

Original Article

The level of manifestation of children's motor skills

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Abstract.

In young children the physical, social, emotional, cognitive or language development take place at the same time and they are intercondition. Children learn holistically, so that each area of development influences the others and none operates independently. Physical development can influence the contribution of children to carrying out various tasks or to obtaining certain performances of the group of which they are part. Success or failure greatly influence the child's self-image and self-esteem.

Key words: Pre-school period, motric capacity, children, motion game.

Introduction

The trend of movement is an initial impulse in the life of the man who acts permanently and is particularly evident at the age of childhood

During this period, a number of skills are formed that can be regarded as basic to each child development plan: Hygienic skills, food, behavior, movement skills and others.

The desire for movement is particularly great after the activities of another speciality, it is as natural and healthy as possible and must be respected.

The young child is active, full of the desire for movement, ready at any time to run, jump, climb up, play with the ball, string, etc.

He is always ready to learn new elements, new rules. The step in a new world is filled with tension and hope. This situation finds the solution in its favorite games.

The child gets excited especially for racing games and the ball.

These games are about facing reality, checking their physical and mental capabilities, directly fighting with their partner, getting a greater Community, adapting and working in an enlarged social circle.

The child needs physical education in order to master the space, to know himself, to know the world surrounding it, to learn gradually to live, to confirm its presence, to enter social life, to know its limits and to set in motion some psychological mechanisms, in the desire to learn itself

The new Curriculum prefigure four changing trends:

- diversification of teaching strategies – learning – evaluation, emphasizing active – participatory methods, the game is still the fundamental form of activity, the evolution of the child following the child's progress in relation to himself and less the reference to group rules;

- the educational environment has the role of enabling the child to develop freely, highlighting the intercultural dimension and social inclusion;

- the family is a partner in the application of curriculum;

- the concept of the overall development of the child is central during early childhood.

The areas of experience meet the areas of child development (psychomotoric field, lymphoma field, socio-emotional field, cognitive field).

The field of physical development, health and personal hygiene include a wide range of skills and abilities (such as salting, running to fine movements such as drawing or modeling), but also coordination, sensory development, all related with knowledge and practices relating to personal care and hygiene, nutrition, health and safety practices.

The psychomotoric scope of curriculum for pre-school education covers the coordination and control of body movements, overall mobility and physical resilience, motor ability and fineness manipulation, as well as elements, mainly related to the anatomy and physiology of human.

The activities through pre-schoolchildren it can propose into contact with this field are activities involving personal movements, competitions between individuals and groups, dealing with psychomotor skills, as well as activities that can result in greater resilience, force or flexibility.

A physical education activity per week is foreseen in the new early Education Curriculum for early Education, with the freedom to plan complementary activities in the daily program to achieve the objectives of physical education; at different times of the day it can propose to children various ways of moving between two

static activities

A physical education activity per week is foreseen in the new early Education Curriculum for early Education, with the freedom to plan complementary activities in the daily program to achieve the objectives of physical education; at different times of the day it can propose to children various ways of moving between two static activities. Spontaneity, self-confidence, the libleness are specific to this age of "grace", but also good coordination and harmony in its movements. During this period, a number of skills are formed which can be regarded as basic to each child development plan: Hygienic skills, food, behavior, drivers and others.

The child has the energy that it shows in the same way of movement, by a specific "neastmhair", without appearing to be too tired.

Early childhood habits - one of the fundamental needs that the child feels at this age is the need for movement. Learning is a procurement activity, advances in adaptation, targeting knowledge, intellectual operations and personality attributes, which appears at the level of the individual as a personal "goods", and is predominantly on the basis of the exercise. Motrics invading is an important place in the types of learning; it is the basis for the training of many behavioral acts.

The minimum learning consists of a set of processes associated with the practice or experience leading to relatively permanent changes in the ability to respond to stimuli (R. Schmidt, 1982).

It refers to the acquisition of behavioral ways defined by the driving performance, being characterized by: The process improvement of the driving coordination; the optimization of internal and external conditional factors; the acquisition of appropriate capabilities and behavior." (A. Dragnea and collaborators, 2006, p. 34).

The game and the process of growth are closely linked, the young child has several opportunities to play freely, but gradually free play of the child is replaced by structured activities, both at home and in educational institutions.

The game is the most important source of learning for children, it is the work that helps them most and effectively to learn. By playing children learn to interact with others, explore the environment, find solutions to problem situations, express their emotions, acquire knowledge and skills that will be needed to adapt to school requirements. By excellence, the game is the framework for spontaneous training and freedom of expression, an important stimulus in fostering receptivity and sensitivity, mobility and mental flexibility. It's full of promises and surprises, it can develop freely, but when control comes in, the game ends. The children playing seem inexhaustible, lose the measure of time, being completely absorbed by the game, because they feel the game as something interesting, attractive, beautiful.

Preschool age is a period of spectacular evolution of the playful conduct. A development with such intensity is no longer in any period of life. The richness and impetuosity of the playhouse is due not only to the development and physical maturity, but also to the possibilities of networking and experiences gained with the child's entrance to the kindergarten.

