CONTRIBUTION OF SOCIO-EMOTIONAL DEVELOPMENT GAME TO SOCIAL INTEGRATION OF YOUNG CHILDREN FROM DISADVANTAGED BACKGROUNDS

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Abstract: : In Romania postmodern education system is built on a new philosophy of education, which promotes a new concept, as the social fact and reference value in building human capital. Integration effects, of globalization, poor management and poor government policy, have brought out another aspect of Romania, poverty, which leaves its mark on the formation and a more harmonious development of a child, but also on its integration into society. Teachers in Romania, through educational programs undertaken support the socio-emotional development of children from disadvantaged backgrounds by developing their capacity for change, growing dynamism and readiness for renewal. Our speech is a plea for the need to integrate children from disadvantaged backgrounds through contemporary educational policies more effective, but also with game, coaching and education. The general objective is to identify the role and contribution of game in socio-emotional development of children from disadvantaged backgrounds, and their integration at a social level. This represents a policy to reduce the segregation, the social, economical or cultural "difference", that generates the capital value, require an increase in frequency and intensity of the concerns of Romanian educational policies space oriented towards authentic management of diverse human potential, the current concerns of resignification, the educative mission in line with new coordinates of the social organization. Questionnaire-based survey method was determined by the specific aims of the investigation focused on exploring the educational factors opinions, interview-based investigation, pedagogical experiment, observation method. The results suggest a slight imbalance between "expectations" to promote social integration of children from disadvantaged backgrounds and "effective implementation" of the dimension in the belonging institution, which supports the requirement of optimizing character. Findings support the decision-makers awareness in educational policy on the orientation towards social integration of young children from disadvantaged backgrounds and the development of the schools educational programs, which must have in their structure efficiency the method of socio-emotional development game used very successfully in other programs.

Key words: socio-emotional development game, Young children, emotional intelligence, socio-cultural state

1. Introduction

Poverty is a psychological, social and cultural complex; is an individual, family and social way of life. Such a broad definition of poverty provides a much more effective action on poverty perspective. Most of the effects of chronic state of poverty represent a mix of gaps, strategies to adapt to severe and chronic shortage, and also reactions to this situation. Some ways to adjust to poverty may prove to be factors in maintaining poverty. They are part of the structure of the poverty trap: once fell into poverty, a set of mechanisms in this state are triggered. If we consider poverty in this broader perspective, as its social, cultural and psychological state, we should distinguish between the situation of need, more or less temporary, from the situation of poverty, which is a statement of permanent need, associated with specific social and psychological characteristics. It is clear that this distinction is quite fragile, the enrollment in the community itself will probably be oscillating.

2. Purpose of the Study

Emotional intelligence is made up of different attitudes and qualities that intersect and can be grouped into five general themes, or "domains", which were divided into 15 parts or "steps". The five areas are: the intrapersonal, the interpersonal, the adaptability, stress management and the general condition. Each field has several steps.

 S. Marcus considers that modal the point of the emphatically concept is represented by the behavior of reliving others states, thoughts, actions, by themselves, through a process of surrogate translating into partners psychology.Emotional ability will be very useful in raising and educating children, helping them to develop emotional intelligence characteristics, namely: to identify their personal feelings and to differentiate them, to develop empathy, the ability to put feelings in agreement with others, to learn to listen, to read body language and other nonverbal issues, to understand the communication, to learn to be constructive. After Goleman, children who are treated with affection and understanding are also affectionate with others and have less negative feelings toward their parents. These children are masters of their feelings, are more relaxed, and biologically, with low levels of stress hormones, which makes them more relaxed in the psychological report.Goleman believes that emotional ability plays an important role in the family.

3. Methods

This article aims to assess the level of emotional intelligence (QE) and the creativity and highlight the influence that emotional intelligence can have or not on the socio-emotional development and integration of small school children from disadvantaged backgrounds. Based on these aspects we considered the following objectives:

- Assess the level of emotional intelligence of small school children from disadvantaged backgrounds;

-Evaluation of fluidity, flexibility, creativity, originality of small school children;

-Highlighting the influence that emotional intelligence has on creativity;

-Setting directions for the development of of small school children creativity.

Hypothesis from which we started in achieving this exposure was to highlight if the emotional intelligence influences or not the of socio-emotional development and social integration of young school children.Research was held in a disadvantaged rural school in Satu Mare County, which a large number of children are attending. The sample selected for the experimental research includes a number of 20 subjects, 14 girls and 6 boys. The age of the subjects is 7 years, first grade. As research methods we used the method of observation and creativity test with shapes. In this research we used the observation method based on a scale of observation to investigate the emotional intelligence of school children. I watched carefully, deliberately and systematically behavioral manifestations of school children. Each subject was observed during the day, noting the exact number of behaviors recorded for each child during the day.

