THE SOCIALIZATION OF PRIMARY SCHOOL PUPILS THROUGH MOTOR GAMES

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__Abstract:__ This paper aims to bring to the forefront the most important connecting element of society, namely socialization. Improving socialization through motor games is, perhaps, a solution to many problems, as children align emotionally, emotionally, volitionally, physically, cognitively, etc. The study was conducted on a sample of 59 students aged 6 to 9 years. The sociometric technique was used to determine negative, positive, and neutral interpersonal relationships by age level before and after the use of the chosen motor games. The index of preferred status, cohesion index, arithmetic mean and progress rate were used for statistical interpretation.

__Key words:__ socialization, physical education, motor games, primary school

1. Introduction

The pupils' involvement in physical education and sport in motor games is linked to their integration into the collective and later into society. Motor games are considered in the literature to be a very important means of developing motor qualities, skills and abilities. According to their pedagogical load, motor games can be found in different classifications proposed by several authors. The first of these was F. Frobel, who said that the game is a special means of education. His classification includes games for mental development (intellectual games), for the development of analyzers (sensory games) and movement games (motor games). Motor games can also be found in the classifications made by the author P.F. Lesgaft according to their pedagogical characteristics: family or imitation games for pre-school age and movement games established in advance, with a determining purpose. In the education system, games are divided into dynamic (movement) games and didactic, static games which contribute to intellectual development [4].

Games should not be seen only from the point of view of the harmonious development of the physique, but as a whole, developing muscles, bone density,

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the major functions of the body, as well as the ability to make appropriate decisions, strengthening the character in case of defeat, the desire to win, i.e. cognitive, affective and volitional capacity. When choosing games, the age, gender, and level of motor skills of pupils should be taken into account. It is also possible to discover children with superior biomechanical potential who will later be able to enter a professional sports career.

In addition, there is an extremely important function that takes place in the activity of dynamic games, namely socialization. The pleasure produced by movement will, without doubt, lead to bonding, making children come to PE and sports classes with pleasure. As studied in detail by sociology, socialization is an indispensable function within the education system. By improving it, pupils will work better together and become better team players [2].

Advances in everyday technology mean that more and more students are spending time in front of electronic devices, but the advantages of motor games over computer games are countless. Motor games are a great contribution to the harmonious development of the body, whereas sitting for long periods of time can lead to postural deficiencies [9]. Muscles, joints, and ligaments atrophy if not stressed, and the bone system loses density if not challenged by exertion. In addition to the lack of muscle strain, there is a deposition of fat in relation to each child's diet. Regular motor games can keep body weight within optimal parameters. Physical activity plays a decisive role in a child's life, both in an organized setting and at home during leisure time, preparing them for the interactions of tomorrow's society.

Motor games should create enjoyable experiences in physical education and sports class. They need to go outside of the school environment, with all their rules, by forming a habit in pupils of playing movement games in their free time. An important objective to be achieved is to increase the emotional state by introducing and helping children to appropriate the concepts of victory, defeat, fair play, team spirit, and leadership [10].

Another objective to be achieved is cognitive development, by solving strategies that will lead to team victory or keep the protagonist in the game longer. By analyzing winning strategies, children will challenge their imagination to find the solution, which will lead to the development of creativity, another objective of the educational system. Another objective that goes hand in hand with creativity is the collaboration achieved through the work of the whole team [11]. This will encourage them to cooperate well with their group partners. Before the game, the child will play the role of negotiator, s/he will behave in such a way that the conditions of the game will be in his/her favor, such as better placement or teammates with superior motor skills in his team, etc.

