



Science, Movement and Health, Vol. XXII, ISSUE 2, 2022
June 2022, 22 (2): 150 - 154
Original article

The contribution of games in shaping the personality of the adolescent student

OPREA Mihaela¹, ION Gheorghe²

Abstract

The issue of the contribution of the game in the process of shaping and developing the personality of the preadolescent child aroused the interest and concerns of specialists, aiming to optimize the educational approaches that the school can implement in the training and harmonious development of the student's personality.

For the success of the methodological approach of the child's personality development it is essential that the educator has a rich range of knowledge on the mechanisms of the human mental system, structural components of personality, educational values of the game, etc., along with the methodological arsenal and experience.

The aim of the paper is to be aware of the importance, role and benefits of practicing games in shaping and perfecting the student's personality.

Conclusions:

- Following the practice of the game, the student's gain in terms of forming his personality, his balance is difficult to pass on to another activity.
- The benefits that the practice of the game can bring to the educational approach of the formation and self-formation of the student's personality, can be synthesized and highlighted within the following levels:
 - Biological - health, physical condition;
 - Cognitive - knowledge about oneself, the physical and social environment as syntheses of theoretical information and direct experiences of the student;
 - Affective - acceptance and affirmation of one's own person, critical and constructive attitudes towards one's own physical condition, perseverance in respecting the commitment assumed, the pleasure of practicing a sport or mastering the general bases of sport;
 - Social - awareness of the complementarity of actions and roles in activities of any kind carried out on the basis of rules, the activity in the sense of either competition or cooperation;
 - Aesthetics - awareness of harmony through the codes of symmetry, proportionality, eurythmy, etc.

Keywords: game, psychic, personality, education.

Introduction

The issue of the contribution of the game in the process of shaping and developing the personality of the preadolescent child has aroused the interest and concerns of psychologists and pedagogues, aiming to optimize the educational approaches that the school can implement in the training and harmonious development of the student's personality. It continues to be of interest and new solutions are being sought.

For the success of the methodological approach to the development of the child's personality (the most important and stable component of the human mental system) it is essential that the educator has a rich knowledge of the mechanisms of the human mental system, structural components of personality, educational values of the game, etc. together with the methodological arsenal (principles, methods, means,

etc.) and the appropriate experience for this approach, without which the success cannot be complete.

In addressing this issue, we started by highlighting the following:

Premises and findings

- The formation and harmonious development of the personality of the pre-adolescent student is one of the most important problems of education, the role of the school together with all other educational factors (family, educational associations, media institutions) being essential in this endeavor, as it has a complex system of organized influences, consciously and systematically exercised over a long period of the child's schooling, the most favorable for shaping the personality.

¹Liceul Tehnologic „Dimitru Dumitrescu”, Buftea, Ilfov, Romania

²Clubul Sportiv Școlar Ilfov, Buftea, Ilfov, Romania

Mail: drmihaelaoprea@gmail.com, i.gheorghe67@gmail.com

- In this context, physical education, as the basic link of the educational system, must be designed and organized so as to achieve the full fulfillment of its instructive-educational objectives on harmonious indications of morphological, functional and mental development, consolidation and improvement of basic motor skills. and specific to sports, the development of motor skills and the assimilation of specialized knowledge.
- The long-term sedentary activity imposed by the participation in the lessons of their preparation and by the other school activities, mainly intellectual, must be compensated by practicing as varied as possible physical activities, attractive and sustained both within the school program and by extending their practice outside. his.
- Educational research has shown that in adulthood playing games essentially stimulates the development of the whole body, producing morphological and functional transformations that increase the capacity for effort, the development of strength and endurance of muscle groups, speed of reaction and decision, self-defense reflexes, orientation in space, the acuity of the analyzers, the functions and sensorimotor qualities in competitive conditions, having at the same time an important role in the development of the psyche of practitioners which, in turn, contributes to the harmonious growth and development of the child's body.
- The lesson of physical education, rationally constructed, by including in its content and structure the various forms of movement and sports games, can make a special contribution to the harmonious development of the child's personality.

Aspects regarding the mental development of the student

Psychological science conceives the development of the human being as a complex and unitary integrative becoming, being realized in three fundamental planes: biological, psychic and social.

Biological development consists in processes of growth and physical maturation, in transformations of the internal biochemistry of the organism, in quantitative exchanges of the superior nervous activity.

The psychic one refers to the appearance and manifestation of psychic processes, attributes, states

and structures, while social development implies a continuous amplification of the possibilities of relationships with others and a better attunement of one's own behavior with the diversity of social requirements.

Between these three planes of development, multiple and varied interactions and inter-influences take place. Although they are closely interdependent, their development and development is not necessarily synchronous.

Although it is governed by general laws, mental development is concrete and personal, differing from individual to individual, because the human being has its own hereditary equipment, that each goes through different environments with various influences, that each individual develops self-regulatory structures. selecting environmental and educational influences projecting their own becoming and self-affirmation.

