**Logos Universality Mentality Education Novelty,
Section: Social Sciences**

ISSN: 2284 – 5747 (print), ISSN: 2284 – 5747 (electronic)

Covered in: CEEOL, Index Copernicus, Ideas RePEc,
EconPapers, Socionet

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DOI: <http://dx.doi.org/10.18662/lumenss.2015.0402.05>

Logos Universality Mentality Education Novelty, Section:
Social Sciences, IV (2), 47-55

The online version of this article can be found at:
<http://lumenjournals.com/social-sciences/>

Published by:
Lumen Publishing House
On behalf of:
Lumen Research Center in Social and Humanistic Sciences

Play and Learning at Preschool Child

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Abstract

Preschool period is the most important period regarding the physical and psychological development of the child. The role of kindergarten and kindergarten activities in default of all education is the foundation of the child. Social games are constructed to develop and strengthen skills for preschool cognitive development, language, emotional and social-emotional.

The research pursued a harmonious intertwining between quantity and quality, given that they precede each other. Choosing the research methods he learned the nature of investigative tools appropriate to the time required to its performance but not least the need to demonstrate the desired depth assumptions. The family is that to start of the process of formation child, and later kindergarten to be the environment in which the child understands and accepts the rules of social life. The teacher aims to shape, to give of the child stability, all of them being required to better adapt to school.

In order to achieve the objectives and hypotheses we proposed to use certain instruments through which I could capture the specifics of the game and learning at preschool age, from the perspective of educators, parents, and later we can see the baby directly. I chose as research tools: survey-based questionnaire and observation - observation grid.

Keywords: *playing; learning; pre-school; physical and mental development; movement.*

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1. Contextual analysis

The world game - says Stoian Stanciu - life tale world is the world sublimated childhood dream and aspirations and through them the educational virtues, namely integrating outstanding. It is more than antechamber real world, an integral part of it. It dissolves for each individual, with age, but stays on for eternal childhood.

The game remains a child conscious activity, but the main bio-psycho-social component of its evolution, being considered the main form of activity. "Learning means an attitude towards knowledge, towards life; acquisition of new methods and practice new skills and values needed to live in a changing world; the process of preparing to face new situations" (Neacsu, 2000).

The game, along with work, learning, creation, is one of the essential ways by which one can be reported to the surrounding reality. Through play, children develop and assimilate new knowledge.

The game as a learning method concludes with a certain result which shows us how the child has formed skill to give the right answer to describe, to reconstitute, to compare, to classify, to sort through prompt responses, accurate, manifesting joy and satisfied.

1.1. Personality preschool child

Personality is the most complex and often most dramatic reality that we are going contact and influence her, so improve or to change it: her personality is the main guide in shaping the concrete man. Only knowing his sides, structure, purpose we will be able to select and use the most appropriate means, methods, processes influencing education (Zlate, 2000). Ralph Linton says that personality as a psychological reality, a preoccupation as old as the human species. Personality is all psychological that characterizes and individualizing a particular man. In most widely sense of the term personality identifies with the human being. We conclude that the personality is a complex system that is structured along three dimensions: bodily, psychological and socio-cultural. So, personality is a complex bio-psycho-socio-cultural. So, understand the cultural dimension is the biological side of the personality, the program hereditary native human potential; what is behind the complex social interventions native is the potential socio-

cultural dimension of personality and psychological dimension of personality is considered only as a result of interaction between the native and the social fund, but also has its specific profile. The premise of human development is consciousness - mentally core of the personality, linking with each other compartments. From a psychological perspective, the term personality has a narrower sphere. If the term designates the individual concrete human person, the concept of personality is a theoretical construction elaborate of psychology to understand and explain how being and psycho physiological functioning that characterizes body that we call human being (Dafinoiu, 1998). Thus, we can distinction are make between the common understanding of the concept of personality, the person with remarkable results, and scientific meaning of the concept, the category theoretical construction. The game is a physical or mental activity without practical finality and that you invest in pure pleasure. (Tomșa, 2005).

1.2. Play and learning

The game is a strong incentive cognitive for both independent learning and group learning; beyond the first nature of the experience, there is feedback that determines true progress. The game combines well with the creation of learning so that it enables the child to experience the role of creator of reality. During, the child in free play has the opportunity to make decisions, to practice social roles, he learns to adapt to others to communicate with them, set up their first notions of "what is right" and "what's wrong" to "that is beautiful" and that "ugly".

At the same time the game is the safest environment for creativity and how the child while developing their individuality and affirm their; He builds his own sense of identity begins to crystallize self-image. In another aspect of the game is the way to ensure a harmonious physical development of the child.

The game shows its superiority through operational efficiency in learning, education correlative complex individual, group, team, the performance of intelligence and wisdom accumulated by the intuition, creation, imagination, inventiveness which they determine. The game can accelerate any process of learning. Emotional status, attitudes, attractive, correlative notions system, provided the game exceeds expectations standards. The game can ever become temporal projection of future jobs. Through the game we can harmonize internal and

external plans of the human being: mental, physical, emotional. The game is the most free form of training creates more opportunities for differentiated interactions between all participants in the teaching process than traditional strategies. Considering the factor of education, which is closely linked to the situation ludic during interaction can manifest more distinctly different types of positive behaviour - comradeship, loyalty, learning to come to terms with defeat, the rules of the game - and negative - anger when he loses, he defeated team ridicule.

2. Research methodology

2.1. Objective:

The research has proposed to check how the game is used to formation and development a children. The methods used have had essentially meant to investigate the activity child of home or at kindergarten.

