

STUDY REGARDING THE IMPORTANCE OF THE ACTIVITIES CARRIED OUT IN THE FORM OF PLAYING IN THE LEISURE TIME OF CHILDREN IN THE PREPARATORY CLASS

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Abstract: *This paper presents a study on the importance of the activities carried out in the form of playing in the free time of children in the preparatory class. The purpose of this study was to identify the time allocated by each child in the preparatory class to play, as well as to know the types of activities carried out in the form of playing. The methods used were: literature analysis, questionnaire survey, graphic and tabular method. Due to the Covid -19 pandemic which required the conduct of online classes, in order to achieve the proposed goal, we used the questionnaire method. A questionnaire consisting of five closed and open questions was developed. The questionnaires were completed online by the parents of the 28 pupils in the Preparatory class "A". The data obtained were analysed, interpreted and represented graphically.*

Key words: *children, preparatory class, playing.*

1. Introduction

Playing has a very important role in children's lives, being an activity through which they acquire, with pleasure, a lot of knowledge. For children it is a natural means of communication through which they know and understand the world around them.

A game is a set of actions and operations that, in parallel with relaxation, good

mood and joy, pursues the objectives of intellectual, technical, moral and physical preparation of the child [6].

Games, in general, are playful activities, with special implications on the development of the personality of the performers from several points of view, including the contribution in terms of social integration. These are total, attractive, spontaneous, free, natural and selfless activities. Games also have

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recreational and compensatory valences. Therefore, there are widely used in the organizational forms of leisure of different categories of subjects [3].

Through playing it is possible to make the necessary progress for the child to enter in a new stage of development. It can rightly be said that a child who for various reasons has been deprived of playing remains all his life with a strong deficiency in the personality structure, even if certain compensation is provided in his education through other forms of activity [4].

Games have a clear formative, educational-psychomotor and psychosocial function. There are characteristic games for each age. Beyond the differences remain the general features of the games, the most important ones being attractiveness, freedom (lack of restrictions), selfless character (being motivated by them), and lack of productive purpose and direct satisfaction of the movement [5].

Playing is a source of good mood, is a way of learning, is an effective method of evaluation, and is the optimal framework for relationships and interaction between the adult, as an educator (parent, teacher, and psychologist) and the child [1].

Game is a source of creative energy, a positive force and a safe environment to reach a meaningful self-knowledge and to revitalize the human spirit [7].

In contemporaneity, playing is seen as a predominant activity in childhood, performed voluntarily, with plurivalent formative dimensions throughout human existence, but with special purposes, given the age, personality and cultural ethos of each individual involved in the game [2].

Game is mainly a form of activity. It is specifically human, the playful behavior

having different causes, characteristics and functions; although encountered throughout life, it occupies a dominant place in childhood, at other ages appearing only temporarily [8].

2. Material and Methods

2.1. The purpose of the study was to identify the time allocated by each child in the preparatory class to play, as well as the types of activities carried out in the form of game.

2.2. Subjects

28 students from the Preparatory Class "A" from the "Maica Domnului" Gymnasium School from Bucharest.

2.3. Methods

Literature review, questionnaire survey, graphic and tabular method. I used the method of the questionnaire due to the Covid 19 pandemic, which forced us to conduct online classes, a situation that prevented the physical interaction between me and the children.

3. Results and Discussions

In order to achieve the proposed goal, we developed a questionnaire consisting of five closed and open questions. The questionnaires were completed online by the parents of the 28 students in the Preparatory class "A".

To the first question of the questionnaire "How long does your child play every day?", It is observed from figure 1, an average value of 275.36 minutes per day, the distribution of values being relatively uniform - 15 values above average and 13 below average . The highest value of playing time - 360

minutes - belongs to a number of 6 subjects and the lowest - 180 minutes - is found in the case of 4 subjects (figure 1).

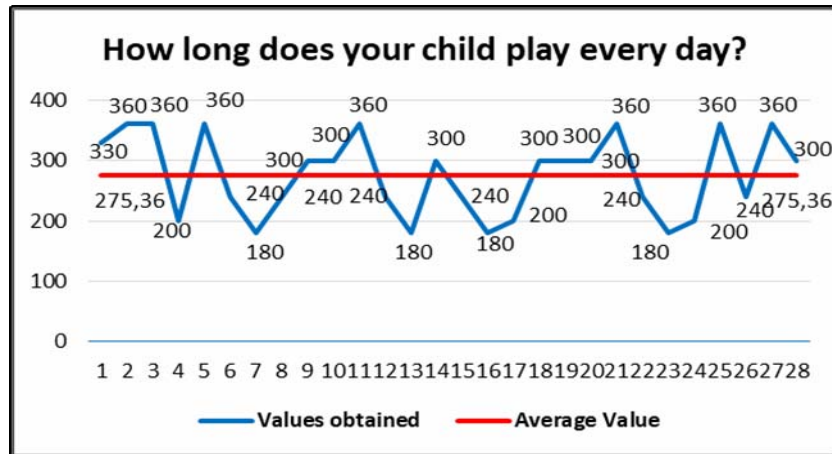


Fig.1. Graphic representation of the answers to the first question

To the question "What are the forms of playing used by your child?" The answers were multiple:

- games played on computer, tablet, phone, etc.
- games played with family members;
- games played alone;
- games played with the pet;
- games played with other children.

