SINGING GAMES AND THEIR APPLICATION IN THE IMPLEMENTATION OF ELEMENTARY GAMES

Dženana Imamović-Turković and Faris Rašidagić

ABSTRACT: Considering play has been an important part of a child's growth since ancient times and is present from the earliest environment age. The goal of the research was to determine what singing games are, their impact on child development, and their application in the teaching of physical and health education. We will determine the influence of music on man, song, and singing, and the impact of information technology on child development. The sample consisted of 123 respondents including children and parents. Through a survey, they obtained data on the prevalence of singing games in children of preschool and school age and how much they are represented in the parents' upbringing. We compared the representation of games with singing in children who spend time in school or kindergarten and in children who spend their free time with their parents. We also compared how many singing games are represented among the children of the "modern age" and how much they were represented among their parents. Surveying looked back on the issue of the use of technology, and we compared how much, in their games, children use some of the technology concerning the use of technology in the upbringing of parents., in this work, we determined what role the game has on the social, linguistic and psychomotor development of the child. We found out how games with singing affect the growing up, learning, and development of the child. When we talk about games with singing in physical and health education, we will show how and in which parts of the lesson one can be implemented. The results of the surveys are graphically displayed and explained. In this research, the largest percentage of children, 52%, is 5-10 years old, 2-5 years old 30.9%, and 0-2 years old 17.1%. We also found that both children and parents spent most of their childhood time with their parents or someone else. We concluded that 39% of children spend 1-2 hours using some form of technology and even 32.5% spend more than 2 hours with a mobile phone, computer, or television. We obtained the information that 68.3% of children play games with singing, while the percentage with the parents is significantly higher and amounts to 93.5% When it comes to the children's feelings after the game, we obtained data that both children (90.2%) and parents (94.3%) felt joyful and satisfied. Research with the same or similar variables should be organized and conducted with different age categories.

Keywords: *games, music, singing, technology.*

INTRODUCTION

Play is a phenomenon of childhood and marks the children's culture. The game is a mirror of what is important to the child. The child also enjoys playing, having fun, making, and choosing activities. Can be played at home or away from home. The child plays for different reasons. A game can be defined as any game an activity that the child chooses on his own as a consequence of enjoyment and satisfaction. (Lindon, 2001). It's a game children practice, free action that is outside ordinary real life. (Rajić and Petrović-Sočo, 2015). The game, especially the social one that includes social interactions, developmental psychologists point out. The importance of play for the overall development of a child is unquestionable, therefore the game is the focus of much research. Early theorists and contemporaries are fascinated by how children play, how they learn social interactions with peers, both creativity and imagination they enrich the game, how children learn to share and how give up (Klarin, Psychology of children's play 2017). Play is a basic biological drive, it is an integral part of our health, just like sleep and nutrition. (Brkić, L. 2020). For younger children, we say that the most important thing is that the chosen game allows enough running, jumping, crawling, climbing, throwing, etc. Children of the middle age group are more suited to simple games with rules as well, but these rules must be respected, and this applies to all participants in the game. Children of this age have more experience, so they are more and more interested in games of catch, hide and seek, and those alike. (Klarin, Psychology of children's play 2017). A child's developmental stages are fast and intense, and parents often do not know how to actively participate in their child's development. What many parents forget is that children learn and develop best through play, which most effectively supports the proper development of the child. Preparing a child for school should take place through play because play is the basic activity of every child of preschool age. The child can thank the game for the intensive development and acquisition of important skills and qualities such as self-control, endurance, curiosity, desire for success, as well as research passion. It is also important to know how to play with a preschooler. This is, in fact, the best guarantee of its harmonious development. The more games parents know, the better they will stimulate the child's development. (Popov 2010). Play is a spontaneous activity and the basis of children's life and development, accompanied by excitement and realized and unrealized ambitions of everyone. It is the form and means of raising a child. The game is the basis for the development and building of the entire personality of a child. (Stevanović 2003). Brewer (2008) lists the advantages and effects of using music in non-musical teaching. They believe that music can draw students' attention, create a working atmosphere, reduce learning stress, make learning enjoyable, improve student understanding, improve student memory, stimulate imagination and creativity, make exercise fun, and glorify student achievement. (Brewer 2008). The Chinese philosopher Confucius

believes that singing elevates the human heart and expresses feelings through it, but it is also a reflection of the society in which it is created. (Svalina, V., & Bognar, L. 2013). In the preschool age, according to the author Mitrović, the goal of learning is to provide the child with conditions for normal physical, intellectual, social-moral, and aesthetic development. (Klarin, Psychology of children's games 2017)

METHODS

Sample of respondents

Through this research, where 123 respondents including children and parents were included, and which was done through an online survey, we obtained certain data.

