

LEISURE OPPORTUNITIES FOR FAMILIES WITH SMALL CHILDREN THAT MAKE THE PRESCHOOL ADMISSION PERIOD EASIER AND PROMOTE THE LOVE OF PRESCHOOL LIFE

Valéria Kórik¹, Antonia Kinczel², Réka Pálinkás³, Anikó Molnár⁴, Anetta Dr. Müller⁵

¹ Kindergarten teacher major, Faculty of Child Education and Special Education, University of Debrecen, Hungary ORCID: 0000-0003-1788-9662

² School of Public Health, Faculty of Health Sciences, University of Debrecen, Hungary ORCID: 0000-0002-3861-8047

³ Physical Education and Sport Science Institute, University of Nyíregyháza, Hungary ORCID: 0000-0002-1468-9158

⁴ Institute of Sports Economics and Management, Faculty of Economics University of Debrecen, Hungary, ORCID: 0000-0001-6224-6290

⁵ Institute of Sports Economics and Management, Faculty of Economics University of Debrecen, Hungary, ORCID: 0000-0002-9164-8050

<https://doi.org/10.47833/2022.2.ART.004>

Keywords:

Kindergarten integration, family, programmes

Article history:

Received 18 June 2022

Revised 20 Aug 2022

Accepted 25 Sept 2022

Abstract

All children are different, separate little personalities, therefore, despite the generally high group sizes, the kindergarten teacher must strive to find the way to their soul, so that in addition to the mother/parent living in symbiosis with them, they can welcome new adults into their confidence, with whom they can also find emotional security.

1 Introduction

Kindergarten is the children's social care. If the child is safe, then - at the beginning of his preschool life - he is usually happy to accept the group situation. Although the family is the primary socialization environment, the kindergarten is a secondary socialization arena that further shapes the child's character with peer groups and kindergarten teachers. [12,18]. Frequent interaction with peers is important from the point of view of socialization, but the various social programs (baby-mom club, visits to the puppet theater, joint family sports and trips, etc.) can be at least as important, which prevent and help the process of integration into kindergarten [8], at the same time, we also encounter integration difficulties [1]. According to research, cooperation between parents and kindergarten teachers can make the period of adaptation easier for the child. [19].

For the child, the kindergarten teacher is the most important member of the group. The kindergarten teacher's feelings and relationship with each child - despite her intentions - affect the development of relationships within the group. Therefore, it is particularly important that the kindergarten teacher - if possible - develops an intimate relationship with each child. This intimate relationship is especially important for those children whose family does not provide sufficient emotional security. Starting kindergarten means a huge change in the lives of both parents and children. Both the parent and the child break away from the previous symbiosis and rhythm of life. A significant number of children experience separation anxiety, but this is a natural phenomenon. Especially the 3-4-year-olds, who are just starting their kindergarten life, requires a lot of caution, patience, and tenderness from the kindergarten teacher. If the kindergarten teacher takes each child into account and strives for an intimate relationship with each of them, then she promotes the development of relationships between the children. Help and support the activities of children

approaching each other. For withdrawn, lonely children, initiate activities in which they can cooperate with their sympathetic peers. It is important for the children to feel as accurately as possible how the kindergarten teacher relates to values, to what is good, what is bad - for the child himself or someone else - what the kindergarten teacher considers right and what she does not consider right [3].

We can determine that this period is decisive, so to speak, a turning point in the life of a family [10, 11], not to mention that the experiences of children during this period can decisively influence their relationship with educational institutions [2].

2 Material and method

As the topic of our survey, we chose the leisure opportunities of families with small children who love preschool life the most, and we focused on the admission period.

We made several assumptions regarding our research. We believed that, thanks to their ever-increasing number, kindergarten groups with a heterogeneous composition would be more popular among parents, but at the same time, that the role of the father, along with the mother, is decisive for the person who is most present during the reception period. We also assumed that all kindergarten (singing, music, singing games, children's dance, drawing, painting, patterning, needlework, poetry, storytelling, puppetry, dramatization, active learning about the outside world, movement, free play) and family circle (puppet making, puppet theater, visiting a library, visiting a church, visiting a museum pedagogy session, visiting a music center, visiting a children's program in a foreign language, visiting a children's concert, visiting traditional, folk activities, trips with other families with young children, visiting the Baby-Mama club) the activity carried out has its own area of assistance and development, but they cannot be sharply separated from each other. In addition to the in-depth interviews related to the topic, a total of 214 online questionnaires in Hungarian, correctly filled out and processed, were created among the parents. After a careful review of the questionnaires, the results of the research were processed using SPSS 14.0 software, during which mean, standard deviation, Pearson index and correlation were calculated.

