

**Designing and compiling an educational game model with an emphasis on the development of children's interpersonal skills and its effectiveness on this skill in preschool children**

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**Abstract**

**Introduction:** The aim of this study was to Design and effectiveness of educational game model with emphasis on the development of skills in preschool children.

**Methods:** The method of this research was exploratory (quantitative and qualitative), The statistical population in the qualitative part included women who work in the field of child play therapy and in the quantitative part, included all preschool children in regions 1, 4, 9, 14, 18, 20 in the academic year 1398-1399. For this purpose, 30 people in the quantitative section were selected by purposive sampling method and randomly assigned to the experimental and control groups. In the qualitative section, 13 experts were interviewed and 1 library document was used. The samples were evaluated by a researcher-made interpersonal skills questionnaire. Data were analyzed qualitatively using MAXQDA software and quantitatively using SPSS software.

**Result:** The results showed that mental and intellectual, physical, and a combination of games are the most important games that affect the development of children's interpersonal skills. Also, the most important dimensions of interpersonal skills in children are: effective communication with others, individual abilities, and psychological adjustment. In addition, the educational game model has an effect with emphasis on the development of skills in preschool children.

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**Conclusion:** Considering the effectiveness of educational games on the development of skills, it can be said that in the study period of this age group, educational games should be considered more by those in charge of planning at the macro and micro level of coaches.

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## **Introduction:**

The most important time for the formation of a person's personality is during childhood, and neglecting it has irreparable consequences (1). In this process, preschool is one of the environmental variables that has played an important role in the comprehensive growth and upbringing of children (2) and the preschool period plays a very important role in the development of social and interpersonal behaviors and the lack of education in this field can make children face many problems (3); Therefore, preschool children need opportunities for exercise and movement (4) and they should be physically active daily to learn and coordinate their organs. Therefore, the role of play in a child's life should be taken seriously and this feature should be used for the development and evolution of the necessary abilities (5). Considering the increasing importance that families and parents of children attach to their mental development and emphasizing that the growth and education of children is based on their healthy development in childhood, it is important to identify the effective factors in their mental development. It can lead to the prevention of behavioral disorders in adulthood (6) and one of the methods of child psychological intervention is the game that has manifested itself in today's world and is used more and more, because children often suffer from verbal expression of their feelings. become difficult and through games they can better reflect their emotions (7). So, one of the interactive situations between the student

and the teacher is "educational games", which in its heart, has an educational purpose; It means conveying a specific point, highlighting special capabilities by deepening skills (8). In this regard, many educational lessons can be shown to the child during the game and easily train the child in the right direction. Just as through children's games, one can understand the emotional conditions of the child, his emotions and thoughts. Therefore, it is necessary for teachers and parents to pay attention to the importance of play in the life of a child and provide suitable conditions for suitable games (9). On the other hand, Erikson believes that the child's activities during play have a psychological meaning and concept and is very important as a factor in building his personality and creating his psychological balance (10). Through play, the child acquires a balanced personality and acquires the balance and necessary skills to live with others in environments other than the home and with people other than parents, and as a result, the child accesses the necessary social growth through play (11). Since preschool children need interpersonal skills in addition to physical, cognitive and social skills to succeed in school; So, having such skills enables the child to create interpersonal relationships and strengthen his interpersonal relationships at every stage of his life (3) and strengthening the interpersonal skills of children depends to a large extent on paying attention to educational approaches. It is especially in the first years of life (6), so having positive and healthy relationships with others is the key to human growth and perfection. What we are today and what we will be in the future are both results of our relationship with others. Our relationships shape our behavior in the form of a social human being and play a significant role in the uniqueness of our personality, identity and self-concept (12). With a cursory glance at the conducted researches, it can be seen that the game is related to all dimensions and human evolution, coherence between national unity and multicultural, individual and social education (13); children's communication skills (14); strengthening imitation skills, visual skills, language communication skills and self-care; Children's academic adjustment (15) is influential. The research that has been done about the effect of play therapy on children's skills shows the positive effect and improvement of children's skill problems and it is used in almost all diagnostic classes; Therefore, according to the effect of games on children's behavioral and social disorders, the present research was conducted with the aim of designing and effectiveness of the educational game model with