Sample of variables

We used the online survey method because of the situation in the country caused by the global pandemic of COVID-19 and due to the distance of the respondents, therefore the choice of this type of questionnaire is the safest and most effective. At the beginning of the survey, the purpose and goal of the research were explained, and data security was guaranteed to the respondents. The survey was conducted in the period from 06.22.2020 to 06.28.2020, it contains eighteen questions, of which nine questions were for parents and nine for children. The questions are based on the age and gender of children and parents, time spent in games, technology, school or kindergarten, and the impact of games on language, social and psychological development. All results are presented using graphs and tables made in Microsoft Word, 2007, with individual explanations.

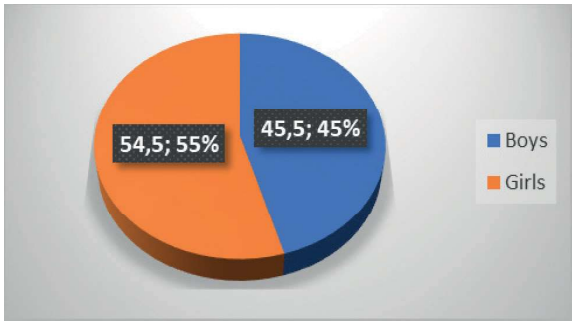
Data processing methods

Databases were created, and processing and analysis were performed using statistical software R 4.0.3. R is an integrated programming environment for data management, calculation, and graphical display of results. The collected data were described and analyzed using appropriate statistical methods. Method of description - describing is one of the goals of science (in addition to, for example, predicting and explaining). The comparative method, in a broader sense, is a concept of comparison that can be explained as a mental logical activity that occurs in many situations of everyday life, it consists in observing the similarities and differences between two or more things or phenomena. In a narrower sense, comparison as a scientific method is a systematic procedure that studies the relationships, similarities, and differences between two objects or phenomena to draw certain conclusions. The sampling method is a method that uses a sample to assess the characteristics of the basic set and determine the reliability and precision of that assessment. The survey method is the name for a set of procedures by which people's statements are elicited, collected, and analyzed to find out information about their behavior or about their attitudes, opinions, preferences, interests, and things alike, for statistics, public opinion polls, markets or as a basis for the needs of medical, sociological or other research, and the inductive method is a scientific method where general conclusions are reached starting from individual premises.

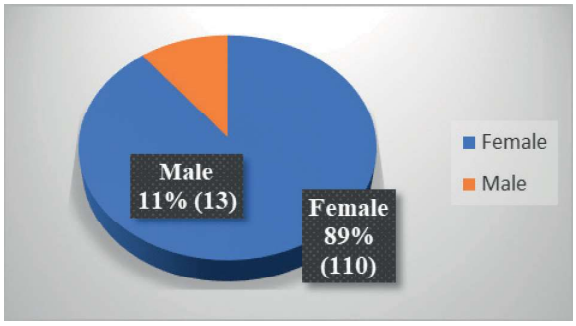
RESULTS

On graph 1, which shows the gender of children, we can notice that the number of girls (67) is higher than boys (56). Although singing games are polled more prevalently in girls, due to the small number of respondents, we cannot claim that gender affects the selection of singing games, graph 2 shows that the results of the survey among parents are quite different than those among children. Singing games are more common among girls, while the number is significantly lower among boys (13). The reason probably lies in the fact that girls are more inclined to singing games than boys, who prefer "rougher" games.

