

# The Effect Of Educational Games On The Social Development Of Preschool Children

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**Summary:** Social life has symbols and symbols. Without the recognition of social symbols, one cannot live in society. The premise of social life is "socialization"; and education scientists are trying to use the tools necessary to optimize the appropriate context for enhancing and promoting the social development of children during development. The purpose of this study was to investigate the effect of educational games on the social development of preschool children. The study was experimental with pre-test and post-test with the control group. For this purpose, 60 boys and girls from preschool education in the sixth district of Kabul city in 2019 were selected by multistage cluster sampling method and randomly divided into experimental and control groups. The witnesses were divided; then the Weinland Social Growth Test was used as a pre-test for both groups. The experimental group was then given educational games for 8 weeks (two sessions of 45- 30 minutes per week). At the end of the re-test, Weinland's social growth test was administered to both groups as post-test. Then the data from pre-test and post-test were analyzed using the t-test. The results showed that there was a significant difference between the mean social growth of students who did educational games and those who did not. According to the findings of this study, it can be said that educational games increase social development of preschool children.

**Keywords:** Play, Educational games, Social development, Preschool child.

## 1. Introduction

Man is a social being and needs communication with others; many of man's supreme needs and the development of his talents and abilities can only be realized through interpersonal interaction and social communication (Jafari, 2011). Social life, mental fitness, Having social skills 1 is about self-esteem and the power of the social adjustment. Undoubtedly, the most important aspect of the personality of a person is the social dimension of the personality (Ahmadpour, 2010). Human development and development in childhood has social, emotional, cognitive and physical development that have some characteristics that can prevent the child from Making Mental Health Vulnerable (Shafiabadi, 2008) Social behaviour forms the basis of every person's life and social growth, in turn, promotes intellectual growth and other aspects of one's growth. Socialization means conformity with the group and social rules, values and attitudes. In this process, individuals learn skills, knowledge, and coping styles and gain the opportunity to interact in a continuous interaction (Akhavan Tafti and Mousavi, 2007). The Guide considers social development in the context of the child's interoperability with the social environment and concerning peers and considers it a process that enables the child to understand and predict others' behaviour, control their behaviour, and social interactions. To regulate itself (Rahnama & Alin, 2005). Social growth is the most important aspect of any person's existence. Because it is assumed that children without social development and with the necessary skills will not be able to perform their duties in social interaction with others (Bilman, 1994; quoted in Rahnama & Alain, 2005). It is important to note that social skills deficits are a determining factor in children's mental and mental problems (Mott et al., 1999; cited in Rahnama & Alain, 2005). Pakistanis argue that the social skills needed for social life are acquired through the process of socialization, which is one of the essentials of human life since man is an intrinsically social being and will be shaped by social structures. Social growth is not only

effective in reaching out to peers, but will also affect future academic, career, and social success rates. He also states that proper social behaviour is learned only through learning and becomes habitual with practice and repetition (Pakzadian, 2008). One of the problems of today's human society is the inadequacy and weakness of social relationships that are contrary to the nature of any human being. According to the social information processor theory, motor experiences play an important role in social development (Mashti, Namazizadeh, Mokhtari & Mohammadian, 2011), one of which is the game of movement and activity. Our physical and mental things that bring happiness, pleasure, and connection with others, while being a fun tool as well as the learning and constructive aspect (Jafari, 2011) Maria Monte Surrey considers play a great school in which the child is educated and whose physical, mental and social strengths grow and he is prepared to live in any direction (Mousaghi, 2001, to Jafari, Jafari (2011) In another definition, play is a multidimensional process that serves the development and development of the child and can be a way to drain the child's inner energies and pave the way for learning. It also leads to social development and improvement of the child's communication skills. One of the types of games is educational games that attracted the attention of many educational leaders in the 1960s. During games - especially educational games - children gain access to new subjective concepts and acquire more and better skills. They get to know different colours, shapes and directions with the help of the game and gain valuable experiences while learning to play without pressure and with keen interest. According to Firouzi (2010), there are different views on the role of play in socialization. Some researchers, such as Heywood and Garita et al. (1998), believe that children's participation in group activities and play with peers contributes to their social development. Quoted by Pourshakuri Sharma, Movahedi and Abedi (2011). Choi (2000) found in a study entitled Cognitive Impacts of Social Skills Education in Preschool Children that children have made significant improvements in their