emphasis on the development of skills in preschool children through analysis of variance with repeated measurements. materials and methods from the point of view of the objective, the current research is a fundamental research based on a mixed exploratory method (qualitative-quantitative) and a survey-cross-sectional type of research. The statistical population of the research in the qualitative part (interviewees) includes all women who work in the field of child play therapy, and in the quantitative part, there are 483 preschool children in Tehran, who are studying in the academic year of 2018-2019. In the qualitative section, 13 experts were interviewed and 1 case of library documents was used, and in the quantitative section, based on purposeful sampling and according to the entry and exit criteria, 30 people were randomly selected into two control and experimental groups of 15 people. were divided Data collection tools include interviews and researcher-made questionnaires A researcher-made questionnaire of children's interpersonal skills The current questionnaire has 3 components (individual abilities, effective communication with others and psychological adjustment) and 21 questions that measure children's interpersonal skills and based on a five-point Likert scale, very high (5), high (4), it is scored somewhat (3), little (2), never (1). Three groups of components include personal abilities (questions 1-7), effective communication with others (questions 8-16) and psychological adjustment (questions 17-21). Exploratory factor analysis and confirmatory factor analysis were used to standardize the current questionnaire. It should be mentioned that for the purpose of standardization among the statistical population (483) and based on the table of Karjesi and Morgan, 214 people answered the questionnaire and Cronbach's alpha coefficient in the subscales of individual abilities, effective communication with others, and psychological adjustment are equal to 0.917, 0.837, 0.872 and 0.885 for the whole questionnaire, so the questionnaire has good reliability. According to figure (1), the measurement model of interpersonal skills with the obtained standard coefficients showed that none of the factor loadings of the items were lower than 0.4 and all the obvious variables of predictive power with load A factor higher than 0.4 has interpersonal skills.

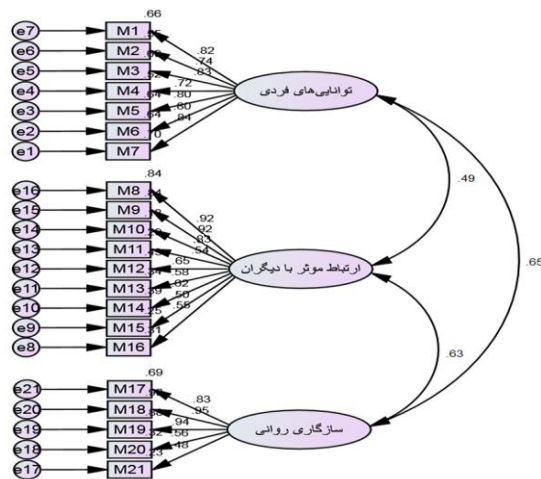


Figure (1): The tested measurement model along with interpersonal skills statistics

Ethical Considerations: The research was conducted in compliance with the ethical principles and confidentiality of the questionnaire information and the subjects' rights regarding the ability to withdraw from the research at any time at the individual's own discretion. The protocol of educational game model sessions with an emphasis on the development of interpersonal skills in preschool children was implemented for 10 sessions and 2 sessions per week for five consecutive weeks for 60 minutes (Table 1).

Table (1): The content of educational game model sessions with emphasis on the development of interpersonal skills

meeting	a matter	Target
First	Introduction and communication	and Creating a safe and calm environment for children,
Second	Drawing activities and recognition of emotions	and Reconstruction of you're feeling about the memory of the previous session
Third	The magic bag and its cards	Choosing a number of cards in the magic bag and describing each of

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Fourth	Thought, feeling, behavior	According to the assignment of the second session and the activity of the third session, the therapist determines how children think and feel by writing sentences. For example, he asks the child to express his way of thinking to someone who needs help. The coach listens to his words and notes the important points of his feelings.
Fifth	pleasurable experiences and creative shaping	Defining and examining how cooperation and help with the help of a therapist can be used to fill loneliness, make friends, give gifts to others, create vitality and peace of mind, distance yourself from negative thoughts and discover talents and interests.
Sixth	Some people say, what do they say	The purpose of describing a story of rude and troublesome people in which children play a role and lead these people to reform
Seventh	There are those who love me	Using the materials they have brought and the materials provided by the therapist, the children make crafts to give as gifts to those they love or to those who want to improve their relationship with them.
Eighth	chapters of my life	Paintings of the four seasons that are without color are divided among the group members, first the children guess the desired season according to the characteristics of the painting and then they start coloring the painting of that season.