7.9% (17 people) of the examined sample are between 25-30 years old, 28.5% (61 people) between 31-35 years old, 29.9% (64 people) between 36-40 years old, 21.5% (46 people) were between 41-45 years old and 12.2% (26 people) were over 45 years old. Regarding the distribution of the sample according to type of settlement, 6.1% (13 people) of those who filled out the questionnaire live in villages, 1.4% (3 people) in towns, 73.8% (158 people) in cities, 18.7% (40 people) and in the county seat.

Table 1 illustrates the socio-demographic data of the sample, according to place of residence and age.

Table 1. Distribution of the examined sample by habitation and age. Source: own source

<i>Habitation/age</i>	<i>25-30 years</i>	<i>31-35 years</i>	<i>36-40 years</i>	<i>41-45 years</i>	<i>over 45 years</i>	<i>Total</i>
Village	3 17,60%	6 9,80%	2 3,10%	2 4,10%	0 0,00%	13 6,10%
Town	0 0,00%	0 0,00%	1 1,60%	1 2,20%	1 3,80%	3 1,40%
County seat	2 11,80%	10 16,40%	13 20,30%	7 15,20%	8 30,80%	40 18,70%
City	12 70,60%	45 73,80%	48 75,00%	36 78,30%	17 65,40%	158 73,80%
Total	17 100,00%	61 100,00%	64 100,00%	46 100,00%	26 100,00%	214 100%

3 Results

The series of questions opened with a question examining the age-related homogeneous and heterogeneous composition of the kindergarten group. 67.3% of the respondents (144 people) considered the same, another 32.7% (70 people) considered the mixed age advantageous.

The 2011 CXC. According to the Act on National Public Education, from September 1, 2015, it is mandatory to attend kindergarten from the age of 3. Kindergarten work is basically determined by the National Basic Program of Kindergarten Education, 2018/137 VII. Based on the 25th Government Decree, which provides kindergartens with autonomy in the field of group organization in addition to choosing their own local program.

Based on the 2017 data of the Central Statistical Office, it is clear that the number of "mixed groups" has increased compared to "same age" groups [5]. The main topic of Teszenyi and Pálfi's (2019) research is the detection of the factors that play a role in parents' choice of kindergarten using both qualitative and quantitative methods, with an emphasis on the latter, since the focus is on the mapping of parents' opinions on the "kindergarten market" and "mixed-age" groups in domestic and international terms supported by research results.

We examined how satisfied the examinees were with certain aspects, such as communication, reception time, individual treatment, the results of which are shown in Table 2.

Table 2. Satisfaction assessment of the examined sample based on different aspects. Source: own source

<i>Satisfaction/Aspect</i>	<i>Communication</i>	<i>Admission time</i>	<i>Individual treatment</i>
I am satisfied	50 23,40%	60 28,00%	52 24,30%
I am not happy with everything	55 25,70%	41 19,20%	31 14,50%
I am completely satisfied	32 15,00%	26 12,10%	69 32,20%
I am not completely satisfied	14 6,50%	13 6,10%	17 7,90%
I am mostly satisfied	63 29,40%	74 34,60%	45 21,00%
Total	214 100,00%	214 100,00%	214 100,00%

We examined how satisfied they were with the length of the reception period, individual treatment and communication in the kindergarten they chose. During our research, we found that we can talk about a significant result, since the perception of the importance of individual treatment differs significantly by gender ($\chi^2=20.409$, $p= 0.000$). Women consider this more important, as 37.7% of female respondents (61 people) fully agree, while only 15.4% of men (8 people) said the same.

The singing, music, singing game, children's dance initiative was thought by most to present kindergarten life for a child in the best possible way, the importance of which is also confirmed by domestic research [15]. After music, free play, drawing, painting, modeling, and needlework were the most important activities according to the parents' answers. The fourth most popular activities were poetry, storytelling, puppetry, and dramatization, the role and importance of which is confirmed by several studies [7] at this age.

We asked those in the examined sample to evaluate on a scale from 1 to 5 how much, in their opinion, the family activities that we provided help their child overcome the difficulties of the reception period. The respondents visited puppetry, puppet theater (33.2%), musical theater (31.3%), baby-mama club (37.9%), children's concerts (34.6%), traditional, folk games (28%) and outings with other families with young children (46.3%) were preferred over visits to the library (15%), the church (8.9%), museum education (12.1%) and children's programs in foreign languages (9.3%).

