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MOTOR GAMES AND THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN THE PRIMARY SCHOOL

Abstract. Achieving success is influenced in a significant percentage by the difficulties of adaptation, motivation, but also by the skills with which the student is endowed. Practice has shown that most of the time, the stronger the motivation and the activity is appreciated and rewarded, the more intense the learning. An important means for motivating students is the game, which is an excellent means of experimentation and continuous improvement of children's sensory-motor resources, thus giving free rein to the imagination structuring new movements, which they repeat in various combinations, thus contributing to the progressive development of thinking, memory and creativity. We can say that the true measure of intelligence is not only given by IQ, but also EQ which seems to have a major contribution. It translates into self-control, despite difficulties, and the ability to "read" the feelings of others as well as one's own. The game gets people used to accept defeats, but also victories with dignity. These qualities learned on the sports field will be successfully transposed into social and professional life and into life. One could enumerate a multitude of moral qualities that are cultivated through play: the spirit of sacrifice, perseverance, courage, which can be developed even by using the simplest games. A series of games develop visual acuity, hearing, intelligence, observation. There are no physical or intellectual qualities that cannot be developed through games.

Keywords: schooling, students, emotional intelligence, play, primary education, mental processes, creativity;

Introduction

It is known that students can have very different states and reactions from one hour to another, being present the whole range of emotional states, such as: insecurity and shyness, fear, aggression, especially when they are part of groups.
Movement games have multiple formative and educational valences, having a major advantage through content, form and effects, of other means and systems of action used in physical education lessons. They are recommended in the instructive-educational process both in the primary and secondary school, for learning, training, improvement and consolidation of basic motor skills and abilities, utilitarian-applicative and specific, for the development of motor qualities, but also psychic processes and personality traits.

In E. Claparete’s opinion, the game represents an activity "mediated by desires and needs". [3]

According to the Explanatory Dictionary of the Romanian Language (1996), play is a "fun activity, especially for children", and the expression "movement game" comes from the association of the words "jocus", which comes from Latin and "dynamique", from the language French.

Movement games, in the opinion of specialists D. Colibaba-Evuleț and I. Bota, are synonymous with educational games, but applied in the field of physical education. They have an educational efficiency, whose structure is predominantly motor and which generally takes place in the form of competition, where the participants channel all their forces in order to obtain victories, all of which bring good mood. [6]

The game method is used for the acquisition of physical exercises, as a means of action for the development of motor skills, especially for improving motor activity in difficult conditions. [2]

Within the games, new possibilities open for the development of creativity, of motor activities, in which the unexpected change of the situation repeatedly imposes the need to reach the goal in a limited time, being mobilized all the motor potential of the student. Also in the game the teacher can educate collectivism, discipline, responsibility, help and friendship. [7]

The functions of the game according to M. Epuran are: [8]

– the formative-educational function of the human personality (the function of knowledge);

– simulative function of motor skills (satisfies the human need for movement,
competition, consumption of excess energy)

According to the pedagogue T. Siek-Piskozub (1997), quoted by V. Chicu, contemporary school is harshly criticized, the cause being formal learning, ignoring individual development, creative thinking and excluding the emotional and motivational side of the student. In this way the student is only a good receiver of the taught material, but with major problems in mastering it. [1]

Several psychologists and pedagogues such as A. Cosmovici, A. Niculau, T. Cozma, C. Cucoș, M. Zlate, are of the same opinion and bring many criticisms to the school, because too often they forget that “school does not come only the child's head, but the child's whole. ” The didactic activity is predominated by the teaching by listening to the teacher, to the detriment of the individual activity of the student. These aspects are highlighted by both students and parents, argued by the fact that although the effort is considerable, school performance remains low. [4], [5], [10]

Considering the previously mentioned aspects, L. Fediuc (2002), quoted by V. Chicu, recommends to the teacher in crisis situations, when intensive learning has the effect of decreasing school performance, to use the game, to invigorate the instructive-educational process, but and as a means of psychic disconnection. [1]

It is essential that negative manifestations of character are observed during the games. Thus, according to M. Dragu, "lack of interest coexists with selfishness, modesty with immeasurable pride, honesty with cunning" [7], and M. Zapletal is of the opinion that the game does not develop negative qualities but only reveals them. that is, the manifestations of some students to dominate their peers must be combated. [9]

Studying the literature, we can conclude that, for a better efficiency of physical education lessons it is necessary to know the groups of students, what motivates them, brings them satisfaction and what are the most beloved training methods the them. Of course, in organizing and conducting lessons we can not be guided only by the wishes of students, but they will be landmarks in selecting the appropriate methods and pedagogical means for each group. Also, the game learned correctly in the gym beneficially influences the individual throughout his life, by the fact that he is accustomed to endure defeats but also to enjoy victories. These aspects learned in
the educational environment will be used later in life. Also through movement games, moral qualities such as perseverance, courage, spirit of sacrifice, will, self-control are cultivated, but human personality traits are also developed. In these situations the presence of the teacher aims to resolve and prevent conflicts, so the negative features are corrected and transformed into qualities.

In the present research the following methods were used: theoretical analysis of the specialized literature; pedagogical observation; test method; graphic and tabular method; the method of the pedagogical experiment; statistical-mathematical method for data processing and interpretation.

The research activity was carried out within the “Mihail Sadoveanu” Gymnasium School, Galați, between November 2019 and March 2020. The beneficiary work sample of the research was formed by the students of the school (a number of 25 students), included in the primary education stage, respectively third class.

The instructive-educational process had as main objective the development of emotional intelligence (IE) using motor games taking into account the following characteristics:

– the complex nature of the activity which has been objectified by the variety of procedures used;
– high demand for students' initiative and inventiveness;
– improving relations between students or groups of students.

