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Developing children emotional intelligence through game and movement situational training

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Abstract. This study refers to the socio-emotional, psychological and motor skills development in children. School must give more attention to the harmonious physical and mental development of children, especially at elementary school age when study and movement represent their main activities. Hypothesis: In this study we aim at demonstrating that increasing the dynamic games instructive-educational potential we can achieve children emotional intelligence development and better adjusting to the demands of the school and social environment. Results: Some educated, proficient and highly scoring children can't manage to have friends, are not happy with their careers, and lives. What makes the difference is a certain development level of social, emotional psychological and movement skills. Conclusions: Social, emotional and motor development contribute heavily to future personal and professional achievements of children. Keywords: competence, emotional intelligence, development, education, school age.

1. Introduction.

The dynamic games outcomes on physical development are assessed by monitoring games contribution on the child's cognitive and socio-emotional development [9].

The dynamic game is an active, exploratory and social process engaging other colleagues. Movements are repetitive, but not stereotypical but spontaneous. Being activity-oriented, the game favours social relationships strengthening, such as competition and co-operation [6].

The potential of motion games can also be used to enhance the knowledge that children acquire in other subjects such as Mathematics, Biology, and English, etc. Learning and enhancing knowledge in these disciplines are possible through dynamic games, when learning the alphabet, figures, and names of animals, fruits, and vegetables [8].

The motion game favours teamwork, helping to integrate individual interests and personal efforts within the group, also giving the opportunity to use critical and self-critical reasoning. Participating in games and motion within an organized physical education lesson provides the opportunity to stimulate the children initiative and allows them to learn values like tolerance, inclusion, decision-making and responsibility [1].

The dynamic game requires rules and complying with them, also contributes to the moral development of the child and allows for better school and social integration of the child. The advantages and challenges the child takes during the game, trigger a wide range of emotional states - joy, sadness, contentment, enthusiasm, and pleasure. Having the opportunity to experience these states, the child can understand them and learn to control them, to have a balanced attitude in school and society.

Fig.1. Three factors that influence the student's aims (after Kintrea, K., Clair, S., R., Houston, M.,



According to Kintrea, K., Clair, S., R., Houston, M., [5] the child's desires and aims are dynamic, change over time, and respond to feedback from colleagues, family and teachers. That is why it is very important to take responsibilities, respect others and generally everything that surrounds us; including self-respect which implies honesty, strong principles and values, but also self-control. All this can be learned, consolidated and experimented by games and movement, in school, under the guidance of the teacher.

Playing games is the key to the physical, mental, intellectual and social welfare of children [2]. It has a strong impact on almost all aspects of the development of children's lives. For many kids, time spent in school is the most active part of the day [12]. Therefore, playgrounds and school are extremely important for children, for their relaxation, as well as for their health and well-being [3]. Physical activities play an important role in everyday life, contributing to the fulfilment of interests, development needs and learning.

The school play area is an important facility for children to play every day on their own initiative. It brings an enormous positive impact on the development and learning of children. This initiative provides students with leisure facilities to make education friendlier to students. We know that each school is within a community. If the playground exists in all schools, we can consider that the school is a community playground for children [11].

Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child. [7].

Play allows children to use their creativity while exercising their imagination, dexterity and physical strength, cognitive and emotional power. Play is important for the healthy development of the brain [10].

Unorganized play allows children to learn how to work in groups, to share, negotiate, solve conflicts, and learn self-organizing skills. When they are assigned to lead the play, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately fully engage in the passions they want to pursuit. Ideally, much of the game involves adult supervision, but when the game is controlled by adults, children accept their rules and lose some of the benefits they offer, especially in terms of developing creativity, leadership and abilities group. In contrast to computer games or on the phone, dynamic games contribute to the child's physical and healthy development. Perhaps above all, play is a simple joy that is a precious part of childhood.

Epuran, M., [4] cites from the Declaration of the Children's Rights of the Game of the International Association of Playgrounds in 1977, which states: "Play is life. It's instructive. It's free will. It's spontaneous. It's natural. It's exploratory. It's communication. It's expressing one-self. It combines action with thought. It offers satisfaction and the sense of fruition. "

Hypothesis. If the socio-emotional, mental and motor development in primary school children can be done through the educational process then we can achieve remarkable results in the physical education lesson through sports and game themes that satisfy the specific competencies according to the pupils' age.

In this study, I aim to demonstrate the general level of competence in developing social, emotional, mental and motor skills through which the dynamic game becomes a method, means and form of organization, conducted with or without competition, adapted to the students' motor and mental abilities.