The mission of socialization cannot be achieved if the child is not present in a particular social group (family, school). If s/he is isolated, s(he) will not be able to assimilate human behavior. A. Giddens considers that socialization is the process by which the helpless child gradually becomes a self-aware, intelligent person, integrated into the type of culture into which s/he was born. Schifirnet and Giddens state, as do many other authors,

that socialization is a complex process [12]. For this to happen, it is necessary to make use of certain human capacities such as interactive communication (under conditions of complex relations between personality and social environment); social learning (under conditions of micro-group, group, community); psychosocial integration (under conditions of correlation of individual variables - age, gender, development, intelligence - with social ones - culture, community, institutional organization, status, role); sociality (the human capacity to enter into social relationships, to act as a social being); sociability (the human capacity to form groups); sociability (the human capacity to act as a social being only by making use of positive skills) [3].

Socialization of pupils happens within the school, especially between pupils of the same class, who represent a small social group. The primary school class is a tight-knit group, as they spend several hours a day together, Monday to Friday, for years, forming conscious and direct interpersonal relationships. Even though they are a secondary socializing group, the effectiveness of the collective in forming relationships is very high. The type of social interaction that takes place at the class level is in the situation of common interaction, in the sense that their actions are interdependent, but without being collective, for example, as in the case of a football team [13].

Classroom relationships can also be cooperative, especially in PE and sports classes, when the teacher adopts these types of games, and students have to work together to win. Also related to this type of relationship are competitive and conflictual relationships, which also occur in other activities. Competitive relationships can also be found in math lessons, where the aim is to obtain a higher grade than a particular classmate, and in conflict relationships, where pupils have to fight verbally or physically when differences arise. Within classes, there are also relationships of tolerance, when the child wants to join a particular subgroup, not because he or she feels comfortable, but just wants to fit in, not to be on the outside, thus tolerating the behavior of that subgroup.

Another type is the relationship of domination, of group leadership, which arises as a result of the hierarchy that is established within the class, according to the status and role of each member. Also, regarding the type of affective relationships, J. L. Moreno considers that within the collective, preferential individual relationships develop, giving rise to relationships of attraction, rejection, or indifference [1].

Physical education and sports teachers consider motor games to be the most important teaching tool, especially in primary school grades. The effectiveness of movement games comes firstly from their attractiveness and secondly from their variety. Through them, more tasks can be solved in a shorter time. Large numbers of pupils can participate in a small space in mixed groups of girls and boys. The positive influence on the pupil, through the motor ensemble, together with the development of psychological traits, makes this means of physical education ideal for integrating the child into the social group - the class of pupils and later into society [7].

Movement games contribute to the formation and development of moral and behavioral qualities such as the spirit of collective action, personal responsibility,

self-control, initiative, perseverance, courage, etc.

The impact of games on students is constructive, unifying, and designed to strengthen the physical, mental, and spiritual strength of students for the present and future of their society, herein and also in electronic format, identical with the printed copies.

2. Organization and Conduct of Research

The research was carried out using methods and techniques whose primary mission was to identify ignored students and integrate them into the collective through motor games. The study was carried out on a sample of 59 pupils from Gripeni Secondary School in Braila County. This sample consisted of three classes, 1st grade made up of 20 pupils (12 boys and 8 girls); 2nd grade of 19 pupils (10 boys and 9 girls); and 3rd grade of 20 pupils (13 girls and 7 boys). The research period was conducted in March 2021, two hours per week for each class for a total of 24 hours for all classes.

In the first hour of the study, the students were allowed to choose which team to compete with, and afterward, the teams were selected according to the preferences of the lesson leader, while respecting the objectives to be achieved by the end of the research. In the last two hours of the study, the students (leaders) were left to form their own teams, thus, observing the progress being pursued.

The motor games that were chosen to enhance relationships were mostly represented by cooperative games, which were also the most appreciated by students.

Descriptive methods and techniques were used in the research: sociometric technique (sociometric test, sociometric matrix, and sociogram), tabular method, statistical-mathematical method, and comparative analysis.

The sociometric test is a short questionnaire consisting of two questions with three answers for each question. This test was designed to find out the interpersonal relationships between students, repulsion, attraction, and indifference in physical education classes. After taking the test, the data collected could be transferred to a table called sociometric matrix, which contains the initials of the subjects both vertically and horizontally. On the horizontal, the choices and rejections expressed in relation to each other are noted and on the vertical, the choices and rejections received and calculated at the end. A mathematical formula was used to find the students' place in the group, from the most valued to the invisible, and they were noted in a table in the order of their scores. On the basis of these results, it was possible to draw the target sociogram projecting in space the distant, marginalized pupils and the mutual and one-sided relations of attraction and rejection between them [8].