Behaviors of social integration seen in every child were: talking with children, talking to adults, express their feelings in words, ask questions about materials, choose activities without difficulty, playing with another child, respects the group rules, shares with others; awaiting turn, is withdrawn, is hitting children, helps to clean; is acting on teachers requirements, working in small groups with one or two children, watching the person that speaks, is separating from parents without crying, smiles and seems happy most of the time, ceases improper behavior if he is suggested to do so. To measure flexibility, fluidity, and the plastic originality we used plastic "shapes" task organized as an educational game. In this test children are asked to make as many and different designs, from a given geometric shape - rectangle, square, triangle, circle. The number of drawings from a geometrical figure provides information about plastic flow. We noted each drawing made by one point. Number of classes of objects represented by the drawings is an indicator for flexibility. We noted each class with one point. Unusual number of drawings, rare drawings from the group, show originality, each original element based on the four shapes was noted by one point.

4. Findings and Results

Results obtained in the investigation of emotional intelligence. To assess emotional intelligence in schoolchildren, we observed their behavior on a scale of observation. Based on scores obtained from observation we made grid frequency distribution emotional intelligence and recording media.

Table 1. Distribution of emotional intelligence frequency on the group of subjects

Scores la QE	Frequency	Percent
22	3	15.0
24	1	5.0
26	3	15.0
27	2	10.0
28	1	5.0
29	1	5.0
30	1	5.0
31	2	10.0
32	1	5.0
34	1	5.0
37	1	5.0
38	1	5.0
39	1	5.0
41	1	5.0
Total	20	100.0

To evaluate the fluidity, flexibility, originality, creativity in small school children we used geometric shapes test, asking children to draw as many and as different designs from a given geometric shape. Following the results we have achieved we were able to do the frequency distribution of these creativity characteristics (fluency, flexibility, originality), and record media (minimum, maximum) and the differences between fluidity, flexibility, originality. Frequency values in the flow are included in Table 2 and frequency values in the flexibility in Table 3.

Table 2. Distribution of fluidity frequency on the plot of subjects

Scores at fluidity	Frequency	Percent
6	2	10.0
7	1	5.0
8	2	10.0
11	2	10.0
12	2	10.0
13	4	20.0
14	2	10.0
15	2	10.0
19	2	10.0
27	1	5.0
Total	20	100.0

Table 3. Distribution of flexibility frequency on the plot of subjects

Scores at flexibility	Frequency	Percent
3	1	5.0
4	2	10.0
5	3	15.0
6	4	20.0
7	4	20.0
8	3	15.0
9	1	5.0

10	1	5.0
12	1	5.0
Total	20	100.0

In originality's case were recorded the frequencies from Table 4.

Table 4. Distribution of originality frequency on the plot of subjects

Scores at originality	Frequency	Percent
0	7	35.0
1	8	40.0
2	2	10.0
3	2	10.0
4	1	5.0
Total	20	100.0

It is noted that the originality values recorded are low. Thus, value 0 is recorded in 7subjects, the 1in 8 subjects, values 2 and 3 by 2 subjects, and the value of 4 in 1 subject. A percentage of 35% of the subjects investigated have low originality of creativity, and high originality of creativity is recorded in 5% of subjects.

Table 5 shows the averages for the three characteristics of creativity.

Table 5. Recording media for fluidity, flexibility and originality

Variables	Number of subjects	Minim	Maxim	Media	Standard Deviation
Fluidity	20	6	27	12.80	4.98
Flexibility	20	3	12	6.65	2.16
Originality	20	0	4	1.10	1.17

To see if emotional intelligence influences in any way the development of creativity in small school children we have made the correlation between emotional intelligence and the three characteristics of creativity: fluency, flexibility and originality. Thus, we obtained the following results:

Table 6 . The correlation between emotional intelligence and fluidity

		QE	Fluidity
QE	r	1.000	.030
	p		.900
	Subjects	20	20
Fluidity	r	.030	1.000
	p	.900	
	Subjects	20	20

Table 7. The correlation between emotional intelligence and flexibility

		QE	Flexibility
QE	r	1.000	-.075
	p		.753
	Subjects	20	20
Flexibility	r	-.075	1.000
	p	.753	
	Subjects	20	20

Table 8. The correlation between emotional intelligence and originality

		QE	Originality
QE	r	1.000	-.135
	p		.572
	Subjects	20	20
Originality	r	-.135	1.000
	p	.572	
	Subjects	20	20

