

STIMULATING THE SOCIAL ADAPTATION OF CHILDREN OF UNEQUAL SOCIAL STATUS THROUGH MOTOR ACTIVITY

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ABSTRACT

The aim is to determine the impact of „Programme to Stimulate for Motor Activity“ on socially disadvantaged children as a factor for their social adaptation. As taking into account the specifics of children who participate in the Program, copyright sports games with elements of orienteering are used; such games are the basis of children sports activity – hiking tourism. Totally 73 children aged 5 to 10 years participated in the Program; 19 of them have disabilities and are raised and educated at the six Family-type Centre for Accommodation in Pleven, Bulgaria. The children with disabilities have cerebral paralysis (low degree, preserved locomotion), the Dawn syndrome and intellectual deficit (low degree). Among the employees from family-type centres for accommodation is conducted a survey, in order to determine the efficacy of the applied Program for stimulate for motor activity as a factor in children’s social adaptation. The program for stimulation motor activity for children, raised and educated in Family-type centre for accommodation satisfies their needs for active physical tasks in their free time. It supports the process of social adaptation by promoting mastering of rules for behavior and social norms. It gives opportunities for personal expression of socially disadvantaged children and helps them to develop skills for subjecting their personal interests to the execution of a common goal.

Keywords: motor activity, program, children, social adaptation, social norms.

INTRODUCTION

Priority of the national policy related to socially disadvantaged children is improvement of their living conditions and quality of provided care. The trends are covered by providing social care, alternative to the institutional care – family-type centres for accommodation. The social and pedagogical practice revealed a demand – activities with children, accommodated in such centres shall be implemented as per: childrens need and in protection of their interests in various modes of care; the level of developed skills for independent life, corresponding to the age abilities, health status and needs; the professional competence of the teams that work with the children. It gave grounds for the development of *Educational Program* aiming at shaping skills for personal and social development of children, raised and educated outside family environment.

One of the global thematic areas in the Educational Program is *Healthy Way of Living*; it comprises the chapters *Everyday Life Skills* (eating, hygiene, healthcare, proper apparel and shoes); *Stimulation of Physical Activities* (I can/I want to move, physical activities in natural environment) [3, p. 128; 4, pp. 59-62]. The developed „**Program for Physical Activity Stimulation**“ has been presented in the publication „*Adapted Program for Physical Activity – A Factor for Social Adaptation of Children, Accommodated in Family-Type Centres*“ [5, pp. 63-65]. Approbated practice of the program is applied in the family-type centres for accommodation of children and youths in Pleven, Bulgaria.

OBJECTIVE

To determine the impact of „*Programme to Stimulate for Motor Activity*“ on socially disadvantaged children as a factor for their social adaptation.

MATERIALS AND METHODS

The program for stimulation of physical activity in children, part of thematic area *Healthy Way of Life*, is developed in two sections:

- **I can/I want to move** – the children know and perform naturally-applied movements; they understand

how necessary is to move, for body growth and development;

- **Movement in natural environment** – the children adopt examples for behavior in nature and apply them in practical situations. They understand the connection between themselves and the nature.

For the purpose the of current work the organization and conduct of activities for realization of the Program’s goals set in section two, „**Movement in natural environment**“, are of interest. Received outcomes are related to the problem with the social adaptation of children, raised and educated in a family-type centre for accommodation. The Action Plan for this section is developed in three lines:

Line I: Activities related to initial preparation. Preparatory exercises in the Centre and walks in natural environment (The Kaylaka park);

Line II: Learning rules on how to move around when in natural environment;

Line III: Applying mastered knowledge in practice. The activities are completed during „**Green School workshop**“.

The Program activities are planned in compliance with:

- Physical abilities and development, and health status of the children;

- Level of mastered knowledge on natural sites, proper knowledge on perils that the children may encounter during excursion or walk in the nature;

- Knowledge on basic rules for moving around natural environment and when hiking;

- Knowledge on specific clothing and necessary items, that shall be in the backpack when hiking;

- Necessity for preliminary physical preparation of the children for tourist activities, taking into consideration individual specifics of each child;

- Keeping in mind the special features when walking through various types of terrains;

- Taking into account the distinctive features of the game as a special physical activity.