relationships with their peers through play (Kharazi and Delgoshai, 2010, quoted in Jaafari, 2011). Chamanabad and Karkeshi (2012) richness in their research showed that rhythmic movements are effective on social development and intelligence of preschool children. Mahdavi Nia and Samavati (2001) state that the education of children in the early years of life is of particular importance. Play education is one of the most important ways to learn and teach children how to help themselves and overcome future problems. Children learn about the world around them through play, distinguish between reality and imagination, and understand their abilities. According to Jaafari (2011), while Emarti et al. (2011) find in their research that primary school play can be an appropriate program for developing a child's cognitive-motor skills, but promoting the social skills of children in need of activity. The groups are planned and structured. Ramadaninejad (1996) also found that social growth through play and physical activity was weak. Considering the above research and the complexity of social relationships in today's societies and the transition from traditional life to modern life, which further illustrates the need for socialization, the need to address the social characteristics of children and related factors. It is felt more than ever, so this study aimed to answer the question that was raised. «? Are Educational Games Effective on Social Development in Preschool Children?

## 2. research method

Since manipulated elements and observed effects can be controlled in this study it can also be considered that the relationships between variables in the wider community can be considered as the experimental method in the present study. The target population of the study was: All pre-school children in Kabul were enrolled in this study in 2010. 60 children were selected by multistage cluster sampling method in two experimental and control groups (30 each). People). In this way, one district (district 6) was randomly selected from all districts of Kabul city, then two schools (one for girls and one for boys) were randomly selected from all pre-school centers for girls and boys. After selecting the schools, two classes from each school and 20 preschoolers (60 students) were selected as the sample of the study and randomly divided into two groups of 30 in each experiment and control group. The test was administered to both experimental and control groups. After the experimental group pre-test (30 minutes), under the influence of independent variables - games such as: 1-8 weeks (two sessions per week) picture completion, 3) playing aunt, 4) drawing with blindfold, 5) 6) Two wrists, 1 wrist, 7) Goalie, 8) Finding objects, 9) Finding geometric shapes. At the end of the training sessions, a post-test was administered again to both experimental and control groups.

## 3. Research tools

In this study, Vineland Social Development Scale 1 was used as a research tool. The Wayland Social Growth Scale was first developed by Edgar 2 in 1953 at the Wayland Training School, which was used for the social growth of the US Army during World War II (Nursing, 2009). Revised in 1965. It was last revised in 1984 by Sparrow, Top and C3 Chat. This scale is one of the evolutionary

scales that measures a person's ability to meet his / her practical needs and responsibilities and covers a period of age - from birth to age 25 - up to 12 years for each year. There are separate questions, but from age 12 onwards, between the ages of 12 to 15, 15 to 18, 18 to 20, and 20 to 25, they have common questions. However, it is more effective at younger ages. The information required in each article is obtained not from the test situations but the interview with the subject's parents. The basis of the scale is based on what the individual is capable of doing in his or her daily life, in the habit and routine. The items of comparison are divided into eight categories: general self-help 1, self-help 2, self-help 3, self-help 4, self-employment 5, linguistic communication 6 displacements 7, and socialization 8. According to the person's scores on the scale, social age 9 and social interest 10 can be calculated. In scoring the mark (+) test indicates that the child is performing or performing the task successfully and receives a positive score. The (-) sign indicates that the child indicates (NO +) that the action failed to perform and does not receive a score. A sign that the child does not have the opportunity to do so, but if given the opportunity, he/she can place it between two positive signs, a positive score, and if he/she questions high (NO +). If the lower one is positive and the other negative, the other half gets a positive score, and if the upper questions are and the indication that if the problem with the lower (F +) is both negative, they will not score. The symptom is eliminated for the child to be able to perform the task in which he or she receives a positive score. The F sign indicates that the child has irreversible excuses, such as cutting off a hand or a leg, etc., in which case he or she will not receive a score. Sign (1) is a sign that a child can sometimes do something and cannot do it at another time when he or she is given a positive half score (Anastasi, 1371; quoted in Zadeshir, Estee and Imami). Poor, 2009 The validity and reliability of the Weinland Scale for 620 individuals in each age group including ten males and ten females from birth to age 30, standardized, and validity or test-retest coefficients of 123 were reported 0.92 and retest interval of one day. It has been up to 9 months (Larijani, 2001, quoted by Zadeshir et al., 2008). In the research of Zadeshir et al. (2009), the internal validity of the test by Cronbach's alpha coefficient was 0.68 is obtained.

