

THE EFFECT OF COOPERATIVE LEARNING METHOD AND GAMING ACTIVITIES OF SOCIAL ANXIETY LEVEL IN PRESCHOOL CHILDREN

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Abstract

In this study, cooperative learning and pre-school age children's play activities aimed to determine the effect of social anxiety. Research bears single subject experimental nature. Research model, pretest - posttest control group was made patterns. Research in accordance with the designated purpose; were carried out with children in the 4-6 age range, 30 with social adjustment problems identified by the school counselor (15 women - 15 men) in a kindergarten attached to the Ministry of Education of the Aydın. School guidance counselor as by chosen, that simple random way through the 30 children with the child social adjustment problems was formed 15 (7 male - 8 girls) with the experimental group to do practice with the child, the remaining 15 (8 males - 7 girls) control group. The end of the study, study was applied at the beginning of the as a pre-test and post-test at to make an assessment in experimental and control groups of the children's parents "Child Behavior Rating Scale". The results of this test was performed with SPSS statistical software. Non-sequential order of arguments between groups difference in comparison to the average, Mann-Whitney U test Nan-par, while the intra-group comparison of mean differences were analyzed with the Wilcoxon test Nan Par. For type 1 error $\alpha = 0.05$ and 0.01 level was taken.

Before cooperative learning and play activities program implementation, "the rating scale of child behavior," a statistically significant difference of the data including parents' views Mann-Whitney U the par-test analysis between the pre-test the mean for children in the experimental and control groups according to their results are not observed ($p > 0.05$).

Cooperative learning and play activities before implementation of the program and after the program was implemented, children wilcoxon-front by the Wilcoxon signed ranks test results in the experimental group testing and appears to be a significant difference statistically between the post-test results ($p < 0.01$). A statistically significant difference between pre-test and post-test results are not the children in the control group ($p > 0.05$).

According to the statistical results; children with high levels of social anxiety, anxiety levels and decrease in the socialization of children, applied cooperative learning and play activities showed that the program is effective.

Keywords: Cooperative Learning, Game, Social Anxiety.