At the same time, in choosing the motor games we took into account the following aspects:

– high degree of emotion, combined with motor activity, to which are added the personality and character of students (in the development of these games, the teacher states that sympathies and dislikes are forgotten, solving motor tasks will be solved according to must be respected, and those who do not respect it will be penalized). Ex.: Touched with lives, The Net, Little Cowboy, Ducks and hunters, Snake;

– independent choice of how to solve motor tasks, manifestation of initiative
and creativity in actions taken (student chooses the procedure for overcoming
obstacles, moving, jumping, etc.). Ex.: Games with collecting or sorting some
objects and placing them in a predefined scheme, Utility-application paths;

– a great variety of the interaction of the participants in the game (change of
the working partner, of the composition of the teams). Ex.: The witch, the mouse
and the cat; Pair relay;

– competitiveness education with multiple values both in sports and in society,
this aspect increasing students’ motivation; Ex.: Competitions and relays;

Emotional intelligence was assessed by applying a test adapted by Mihaela
Roco after Bar-On and D. Goleman (Roco, 2001, p.189), which includes 10
questions with real life situations. The scoring and interpretation of the answers is
done by awarding points: 20, respectively 5, depending on the answer given. For the
interpretation, the points related to the 10 answers will be added. Significance: 100
points - below average; 100 - 150 points - average; over 150 points - above average;
200 - exceptional.

In order to verify the working hypothesis, we developed a program, which
includes a great diversity of motor games, through which to act in order to develop
emotional intelligence in third grade students.

In the physical education lessons, the applied games had a volume of
approximately 45-50% (23-25 min.), And were selected according to the level of
preparation of the students, but also by the objectives of each lesson.

<table>
<thead>
<tr>
<th>Group of students</th>
<th>Obtained results</th>
<th>Total points</th>
<th>Total points earned by students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>0-99 below average</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Girls</td>
<td>100-125 environment</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>126-175 above average</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>176-200 exceptional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total points</td>
<td>1070</td>
<td>960</td>
<td>300</td>
</tr>
</tbody>
</table>

The comparative analysis of the results obtained between initial and final
testing emotional intelligence evaluation presented in tables no. 1 and no. 2,
indicates that the participating students obtained in the initial test a total score of 2330 points out of a maximum possible 5000 points, and in the final test they obtained a higher score of 2700 points also out of a maximum possible 5000 points, which represents an improvement of IE of 7.4%. We also notice that of the total number of 25 students, 9 boys and 5 girls have a below average level of emotional intelligence, 5 boys and 4 girls, average level, and above the average level 1 boy and a girl, and at exceptional level is not none of the students. In the case of the final test we can see that the results are different as follows: 5 boys and 2 girls have a below average level of emotional intelligence, 7 boys and 6 girls have an average level, 1 boy and 2 girls above average level and a boy managed to get the exceptional score.

Table no.2

<table>
<thead>
<tr>
<th>Group of students</th>
<th>Obtained results</th>
<th>Total points</th>
<th>Total points earned by students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-99</td>
<td>100-125</td>
<td>126-175</td>
</tr>
<tr>
<td>25</td>
<td>below average</td>
<td>environment</td>
<td>above average</td>
</tr>
<tr>
<td>boys</td>
<td>15</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>girls</td>
<td>10</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total points</td>
<td>575</td>
<td>1505</td>
<td>440</td>
</tr>
</tbody>
</table>

Analyzing the results obtained in the emotional intelligence assessment test applied to third grade students, with a team of 25 students (15 boys and 10 girls), we note that a score below average in the initial test obtained 9 boys, representing a percentage of 60%, and at the final testing there were 5 boys, i.e., a percentage of 33.3%, in this case the improvement being 26.7%; in the case of girls 5 of them are below the average representing a percentage of 50%, at the final testing there are only 2 of them, the percentage representing 20%, the improvement being 30%.

At an average level, 5 boys representing a percentage of 33.3% were included in the initial testing, while 8 boys were included in the final testing, the percentage representing 53.3%, the improvement represented represents 20%; in the case of
girls, at the initial testing at this level, 4 girls were enrolled, representing a percentage of 40%, while at the final testing their number increased, including 6 of the girls, in a percentage of 60%, the improvement achieved representing 20%.

![Figure no.1: Evaluation emotional intelligence level at the initial testing](image1)

![Figure no.2: Evaluation emotional intelligence level at the final testing](image2)

Also, a level above average had one of the boys, representing 6.6%, and one of the girls, representing 10%, while in the final test the number of boys remained constant, while in the fetuses 2 of them obtained a score above the average, the percentage representing 20%. In the case of girls the improvement is 10%. None of the students managed to reach the exceptional level at the initial test, instead at the final test one of the boys managed this performance, representing a percentage of 6.6%.

Conclusions

Given the results obtained, we can say that the means used have positively
influenced all students, and the well-prepared and organized teaching game is a means of knowledge and integration into the environment, because in its development are teaching tasks that contribute to practice certain skills, to consolidate knowledge and to capitalize on them in a creative way.

The emotions reflect the students' feelings, and the proposed activities helped them to capitalize on the main categories of emotions: joy, sadness, fear, anger, directing them in finding optimal solutions depending on the situations encountered. The instructive-educational process based on emotional intelligence uses simple but effective means in maintaining the emotional balance of students, helping them to achieve school performance.

Teachers need to consider for the emotional development of students, so that it is combined with social, intellectual and moral skills and competencies, so that they become successful adults.

**Bibliography:**

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3.  Claparete E., Child psychology and pedagogy of expression, Didactic and Pedagogical Publishing House, Bucharest, 1975, p. 208;