As taking into account the specifics of children who participate in the Program **copyright sports**

games with elements of orienteering are used; such games are the basis of children sports activity – hiking tourism [2, pp. 96-106]. Such games are characterized by the option to be played in the open, but some can be played indoors. They aim at the objective; children will learn orienteering in natural environment, and at the same time to master the rules for movement when hiking. The main physical activity is walking, but through various terrains – plain, cross country, etc. Examples:

- „*From point to point*“ – objective: children shall master moving skills, according to set itinerary, for example “the yellow dots path”, and to follow tutor instructions strictly.

- „*Follow the arrow*“ – the children learn how to use a compass and to follow its arrow while reaching a close natural end-point (a tree, a bush, etc.).

- „*Find the right path*“ – objective: children shall master skills for orientation, when following an itinerary, set on a map; during their initial preparation the children are acquainted with map symbols, displaying natural items (wood, a tree, a bush, grass, structures)

- „*Follow the mountain guide*“ – the child, appointed for a guide, has the right to determine itinerary to a preliminary set end-point. The game has another version – “How will the guide orientate?” and the objective here is to use various means for orientation in nature – a compass, markings and signs, a map, natural specifics (tree moss, anthill, tree crown)

- „*Our itinerary*“ – object: to strengthen children knowledge on orientation when moving in natural environment, following markings and signs, to reach a set end-point. It is important that the children are well acquainted with itinerary markings, follow the set direction and stick to the rules for mountain hiking.

- Relay sports game „*Bring the backpack over*“ – it is applicable outdoors, as well as indoors. The objective here is to combine mastering movement skills with mastering knowledge on items necessary for the hiking. It is the precision of the movements and the right implementation of the knowledge task that are accounted – „Put the necessary items for hiking in the backpack!”

Playing sports games is combined with other activities from the Program plan. A hiking named „Fairytale Path” is organized. The active movement in natural environment is united with stimulation of speech activity in children. Following the set itinerary, they reach „The Fairytales Book”. They can continue along the itinerary if only they can guess which this fairytale is, and can retell part of it or a dialogue of heroes from the fairytale. After that the children receive new instructions for continuing the itinerary.

Other similar tasks it to attend „School hours” at the „Forest school”. Didactical games are used, to strengthen and expand children’s knowledge for nature. Lessons cover plants – learning about stems, leaves, blossoms; animals – head, body, steps (traces), sounds; birds – head, body, wings, paws (traces), voices; insects and reptiles. After each „School hour” the child gets a „Credit”. When all school hours are attended, the child gets a „Diploma” from the „Forest school”. It is important to underline, that to go to each „School hour”, the children use different itinerary, set as per the execution of previous tasks and mastered knowledge in previous „Class” („Bunny’s Path” and others).

The activities planned for implementation of the Program are executed mainly during „Green School” workshops in the mountain, in natural conditions are tested the knowledge and skills mastered by the children. Overcoming obstacles and dealing with difficulties during hiking, in the name of a common goal, leads to shaping sustainable strong-willed processes.

Each child’s participation in the Program is entered in an Individual Care Plan. In child’s personal plan for healthcare, participation in concrete activities, depending on child’s health status and needs are set.

ANALYSIS OF OUTCOMES

Totally 73 children aged 5 to 10 years participated in the Program; 19 of them have disabilities and are raised and educated at the six Family-type Centre for Accommodation in Pleven, Bulgaria. The children with disabilities have cerebral paralysis (low degree, preserved locomotion), the Dawn syndrome and intellectual deficit (low degree).

The children who participated in the Program have been purposefully monitored. Received results are displayed in a Monitoring Charter [6, pp. 117-119]. Monitored indicators are: 1. Expressed interest to activity; 2. Active participation in the activity; 3. Followed rules; 4. Displayed personal responsibility; 5. Active participation in joint activities for reaching a common goal; 6. Comply with social norms and rules.