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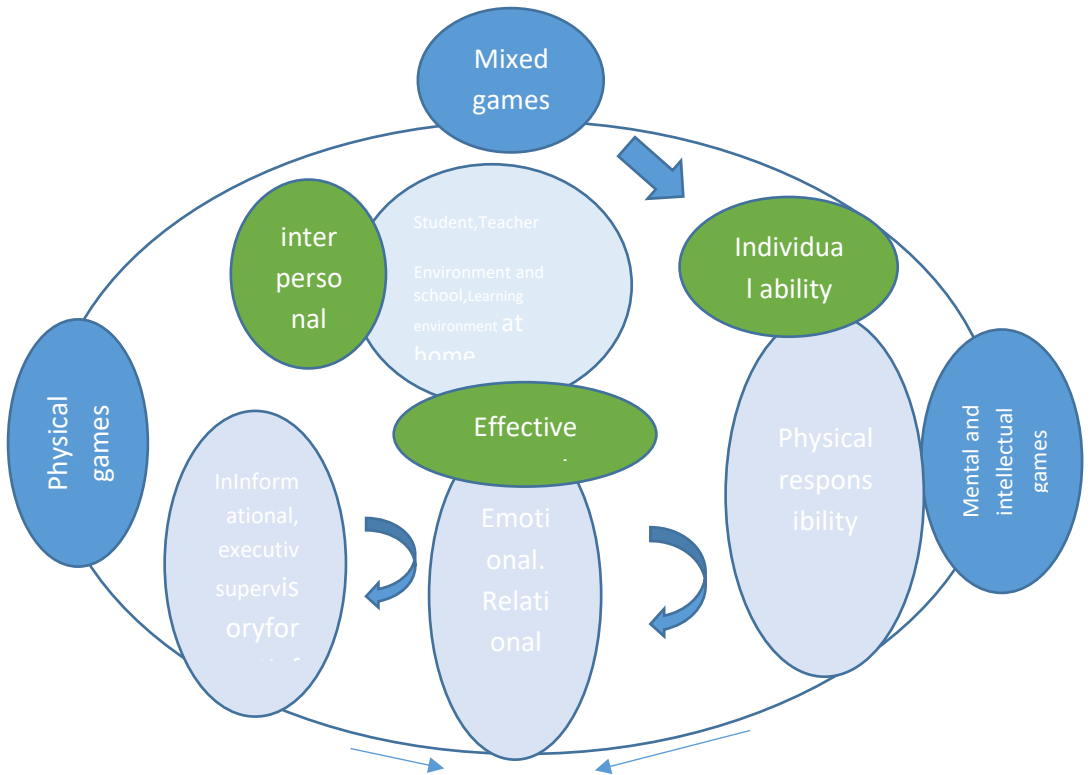


Figure (1): Educational game model with emphasis on the development of children's interpersonal skills

Demographic characteristics of subjects from among 30 samples, respectively including gender status (14 girls and 16 boys) and age status (12 people in the category of 5-year-old children and 18 people in the category of 6-year-old children).

Table (2): Mean, standard deviation and results of the Kolmogorov-Smirnov test of interpersonal skill variable and its components

variable	group	steps	sig	k-s	SD	M
pretest	Control	Individual abilities	0.799	0.645	3.299	<b>16</b>
		Effective communication with others	0.481	0.84	4.039	<b>22.20</b>
		Psychological adjustment	0.912	0.560	2.968	<b>11.67</b>
		Interpersonal skills	0.995	0.418	6.927	<b>49.87</b>
experiment	Control	Individual abilities	0.858	0.605	4.688	<b>16.47</b>
		Effective communication with others	0.638	0.743	4.627	<b>21.93</b>
		Psychological adjustment	0.885	0.584	3.662	<b>12.53</b>
		Interpersonal skills	0.411	0.887	6.250	<b>50.93</b>
post-test	Control	Individual abilities	0.521	0.815	5.080	<b>17.33</b>
		Effective communication with others	0.998	0.392	5.069	<b>22.13</b>
		Psychological adjustment	0.753	0.675	3.918	<b>11.73</b>
		Interpersonal skills	0.970	0.490	8.117	<b>51.20</b>
experiment	Control	Individual abilities	0.731	0.688	3.575	<b>21.27</b>
		Effective communication with others	0.996	0.408	5.063	<b>26.73</b>
		Psychological adjustment	0.598	0.768	2.874	<b>16.40</b>
		Interpersonal skills	0.256	1.013	5.642	<b>64.40</b>