Graph 1

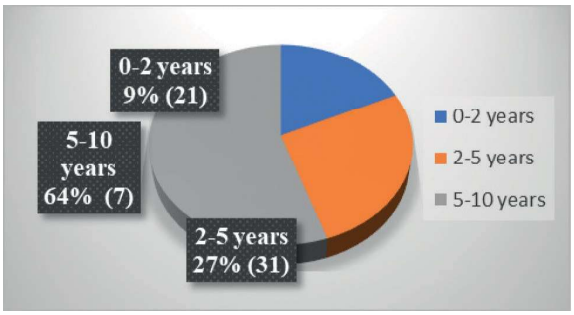


Graph 2

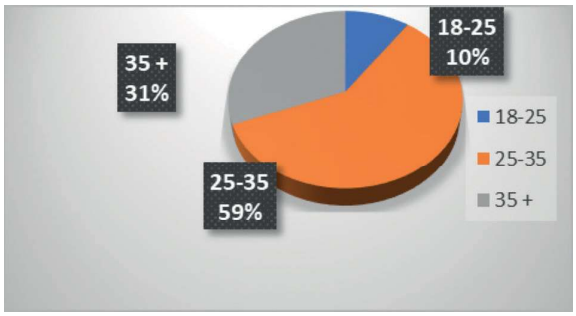


On graph 3 we see that the largest number of respondents are of school age (41), while the smallest number of respondents are 0-2 years old. We can conclude that games with singing are most present at school age when children are mentally and motorically more mature and can socialize. While on graph 4 we can see that the largest number of parents are aged 25-35, which means that they were born at the end of the 20th century, we will compare the representation of games with singing in the 20th and 21st centuries.

Graph 3

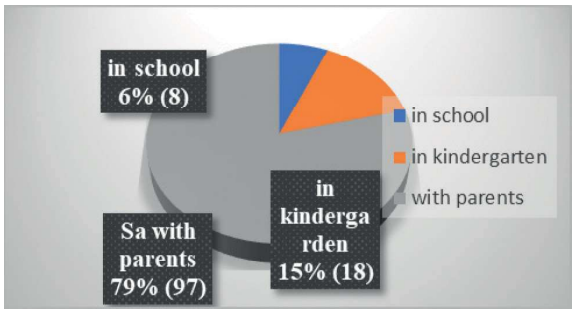


Graph 4

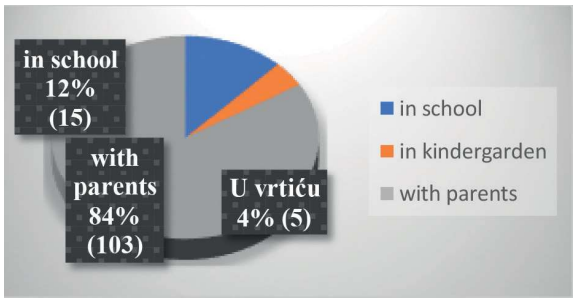


On graph 5 we can see that the largest number of children (97) spend time with their parents. In further analysis, we will determine whether games with singing are more prevalent among them or among children who spend most of their time in school or kindergarten. While in graph 6 we see the same as in the previous graph, we came to the understanding that the largest number of parents (103) spent their free time with their parents or another person. 5 At school 6% (8) At kindergarten 15% (18) With parents or another person.

Graph 5

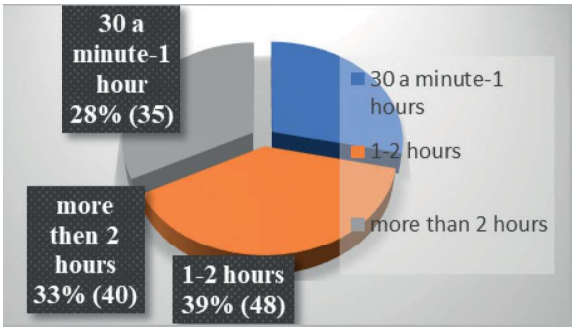


Graph 6

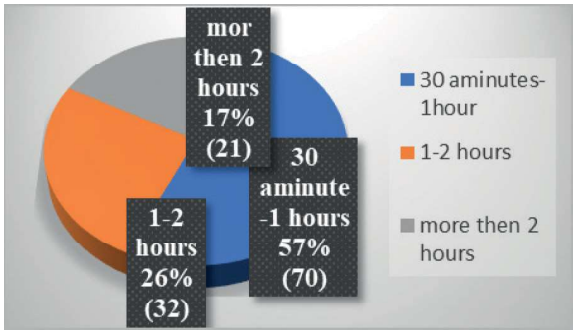


On graph 7 we see that out of 123 respondents, most of them (48) watch some of the devices for 1-2 hours, and 40 of them watch some of the devices for more than two hours a day. While on graph 8 we can see that the largest number of surveyed parents (70) used some of the technologies daily for 30 minutes-1 per hour, which is significantly less compared to the surveyed children, 21 respondents spent more than 2 hours using technology, and 32 respondents from 1 -2 hours.