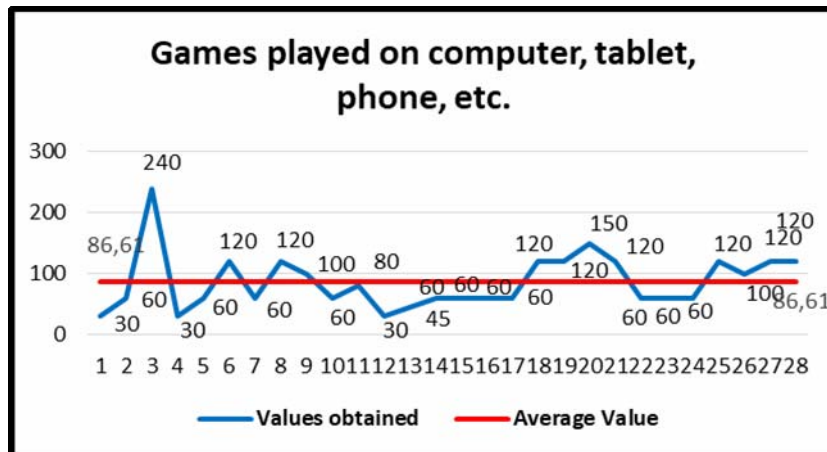


Fig.2. Graphic representation of the first answer to question 2

In figure 2 it can be seen that a number of 12 children are playing on the computer, tablet, phone, etc. more than 86.61 minutes per day, with a maximum value of 240 minutes per day for subject no. 3, and 16 children play below the average value of playing time, subjects no. 1, 4 and 12 (30 minutes a day) playing the least.

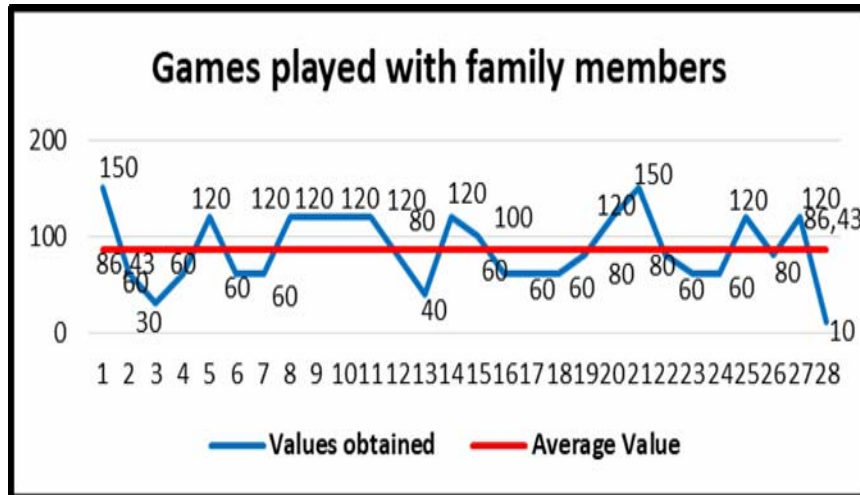


Fig.3. Graphic representation of the second answer to question 2

From figure 3 it can be seen that the average time allocated by family members to play with the child is 86.43 minutes,

with a maximum value of 150 minutes and a minimum value of 10 minutes.

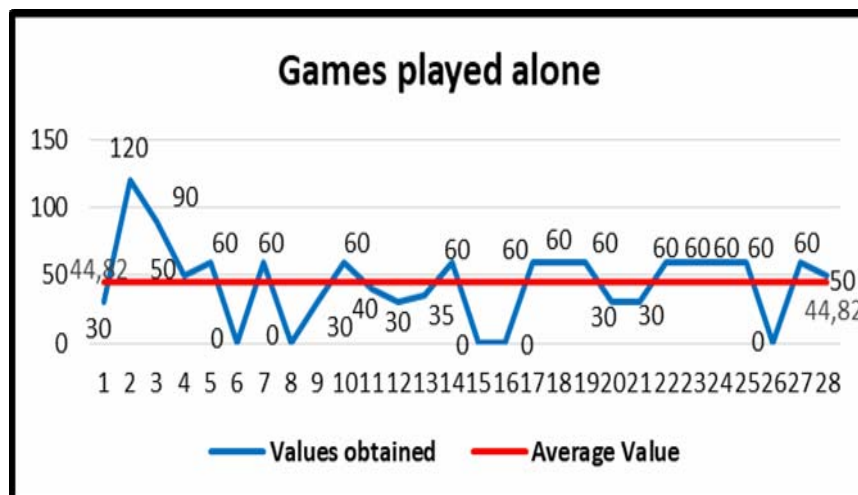


Fig.4. Graphic representation of the variant three of the answer to question 2

Figure 4 highlights the fact that out of the total of 28 pupils in the preparatory class, 16 (57.14%) play alone more than 44.82 minutes per day, with a maximum

value of 120 minutes reached by the subject no. 2, and 5 (17.86%) subjects do not play alone at all.