The method is applied in actual situations and for each child a protocol is kept, containing the indicators set above. The results for each child are displayed in a protocol, in a table, using score levels from 0 to 2 [1, pp. 23-24]. The results are expressed in percentage, as ratio to all monitored children, for each score level and for each indicator in the protocol. Each indicator is assessed as follow: score 0 – grade “weak”; score 1 – grade „good”; score 2 – grade „excellent”. The results are displayed in Table 1. The percentage ratio of the scores is shown of each unit of analysis on children is presented.

Table 1.
Results of the purposefully monitored of children participating in the program

Monitored indicators are	Average	Relative frequency of results (in %)		
		grade "weak"	grade „good”	grade „excellent”
Expressed interest to activity	1,75	0	24,67	75,34
Active participation in the activity	1,66	2,74	28,77	68,49
Followed rules	1,63	2,74	31,51	65,75
Displayed personal responsibility	1,60	2,74	34,25	63,01
Active participation in joint activities for reaching a common goal	1,61	4,11	30,14	65,75
Comply with social norms and rules	1,63	2,74	31,51	65,75

The mean values of all variables in the results from the targeted monitoring of participating children in the Program are relatively close and vary from 1,60 (for „Demonstrates personal responsibility”) to 1,66 (for „Demonstrates active participation in the activity”). The highest is the mean value for the variable „Demonstrates interest in the activity”. The relative frequency of the monitored units for analysis show highest values for *Excellent* level, for each one of them. For the three analysis units („Complies with the game rules”, „Participates actively in joint activity for achievement of the common goal” and „Complies with the social norms and rules”) the values of the relative frequency at this stage are equal; 65,75%. For *Poor* level very low values are seen, mainly 2,74%; only for „Participates

actively in joint activity for achievement of the common goal” the value is 4,11%. The rest of the results are allocated to level *Good*, difference is 9,58%.

Among the employees from family-type centres for accommodation is conducted a survey, in order to determine the efficacy of the applied Program for stimulate for motor activity as a factor in children’s social adaptation. Totally 31 employees participated in the survey: manager, psychologists, social workers, tutors, kinesitherapists.

The survey is performed through a rating scale that includes the same analysis units and levels for assessment like the tool pallet applied for monitoring the children. The results from the assessment of the employees are displayed in Table 2.

Table 2.

Results of a survey of the employees about the activities of the children of the Program

Monitored indicators are	Average	Relative frequency of results (in %)		
		grade "weak"	grade „good”	grade „excellent”
Expressed interest to activity	1,77	0	22,58	77,42
Active participation in the activity	1,64	3,23	29,03	67,74
Followed rules	1,61	3,23	32,26	64,52
Displayed personal responsibility	1,55	6,45	32,26	61,29
Active participation in joint activities for reaching a common goal	1,58	3,23	35,48	61,29
Comply with social norms and rules	1,58	6,45	29,03	64,52

The mean values in the assessment of the employees on activities of children participating in the Program are almost identical with these from the results for the monitoring of the children. They vary from 1,58% („Participates actively in joint activity for achievement of the common goal”) to 1,77, and the „Demonstrates interest in the activity” has the highest values. Again, the relative frequency of the monitored analysis units show highest values for *Excellent* level. It varies from 61,29% to 77,42%, which makes 2/3 from all respondents. No significant differences are seen in the values from the assessment during monitoring of the children.

MATHEMATICAL-STATISTICAL ANALYSIS

Was performed with a T-test for independent samplings of two groups of variables (Independent Samples Test). The sample size is $N = 104$. The main results used by the T-test are of the „Significance“ (signifi-

cance of the study) – p. The Confidence Interval (Confidence Interval of the Difference) is 95%, where the tolerable error probability is 5%. The zero hypothesis rejection criterion is $\alpha = 0,05$. For the group of units of analysis is determined zero hypothesis. The independent samples are M1 and M2 where:

- M1 are the results of the targeted observation of the children participating in the Program;
- M2 are the results of the evaluation of employees on the activities of the children in the program.

Determined is the main (working) zero hypothesis (H_0): There is no statistically significant difference in the arithmetic mean between the observed results of the children, participants in the Project and the employees estimates.

Table 3.