Graph 7

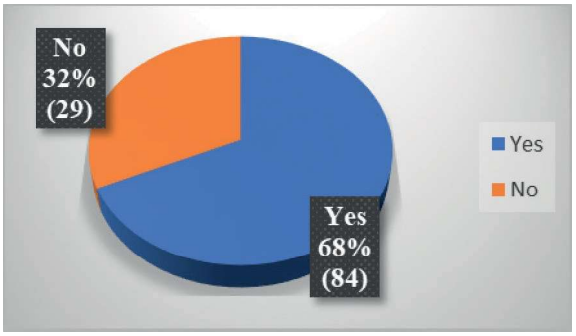


Graph 8

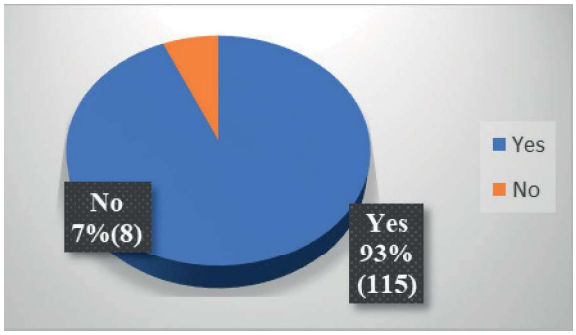


On graph 9 we can see that the representation of games with singing is present in a larger number of respondents (84), while 29 respondents do not play games with singing. Concerning their children, a greater number of respondents' parents played games with singing in their childhood. While on graph 10 we see that out of 123 respondents, 115 respondents answered yes to the question of whether they played singing games, and 8 respondents answered the question negatively.

Graph 9

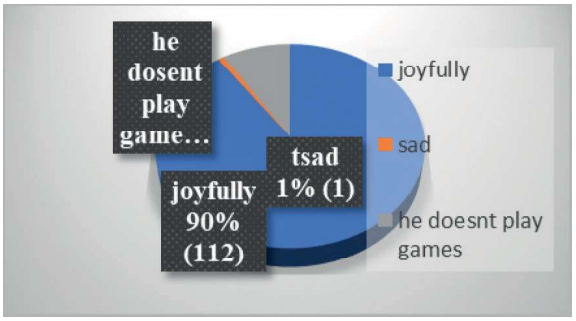


Graph 10

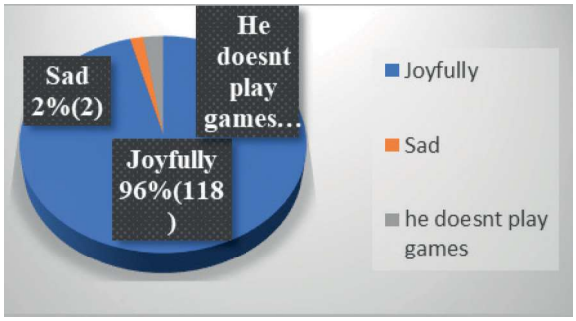


When we talk about our feelings after the game, we came to the following conclusion. Out of 123 respondents, 122 of them felt happy after the game, 1 of the respondents felt sad, and 9 of them answered that they do not play singing games. The results of the surveyed parents on the question of how they felt after the game is like the results of the surveyed children. Out of 123 subjects, 118 felt joy after the game, 2 subjects felt sad, and 3 subjects did not play singing games.

Graph 11

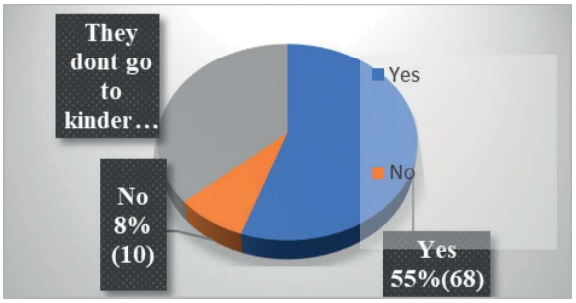


Graph 12

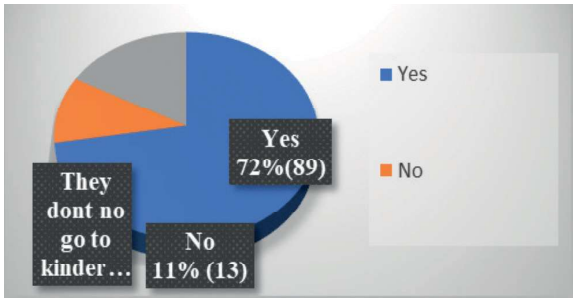


With these data in graph 13, we will determine the representation of games with singing in schools/ kindergartens. The data we received shows that 55% of children play games with singing in school/ kindergarten. We found that 37% of respondents do not attend kindergarten/school and that 8% of them do not play singing games. On graph 14, we see that the results of the surveyed parents on this question are like those of the children. 72% of them answered yes to the question of whether they played games with singing in kindergarten/school, 17% did not attend kindergarten/school, and 11% did not play singing games.