Table 3 breaks down the results that received a rating of 5 by age.

Table 3. The positive effect of the following activities against the difficulties of the reception period (based on evaluation 5). Source: own source

<i>Activity/Age</i>	<i>25-30 years</i>	<i>31-35 years</i>	<i>36-40 years</i>	<i>41-45 years</i>	<i>over 45 years</i>	<i>Total</i>
Puppetry, puppet theater visit	5 29,40%	23 37,70%	22 34,40%	12 26,10%	9 34,60%	71 33,20%
Library visit	3 17,60%	14 23,00%	7 10,90%	5 10,90%	3 11,50%	32 15,00%
Church visit	2 11,80%	3 4,90%	6 9,40%	6 13,00%	2 7,70%	19 8,90%
Visiting a museum teaching session	3 17,60%	7 11,50%	9 14,10%	3 6,50%	4 15,40%	26 12,10%
Musical visit	6 35,30%	19 31,10%	26 40,60%	9 19,60%	7 26,90%	67 31,30%
Visiting a children's program in a foreign language	2 11,80%	6 9,80%	4 6,40%	6 13,00%	2 7,70%	20 9,30%
Visiting a children's concert	7 41,20%	25 41,00%	23 35,90%	10 21,70%	9 34,60%	74 34,60%
Visiting traditional folk occupations	6 35,30%	21 31,40%	20 31,30%	7 15,20%	6 23,10%	60 28,00%
Excursion with other families with small children	11 64,70%	29 47,50%	31 48,40%	15 32,60%	13 50,00%	99 46,30%
Baby-Mum club visit	8 47,10%	26 42,60%	27 42,20%	12 26,10%	8 30,80%	81 37,90%

In response to the question - In your opinion, which activity initiative proved to be the most successful in terms of representing kindergarten life as effectively as possible for children? (singing, music, singing game, children's dance, drawing, painting, patterning, needlework, poetry, storytelling, puppetry, dramatization, active learning of the outside world, movement, free play) - the respondents supplemented the listed with the following: animals, including meeting farm animals, taking care of small animals, visiting zoos, game parks and dog-assisted activities took the first two places.

The same excellent result can be seen in - How do you judge the extent to which the following family activities help your child overcome the difficulties of the reception period? - also in dog-assisted therapy (mean=4.509345794, standard deviation=0.519485609), which psychiatrist Boris M. Levinson used for a boy with a social behavior disorder, and Molnár (2019) in Hungary confirmed the positive effects of dog-assisted sessions among preschoolers.

4 Conclusion

The research carried out on the topic provides both professionals and parents with important information that can help children integrate into kindergarten. The primary socialization environment is the family, so this environment is very important for small children, the shared experiences and moments that the parent and child have together in the pre-kindergarten period are especially important.

The various musical, cultural, sports and leisure programs, where the child not only interacts with his parents, but experiences a community experience during interaction with other children, can help in the process of integration into kindergarten and in the separation from parents. The research also confirmed that parents consciously choose and visit these programs with their young children

(e.g. baby-mama club, music education, children's concerts, trips with other families, leisure programs, etc.), which in addition to getting to know the outside world and developing skills proves to be very useful in kindergarten integration.