To see if there are differences between fluidity, flexibility, originality made by those who have low, medium, high emotional quotient we applied the ANOVAs test single factor multiple comparisons. Following the results obtained emotional intelligence we set three intervals, giving points to each interval. Thus, for all subjects that are found between 22-29 have given 1 point, for those who are found between30-36 we have given 2 points and for those who are found between 37-41 we have given 3 points; we obtained those three groups of emotional quotient:low, which means low emotional intelligence; medium, which means medium emotional intelligence and high, which means high level of emotional intelligence.To investigate the emotional intelligence of school children we have used observation as a research method based on a scale of observation. Observation grid consists of 18 behaviors that were observed in classroom activities. Each subject was observed during the day, noting the exact number of behaviors recorded for each child. The results obtained were processed statistically, using the SPSS statistical analysis program direction. Based on scores obtained from the observation grid we made the distribution of emotional intelligence frequency and recording media.From all the results we obtained is shown that only a small group of investigated subjects have high emotional intelligence stimulated through educational game. This is not a major problem because educated emotional intelligence can be improved over time. The method used for assessing creativity of school children is "the geometric shapes" task. In this task children are asked to make as many and different designs, from a given geometric shape - rectangle, square, triangle, circle. The number of drawings from a geometrical figure provides information about plastic flow. "Geometric shapes" task shows increasing fluidity and less flexibility and originality, where one subject showed the highest value. Using geometric shapes, the child draws objects encountered in everyday life. Preschoolers form preparatory group have a has a larger plastic flow and low flexibility and originality. This shows that there are large differences between the averages of each characteristic of creativity. Fluidity, flexibility and originality are unevenly developed in subjects investigated, confirmed by the results obtained. Educationally, we can intervene, through practice, for increasing flexibility and originality. To highlight concomitance of emotional intelligence and creativity variations we calculated the correlation between emotional intelligence and fluidity, emotional intelligence and flexibility, emotional intelligence and originality.

5. Conclusion

Analyzing the data obtained we demonstrated that the level of emotional intelligence in schoolchildren from first grade is not very high. Of the 20 subjects investigated, only 4 have high emotional intelligence, five subjects have an average level of emotional intelligence and 11 subjects, representing more than half the sample have low emotional intelligence. That emotional intelligence is not very high in the subjects investigated is not a major problem because emotional intelligence can be educated in time. In terms of assessing the level of creativity in preschool children, it was shown that the three dimensions of creativity (fluidity, flexibility, originality) are unevenly developed, with high fluidity development and low flexibility and originality.

Given the assumption that we started from, it was shown that emotional intelligence does not influence the development of creativity. Following correlations made between emotional intelligence and creativity dimensions (fluency, flexibility, originality), it was found that these correlations are insignificant. This means that the emotional quotient is not significantly related to creativity, and in the sample of subjects investigated emotional intelligence does not influence the development of creativity.To develop the creative potential of school children we can establish some ways to develop creativity. Developing creative potential is not realized by itself, but further action is needed and organized to stimulate and activate. Activating and stimulating creative potential require the knowledge of its specific and its development level, and the knowledge of determinative relations involving. Stimulating and satisfying need of knowledge of the child determines the development of creative potential, enhance of flexibility, fluidity, plastic and verbal originality. Information, models acquired through learning activity, initiated and supported the need for knowledge, are subject to creative changes and produce an original with subjective value. Not every learning activity allows you to activate and enrich creative potential, but only active learning, based on educational games, problem-solving, discovery, exploration. Problem-solving is not limited in any case to the application of some mathematical algorithms that are in training, but involves formulating questions, identifying

data and their relationship, anticipation and verification of the solutions. Dominant use of problem-solving favors the formation of child sensitivity to problems, and especially the development of anticipatory capacity, divergent thinking.

Positive motivation, affective and relational nature stimulates the child's need to express his views, his knowledge in a novel form. Pleasant and positive feelings, triggered by use of adult of emotional motivation, verbal and nonverbal approval stimulates schoolchild creative behavior and become creative reasons.Instructional materials, rich and attractive, verbal instructions, plastic descriptions given by adults enhances creative manifestations of the child through play. Semi heuristic strategies, as well as creative strategies, used to organize and conduct learning activities and games, favors the development of creative potential. Particularly important is the attitude of adults towards children; the attitude of approval and especially the participatory one increases the creative availability. Not involved and the authoritarian attitude of teacher and parent diminishes creative manifestations of the schoolchild, generates obedience, shyness, verbal and nonverbal pattern behavior. Parent attitudes influence first the initiative, spontaneity, originality. Only an open, warm, close, and especially creative educator can stimulate creative potential.

Relations with peers, teamwork, cooperation enhances creative manifestations. Pleasant affective states that the child has in the group stabilizes and enhances, enhancing spontaneity, initiative, courage in formulating solutions. Combining colleague's solutions, the schoolchild improves his own solutions.

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