## 4. Research findings

The purpose of this study was to investigate the effects of educational programs on the social development of preschool children. Data were collected by pre-test and post-test in two groups by SPSS software using t-test and control. Was tested. Overall, the results showed that preschool children who play educational games have more social development. The results of t-test showed that there is a significant difference between the social growth rate of female students who participated in educational games and the social growth rate of female students who did not participate in games. There was also a significant difference between the mean social development of male students who participated in educational games and the social development of male students who did not participate in games, but there was a significant difference between the effect of the educational game on the social development of female and male students. There is none.

## Conclusion

Child development is a set of physical, psychological, social, cognitive, emotional, and behavioural changes that occur from the embryonic period to adolescence. These changes make the children unique. In general, human development is a never-ending process in life. Therefore, in studies of infant development, we must not forget that the fetal period to adolescence is not separate from the rest of human development. Social relationships begin at birth and are evident in the daily interactions between infants, parents, and the nurse. Children of social beings are equipped with a set of behaviours that are important for initiating and facilitating social interactions (Morrison, 1990; Jafari, 2011). Social development is influenced by many factors, including family, school, friends, television, Gender and race are socio-economic status and motor activities that may accelerate social growth or vice versa (Pine, quoted in Agapour, Jamshidi & Farrokhi, 2006). Today, human society is characterized by a lack of sufficient mobility and weak social relationships that are contrary to the nature of every human being (Masen, Yassai, 1989). Theories of developmental specialists and the results of research on the role of movement and motor activities in human integrated development seem to be the proper use of appropriate motor programs with structural and psychological characteristics of humans, especially in childhood and adolescence. Adolescence, while providing physical and mental health, prepares one for living in a social environment (Baluchi, 2000) These are motor skills for children and adolescents. A multidimensional process game that serves the child's development and development and can be a way to drain the child's inner energies and pave the way for learning; and lead to social development and improvement of the child's communication skills (Jafari & Jaafari, 2010). One of the types of games is educational games. Children gain access to new subjective concepts during games - especially educational games - and acquire more and better skills. They learn different colours, shapes and directions by playing different games and gain valuable experiences while learning to play without stress and with desire. The purpose of this study was to investigate the effect of educational games on the social development of preschool children. An examination of the scores obtained from Wild Social Development Test in two experimental and control groups and comparing them showed that educational games. Significant impact on the social development of male and female preschool students. By observing and comparing child play at the Yale Clinic, she identified instances of children's behavioural and emotional differences and their adherence to parenting. Children who are unable and unable to play like other children in their age play, including the wordplay therapy used for them. Kajer reported in 2010 in a study that there was a significant correlation between children's motor activity and academic achievement (Kajer, 2010, quoted in Jafari, 2011) Isomil and Gruber studies in 2010 show that a regular physical education exercise program has beneficial effects on health. It has the effect of children's educational outcomes (quoted by Rahbanfard, 2010) Rasooli in 2009 to study the effect of play therapy on social development in the delayed social development of Amena, who based on the calculation of the Wynland Social Maturity Scale for the experimental and control group children showed

that there was a difference between the mean social age of the control group children. The test was not significant before play therapy. However, this difference was significant in the two groups of control and post-test in Manny. That is, play therapy has increased the social age of children in the experimental group. According to the results of the above research, which is in line with the results of the present study and confirms the results of the study, it can be said that educational games are effective on the social development of preschool children and cause their social development. Based on the results of the present study, it is recommended that the present study be carried out at provincial and country level to provide a clear picture of the use of educational games in social skills and development. In other elementary schools, it is suggested that the impact of using educational games on learning of different subjects and skills and social development of elementary students be investigated. In the social development of students, on the socio-cultural environment of schools and ways of coping The content, goals, and methods of school social education should be further explored with the realities of the community. In this study, the impact of educational games on social development was investigated. There is no need to study the impact of educational games on other children's skills, including physical, social, mental, creative and educational skills.

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