Bibliography

- [1] Albert-Lőrincz, E. (2012): A gyermekek társadalmi beilleszkedési nehézségeinek háttértényezői és a közösségi megelőzés megtervezése. In: Erdélyi Társadalom 10. évf. 1. sz., 2012, 23–37.
- [2] Golyán, Sz. (2016): A kisgyermekkorú intézményváltás európai tapasztalatai. Nemzetközi körkép. Új Köznevelés, 72. 7. sz. 44-48.
- [3] Kereszty, Zs. – Vekerdy, T. (1993): Az óvodai nevelés országos irányelvei Iskolakultúra 3. évfolyam 11. szám
- [4] Kim, J. – Fram, M. S. (2008): Profiles of choice: parents' patterns of priority in child care decision-making. Early Childhood Research Quarterly, 2. 4. sz., 77–91. <https://doi.org/10.1016/j.ecresq.2008.10.001>
- [5] Kormányrendelet (2011): 2011. Évi CXCV törvény a nemzeti köznevelésről
- [6] Laoues-Czimbalmos, N. – Müller, A. – Mező, K. – Mercs, E. – Molnár, A. (2019): A környezeti nevelés és az egészséges életmód értékpreferenciáinak vizsgálata a "zöld" és "nem zöld" óvodába járó gyermekek szülei körében. ACTA CAROLUS ROBERTUS 9: 2 pp. 89-109., 21 p. (2019) <https://doi.org/10.33032/acr.2019.9.2.89>
- [7] Mező, K. (2017): A mese szerepe a kreativitás fejlődésében. In: Bujdosóné, Papp Andrea (szerk.) "A gyermeknek mese kell". A mese szerepe az óvodai és iskolai nevelésben, Budapest, Magyarország: Hagyományok Háza (2017) 240 p. pp. 23-42., 20 p.
- [8] Molnár, B. – Vargáné, Nagy A. (2021): A család örök – mesék, versek, dalok, filmek, amelyek máig hatnak = The Family is a Constant – Tales, Poems, Songs, Films that Still Have an Impact Today. In: Teszenyi, Eleonóra; Vargáné, Nagy Anikó; Pálfi, Sándor Koragyermekkorú nevelés és gyakorlat a Vasfüggönyön túl = Early Childhood Pedagogy and Practice Beyond the Iron Curtain: Múlt, jelen és jövő = Past, Present and Future
- [9] Molnár, E. (2019): Kutyával asszisztált óvodai foglalkozások= Dog-assisted kindergarten activities. Gradus, 6(3), 27-34.
- [10] Murray, J. – Teszenyi, E. – Varga, Nagy, A. – Pálfi, S. – Tajiyeva, M. – Iskakova, A. (2018): Parent-practitioner partnership in early childhood provision in England, Hungary and Kazakhstan: similarities and differences in discourses. Early Child Development And Care 188: 5 pp. 594-612., 19 p. (2018)
- [11] Müller, A. – Bendíková, E. – Herpainé, Lakó J. – Bácsné, Bába É. – Łubkowska, W. – Mroczek, B. (2019): Survey of regular physical activity and socioeconomic status in Hungarian preschool children. Family Medicine and Primary Care Review 21: 3 pp. 237-242., 6 p. (2019)
- [12] Rákó, E. (2018): Szociálpedagógiai kompetenciák a koragyermekkorú nevelést, gondozást nyújtó intézményekben. SZOCIÁLPEDAGÓGIA 12 pp. 15-26., 8 p. (2018)
- [13] Rose, K. K. – Elicker, J. (2008): Parental decision making about child care. Journal of Family Issues. 29, 1161–1184 <https://doi.org/10.1177/0192513X07312103>
- [14] Tamásiné, Dsupin B. – Hovánszki, J. – Barát-László, B. (2020): "Angyal, kangyal, Mikula...": Értékápolás, értékközvetítés a zenei nevelés folyamatában. In: Bujdosóné, Papp Andrea; Gesztelyi, Hermina A teljesség harmóniája II.: A művészettel nevelés kreatív élményei. Debrecen, Magyarország: Didakt (2020) pp. 57-69., 14 p.
- [15] Tamásiné, Dsupin B. (2022): A játékfűzések funkciója az óvodai zenei nevelésben. Óvodai Nevelés: Szakmai-módszertani Folyóirat 75: 1 pp. 21-26., 6 p. (2022)
- [16] Teszenyi, E.– Pálfi, S. (2019) Vegyes vagy azonos életkorú óvodai csoport? Pedagógiai kérdések és a szülői döntés dilemmái DOI: <https://doi.org/10.31074/201923136155>
- [17] Török, B. (2004): A gyermeküket óvodáztató szülők körében végzett országos felmérés eredményei. Országos óvodai project. Szülővizsgálati alproject. Felsőoktatási Kutató, Budapest.
- [18] Varga Nagy A. – Pálfi, S. – Németh, N. (2022): Hungary: Kindergarten Educator and Primary Teacher Training in Hungary: With Diverse Pedagogical Competencies to Unleash Early Childhood Opportunities. In: Barbora, Loudová Stralczyńska; Jana, Stará; Philip, Selbie; Petra, Ristić Educating Pre-primary and Primary Teachers Today. Prága, Csehország: Charles University, Faculty of Education (2022) pp. 129-153., 25 p.
- [19] Олійник Л. М., Романюк І.А.: Вихователю найменших. Система роботи з дітьми третього року життя. Видавнича група „Основа”, Харків, 2014.