Verbal (describing and explaining the games) and nonverbal (demonstrating the games in real-time) methods were used during the research activity in class.

The sociometric test was a short questionnaire consisting of the following questions to which students answered with honesty:

1) Name 3 classmates in order of importance with whom you would like to team up in the movement games held during physical education and sports classes.

First/second/third I would like to team

up with ....

2) Name 3 classmates in order of unimportance that you would not like to team up with in the movement games held in PE and sports classes.

First/second/third I would not like to play on a team with ....

The first chosen in order of importance gets +3 points, the second +2 points, and the third +1. In order of unimportance, the first gets -3 points, the second -2, and the third -1. After the test, the responses were counted in the sociometric matrix. At the bottom of the table the choices (A), rejections (R), and the preferred sociometric index (PSI) are noted. Thus, in relation to the values of the preferential status indices calculated for each investigated subject, we can establish five categories of preferential power, as follows: "very popular" subjects (ISP>0.5);

"popular" subjects (0.5>ISP>0.2); "accepted" subjects (0.2>ISP>0.0); "irrelevant" subjects (ISP=0.0); "rejected" subjects (negative ISP) [5].

In addition to the links for selective locomotor influence and for recommendations and appreciation, movement games can be used in all moments of the lesson. In "Organizing the group of pupils", movement games were used to grasp attention. In the thematic part, movement games aimed at integrating ignored people were used, especially cooperative games, with a great impact on the inclusion of children ignored by the group. By developing team spirit through dynamic cooperative games, the most important thing was achieved, that of creating new relationships, and changing possibly negative behavior towards peers.

Sociometric matrix initial test in the 1st Grade   Table 1

Name	I.V.	Z.M.	D.A.	S.Ş.	B.A.	C.N.	R.Ş.	L.E.	M.S.	S.A.	G.D.	C.M.	D.C.	I.N.	R.I.	L.D.	C.D.	D.S.	M.A.	D.I.
I.V.			+3					+2		+1		-2			-1				-3	
Z.M.				+3	-1				+2					+1		-2			-3	
D.A.	-3			+3		+2	-2		-1								+1			
S.Ş.	+3								+2		+1		-1		-3				-2	
B.A.		-2	+3					-1	-3		+2						+1			
C.N.			+3								+2		+1		-1	-2	-3			
R.Ş.			+1		+3				-3		-1		+2						-2	
L.E.		-2	-3						-1		+2		+3				+1			
M.S.	+1		+3	+2							-3		-1						-2	
S.A.						+2					+3			-2				-3	-1	+1
G.D.		-3	+2	+1					+3			-2							-1	
C.M.			+3	+2				+1					-3				-2			-1
D.C.								+3			+2			+1	-1		-3		-2	
I.N.			+3					+1		-3	+2					-2			-1	
R.I.	+3				+2						+1					-3	-2		-1	
L.D.			+3	+2				+1		-3		-2	-1							
C.D.			+3		+1			+2							-1				-3	-2
D.S.					-1			+3			+2			+1	-3	-2				
M.A.		-2	-3	+3	+2			+1		-1										
D.I.				+3					+2		+1		-3	-2					-1	
A.	7	0	5	26	17	3	0	16	9	5	2	17	0	6	3	0	2	1	0	1
R.	-3	-9	-6	0	-1	-1	0	0	-3	-11	-4	-2	-16	-2	-7	-13	-8	-9	-22	-3
P.S.I.	,21	-,47	-,05	,86	,84	,11	0	,84	,31	-31	-,11	,79	-84	,21	-,1	-68	-,32	-,42	-,2	-,1

For each age category, the sociometric matrix was carried out both at the beginning (Table 1) and at the end of the research. On the basis of the sociometric matrices, attraction and rejection sociograms were produced. From the accumulated points the "Preferential Sociometric Index" (PSI) and the "Group Cohesion Index" (C) were calculated.

