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Arbitrary memory improvement in older preschoolers using didactic games

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Abstract

The success of a child's learning at school largely depends on his or her ability of arbitrary memorization. It is required to establish capabilities of pedagogical contribution to its improvement. The article describes successful use of didactic games for arbitrary memory improvement in older preschoolers using didactic games in the context of implementing a supplementary education program; it provides a short summary of the program and unveils the prospects of isolating children's arbitrary memory as a separate field of concern for the tutor.

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1. Introduction

Arbitrary memory improvement in older preschoolers is considered to be an aspect of a child's preparation for school.

The insufficient memory of a child, who has just started school and his inability to focus on a learning objective, including mnemonic tasks, may result in serious consequences, among which are difficulties with learning new material, self-esteem decrement and loss of motivation to learn.

Incomplete acquisition of the course unit contents at an elementary school challenges the learning success of a child in a secondary school, the learning process of which is based on the experience attained in an elementary school.

In this regard, the success of arbitrary memory improvement in older preschoolers is a topical issue both for children, parents, tutors, elementary school teachers and everyone interested in children's learning success.

Nevertheless, while a child's ability for arbitrary memorization is evidently relevant when entering a school, the principal curricula in preschool educational institutions do not consider arbitrary memory improvement as an isolated focus area of the tutors. However, there are massive opportunities to resolve this problem in the supplementary education sector.

The goal of the research is to discover the efficiency of didactic games use for arbitrary memory improvement in older preschoolers in the context of implementing a supplementary education program in a preschool educational institution.

The research hypothesis is as follows: we expect to successfully improve older preschoolers' arbitrary memory by using task-oriented and consecutive series of didactic games focused on memorization with an incremental complication of educational tasks.

2. Method

The participants of our research are twenty children from a pre-school educational institution.

In addition to children's capacity for conscious mnemonic activity (determination of an objective, choice and implementation of a memorization method), memorization efficiency (a short-term and long-term memory span) also served as one of the indicators of the participants' improved arbitrary memory.

The methods used included individual testing of the participants according to: 1) 'The Chain of Actions' method (Dubrovina I.V.) [1], 2) Method of Short-Term Memory Condition Determination (Volkov B.S.) [2], 3) Method of Long-Term Memory Condition Determination (Geitsi E.D.) [3]. Testing according to each of these methods comes with arbitrariness screening questions (specification of an objective, means of memorization, ability and use of determined efforts to achieve the result).

The summarization of the children's testing results showed that the group's mean outcome corresponded to the lower limit of the average value level considered according to each of the methods. It should be noted that there are no results in the group that would correspond to a high/ very high/ low/ very low estimate of these parameters.

Following the preliminary diagnostics results, the experimental and control groups of older preschoolers were formed with each of them having roughly equal capabilities).

The formative part of the control group experiment consisted of usual work on memory improvement, which comprised the tutors' daily use of the following methods: requests, orders, instructions, encouragement, advice, prompts for the children participation in activity, which involves arbitrary and involuntary, short-term and long-term memory activation.

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