Regarding the role that heredity (defined as the property of living organisms to transmit to their offspring the characteristics acquired during phylogeny) for psychic development, it must be considered as both a premise and a basic condition indispensable to the whole development process. developing itself, amplifying and differentiating its functionality along the way. "Versatility and wide indeterminacy seem to be characteristic of human heritage" (Osterrieth, 1976).

The environment defined as the totality of natural and social influences, physical and spiritual, direct and indirect, organized and unorganized, voluntary and involuntary that constitutes the framework in which the human being is born, lives and develops for life (Gal, 1984), is the second fundamental factor of psychic development, which supports and creates opportunities for the manifestation of psycho-behavioral peculiarities.

The way of life of a community, the professions practiced, the traditions, the value system promoted, the freedoms and prohibitions, the quality of people and institutions, have a major importance in structuring the personality of the individual.

Although the environment is a fundamental factor of mental development, it does not in itself guarantee this development, being able to generate deviations and even involutions.

The determining factor, decisive for an optimal mental development is education, defined as the set of actions and activities that integrate the subject as an active factor and that takes place systematically, uniformly, organized, with a content necessarily defined by society, using methods, procedures and

adequate means and being driven by competent, specially qualified factors. Educational actions have a central place in mental development, being specially designed and developed and representing the guarantor of a certain mental construction.

Education transmits "images and ideas, knowledge and thought structures, moral and aesthetic values, norms and principles of behavior, attitudinal patterns, action patterns and interpersonal relationships, thus forming cognitive, affective, volitional abilities and personality structures.

The strength of education depends on the extent to which it knows and manages to associate with its own effort the trained ground of the heredity of the human body and the facilitating conditions of the social environment "(Galu, Learning and Development, 1985).

The intervention of the three factors is of wide, varied and continuous interaction within the real activity carried out by the subject, especially in the context of learning.

Motivation is one of the most important components of learning and implicitly psychic development, because it orients the subject, makes him receptive to the influences of the environment and education, maintains energetic connection with them and facilitates their assimilation and transformation into psychic behaviors.

"It is the energetic, instinctual basis of any manifestation of the human being, of its relationship with the environment, but also of its creative, transformative activities" (Crețu, 2001).

Without motivational activation, nothing is authentically assimilated, but only side by side, without leading to a proper development. Education will achieve its goals only insofar as it will find ways to activate the already existing motivational structures, will develop other structures with an increasingly high base, will organize such a learning activity so as to transform the formative objectives foreshadowed by education into goals. The subject, generating distances and contradictions between what the child has acquired and mastered well and what is offered for assimilation and is also accessible to him in relation to his level of mental development already reached

Structural components of personality

Personality is not present at birth. It is formed gradually, after the age of three, when its bases crystallize and begin to appear along with the other aspects,

its various components so that in adolescence a unitary organization is reached.

Personality is not a simple aspect of the psychic life of the individual, but is a totality of diverse and very numerous components, not being a simple sum of them, but a whole that gives coherence to the human behaviors that he directs and leads, both in relation to the environment as well as its specificity.

It is strongly determined and conditioned by the social existence of man, being influenced by the particularities of the environment in which everyone's life takes place.

The repeated manifestation of a way of orienting oneself in relation to the environment and of responding to it, gradually leads to the formation and stabilization of the personality traits or personality traits of that person who will then manifest themselves simultaneously in components. These personality traits (or traits, or factors as they are called by other authors) differ from other types of psychic traits in the following particularities:

- They do not come only from the repeated realization of a single process or mental state but are synthetic, ie they appear as a result of the repeated development of several processes or mental states;
- Once crystallized, these properties tend to manifest themselves in the most different circumstances and are therefore general;
- Once formed, a personality trait manifests itself for a long time and therefore has stability;
- All personality traits or traits do not remain rigid after they have been formed, they have some plasticity, manifesting itself nuanced depending on the situation;
- The process of mental development being specific, personal, personal, each will generate personality traits or traits that are characteristic, defining for each.

These particularities of personality traits will influence a person's behavior in different circumstances. This is why educators are asked to know the personality traits of students, in order to be able to predict and "improve the manifestation of certain traits and personality as a whole" (Zlate, 1997).

The characteristics of the game in the child's activity



The psychic development of man cannot be understood in its fullness if one does not take into account one of the fundamental psycho-behavioral dimensions of the personality - play and recreational activities.

Psychologists consider play as an activity characteristic of adulthood, when it is the main and sometimes the only activity of the child, having as defining notes spontaneity, attractiveness, freedom being the main stimulus of mental development of children, in their preparation for social integration and a pleasant way. relaxation and entertainment.

To the questions "what is the game?" and "why the child plays" was answered differently, according to the researchers, with various explanations, most authors agree to consider play as the main activity of the developing being. However, the arguments are different: biological, psychological, psycho-analytical or sociological. Game theories can be grouped into two broad categories: evolutionary and functionalist theories, the former biologically explaining the origin of games and their role during the various stages of growth, and the latter emphasizing the essence and orientation of games to meet the basic biological and mental needs of human beings.