2.2. Working hypotheses:

If the teacher and parents will provide of the child the opportunity to play, putting at his disposal all the necessary material, space, time and support elements, then the child will provide an opportunity for development in various fields: psychic development, socio-emotional, cognitive, language/ communication, learning ability, attitude.

2.3. Research variables:

The dependent variable: child development (mental, social, moral, intellectual, emotional, physical, language/communication and playful).

Independent variables: the type of kindergarten, the experience teacher, the type toys, the familiar pattern, the parent`s studies.

2.4. Sample – characteristics:

The research held in two kindergartens in Bucharest (one public and one private). Were investigated thirty teachers and thirty parents.

2.5. Methods and research tools:

The research is chased a perfect harmony between quantity and quality, given that they precede each other. Choosing the research

methods he learned the nature of investigative tools appropriate to the time needed to perform it but not least the desired depth required to demonstrate the hypothesis.

In order to meet the objectives and hypotheses have chosen as research tools:

- The investigation questionnaire
- Case Study
- The grid de observation

3. Results and conclusions

We'll present the first comprehensive statistical characteristics of the data obtained in order to initiate proper interpretation of established hypothesis and method used to collect such data. These are results from the questionnaire. In the following we draw a parallel to the results obtained from teachers and parents to identify certain factors beneficial to the harmonious development of the child.

Table1. Quantitative results in terms of the game at the preschool Education – Parents.

Nr.	Indicators	5	4	3	2	1
1	The play is the activity learnig for preschool child.	25 20	5 5	0 5	0 0	0 0
2	The game also participate in preschool psychological development.	27 20	3 4	0 6	0 0	0 0
3	Children produce toys, trying to make them more enjoyable, more beautiful.	3 14	17 6	6 7	4 3	0 0
4	Children get bored easily, even if they have more toys.	0 2	0 7	6 5	5 5	19 11
5	The game felt like a waste of time	0 0	0 0	0 2	3 2	27 26
6	The involvement adult in children's play.	10 0	15 10	5 16	0 4	0 0
7	The reaction of children when the adult changes the rules of a game invented by them.	28 5	0 7	0 0	0 3	2 15
8	The relations child with objects. Collecting	4	26	0	0	0

	toys and putting them in order after finishing a game.	9	3	15	0	3
9	The emotions expressed through a of the child favorite toy.	24	6	0	0	0
		17	13	0	0	0
Legends: Red – Teachers; Blue- Parents. 5 – Very high; 4 –High ; 3 - Medium; 2 - Low; 1 – Very low;						

We will present in the following quantitative and qualitative analysis of the results obtained under the common items of the teachers - parents. So we achieve a parallel needed to know how both teacher and parents participate in a child's development, that is if the independent variable influence, affect, causing the development of preschoolers.

The game as is well known, the definitions assigned over time, is the manifestation and exploring our surroundings, but predominantly at the preschool. Considering the criterion of the need for intimacy in interpersonal relations, Dumitrana (2000) shows that the period of 3-7 years as the period which notes the need for adult children to participate in the game. It notes the crucial role of adult involvement in children's activities and games to help develop mental, physical or social.

Referring to research conducted by ours regarding the involvement of adults in the children's game, the teachers knowing the role of psycho-pedagogical, responded in 50% it involves a large extent, and that very frequently preschoolers involved, give them roles. The teachers in 17% stated that only comes into play when conflicts arise, or when rules are broken, that is only occasionally involved. Parents also showed their interest to engage frequently in of the child games proportion of 33%, and accepting to become effective character of the game. Another category of percentage 54% is the involvement princes sometimes in the child's play, while 13% said it is rare (rarely) when involved in the game, because the program overloaded, so the lack of sufficient time, but seem totally disappointed not participate.

Fig. 1 - Pleasure child to change toy role

The child because of lack of knowledge of the world looking for reasons and solutions for a better understanding. The teachers in 57% say they noticed this, that preschoolers amended toys to a large extent, 20% saw preschoolers changing them only in a medium size and 13% and 10% lies with the measure small and very small.

Home children prefer to change the role of these toys, 47% in a very large extent, 20% in large measure, 23% unable average, only 10% prefer to play with toys, without altering too much.

Fig. 2 - Monotonous repetitive game

The game - of the child, toy = pleasure. Toys are the tools of working children, to what extent they are bored with chasing highly dependent on new uses of toys, changing rules of the game, it reinventing, eliminating as much as possible factors that monotony,

repetitive work, instability in the game, disrupting the game to another person etc. With all the pre-school age that held a series of twists, unexpected behaviour changes, the "shine" to achieve stability. In kindergarten, the teacher aims to control all these aspects and at home parents to continue what applies kindergarten teacher.

In research conducted on educators and parents, we intended to measure the degree of their involvement in the process of becoming human child, later to identify the extent to preschool game meet its pleasure. We watched particularly the behaviours children, aimed relationships such as: relationship with self, relationships with others, to objects in space that carries / game relationship with the activity reflected in the behaviour of the game, the free game choice and game creative.

The Implications educator must be a largely because it can defuse some conflicts, does not violate the rules, remaining objective throughout the game.

Due instructional methods - used in preschool education, the teacher can stimulate children's curiosity between game, bringing his face materials needed stimulation. The most used method for learning is teaching the game, but without education it can't take place, educator serving to transmit information in a manner that child to be attracted to new and retain happy. Since that game, especially the teacher is the main form of activity in kindergarten here so that the teacher participates in 97% heavily, aware of the great importance of involvement in children's activities, only 21% believing that should be involved only in a large extent.

Following the interpretation of the questionnaires, the game seems to be the main method by which the child learns, in kindergarten and in home. The play is more interesting at kindergarten, because the teachers it make beautiful the game. At kindergarten child learning to learn.

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