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Shaping Anxiety at School Children

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Abstract

In case of children with generalized anxiety, concerns often refer to the quality of performance or competence at school or in sports activities. Anxiety, fear, insecurity arise even when their performance is not evaluated by others. Those children can be extremely conformist, insecure, always asking the insurance and reinsurance of others and becomes anxious. In the game, without any fear can create situations trigger anxiety or fear because through it we can support the appearance, installation and how to address these situations. Therefore, teachers, and parents recognize any symptoms of anxiety in their child must use appropriate methods or professional advice and do everything possible to help your child overcome anxiety problems.

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1. Introduction

In the specialized literature, anxiety functions as an alarm system whenever a person feels threatened. There are people who tend to feel anxious with no obvious reason, no matter what. In case of children with generalized anxiety, concerns often refer to the quality of performance or competence at school or in sports. Anxiety, fear, insecurity arise also when their performance is evaluated by others. In children suffering from generalized anxiety disorder excessive concern can exist regarding the fear of being late, on punctuality. Or, if it is almost time when the parent or someone in the family must come after the child to accompany them to home from kindergarten or school and they are a little late, the child thinks it will be abandoned at the kindergarten or at school, because they have done something wrong and they are being punished.

2. Study dates

School creates skills and lifelong learning strategies and contributes to identity structures and their own capacities, to develop aspirations, to discover social life. School allows forming a social continuity by cultural

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integration of the child on the orbit of social requirements and interests on the minimum level of culture. Regarding the type of relationship, the school includes in its classrooms groups of equal age, undergoing training programs determined in a competitive spirit, group relations being subject to the same rules and regulations. (Livegoed, 2011). The first four years of school, even if prepared during kindergarten, change the regime, the tension and the event plan dominating the child's life. The first four years of school, even if prepared during kindergarten, change the regime, the tension and the event plan dominating the child's life.

1. The child becomes a member of a community, recognizing authority and relations of reciprocity. The school provides children the knowledge they cannot acquire on their own, because their interests, needs and curiosities are not required so intensely as to counter-balance the effort involved in this capacity.

2. During this period, the myth of childhood flees and realism concept on the world and life develop where new social patterns activate, that of thinking, feeling, aspiring and trends to identify with them gain consistency.

The purpose of the research: to diminish anxiety in the lives of young students

Research objectives:

Awareness of anxiety characteristics that are present in children in different personal and collective life situations

Identifying the most effective ways to decrease anxiety

Analyzing life situations experienced by children and interpretation of lessons learned from games, discussions

Organizing some activities, games whose content teach them how to live without fear, without anxiety

Research hypotheses:

1.- if the student trusts himself, his colleagues, teachers, parents and has open relationships with his entourage, does not have communication, social problems, then the student feels good in school,

2 – if in school activity, anxiety reduction methods are applied, namely acting games, role playing, relaxation, touching, then anxiety is relieved and the development of young student's life shall be positively influenced.

Puppet show exerts a powerful influence on the student's personality development. The most important and useful element is the puppet that comes to life when handled by the actor. Its dynamic movements confer vitality on the puppet. Between the puppet and the child a confidence relation is easily established. In front of the puppet the child feels free, its inhibitions, shyness disappear, the child is no longer lonely, is always ready to identify with the puppet. The puppet is considered an ideal mediator between the teacher and the child. What characteristics does a puppet-actor have? It must be easy to handle, made with great ingenuity; the head of the puppet is highly important, jovial features must be highlighted, the fundamental characteristics of the puppet being the optimism, courage and serenity. The puppet must always be cheerful, playful.

In a group of children, intimacy can be created through a common experience of joy. A well-organized show ends with cheerfulness, stimulates the children to recount, to chat, to communicate. During the rehearsals the following is practiced: clear, narrative expression, aloud, in order to appreciate the results after the registrations of the teacher

By means of the contents of sections, stories, sketches, the puppet show plays a substantial role in the child's personality development.

In the game, the child succeeds to represent or reproduce the exact mutual relation between the individuals in the environment, so that when interpreting the play to the child, the specialist must necessarily take into account how the child revives his unpleasant experiences and his relation to the environment.

If one approaches the child with an animal figure of intense color, lively and pleasant, and brings it up in the game plan, the child gets to open and externalize and the child refuses any circumstances and does not touch the toys. To watch the puppet show, the acting, the child should be provided with various types of puppets. It is very important to notice things the child says to the puppet and how it behaves with it.

The child ends up even reversing roles: instead of the suffering person, of the victim, the child will be the one causing the pain. In this way, the child lets off aggression, revenges somehow what happened, making justice in the game plan. But whatever role they play and they assume, it is important however that the game comes in the child's support. Anxiety is installed often because the child's life is missing action strategies related to difficult situations. The child who does not know how to deal with problematic situations becomes anxious. In the game, without any fear, we can create anxiety situations or situations that trigger fear because thereby we can support the occurrence, the installation and the method to address these situations.

The child can experience how it is to be strong and big, bold and with full powers, and hence how it is to be small, fearful and anxious. Consequently, the child will get to be able to defend against frightening figures and events. In the presence of others, children have the opportunity to practice mutual support and assistance, namely

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