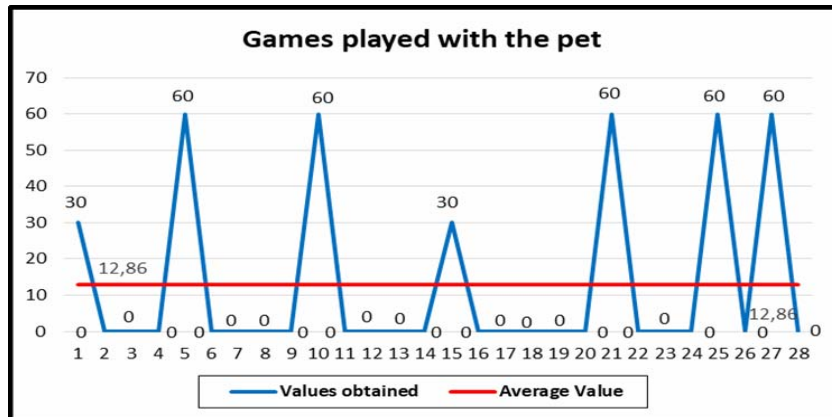


Fig.5. Graphic representation of the variant four of the answer to question 2

Out of a number of 28 children, we notice that 7 have pets. The time allotted to play with the pet is a maximum of 60 minutes a day and a minimum of 30 minutes a day (figure 5).

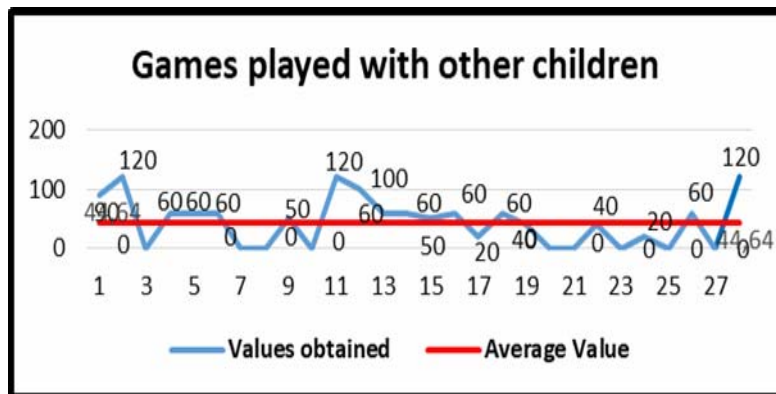


Fig.6. Graphic representation of the variant five of the answer to question 2

As regards playing with other children, we find out in figure 6, an average of 44.64 minutes per day with 15 children above average, with a maximum value of 120 minutes per day for 3 students; 9 (32.14%) students have a value of 0, which means that, due to the pandemic and social distancing, they do not play with other children. From the analysis of all the graphs made based on the answers received to all the variants of question no. 2, we find a relatively uniform distribution on the left and right of the average of the results and a small number of maximum or minimum values, which indicates a good homogeneity of the group of students. To question 3 – “What games or activities does your child play in his free time?” several answers were obtained: drawing, painting, coloring, modeling plasticine, building from cubes, playing with dolls, chess, lego, playing with cars, children's games with dice, movement activities, etc. Regarding question 4 – “What is the game most often played by your child alone, with family members or with other children?”,

the most frequently used is the game with dice for children (Dwarf, Pony Race, Firefighters on alert, etc.).

The last question of the questionnaire was a verification question, in order to establish the degree of veracity of the answers. This question was correlated with the second answer of question no. 2.

4. Conclusions

- In the preparatory class, learning is done through playing, which is the main means of development in the physical, cognitive, social, emotional and linguistic domain.
- Through playing, children develop their personality, creativity and imagination, acquire new skills, learn to think and choose the best solutions to deal with various problematic situations.
- Game is an attractive educational means, which helps children to develop their desire to "learn", to live new experiences, to think creatively, to develop their language, etc.
- The most detailed knowledge of the group of students and the degree of homogeneity, their preferences for certain types of games, allows the development by the teacher for primary education, of effective, attractive means for students to meet the general and specific skills provided in the curriculum.

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