

International Conference on Education & Educational Psychology 2013 (ICEEPSY 2013)

Cooperation and Learning Effectiveness of First Graders during Sports Lessons

Valerijs Dombrovskis^{a*}, Svetlana Guseva^a, Sergejs Capulis^a

^aDaugavpils University, Parades iela 1, Daugavpils, LV-5401, Latvia

Abstract

The cooperation among first graders is not stable – the impulsive behaviour and the appearance of negative emotions often remain undetected by children which has a negative impact on the educational process in general.

The aim of the research was to explore the peculiarities of children's interpersonal relations, to design and test the methodology of improving children's cooperation skills during sports lessons, which may foster the educational process efficiency in the first grade.

The pedagogical experiment consisting in the methodological means of improving the emotional relations and developing a positive attitude towards learning in general, and Moreno's Sociometry have been used to measure the peculiarities of interpersonal relations in small groups.

It has been proved that the methodological means used in sports classes allow children to develop cooperation with others.

The majority of children have shown the changes in ways they cooperate: they have developed a positive attitude towards their classmates and the learning process; the number of socially excluded pupils has decreased.

© 2013 The Authors. Published by Elsevier Ltd.

Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: Cooperation, First graders, Learning effectiveness, Sports lessons

1. Introduction

Each age period is a qualitatively new and peculiar stage of psychic and social development. The transition from pre-school childhood to schooling is a crucial moment in a person's development. The pre-schooler's leading

* Corresponding author. Tel.: +371-654-28636; fax: +371-654-25452.

E-mail address: valerijs.dombrovskis@du.lv

activity is playing. At school learning becomes the leading activity (Elkonin, 1989; Leontiev, 2005). The difficulties of transition from play activity to study activity are connected with a new daily schedule, with the fulfilment of various tasks, with the necessity of being attentive at lessons, with the appearance of new relationships with a teacher and peers (Keenan & Evans, 2009). Therefore, the teacher, alongside with putting forward certain requirements to children, should also help and support them, which creates the conditions for a child's developing a need in new activity.

We have to remember that first graders are characterised by hyper-emotionality and hypersensitivity to adults' and peers' reactions, imitation habits, and a desire to cognize the surrounding world.

The majority of seven-year-old children are able to selectively communicate with two peers. The relationships emerge in situations and, most often, according to a territory principle. Therefore, during the period of adaptation to school first graders' behaviour is characterised by conflicts. Children are not able to solve a conflict situation and to choose a cooperation habit without the teacher's help. To develop cooperation skills needed for successful school studies, it is necessary to organise the teaching-learning process proceeding from the younger school age child's mental development peculiarities: new features of personality formation, voluntary activities, an inner plan of activities, reflection (Elkonin, 1989).

Junior school age period is an important stage of school childhood. The achievements of this age and the acquired positive cooperation skills are a basis for a successful study activity; they also determine the course of further studies.

The use of game or the elements of game during sports lessons foster the schoolchildren's inclusion into study activity and help coping with current difficulties (Jansone & Krauksts, 2010).

Sports lessons are a significant element of the primary school teaching-learning process. The first grader's mental development is directly connected with motion activity. Regular sports classes improve self-discipline, positively influence the process of cooperation and foster learning success. Supported by a teacher, learners enhance their physical activity, which contributes to coping with a relatively bigger amount of cyclic physical load (Baily, 2006). It has been stated that physical exercises and regular sports activities positively influence children's mental state – they reduce the negative effect of stress, especially in the process of cooperation while a child is mastering their new social roles of a pupil (Holodov, 2011).

2. Methodology of Research

2.1. Participants

The participants in the research were 15 first graders from a small village school in the Latgale Region, Latvia. Gender differences were not taken into account.

2.2. Instruments

The participant observation method was used to study the first graders' cooperation peculiarities in the teaching-learning process. The J. Moreno (1951) Sociometry Method was used for interpersonal relationships diagnostics with the aim of revealing the 'sociometric positions' by the features of likes/dislikes in line with M. Pļaveniece and D. Škuškovnika's (2010) modification.

2.3. Procedure

First, we applied the sociometry method. The first graders are asked to answer the questions, with the help of which their likes and dislikes with respect to their classmates could be identified. Two questions were read to them: a) and b) and the instruction: 'Today your classmates will play an interesting game called 'A Secret'. All the

Download English Version:

<https://daneshyari.com/en/article/1115414>

Download Persian Version:

<https://daneshyari.com/article/1115414>

[Daneshyari.com](https://daneshyari.com)