Follow up	Control	Individual abilities	0.972	0.487	5.164	<b>17.67</b>
		Effective communication with	0.993	0.428	4.968	<b>21.40</b>
		Psychological adjustment	0.961	0.505	3.159	<b>11.53</b>
		Interpersonal skills	0.480	0.840	8.069	<b>50.60</b>
experiment		Individual abilities	0.680	0.719	4.485	<b>26.40</b>
		Effective communication with	0.896	0.574	4.617	<b>32.80</b>
		Psychological adjustment	0.468	0.848	2.120	<b>19.93</b>
			0.813	0.636	5.397	<b>79.13</b>

In Table (2), interpersonal skill scores and its components have changed in the experimental group in the post-test and follow-up compared to the pre-test, but no significant changes are observed in the control group. Also, the results of the normality test showed that the significance level in all research variables is greater than 0.05 and the assumption of normality of distribution is established.

Table (3): Multivariate test (MANOVA) in the variables of individual abilities, effective communication with others, psychological adjustment and interpersonal skills.

Variable	title of exam	Statistical power	Eta square	P	Degree of freedom error	The degree of freedom of hypothesis	F	the amount of
<b>Individual abilities</b>	The effect of Pilay	1	0.462	0.000	27	2	11.605	<b>0.462</b>
	Lambda-Wilks	1	0.462	0.000	27	2	11.605	<b>0.538</b>
	Effect	1	0.462	0.000	27	2	11.605	<b>0.860</b>

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	The biggest root of error	1	0.462	0.000	27	2	11.605	<b>0.860</b>
<b>Effective communication with others</b>	Pilay	1	0.444	0.000	27	2	10.784	<b>0.444</b>
	Lambda-Wilks	1	0.444	0.000	27	2	10.784	<b>0.556</b>
	Effect	1	0.444	0.000	27	2	10.784	<b>0.799</b>
	The biggest root of error	1	0.444	0.000	27	2	10.784	<b>0.799</b>
<b>Psychological adjustment</b>	Pilay	1	0.487	0.000	27	2	12.799	<b>0.487</b>
	Lambda-Wilks	1	0.487	0.000	27	2	12.799	<b>0.513</b>
	Effect	1	0.487	0.000	27	2	12.799	<b>0.948</b>
	The biggest root of error	1	0.487	0.000	27	2	12.799	<b>0.948</b>
<b>Interpersonal skills</b>	Pilay	1	0.695	0.000	27	2	30.741	<b>0.695</b>
	Lambda-Wilks	1	0.695	0.000	27	2	30.741	<b>0.305</b>
	Effect	1	0.695	0.000	27	2	30.741	<b>2.227</b>
	The biggest root of error	1	0.695	0.000	27	2	30.741	<b>2.277</b>

The results of table (3) show that the four tests related to the difference of the research variables in the variable of individual abilities, effective communication with others, psychological adjustment and interpersonal skills are statistically significant both in the execution of the test three times and in the interaction of time with group membership. . In other words, it can be said that the educational game model had an effect on individual abilities, effective communication with

others, psychological adjustment and interpersonal skills of preschool children in the post-test and follow-up stages ( $P < 0.01$ ).

