

CONTRIBUTION OF EDUCATIONAL GAME TO THE EFFECTIVE COMMUNICATION IN EDUCATIONAL ACTIVITIES

MARIA CLAUDIA CUC*

ABSTRACT. One of the key requirements of modern education is the training of communication skills that will help the future adult in his academic preparation, but to contribute also to ensure active social inclusion of the human subject. It reveals the socio-economic dimension of education, but also the need to prepare individuals for optimal social and professional integration. In this context, educational game is a way of identifying the correct degree of extension, the implications of each category of obstacles and relationships they have in training and communication development. But at the same time, through educational game the educator can help improve teaching communication. Through this study was wanted an identification of barriers and bottlenecks, leading to the worsening situation of communication, leading to reduction, isolation and even stopping communication functionality. The overall objective was to research the concrete possibilities of preventing and overcoming barriers and bottlenecks in the teaching communication through educational game, subordinated to principles, and methodology governing the accomplishment of the investigations. Using educational games in teaching educational activities contribute to the optimization of teaching communication, improving educational relationship between teacher and student, but also pointing out superior academic performance. At the same time, the appropriate use of educational game in all forms of language development in education, through its hiring students in cooperative activities, the emphasis on the degree of interaction and broaden the framework of activities undertaken outside the school, are elements that can stimulate intellectual activity of students and teaching dialogue development.

Keywords: educational games, teaching communication, educational activities, Young children, failure, efficiency, motivation

ZUSAMMENFASSUNG. Der Beitrag der Bildungsspiele zu der wirksamen Kommunikation in Bildungsaktivitäten. Eine der wichtigen Voraussetzungen der modernen Bildung ist die Ausbildung der Kommunikationsfähigkeiten, die den Erwachsenen in seiner zukünftigen akademischen Vorbereitung helfen wird, aber auch als mitwirken in der aktiven sozialen Aufnahme der Menschen. Es offenbart die sozial-ökonomische Dimension der Bildung, aber auch der Bedarf die Einzelpersonen für die optimale soziale und berufliche Integrierung. In dieser Kontext, das Bildungsspiel ist eine Art und Weise zu Identifizierung der richtigen Ausmaß der

* Junior Lecturer PhD, Education Sciences Department, Faculty of Psychology and Education Sciences, BBU, Talos.Claudia@yahoo.com

Erweiterung, die Auswirkung jeder Kategorie von Hindernis und Beziehung, die sie in dem Training und Entwicklung der Kommunikation. Aber in derselben Zeit durch die Bildungsspiele der Lehrer, kann bei der verbessern der Lehrkommunikation helfen. Durch diese Studie wurde die Bestimmung der Grenzen und Engstellen, diese führen zu der Verschlechterung der Kommunikationssituation, Abnahme, Absonderung und auch die Verstopfung der Kommunikationsfunktionalität. Das allgemeine Ziel war die Untersuchung der konkreten Möglichkeiten von Verhinderung und Überwindung der Grenzen und Engstellen in der Lehrkommunikation durch Bildungsspiele, untergeordnet der Grundsätzen und Methodologien, die die Leistung der Untersuchung führt. Die Benutzung von Bildungsspiele in die Lehre der Bildungsaktivitäten, führen zu der Verbesserung der Lehrkommunikation, Verfeinerung der Beziehung zwischen Lehrer und Student, aber es zeigt auch ausgezeichnete wissenschaftliche Leistung. In derselben Zeit die Benutzung der Bildungsspiele in all Formen der Sprachenentwicklung in der Ausbildung, durch Einstellung der Studenten zu gegenseitige Aktivitäten, die Betonung an der Ausmaß der Einwirkung und Erweiterung der Rahmen der Aktivitäten außer der Schule, sind Elemente, die die intellektuelle Aktivitäten der Studenten und die Lehrdialogsentwicklung fördert.