In the conception of Jean Piaget, the game of movement is the starting point of the child's progressive social process. Moving around during the pre-operators' thinking stage, the rule game makes it easier to overcome the child's initial egocentrism and to get used to group activities by respecting common rules of conduct.

By playing, the child discharges, spends its energy, actually providing a serious "work" and manifests itself as he knows and is in reality. Since each game has precise rules, the child learns to appreciate the concrete situations of the game, to make its own individual or collective decisions with the other players in the game, requesting it from an intellectual point of view. It is therefore very important that the games used are pleasant, cause emulation, enthusiasm, but also stimulate the training of knowledge, skills and basic driving skills, driving qualities to help the child prepare for life, work and be aware of its possibilities at any time.

Games where the essential element is the movement that is subordinated to certain rules and conditions that are always changing are called movement games; their basis is active driving actions motivated by a subject and partly limited by rules, which at the same time aim to overcome the various difficulties or obstacles to the intended purpose

The actions in the game are related to the execution of basic movements (running, jumping, throwing and catching, etc.); the rules determine the elements in player placement and their form of movement, specify the character of behavior, the rights and obligations of players, the means of leading the game and the criteria for determining the results, without excluding the manifestation of creativity and the use of personal initiative.

Purpose

In this paper we intend to investigate the efficiency of certain strategies developed and approached in the instructional-educational process, through movement games, to strengthen and improve the motor skills of preschoolers.

This paper aims to investigate the effectiveness of certain developed strategies of approaching the instructive-educative process, where motion games are promoted, in order to strengthen and improve the motric skills of preschool, benefactors of this process within the kinder garden.

In order to achieve the above, we started from the following premises:

- The need to move the child and outside the physical education activity in the psychomotor field is considered important, this being the extension of the practice of movement games within the personal development activities;
- It is considered that improving the level of learning of motor skills is a determining factor for the efficiency of future motor actions, for the physical and mental development of the future school;
- Our approach wants to bring new aspects regarding the anchoring of movement games in the daily activity of preschoolers;
- The differences between the initial and final values as well as the evaluation of the causes that determined them will objectify the correctness of the preparation process for both our research topic and in particular.

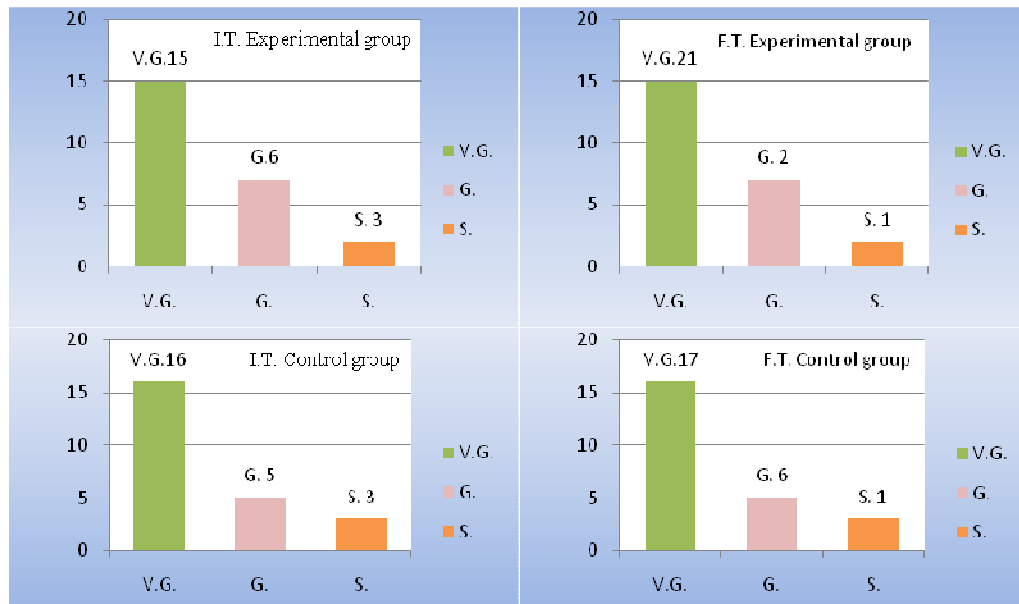
Subjects of research

This research was carried out on a group of 48 preschool children, aged between 4 and 6, enrolled in kindergarten. The program for premature education mentions a compulsory activity of Physical Education, carried out once a week in the psycho-motor field (25 - 30 min.); The teacher has the possibility to plan different movement games at different times of the daily program (for free choice activities, for transitional activities and for personal development activities). Although the groups are heterogeneous, we chose for the experimental research, children between 5 and 6 years, who participated constantly in the kindergarten for 3 years (the experimental group and a control group).