Table (4): The effects of subjects within the variables of individual abilities, effective communication with others, psychological adjustment and interpersonal skills

Variable	title of exam	power	Eta coefficient	P	F	mean square	Df	sum of squares
<b>Individual abilities</b>	Assumption of sphericity	1	0.252	0.000	9.436	129.244	2	<b>258.489</b>
	Greenhouse-Geiser	1	0.252	0.001	9.436	146.510	1.746	<b>258.489</b>
	Haven-felt	1	0.252	0.000	9.436	133.158	1.941	<b>258.489</b>
	lower limit	1	0.252	0.005	9.436	258.489	1	<b>258.489</b>
<b>Effective communication with others</b>	Assumption of sphericity	1	0.314	0.000	12.804	257.544	2	<b>515.089</b>
	Greenhouse-Geiser	1	0.314	0.000	12.804	266.064	1.936	<b>515.089</b>
	Haven-felt	1	0.314	0.000	12.804	257.544	2	<b>515.089</b>
	lower limit	1	0.314	0.001	12.804	515.809	1	<b>515.809</b>
<b>Psychological adjustment</b>	Assumption of sphericity	1	0.301	0.000	12.045	106.4111	1	<b>212.822</b>
	Greenhouse-Geiser	1	0.301	0.000	12.045	107.373	1.982	<b>212.822</b>
	Haven-felt	1	0.301	0.000	12.045	106.411	2	<b>212.822</b>
	lower limit	1	0.301	0.002	12.045	212.822	1	<b>212.282</b>

<b>Interpersonal skills</b>	Assumption of sphericity	1	0.574	0.000	37.673	1420.933	2	<b>284.8671</b>
	Greenhouse-Geiser	1	0.574	0.000	37.683	1478.280	1.911	<b>284.8671</b>
	Haven-felt	1	0.574	0.000	37.683	1420.933	2	<b>284.8671</b>
	lower limit	1	0.574	0.000	37.683	2841.867	1	<b>284.8671</b>

The results of Table (4) show that the educational game model has an effect on the development of individual abilities, effective communication with others, psychological adjustment and interpersonal skills in preschool children ( $P < 0.01$ ). The eta coefficient shows 25.2% changes related to individual abilities, 31.4% changes related to effective communication with others, 30.1% changes related to psychological adjustment and 57.4% changes related to interpersonal skills in It is a group.

### **Discussion and conclusion:**

The purpose of this research was to design and effectiveness of educational game model with emphasis on the development of skills in preschool children. In this research, the developed hypothetical model was optimally fitted with the experimental data and the results showed that it is in line with the findings of other researches. According to the results obtained from games affecting the development of children's interpersonal skills, it can be said that one of the types of intervention methods that have attracted the attention of researchers today is the use of intellectual and mental games (16); Therefore, the game is a set of physical and mental movements and activities that cause happiness, pleasure and communication with others, and while it is a means of entertainment, it also has an educational and constructive aspect (17). In this regard, intellectual games are games that require meaningful information and cognitive efforts and may be largely based on a deep and extensive knowledge, while the main test is only based on a person's ability to Focus on remembering and recalling information (18). Citing Tampson and Rodelf (19) regarding the effects of play on children, Shafer believes that breaking resistance in children, creating worthiness and ability, creative thinking, promoting relationship and attachment are among the benefits

of play therapy for children. In another study, Mehrabi et al (20) believe that play has an undeniable effect not only on the development of children's cognitive abilities, but also on the physiological structure of the brain. So, it can be concluded that mental and intellectual games, physical games and a combination of them are the most important games that affect the development of children's interpersonal skills. People whose interpersonal skills develop, achieve self-satisfaction and are socially responsible and useful people [3]. Finally, the findings of this research are consistent with Piaget's view of the interaction of genetics and environment in development, because in his opinion, children learn best through active experience, and play and activity should be the method of education in childhood, and opportunities for Children should be provided to interact with others and thus gain experience.