***Schlüsselwörter:** Bildungsspiele, Lehrkommunikation, Bildungsaktivitäten, junge Kinder, das Scheitern, die Leistung, die Motivation*

1. Problem Statement

Romania in the last 20 years has undergone profound changes in the political dimension, but also in the socio-economic dimension building for herself a new image, often beyond the search of logical criteria logic and why not methodological ones. These changes have opened for the citizens the way to the modern world, to their desire to make a grand project of social emancipation, removal of ignorance and the oppression strategies of the individual. Romanian citizen fought for his freedom, for freedom of expression, knowledge development, the promotion of rational solutions for the society they live in, because he understood that rationality is the deep essence of modernity. In the fluctuating conditions in the socio-economic and political level it was necessary the adequacy of knowledge, actions, objectives, strategies needed in this project and historical process, and all being able to be shaped only through communication dimension. Reform undertaken by the State had as objective among others, improving education, achieving even a barometer of its quality, aiming at the evolution and progress of education, but also the evolution and progress of society at the same time, aiming that the so dynamic transformations at the societal level to influence the field of education. It was wanted the education to become a formative activity of improvement of the biopsihocomportamental spectrum of the individual, while moralizing, and humanising, to enrich the personality of the subject with useful and value features for him. The educational reform is the result of the

education working as intercession, but also the selection, processing and transmission of knowledge and cultural humanistic values from the society to the individual, on the basis of a high quality psychological, educational, social and moral criteria. But this “project” of democracy to which the citizen dreamed for so many generations also stretched by educational field raising among specialists many interrogations, to which they for more than 20 years are looking for answers and solutions. Witnessing a crisis of education or just the Romanian educational system? The Romanian educational system came to a standstill, after many searches and solutions in the international systems? Or the financial crisis that hit Romania crossed so deeply Romanian educational policy because it led to a more strong employment of the individual in destructive collective actions, the emergence of the "subculture of despair", and why not, this counter-morality of the society where the educated is redefining his new system of social communication. All this leads to a new rethinking of the communication system so complete and complex in the educational activities carried out, and also a redefinition of their efficiency in the context in which they see a lack of concern for civilization communication, when in everyday situations that the educated is faced with, we assist to a "popularization of language through a false social democracy, to impose and promote anonymity or general lack of accountability to the spoken word" (Șoitu, L., 2001).

In this context educational projects to streamline communication through educational game in the institution had as objective this approach, because it is the binder between diverse and specific issues of contemporary society and how to solve them in the educational environment. The more dynamic biorhythms of Romanian society, the problems of communication situations, where the effect of communication becomes more difficult to program and also to predict, diversifying communication technologies favored a capacity of abstraction and generalization of the more advanced education, but also have led to a much faster pace and diversified communication, which often created disturbances in teaching communication. Through game the child is being taught to rediscover himself, gradually get closer to the primordial human. Through an analysis of communication it was found that our children mature much earlier, are laughing, playing less and less, are captured by the social economies biorhythm, they enjoy less and less the real joys of life, they killed slowly even the sense of humor. Are so serious, that the activities carried out daily contracts, and life is no longer for the child a ground game or a track for creativity. Is therefore important what the child creates through game, but more important is the inner joy, that the game causes through this manifestation of the free spirit.

2.Methods

At international it has been created an issue on the theories and paradigms about the game, which over time have been on the attention of various specialists: psychologists, educators, sociologists, anthropologists, philosophers have grounded

their research on the identification, cultivation, promotion of playful activities, but also the argumentation of their formative valences from various and contradictory perspectives.

In instructive-educational activities, games method being rationally integrated, may positively influence internal factors but also external factors, leading to effective educational communication, which reflects the essence of the educational act. The teacher in his educational work aims to optimize educational activity, through relentless concern he has for vocabulary development and expression capacity development within educational communication. From this perspective, the motivation for proposing this study is based on the functional aspect of educational game, on the way of assimilation of reality to the child's own activity of reflection and transformation, becoming a "functional exercise" as Swiss psychologist Jean Piaget defined it, but also a means of efficient communication in educational activity, an intimate resort of propulsion of learners to civilization, but also to self-knowledge. This study is based also on the tangible applicative dimension, on educational interventions in the Romanian educational system, reflects causal no convergent relationship, which sometimes led to a significant disorder and dysfunction in educational communication, in the whole dynamic, based on the flexibility of roles and the permanent interaction of psychological, cognitive, physical, social, temporal, cultural factors, influencing, and conditioning effective communication. At this point a problem of society is the loss at social, cultural and economical level, caused by inadequate educational services offered by specialized institutions through inadequate or insufficient educational strategies for developing communication skills, educational unfavorable climate, emotional climate, characteristics of educational language, psycho-affective incongruity, teachers features, but also students' etc.