Results from Independent Samples Test

Monitored indicators are	t	df	p	d
Expressed interest to activity	,225	102	,823	,021
Active participation in the activity	-,107	102	,915	-,012
Followed rules	-,147	102	,883	-,017
Displayed personal responsibility	-,445	102	,657	-,054
Active participation in joint activities for reaching a common goal	-,294	102	,769	-,036
Comply with social norms and rules	-,409	102	,684	-,049

For all units of analysis, $p \geq 0,05$ is observed, therefore there is no difference between the two arithmetic mean values.

The zero hypothesis is confirmed.

There is no statistically significant difference between the observed results of the children, participants in the Project and the employees assessments.

CONCLUSION

The program for stimulation motor activity for children, raised and educated in Family-type centre for accommodation satisfies their needs for active physical tasks in their free time. It supports the process of social adaptation by promoting mastering of rules for behavior and social norms. It gives opportunities for personal expression of socially disadvantaged children and helps

them to develop skills for subjecting their personal interests to the execution of a common goal.

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RELATIONSHIP BETWEEN GENDER AND EUPHEMISMS BY CHINESE STUDENTS: EMPIRICAL STUDY

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ABSTRACT

When we use euphemism, we avoid saying things we think the audience would rather not hear for various reasons. The purpose of this paper is to explore and discuss the role being played by euphemism in our daily life and check whether there are statistically significant differences between the responses of males and females. For the purposes of the study, we developed questionnaire, which consist of three sections (rate degree of agreement with a statement with a Likert-type five-point scale, multiple-choice test in which the participants were asked to choose the suitable answer out of four choices and open questions). The participants' gender played a significant role in their performance on the questionnaire. In particular, the female participants were significantly more aware of euphemisms than the males. But the difference in the use of euphemisms in certain situations is not significant

Key words: euphemism, positive euphemism, negative euphemism, gender differences.

INTRODUCTION

We should carefully consider the destructive power of words, declared or thought. Words and their associated feelings and gestures can hurt, maim, injure, and even kill. The mystifying power of language is not a new concept. Through euphemism, we replace, override, and reinvent reality by the magic of language [17]. Euphemism is about how we humans devise deliberately slippery language to justify to ourselves and to others, if not to impose on them, the degradation of categories of people, if not the literal extinction of their lives [17]. Euphemism is the substitution of a mild, indirect, or vague expression for an offensive or unpleasant one.

There has been a remarkably large number of studies conducted on the characteristics of men's and women's language. Such studies highlighted gender differences in language.

In this course paper we interesting to find relationship between gender and euphemisms. Because according to Hysi, use of euphemisms is a distinct linguistic feature employed by women. But according McGlone and Batchelor did not find any notable difference between men and women.

PROBLEM STATEMENT

The English word "euphemism" is derived from Greek, euphemismos with the prefix eu - which means "good" and the root phemi which means "speaking". Thus, the whole word means "speaking well" [10]. When certain words or expressions are too offensive, harsh or carry a high degree of risk for a given social

situation, speakers tend to use euphemism. According to Stien [17], speakers of a language should pay much attention to the destructive power of expressions. It is undoubtedly clear that the feelings and gestures that accompany words could hurt people's feelings and destroy relationships. Euphemism is a tool that helps people communicate in a smooth and effective way.

Shemshurenko O. and Shafigullina L. considers the concept of "euphemism" is closely connected with the concept of "taboo" [16]. Taboos are usually defined as prohibitions of certain actions or words that appeared in ancient times and came from mythological interpretations of the person.

In modern languages taboos have not disappeared, but are expressed in a different way. The necessity to replace taboos encouraged the emergence of euphemisms in a language.

The definition of euphemisms can be explored via three perspectives: pragmatics, semantics, and sociolinguistics [6]. From a pragmatic perspective, as Allan and Burridge [1] stated, "a euphemism is used as an alternative to a dispreferred expression, in order to avoid possible loss of face: either one's own or others." In other words, euphemisms satisfy a linguistic need to give face to others by disguising something unpleasant.

From a semantic standpoint, Domínguez [5] claimed that euphemisms are lexical substitutes that must satisfy two criteria: 1. the meaning of a euphemism "must be ambiguous enough"; 2. a euphemism must have "ameliorative or emotionally positive connotation or an axiological neutral term."