On the other hand, this finding is in line with some of the themes of the researches of Makarem et al. (21), Fatemi (15), Bahmani et al. (22), Brimani et al. (23), Aghajani et al. And with the results of Zeng et al. (25), who showed that educational games create an attractive learning environment for students and that students can learn practically and lead to the improvement of high levels of students' ability. be in the same direction. Skill refers to the inherent or acquired ability of a person to do a job or profession, and therefore the game can be effective in skill learning (26). The results showed that game-based education with emphasis on skills training such as motivation, individual, skill, cognitive, learning, creativity, physical and therapeutic can be cited (27). On the other hand, Maria Montessori considers the game as a big school where the child is educated and his physical, mental and social strength grows and prepares for life in every way (9). Therefore, the use of educational games to realize the new definition of learning can provide the context for tangible or intangible training of skills and create cognitive, creative, emotional, physical, communication and social skills in students (28) and most children's games can be turned into educational games by adding educational goals and values and achieve the expected goals (29). Finally, the game is an acceptable clinical tool in interventions for young children and also to evaluate their emotional state. The games that children play with their peers provide them with different social experiences and help children to know themselves. They learn how to express themselves, accept others, defend their

rights and respect the laws and rights of others. Such behaviors help to acquire some interpersonal skills.

According to the results obtained, among the most important dimensions of interpersonal skills in children, we can point to the dimension of effective communication with others, individual abilities, and psychological adjustment, which is in line with the results of Siu (30) in the field that play leads to effective communication with others and Increasing knowledge adapt ability and it is in line with the results of Farhadieh et al. (31) who showed that the game increases individual abilities and working with others. Therefore, play is considered one of the basic strategies for acquiring knowledge and skills during childhood (32) and is a structured approach based on the theory of treatment that establishes the processes of learning and adaptive and normal communication of children [33]. Research also shows that through play, children learn to dominate the world around them and manage it, develop skills, reduce tensions, and adapt to past events (34). Therefore, since the game is considered a pleasant and happy activity, the students try to increase their appropriate behavior in order to stay in the group to continue the game. From it can be said that play plays a key and essential role in increasing children's interpersonal skills.

In today's world, the game is a form of expression of the child's inner desires, and the game content chosen by children is often a reflection of their inner desire. The child tries to reflect his emotional and psychological problems in the game and then find a solution to overcome them. The child expresses his doubts in his games as a natural means of emotions and fears. Expressing one's inner states is a means to communicate the child's true relationship with the outside world. The results of the present study showed that the educational game model has an effect on the development of skills in preschool children and the most important dimensions of skills in children include: effective communication with others, individual abilities, and psychological adjustment and interpersonal skills. These abilities help children to effectively deal with situations and enable them to act positively and adaptively in relation to other people and ensure their health, especially their psychological health. Therefore, knowing the skills and teaching them in the preschool period is very important, because helping the development of these skills, especially in the preschool period, will make the child adapt more and more in the later periods, and since preschool children in the game, skills They learn such things as following social rules, how to interact and cooperate with others,



interpersonal skills, and managing negative emotions in interpersonal relationships. It is necessary to use this method to prepare them to enter the larger social world. It seems One of the limitations of the research is that participation in the group was voluntary. It is suggested that due to the mutual relationship and constructive interaction between school and society and its important role in the social education of children, more and more complete research should be done regarding the social-cultural atmosphere of schools and the methods of adapting the content, goals and methods of school social education to the realities of society.

### **Research limitations**

1. One of the limitations of the present research is the voluntary participation in the group.
2. Another limitation of the research was the lack of cooperating preschool centers.
3. Also, the findings of this research cannot be generalized to other strata of society.
4. Non-cooperation of parents and preschool staff with the researcher was another limitation of this research.
5. Due to the spread of the corona virus, the researcher has faced difficulties in conducting the research.
- . Limited to Tehran students
7. Failure to answer the questionnaire correctly

### **Research proposals**

1. Utilizing skilled and expert coaches in the field of games and physical education in schools to strengthen interpersonal skills and stimulate the power of thinking in students of different ages.
2. Holding regular and consecutive regional and national meetings and seminars, in order to exchange opinions and benefit from the beneficial experiences of experts and trainers with experience in these matters.
3. Due to the general acceptance of children towards educational games, the creation and production of new games and the transformation of challenging lesson topics in the form of educational games are felt more than ever.

4. Provision of necessary facilities for various educational games for children in schools should be considered as a necessity.
5. The teacher's attention to the individual differences of children in the matter of learning
6. Specialized training of educational games to preschool teachers
7. Changing the attitude of officials and parents towards learning the alphabet in preschool

### **Conflict of interest**

The authors declare that this work is the result of an independent research and has no conflict of interest with other organizations and individuals.

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