In the Romanian society that is experiencing a period of continuous social and economic transition stands out an issue of malfunctions that occur in the act of educational communication. All these are repercussions of Romanian society instability, the poor management that can take a toll on educational policies at macro level and on the instructive-educational act at micro level. These "inconveniences", which appear in the general educational act are considered by teachers, but also by students as difficulties registered in getting school performance, with repercussions also on the relationship process. Identifying them by teachers determine the causes that led to the challenge, and exploring the expression caused workaround solutions, but also to overcome. From this point of view it is necessary to start a special investigation because research results will be useful for teachers, will represent educational suggestions to guide their educational activities to identify new opportunities for formative intervention, new interactive educational strategy, to prevent and remove obstacles in the act of communication and lead to vocabulary development and self expression capacity development. The research purpose was to identify the role of educational game in improving educational communication. In this investigative approach teachers were involved, and educational partners. Assuming that the

educational game plays a significant role in training and developing communication skills, as game drives the child in stimulating and verbal and nonverbal communication practice in the direction proposed within each game, without his awareness of this effort has emerged investigative approach.

Research objectives:

- X-rays actually existing state of educational activities on communicative act;
- structuring a formative educational program, in collaboration with teachers from experimental classes and parents of students, as important educational factors in the development of communication skills;
- enhancing educational game in instructive-educational activities in order to improve communication;
- carrying out educational activities with educational game in their center, for developing students ability to communicate more effectively, to encourage them to put their individuality in value, aiming to transfer creative skills in the sphere of educational process;
- finding how the extracurricular activity affects the educational communication act, the creative ability and students motivation to achieve school performance.

Investigation would be the radiography of the situation existing in educational reality in schools regarding educational communication and the obstacles encountered in it, the solutions set to prevent the emergence and at the same time overcome them through the game, as method for efficiency in the educational communication act. Scientifically based, it were considered strict methodological issues, designed to provide relevance and consistency, but also desirable and tangible purpose for educational practice. It was also watched the training of teachers in primary education, educational environment favorable characteristics hierarchy, aimed the aspect of school ergonomics and socio-psycho-pedagogical purposes, influencing effective educational communication, the attitude toward playful activities that contributes to a better knowledge of students, perceived as a factor for improvement of relationships between educator and educated, educational game-item to boost pupils' creativity and personal reflection of the child in the context of educational communication by identifying the problems, determining the sources and their extent. The objectives mentioned above are supported by the hypothesis of work.

General hypothesis of this research is based on the following assumption:

Implementing an education program based on educational games, with formative effects on cognitive and no cognitive plan, determines the efficiency of educational communication through the development of students communication skills, bring down barriers of educational communication and prevent their transformation into blocks of communication.

Taking into account existing information in the literature, but also in the educational practice, through the degree of effectiveness of the solutions proposed by both teachers, but also by students or parents, in the sense of efficient communication through various types of educational games, in the study was also deemed necessary

interviewing a total of 20 teachers (10 teachers in rural primary school, 10 teachers in urban primary school) involved in educational activities in classroom. To describe the lot of research are aimed the variables: initial training and including teachers specialization, length registered in the educational system and length of professional education(specialty) within the system, the number of years of work in the institution where he is the holder, period at the class, age, academic degree obtained, type, type of continuous training. In experimental research, research tools and methods used have pursued data collection, followed their analysis to verify the hypothesis, to provide relevant answers on the topic investigated. During the investigation a methodology was used, which included: a questionnaire survey, interview-based survey, observation methods (used during the formative and investigative approach oriented on the conduct of formal and no formal educational activities), method call (used in different formative contexts, addressed to the teachers, pupils and their parents). Also were considered "limits" in educational activities that the game has to improve communication.

