nosti [Tekst] : avto-ref. dis. ... kand. ped. nauk 13.00.04 /D.L. Petikova. – Krasnodar, 24 s.
- Peyre, H., Albaret, J. M., Bernard, J. Y., Hoertel, N., Melchior, M., Forhan, A., et al. 2019. Developmental trajectories of motor skills during the preschool period. *European Child & Adolescent Psychiatry*, 28(11), 1461-1474.
<https://doi.org/10.1007/s00787-019-01311-x>
- Pravilami [Tekst] : avto-ref. dis. ... kand. ped. nauk 13.00.07 / A.V. Tret'yak. – SPb, 19 s.
- Rodionova, E.B. 2015 Social'no-kul'turnye usloviya formirovaniya osnov zdorovogo obraza zhizni doshkol'nikov sredstvami igrovnyh tekhnologij [Tekst] : avto-ref. dis. ... kand. ped. nauk 13.00.05 /E.B. Rodionova. – Tambov, 29 s.

- Shishkina, V.A. 2010. Novye podhody k ochenke dvigatel'nogo razvitiya detej doshkol'nogo vozrasta [Tekst] / V.A. SHishkina, M.N. Dedulevich // Vektor nauki Tol'yattinskogo gosudarstvennogo universiteta, № 3, 42-45.
- Sopa, S. I., & Pomohaci M. 2015. Socialization through Sport, Effects of Team Sports on Students at Primary Level. 40128 Bologna: Medimond S R L.
- Tafari, D. Perrotta F. & D'andria A. 2019. Development of cognitive, creative and relational skills in the child through the game. *Acta medica mediterranea*, 35(6), 2993-2997.
- Tret'yak, A.V. 2006. Pedagogicheskie usloviya formirovaniya vzaimodejstviya detej starshego doshkol'nogo vozrasta so sverstnikami v igrah s
- Uruntaeva, G.A. 1995. Praktikum po detskoj psihologii [Tekst]: posobie dlya studentov pedagogicheskikh institutov, uchashchihsya pedagogicheskikh uchilishch i kolledzhej, vospitatelej detskogo sada / G.A. Uruntaeva, YU.A. Afon'kina. – M.: Prosveshchenie : Vlados, 291 s.
- Voloshina, L.N. 2015 «Socializaciya-individualizaciya doshkol'nikov v fizkul'turno-ozdorovitel'noj deyatel'nosti» [Tekst] : monografiya / L. N. Voloshina i dr. – Belgorod : POLITERRA, 177 s.

Received on 04-11-2020

Accepted on 15-12-2020

Published on 26-12-2020

DOI: <https://doi.org/10.6000/1929-4409.2020.09.229>

© 2020 Serykh et al.; Licensee Lifescience Global.

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>) which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.