On the basis of the 6 sociological matrices, we drew a centralizing table with the attractions/rejections manifested in the group and calculated the Sociometric Preferential Index (Table 2).

Evolution of Sociometric Preferential Index   Table 2

Name		I.V.	Z.M.	D.A.	S.Ş.	B.A.	C.N.	R.Ş.	L.E.	M.S.	S.A.	G.D.	C.M.	D.C	I.N.	R.I.	L.D.	C.D.	D.S.	M.A.	D.I.
Grd.	A.	7	0	5	26	17	3	0	16	9	5	2	17	0	6	3	0	2	1	0	1
I	R.	-3	-9	-6	0	-1	-1	0	0	-3	-11	-4	-2	-16	-2	-7	-13	-8	-9	-22	-3
IT	I.S.P.	,21	-,47	-,05	,86	,84	,11	0	,84	,31	-,31	-,11	,79	-,84	,21	-,21	-,68	-,32	-,42	-,2	-,1
Grd.	A.	+4	+3	+8	+18	+12	+3	+8	+9	+9	+8	+4	+13	+2	+6	+2	+3	+1	+1	+5	+1
I	R.	-3	-9	-6	0	-1	-1	0	0	-3	-11	-6	-2	-16	-2	-7	-13	-11	-9	-15	-5
FT	I.S.P.	,05	-,31	-,1	,94	,57	,10	,42	,47	,31	-15	-,10	,57	-,73	,21	-,26	-,52	-,52	-,42	-,52	-21
Nume		Z.R.	B.I.	D.Ş.	J.A.	D.M.	I.I.	L.A.	M.D.	R.G.	S.A.	B.D.	C.I.	S.E.	M.S.	B.M.	D.G.	D.A.	D.V.	N.I.	-
Grd.	A.	+12	+18	+2	+11	+7	+5	+5	+5	+7	+3	0	+3	+10	+4	+3	+5	+7	+3	+4	-
II	R.	-3	-6	-12	-5	-3	-12	-1	-10	-6	-16	0	-5	-1	-6	-9	-5	-6	-5	-3	-
IT	I.S.P.	,5	,66	-,55	,33	,22	-,38	,22	-,27	,05	-72	0	-,11	,5	-,11	-,33	0	,05	-,11	,05	-
Grd.	A.	+12	+16	+2	+9	+7	+5	+3	+5	+7	+3	+6	+3	+10	+4	+3	+5	+7	+3	+4	-
II	R.	-3	-6	-12	-5	-3	-12	-1	-10	-6	-12	-4	-5	-1	-6	-9	-5	-6	-5	-3	-
FT	I.S.P.	,50	,55	-,55	,22	,22	-,38	,11	-,27	,05	-50	,11	-,11	,50	-,11	-,33	0	,05	-,11	,05	-
Nume		P.N.	G.A.	M.M.	S.N.	D.A.	M.N.	M.R.	P.S.	C.M.	C.Z.	S.C.	T.C.	C.A.	E.A.	J.I.	M.A.	M.C.	P.E.	R.A.	C.S.
Grd.	A.	+9	0	+10	+6	+10	+6	+20	+8	0	+8	+11	+12	+5	0	+3	+1	+4	+3	+2	+2
III	R.	-7	0	-3	-8	-6	-4	-2	-3	0	-5	-8	-2	-4	-14	-11	-11	-11	-10	-5	-7
IT	I.S.P.	,10	0	,36	-,10	,21	,10	,94	,26	0	,15	,15	,57	,05	-,73	-,42	-,52	-,36	-,36	-,15	-26
Grd.	A.	+9	0	+10	+6	+10	+6	+20	+5	+3	+8	+9	+12	+5	0	+2	+2	+4	+3	+2	+2
III	R.	-7	-8	-3	-8	-6	-4	-2	-3	0	-5	-8	-3	-4	-10	-11	-8	-11	-10	-4	-5
FT	I.S.P.	,10	-,42	,36	-,10	,21	,10	,94	,10	,15	,15	,05	,47	,05	-,73	-,47	-,26	-,36	-,36	-,10	-15