In terms of content sampling it was followed the selection of subject areas (Language and Communication area, Man and Society), within which to choose subjects in which we can intervene to streamline communication through game. Were also made transdisciplinary activities with the students, approaching specific topics that through game method can lead to effective educational communication. In terms of detail regarding selected themes we will not insist; an example: "Friendship", "Our School", "Man", "Story land", "values", "Local Community", "Family"; these are addressed in the context of work activity organization in pairs, teams, group. With reference to the information we acquired from surgery we could highlight the findings, through which research findings are clear undertaken. Through the materialization of diagnostic study, the goal was achieved in the research, tracing the issues both quantitative and qualitative that circumscribed, leading to the appreciation on the progress made by students through educational program structured on diversity of different types of educational games with impact on the process of knowledge / self-awareness and development. The results demonstrated that in addition to recording specific tasks that were pursued in designing the educational game with its structural elements (educational scope, task and playful content), but also to support correct, consistent and fluent communication, in the experiment were provided also the highlighting issues that could positively influence the effective educational communication. The results also confirmed that teachers had in mind (percentage) during the educational program developed based on games, also: The report cause and effect provided through the logic link of an oral message sequences 70%; Encourage students to express their opinions 64%; Correct reception of the message depending on conditions of educational communication 80%; Development of attention and a sense of tolerance towards dialogue partner 48%; Appropriate group integration of students through correct oral expression and self-expression 60%; Provide a pleasant emotional climate in developing educational activities built on educational games 90%; In the playback of the message the student to use a correct intonation and pronunciation 56%; Enhance interactive nature of the educational game 83%; Research objectives were

correlated with the general hypothesis; were confirmed by ensuring consistency and validity of the study undertaken.

The teaching intervention conducted, initiated a global picture of how teachers can design activities to streamline educational communication based on game method and through a differentiated and complementary guidance we can obtain formative effects in the cognitive and noncognitive students plan in developing communication skills and prevent problems that have led to disruption of communicative act. Results have highlighted the differences existing in educational communication between students from urban and rural environment, producing a picture of the communicative-behavioral manifestations of students enrolled in this project. Therefore results pointed out that in rural environment 64% for students is necessary to perform certain activities centered on development of active listening abilities or a double focus, perception and reproduction of listening. Following the intervention, educational games have been successful in these students' listening ability, led in students to self improvement (34%), empathy (48%), development of the effort on their part to build meaning (26%) and distance themselves from interlocutor's speech, by defining his personal visions in presenting an issue (55%), For rural students involved in such activity allowed communication skills development, but also an increase in knowledge assimilation in a proportion up to 24% and educational games used in selected subjects acted as improvement of educational communication. Were held constant group educational activities, but also team ones, watching the collaboration between students, overcoming emotions and fears related to the reaction of the teacher and members of the group, motivating participants, increasing self-esteem, and relating to student - student, student-teacher. Results achieved through the investigative approach and through the questionnaire revealed the teachers opinion on difficulties encountered in educational communication. The responses provided by respondents is a criterion in the analysis and questioning approach regarding the design on educational activities based on educational game method, to its effectiveness in teaching, improvement of perturbations occurring in communicative act, to develop a complex mechanism of deliberation, implementation and monitoring of educational programs that lead to effective educational activities. The objective of this project, which targeted the formative aspect of teaching involved, it represents raising standards in training teachers to obtain more favorable results. The results emphasize learning activities (percentage) method based on the game, which teachers use them in effective communication in instructional and educational activities: 90% word games, exercises of speech of each word with the accent issues 65%; exercise control of tone, intonation and speed of own speech 57%, diction and orthopedic exercises 48%, dialogue exercise with different people 74%, conversations on familiar topics for students 96%, exercises of stimulation of communication situations with different partners on different issues 76%, simulated acts of communication (telephone calls, calls on face-book, the Skype, formal and informal dialogues) in which students use greetings, forms of presentation, formulate questions, offer responses, present different facts, analyze them 68%, completing exercise of construction elements of communication 80%, establishing agreements grammar exercises 100%. Following

the performance of this study was outlined the specific dimension of the educational activities in knowledge, improving and optimizing the psychological potential, involving networking activities, support and emotional side development, cooperation and adaptation to specific environmental features. Qualitative and quantitative analysis of the results of the questionnaire survey showed that an 80% of the interviewed teachers want to relieve the pressure by selecting, structuring, essentiality of content of unique curriculum that, because of information overload, cause substantial lags behind for students and boredom and surfeit at times, also wants a more flexible curriculum and its compatibility with European standards. Thereby, results of interview-based survey also found that a 75% of the interviewed teachers follow in their teaching work a change in program content, which to “succeed to engage students in an intellectual effort, in an actual feeling and volitional expression” (Chiş, V., 2005, p. 114), while to contribute to the objectives of the curriculum is an intermediate element in the training and development in students of a competent educational system.