Graph 13

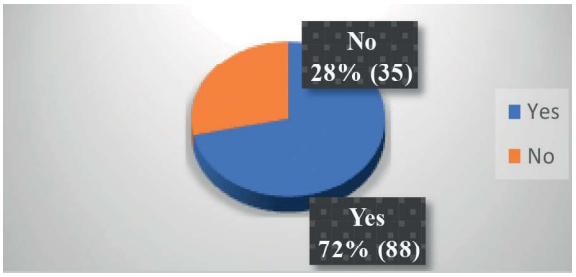


Graph 14

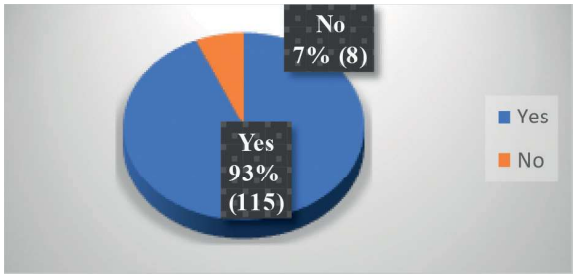


We found that out of a total of 123 children surveyed, 88 of them know 3 or more games with singing, while 35 respondents do not know games with singing (we assume that they are children aged 0-2). When it comes to the results of the surveyed parents, we received information that most of them (115) know 3 or more games with singing, and 8 respondents are not familiar with this type of game.

Graph 15

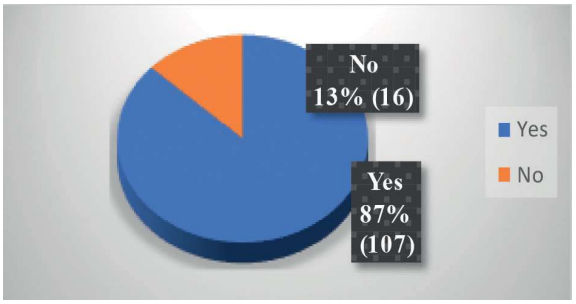


Graph 16

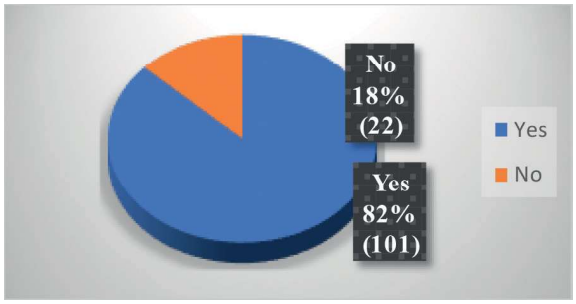


On graph 17 we can see that the results we got for this question are as follows: 87% of respondents think that games with singing influence the linguistic, psychological, and motor development of the child, and 13% of them think that games with singing do not impact on child development. While on graph 18 we can see that out of 123 surveyed parents, 101 think that singing games influenced his language, psychological, and motor development, while 22 surveyed parents think that singing games did not influence their development.