Today, biological theories (recreation, energy surplus, atavism, preparatory exercise, compensation, catharsis) do not meet the explanatory needs of such a complex phenomenon as play. They have the merit of drawing attention to the fact that this is an activity deeply rooted in the human being, that it also responds to hereditary biological needs of the developing individual, but which fail to explain those aspects of games related to the psychic structure. of the individual and the peculiarities of his social existence.

Game theories acquire a new psychological foundation and functional orientation through the works of the well-known psychologists J. Piaget and H. Wallon, who consider the game as an activity of assimilating the real, the needs of the self. Piaget's hypothesis is that the essence of the game lies in the progressive assimilation of the real, from its functional assimilation, through active repetition and consolidation, to mental assimilation (formation of sensorimotor action patterns and symbolic function).

Symbolic play is for intelligence what motion play is for sensor-motor skills.

Henry Wallon considers that what remains valid in the game, whether it is a momentary evasion from the constraints and limitations of normal activities or the simple functional exercise of sensorimotor,

intellectual or sociability, is that it holds an important place in the behavior of adaptation to the physical environment. or to the social environment, which implies, in the end, the integration of the individual in reality.

In short, play appears as a complex activity of children, in which they reflect and reproduce the world and society, assimilating, thereby, adapting them to their multiple dimensions. They are "an expression of the human need to transform the world in some way" (Epuran, 1990).

Being the stage of an intense psychic development, the school age makes the game an important form of activity, which will influence both the sphere of psychic processes and the personality in the formation of the child, for which, along with learning, play is everything. We meet the whole range of games, from those of manifestation and construction, to games with a subject, with rules, to didactic, movement or sports games that they like and that they or adults propose.

Carried out in the most varied forms, games are the activity to which the child devotes himself with his whole being, investing all his psychic resources, passionately playing different roles in which he highlights a rich fantasy, doubled by a living exteriorization in gestures, facial expressions and language. and for which it is absorbed to the point of self-forgetfulness.

In the general structure of motivation, the interest in the game is strong. The child feels the need to play every day both at school and at home. The game rebalances the children's abilities, relieves the tensions generated by the rigorously regulated school activity and even facilitates the integration in learning. The playgroups are relatively changeable, made ad hoc or more durable over time, including boys and sometimes girls, with appropriate ages. The important thing is to have someone to play with. There are also differences in the preference for games between boys and girls.

Boys are inclined to games that require more strength and movement, fighting and competition, and girls to those with rules and competition that highlight cognitive and practical skills.

The level of the game expresses the level of the child's psychic development, the game being at the same time a main stimulator of the psychic development, thus confirming his fundamental place in the student's life.



Educational values and benefits of playing games

After practicing the game, the student's gain in terms of forming his personality, his balance is difficult to pass on to another activity.

The essence of the game is given by the bodily action, the specificity of the body movements, the intentions related to these movements, the overcoming of obstacles in the way of movements and the coordination necessary to achieve such intentions.

This means that the student acquires with the help of the movement the consciousness of his own body and of the various possibilities of its movement, he develops his strength, the capacity to support the prolonged efforts, the resistance to the demands, the power of work.

The benefits that the practice of the game can bring to the educational approach of the formation and self-formation of the student's personality, can be summarized and highlighted in the following levels:

- Biological - health, physical condition;
- • Cognitive - knowledge about oneself, the physical and social environment as a synthesis of theoretical information and direct experiences of the student;
- • Affective - acceptance and affirmation of one's own person, critical and constructive attitudes towards one's own physical condition, perseverance in respecting one's commitment, the pleasure of practicing a sport or mastering the general bases of sport;
- • Social - awareness of the complementarity of actions and roles in activities of any kind carried out on the basis of rules, activity in the sense of either competition or cooperation;
- • Aesthetics - awareness of harmony through the codes of symmetry, proportionality, eurythmy, etc.

"In the group and only in the group, the child can experience reciprocity and solidarity, so essential for his mental development and for his future balance" (Osterrieth, Introduction to Child Psychology, 1976).

During the game, the child practices and repeats at the same time with motor acts and gestures, attitudes, emotional states, acts of will, mobilizes or tempers, critically appreciates his own activity, that of teammates and opponents.

The organic transformations and especially those of the nervous system, in interaction with the influences of the school environment and of the systematic participation in the game that will

accompany the biological and mental development of the child throughout the school training, will produce qualitative changes in all components of his psychic life. , affectivity, motivation, will and personality, the role of the school as a social subsystem being essential in this educational approach.

Bibliography

- Crețu T, 2001, Psychology of Ages, Credis Publishing House, Bucharest.
- Epuran M., 1990, Modeling sports behavior, Sport-Tourism Publishing House, Bucharest.
- Galu P, 1984, Psychology of education and development, Editua Academiei, Bucharest.
- Galu, P, 1985, Learning and Development, Scientific and Encyclopedic Publishing House, Bucharest.
- Osterrieth P, 1976, Introduction to child psychology, Didactic and Pedagogical Publishing House, Bucharest.
- Zlate M, 1997, I and his personality, Trei Publishing House, Bucharest.