The undertaken study. The research was carried out in No. 27 Gymnasium School on students in the third grade of A, the control group and III B, the experimental group. Tests were made to determine students' fitness level an intensive dynamic game program was applied only to the experiment group while the control group performed the recommended curriculum program. Testing was carried out at the beginning of the first semester, and the final tests were carried out at the end of the first semester of 2016-2017 school year. Students are 9 and 10 years old. The third-level Framework Plan includes 2 hours of "physical education" and 1 hour of "Game and Movement". Students in the 3rd grade have 2 themes in the physical education lesson. With the approval of School Governance and Class III B Teacher, the experimental group, one of the themes will be in every lesson with dynamic game themes.

The research methods undertaken are: pedagogical observation, where I followed the performance of the students with the guidance of the teacher or independently; the study of documents and specialized literature, through which we studied previous years school curricula as well as overseas curricula, we also documented the bibliography published on similar topics; the interview and the investigation were conducted in the form of discussions with students, the physical education teacher and teachers from other disciplines; the statistical method by which we assessed the obtained results. **Results.** At the beginning of the semester, the scheduled curriculum control events were done. These events were: throwing the oina ball, squats, long-distance sprint jump, lifting the trunk from lying on the back, facial trunk extensions, Matorin equilibrium test. For the more obvious statistical interpretation of the results, the following events were chosen for study: throwing the oina ball and long sprint jump.



Fig.1 A III rd. Class control boys group. Event: Throwing the oina ball. Note: TI=initial testing; TF=final testing

Fig.2 A III rd. Class control boys group, Event: Long jump



In boys, the control spikes show an insignificant progress between TI and TF, both at the throwing the oina ball and in the bounce test in long jump. Note: TI=initial testing; TF=final testing



Fig.3 A III rd. Class experimental boys group. Throwing oina ball Note: TI=initial testing; TF=final testing





In boys, at the experimental spikes, there is a significant progress between TI and TF, both at the throwing the oina ball and the bounce test in long jump.



Fig. 5 A III rd. Class control girls group Event: Throwing oina ball Note: TI=initial testing; TF=final testing



In girls, the control spikes show an insignificant progress between TI and TF, both at the throwing the oina ball and in the bounce test in long jump. Note: TI=initial testing; TF=final testing



Fig. Fig.7 B III rd. Class, Experimental Girls Group Note: TI=initial testing; TF=final testing

Fig.8 B IIII rd. Class, Experimental Girls Group Note: TI=initial testing; TF=final testing



In girls, at the experimental spikes, there is a significant progress between TI and TF, both at the throwing the oina ball and the bounce test in long jump.

Interpretation of results. From the data collected, we observe results differences between the control groups and the experiment groups as follows:

A III rd. Class: both boys and girls followed the national curriculum proposed since the beginning of the school year. Students completed two physical education lessons per week with themes from sportive games, athletics, gymnastics, and a weekly "Game and Motion" lesson where they participated in various dynamic games under the supervision of the teacher.

If we compare the results obtained from the initial testing and those from the final testing, we see some pupils experiencing small, insignificant progress, some pupils have obtained identical or even weaker results. This was noticeable both in the group of girls and in the group of boys.

B III rd.: It was made up of experimental groups a group of girls and one of boys. These two groups performed during the semester the following schedule: two hours of physical education per week in which the themes were: a theme according to national curriculum and a theme of dynamic games; a lesson per week of "Play and Move".

If we compare the results obtained from the initial testing and those from the final testing, we notice a significant progress in all the tests. The differences in results were recorded both in the group of girls and in the group of boys.

Experiment group students had planned activities to allow them to move freely, without competition, to modify the rules of the games and organize themselves. From discussions with them we learned that many games they adapted seemed new and recreational to them. The teacher noticed that by working in groups, they were able to share, negotiate, solve conflicts, and learn self-organizing skills.

Students from the experiment groups were more driven to dynamic games and the time for this activity seemed too short. They were supervised by the teacher who had set the rules of the games and intervened in all critical moments.

The health benefits of exercise are widely known in the developed world yet despite the well documented and undisputed health benefits of regular exercise the evidence suggests that large sections of the population do not engage in sufficient levels of exercise to maintain physical and mental health. [13].

Conclusions. Physical development refers to body growth and motor skills development. These goals are achieved through different forms of physical activity. At the age of 10, children develop from a social, intellectual, physical and emotional point of view. For many children, this is the last childhood year before puberty and adolescence. The teacher can choose to modify, or add learning activities, the whole didactic approach relies heavily on the dynamic game and is tailored to students' specific traits.

Introduction to physical education lessons has produced effects on harmonious physical development and learning of movement skills and abilities. Students were totally involved in games and made a mental and physical effort to enthusiastically participate in social activities and group collaboration.

By participating in dynamic games and relays, we achieved motion goals to develop motor skills: strength, speed, endurance, mobility and flexibility.

More time for playing, given to children, influenced the development of the motor and physical sphere and the influence of the dynamic game play increased the cognitive and socio-emotional development of the child.

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