3. Results and Discussions

From the sociograms, we can find out the number of reciprocal relationships of attraction and rejection as well as one-sided ones. In the initial test in the 1st Grade, we have the following results: 9 mutual attractive relationships, 42 unilateral attractive relationships; 6 mutual rejection relationships, and 48 unilateral rejection relationships.
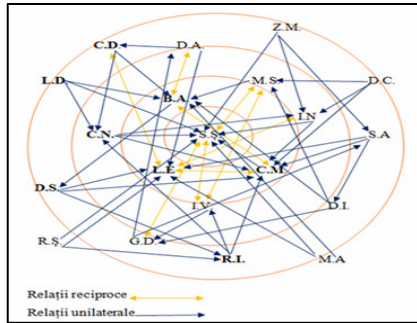
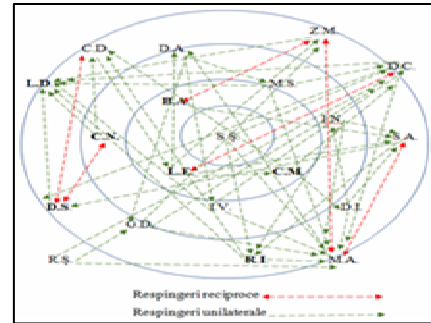Fig. 1. *Initial sociogram of atractions*, *age 6-7*

Fig. 2. *Initial sociogram of rejections, age 6-7*

As can be seen, the obvious leader of the first grade's preference for the development of movement games in the physical education and sports class is S.S. He is also appreciated by the popular peers who also form a triangle of mutual relationship (M.S. and IV), each appreciates each other, which denotes a very close friendship between them. The sports leader of the class is not only appreciated by the popular ones but also by the marginalized ones, even by R.S., who is the invisible one of the class, the one who is neither appreciated nor rejected by anyone. R.S. has drawn the interest of the research study's mission to integrate the ignored students into the group and bring them closer to the center of the sociogram. Besides R.Ș., the most distant student is M.A. In the study, M.A.

showed disrespect, both toward peers and the rules; he is not a believer in winning the shortest way, by force or by bullying others. The majority of relationships are toward the same gender (boy-boy; girl-girl), with minor exceptions (L.E.-I.N.). Here it may be the case that there is another way of appreciation rather than a team approach in the class. Another influence that could affect the choices students make to team up with someone is their proximity to each other. Of the 9 mutual choices, 3 sit together at desks in the classroom. The degree of cooperation between the participants in the activity will convince them whether they will stay in the same position in the future or change their preference, thus forming other cooperative relationships.

Preferential status indices   Table 3

Status	Very popular	Popular	Accepted	Irrelevant	Rejected
Grd. I IT	SŞ BA LE CM	MS IV IN	CN	RŞ	DA DI GD RI SA CD DS ZM LD DC MA
Grd. I FT	SŞ BA CM	LE RŞ MS IN	CN IV	-	DA GD SA DI RI ZM DS LD CD MA DC
Grd. II IT	BI ZR SE	JA DM LA	RG DA NI DG	BD	CI MS DV MD BM II DŞ SA
Grd. II FT	BI ZR SE	JA DM	LA BD RG DA NI DG	-	CI MS DV MD BM II SA DŞ
Grd. III IT	MR TC	MM PS DA	SC CZ PN MN CA	GA CM	SN RA CS MC PE JI MA EA
Grd. III FT	MR	TC MM DA	CM CZ PN PS MN SC CA	-	SN RA CS MA MC PE GA JI EA

After the final results of the sociometric test in the 6-7 age group, we can analyze the differences that have emerged since the initial test. In terms of reciprocal relationships, they decreased from 9 to 6. 5 reciprocal relationships were maintained but a new very important one appeared S.S. with R.S., the invisible of the class, registering remarkable progress by achieving a mutual relationship with the class leader, with a lower score. Through the means used in the physical education and sport class, R.S. was able to be integrated into the group.

