



STIMULATION OF SOCIAL DEVELOPMENT

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ABSTRACT

The aim of this paper is to discuss the effectiveness of using a model of play-oriented techniques on the social development of 5-7 year old children. The currency of the topic results from the increased need to search for modern methods and forms for the successful socialization of children in this age group because of certain deficit in their education, culture and moral criteria noticed. In view of the age specifics displayed in 5-7 year old children, play environment and play-oriented techniques in particular, the opportunities of which in this area have been poorly studied, are the most appropriate tools for their successful socialization. The approbated model of play-oriented techniques is aimed at stimulating social development in children by involving them in play situations which are close to life for acquiring of standards of conduct and communication skills. The results obtained in the study of 162 children, divided into five control and five experimental groups, demonstrating the effectiveness of the model on the stimulation of their social development.

Key words: play-oriented techniques, social and moral conduct, communication.

Socialization is a process by which a child learns and acquires motives, values, conduct and social standards that are inherent to the cultural traditions of the society of which he will become a member enjoying full rights.

In this respect, there is a wide variety of methods and forms to stimulate social development. In view of the age specifics displayed in 5-7 year old children, play environment is one of the most effective means to foster this development, and, in particular, play-oriented techniques, the opportunities of which in this area have been poorly studied. They include an extensive set of methods and ways of organization of teaching process in the form of various educational games. There are different views in research literature on the nature of play-oriented techniques and their place in the academic educational process.

D. Dimitrov defines play-oriented technique as "a systematically built procedural-structural integrity of interrelated procedures for the intentional establishment of the activities and

teaching varieties of the game. (1)

D. Ivanova presents its view on the nature of play-oriented techniques as "a scientifically based and practically significant set of integrated, coherent, joint actions and operations of the teacher and children, which take particular shape in certain procedures and are designed for the formation and development of independent play activity of children and enhancement of their play culture. (2)

According to L. Shapiro "involvement in cooperative games is crucial for developing social skills in children, establishing a sympathetic attitude towards others, sharing, agreement, tolerance and more positive relationships". (3)

The **subject** of this study on the basis of the above-mentioned is social development of 5-7 year old children.

The **subject** of this study is the change in the characteristics of the social development of 5-7 year olds under the influence of specially organized play environment.

Therefore, the objective of this study is the **stimulation of social development in 5-7 year-old children through a model of play-oriented techniques.**

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Based on the foregoing, the **following hypothesis is formulated: it is assumed that the social development in 5-7 year olds will be encouraged through appropriate play-oriented techniques aimed at developing of their social skills.** To check the hypothesis so formulated the following was used: psychological - educational experiment, observation, descriptive analysis, mathematical and statistical procedures (dispersion analysis of repeated changes, factor analysis). In the model of play-oriented techniques are included four stages of play-oriented techniques (related to perception, understanding, expression and reflexive

dialogue) each of which takes place at a particular level through specially designed games included in Playteque.

The study involved 162 children aged 5-7 years, of which 95 boys and 67 girls. The number of children whose mother language is Bulgarian is prevailing - 125. The number of children with a mother language Romany is 34, Armenian – 2, and Turkish - 1.

In analyzing the effects of two factors –test of finding/control and belonging to the experimental group, on the role behavior, the following results were obtained:

Table 1. Results of dispersion analysis of role behavior.

Factors	F(1,160)	p
Found - control test	68.955	0.000
Control-experimental group	4.300	0.040
test*group	43.883	0.000

There is a significant main effect of the factor found-control test [F(1,160)=68.955; $p<0.001$], marginally significant main effect of the factor control-experimental group [F(1,160)=4.300; $p=0.040$] and significant effect of interaction [F(1,160)=48.833; $p<0.001$]. The presence of a significant interaction effect proves the existence of a positive result of the applied basic model.

Increased expressions of sympathy to the other role in the conduct preparedness: An increase in the manifestations of sympathy for the other

children within the role behaviour associated with willingness to provide support in the process of the game in accordance with the role taken. This dependence correlates with the increased number of display of kindness and fairness in the role behaviour in play situations and situations requiring the adoption of a specific role by the child. All this is a basis also for an increased sociability and thus for the realization of a greater number of social contacts within the child group.

Table 2. Results of dispersion analysis of real behavior.

Factors	F(1,160)	p
Found-control test	10.559	0.001
Control –experimental group	3.729	0.055
test*group	26.519	0.000

There is a significant main effect of the factor found-control test [F(1,160)=10.559; $p=0.001$], marginally significant main effect of the factor control-experimental group [F(1,160)=3.729;

$p=0.055$] and significant effect of interaction [F(1,160)=26.519; $p<0.001$]. The presence of a significant interaction effect proves the

existence of a positive result of the applied basic model.

As a result of applying the model of play, an increase in the display of sympathy was noticed in the real behavior of children associated with readiness for mutual assistance in times requiring such, and acts of kindness became more frequent as in role behaviour. Display of indelicacy was reduced and gave way to display of courtesy to other children in the group. This involves mainly the use of polite words and phrases in appropriate situations.

Results of the conducted experimental study give reason to claim that play-oriented techniques create favorable conditions for stimulating social development of 5-7 year old children.

In the process of play activities their social skills are enhanced through the taking of various social roles and evaluation of the actions of other children.

The active and efficient transformation of their own social experience in different situations in the game was noticed. In these conditions, this experience becomes a personal communicative experience.

All this gives grounds to claim that play-oriented techniques successfully stimulate social development of 5-7 year old children and should find their place in the methods available to teachers involved in education and upbringing of 5-7 year old children in educational and social institutions.

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