Graph 17



Graph 18



DISCUSSION

After the conducted research in which 123 respondents were included, and which was done online, we obtained certain information through the survey. The first part of the survey was related to the gender and age of children and parents, and to data on where children spend most of their time and where their parents spent it. According to parents who filled in the obtained data, the survey was mostly conducted by women, while the percentage of females among children is 54.5% and 45.5% of males. In this research, the largest percentage of children, 52%, are children aged 5-10 years old, 2-5 years old 30, 9%, and from 0-2 years 17.1%. We have also established that both children and parents spent most of their childhood time with their parents or another person. In further research, we have established that today's children use technology a lot more in comparison to their parents. We have concluded that 39% of children spend 1-2 hours using some form of technology and even 32.5% of them spend more than 2 hours with a mobile phone, computer, or television, while their parents spent a lot less of their time in their childhood with technology, 57% spent time with technology for 30 minutes to 1 hour, which is significantly less. The percentage of children who play singing games is much smaller than that of their parents. We received information that 68.3% of children play singing games, while the percentage with the parents is significantly higher and amounts to 93.5% When it comes to the children's feelings after the game, we concluded that both children (90.2%) and parents (94.3%) felt happy and satisfied. It is possible to say that through play, one stimulates emotions and imitates situations they experienced in prehistoric times and battle for survival. (Rašidagić 2012). When it comes to the representation of games with singing in schools or kindergartens, we determined that singing games in schools and kindergartens with assessment over 50%, although a small number of respondents attend them. It is necessary to allow the child time for the game, which as a teaching method, in each shape and for every school age, we can apply in the teaching process. (Rašidagić 2012) Music can serve as an aid in learning, memory, and concentration. We can do it in class using it as a background activity or as the main one. (Jackson 2009) We have come to data that children today know less about some from examples of games with singing about their parents. To the question "Does the child know three or more singing games?" 71.5% answered yes, while the percentage with the parents is much higher, 93.5%. We wanted to hear parents' opinions on whether games with singing can influence the linguistic, psychological, and motor development of the child and whether they influenced their development. We found that in both cases, almost 90% of parents think that games with singing can influence the child's development.

CONCLUSION

Based on the obtained data, we concluded that when it comes to games with singing, the gender and age of the child do not significantly affect them. However, it is established that games with singing are a higher percentage present in children who spend time with parents or another person, than that in children who are in kindergarten or school. Probably the cause lies in the fact that children who spend time with parents, or another person have more freedom of movement and can play in the neighborhood or park and can choose the type of game, while children in schools or kindergartens have limited time and space. According to the data we obtained, children today live in the "modern age" and during growing up, they have access to technology from an early age of childhood that they can use in the game, in contrast to their parents' upbringing. Such information leads us to the conclusion that technology reduces the desire for play, socializing and adventure can be the cause of the decreasing knowledge of singing games. The percentage of children who play games with singing is quite big and they all feel happy and satisfied after the game, which indicates the positive impact of those games. The data tells us that singing games can significantly affect the linguistic, social, and psychomotor development of the child and that they should be represented in children's educational games, both in preschool and school age. In the preschool age, according to the author Mitrović, the goal of learning is to provide the child with conditions for normal physical, intellectual, social moral, and aesthetic development. (Klarin, Psychology children's games 2017). Students accept music as part of the teaching and support the use of music in non-musical subjects. (Mijatović 2017).

LITERATURE

1. Brkić, L. (2020). Symbolic game (Doctoral dissertation, University of Zagreb. Faculty of Teacher Education. Chair of Pedagogy and Didactics).
2. Lindon, J. (2001). Understanding children's play. Nelson Thornes.
3. Rajić, V., & Petrović-Sočo, B. (2015). Children's concept of play in preschool and early school age. School Journal: Journal of Pedagogical Theory and Practice, 64(4), 603-620.
4. Brewer, Chris-Boyd, (2008). Soundtracks for learning: Using music in the classroom. United Kingdom: Crown House Publishing.
5. Rašidagić, Faris. 2012, Elementary games in the teaching of sports and physical education, Sarajevo
6. Rašidagić, Faris. Manić, Gordana, Mahmutović, Indira. 2016, Teaching Methodology of Intensive Education and Sports, Sarajevo
7. Stevanović, Marko, 2003, Preschool pedagogy
8. Popov, Daria. 2010, Encyclopedia of developmental games for children aged 3 to 7 years
9. Clarin, Mira. 2017. Psychology of children's play, University of Zadar
10. Svalina, V., & Bognar, L. (2013). Music and music education in the ancient and middle ages. Napredak: Journal of interdisciplinary education research, 154(1-2), 219-233.
11. Jackson, Nina. 2009, Small book of music for the classroom, Zagreb
12. Lozanov, G. (2014). Accelerated Learning. Acquired: 08/09/2018. from https://www.madelinefrankviola.com/dr-georgi-lozanovs-accelerated-learning-madelines-monthly-blog-musical-tips-radio-show-for-april-2014/
13. Mijatović, Hana. 2017. The influence of musical activities on the emotions of primary education students, Faculty of Educational Sciences

Corresponding authors:

Dženana Imamović – Turković
Patriotske lige 41, 71000 Sarajevo, Bosnia and Herzegovina,
e-mail: dzenana.imamovic@fasto.unsa.ba

Faris Rašidagić
Patriotske lige 41, 71000 Sarajevo, Bosnia and Herzegovina,
e-mail: faris.rasidagic@fasto.unsa.ba