In the initial study for the 2nd grade, there were 11 reciprocal relationships, 33 positive one-sided relationships; 4 reciprocal rejecting relationships, and 51 one-sided rejecting relationships. The class leaders are very close in score. Their ambition and honesty towards peers and regulation made these girls the most appreciated. Even if they don't form a perfect triangle, they have an intense correlation. There is one ignored, B.D., who seems to just like to watch the work, excelling in other subjects, as he believes one can only play intellectual games. Mutual attraction relationships between girls numbered 5, compared to 3 for boys, and mixed 3.

For the 7-8-year-old age group, the final test reveals a number of 12 reciprocal relationships, 32 positive one-sided relationships; the same 4 reciprocal rejecting relationships, and 51 one-sided rejecting relationships. B.I. is losing popularity, but keeps his first position. The cohesion index improves due to an increase in mutually attractive relationships, and B.D., the only invisible pupil, is successfully integrated according to the preferences of the final sociometric test.

The third-grade study recorded a number of 13 mutual attraction relationships; 34 one-sided attraction relationships; 10 mutual rejection relationships; and 40 one-sided rejection relationships. Mutual attraction relationships are only between (boys-boys) and (girls-girls), girls 7, boys 6. The results indicate two ignored students G.A. and G.M.

In the third grade, the final test records 15 reciprocal relations of choice, 32 unilateral relations of attraction, 10 reciprocal relations of rejection, and 40 unilateral relations of rejection. M.R. remains the undisputed leader of the group. The cohesion index improves, also the psychosocial value of the preferential type "ignore" disappears from the table, which denotes that the motor games were also successful in this group.

As can be seen in Fig. 3, with the exception of the 1st grade, the cohesion index has a positive evolution, so we can conclude that the chosen motor games have improved the cohesion of the groups, and the number of mutual choices has increased. Although there are some divergences and mutual rejections in each class, the groups are cohesive and united, and there are enough mutual choice and collaboration relationships.

4. Conclusions

The evolution of the research from the initial to the final state proved to be positive. Apart from the cohesion index in the 6-7-year-old group, which had a negative result in the final test by the sociometric technique, all groups had a lower or higher expected rate of progress. This clearly punctuated who is close and who is distant by pupils' choices towards

each other. Once it was discovered who needed to be helped to socialize, they were teamed up with the sports leaders according to the teacher's preferences. This proved fruitful, changing the behavior of the most popular, putting the ignored on their personal radar and beyond.

Of the three classes, the best progress of the cohesion index was made by the 8-9 years group, which changed from 1.45 to 1.75, increasing by 17.2%, followed by the 7-8 years group with a percentage of 10.8%, from 1.16 to 1.3, and the last group, 6-7 years, which registered a regression of -37%, from the initial 0.92 to the final 0.58. It can also be seen that the cohesion index has steadily increased with age, due to pupils getting to know each other better and better. The 6-7-year-old group showed a decrease in cohesion; however, the main task was successful and that of integrating R.S. into the team. This explains why R.Ș. scored the best score compared to the other ignored pupils of the other groups, recording a number of 0.42, propelling him toward the psychosocial value of the popular category. He is followed by C.M. from the 8-9 age group, with a score of 0.15, who rises toward the accepted. B.D. from the 7-8 age group also enters the accepted group with a score of 0.11. G.A. comes last with a score of -0.42 and is among the marginalized. He is indeed a minus, but his appearance on the sociographic radar is important. As far as the marginalized are concerned, in the 1st grade, they have not changed in number, but they have improved their score, nearing the plus values. In the second grade, only the last and second last improved their scores, and in the third, they increased by one student, the addition being made by G.A., one of the invisible pupils in the group.

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