The results showed also that the use at those subjects of educational games during the intervention period (“the word-disappeared”, “Listen and draw”, “intruder recognition”, etc.) have contributed to an increase of over 38% of capacity for active listening and active listener rules that follow them. Young children become able through such an approach to build questions, and answers related to the message in the educational context, to take original ideas and also to inter-relate in context, to have a positive attitude, high self-esteem, dampen egocentric tendencies in relation to the interlocutor, communicative solidarity is building and he is able to adopt a spontaneous communication style with a transparent reaction during the game to the message sent by his partner. Observation method used during the formative investigative approach has highlighted that a 85% of teachers in formal and no formal educational activities have conducted through educational game an objective teaching strategy, with cognitive involvement, but also a subjective strategy, oriented towards the affective domain, which took as variables: student personality, classroom climate, relationships teacher-student, specific group relations, building cooperation at the group, but developing also a sense of competition in the field as a positive visible and immediate influence. All these efforts have built learning experiences that have caused through game desirable changes in Young children behavior, have led to a more efficient communication in educational activities in class and showed that educational game, skillfully used, is an approach to prevent and overcome the obstacles of educational communication, is an effective approach in communicative performance of students in educational activities.

3. Conclusions

The topic discussed in the pedagogical intervention is relevant, modern and up-to-date for the Romanian education system, faced with a quest of his identity in the last 20 years, with a change from year to year on how the inter-relationship teacher - student, and student-student is. Changes implemented at the social economical level,

as well as “news” that media broadcasts in its projects have caused changes in the verbal and nonverbal component of small school children which led to profound changes in the attitude on their part. All these have left their mark on the educational communications, led to mistrust, to poor management in managing interactions, lack of credibility and a conspicuous climate materialized in a difference in status and value of the interlocutors in specific communicative contexts. Educational game for small schoolchild is an effective method in educational communication, in psychosocial skills practice, in training through his work in group activities where students can hold control of their emotions, to have their capacities and individual availabilities improved for development of reasoning ability, language development and a logical thinking. The educational game becomes for the teacher, but also for students, in this society subject to so many conflicting changes, a method of identifying and implementing practical ways to stimulate, motivate and activate Young children in educational activities, a way so direct to promote the content of curricula which to train communication skills, thinking functions and also lead to knowledge transfer. Thus, more than 20 years after the fall of the communist bloc and through game, children sees how “difficult” proves to be the freedom, this world so “purified”, where unwillingly it exists only one direction, a sign of the mind, and the whole educational system, society are and remain only one copy of ideas.

REFERENCES

- Chiș, V. (2005), *Contemporary pedagogy. Pedagogy Skills*, Book Publishing House of Science, Cluj-Napoca
- Kagan, S. (2007), *Cooperative Learning*, Melborne, Hawker Brownlow Education
- Marga, A. (2009), *Rationality communication reasoning*, Grinta Publishing House, Cluj-Napoca
- Pamfil, A. (2009), *Romanian Language and Literature in primary school*, Publishing Parallel 45, Iasi
- Pânișoară, Î.O. (2009), *Effective communication*, Polirom Publishing House, Iasi
- Stan, C. (2010), *Theoretically-practical perspectives in addressing communication barriers in educational communication*, Eikon Publishing House, Cluj-Napoca
- Șoitu, L.(2001), *Pedagogy of Communication*, European Institute Publishing House, Iasi
- Nr.1/2011 Law, National Education Law
- Ministry of Education, Research and Youth, National Council for Curriculum, *Curricular activities for grades I to II*, approved by Ministerial Order no.4686/05.08.2003
- Ministry of Education, Research and Youth, National Council for Curriculum, *School programs for grade-IV - Romanian Language and Literature*, approved by Ministerial Order no. 3919/20.04.2005