Research results

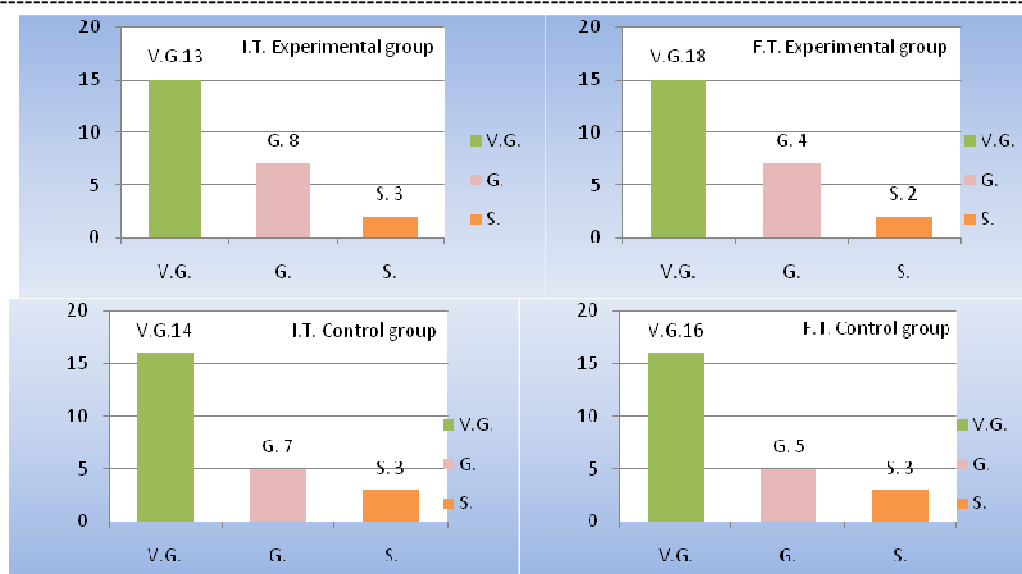
Both groups were subjected to an initial test (tests applied to the specified subjects) performed at the beginning of the school year. Testing was performed at the same time with children from the parallel group (control group); The data regarding the physical development of the children were recorded both at the beginning of the experiment and at the end. Following the initial testing of the subjects regarding the acquisition of motor skills, the following were found:

As a result, after comparative analysis of the data obtained, we observed the following: Comparing the results obtained with task no. 1 by the experimental group at the beginning and at the end of the experiment, we can observe a positive, significant evolution for the level of assimilation of the motor skills tested (very good note was obtained by 15 of the children in the initial test, and at the final test there were 21, so 6 children who improve their level of assimilation of motor skills); for the control group, 2 children managed to improve their level of assimilation of motor skills (from S to G). In the graph below we will present a comparative data record, differentiated for the two groups, the results of the initial test with those of the final test.



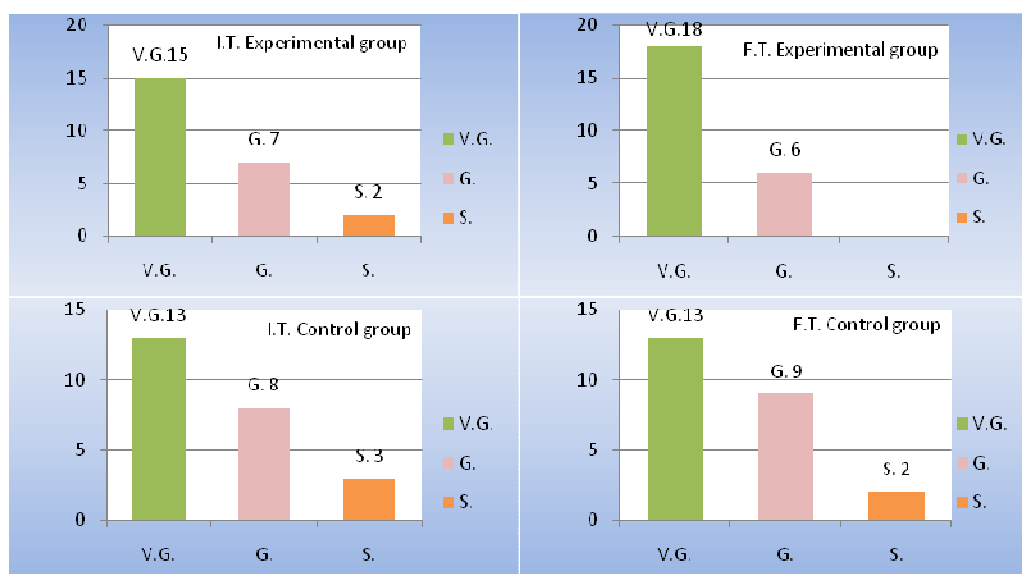
Graph 1. Comparative results task 1 - Initial -Final Test

For task no. 2 the results obtained by the experimental group show a positive evolution, marked for the level of assimilation of the motor skills tested, as follows: (18 children had V.G. grade, another 5 only at the initial test, 1 of the children with S received grade B); 16 children from the control group received VG (14 at the initial test), 3 children who improved their level of motor skills assimilation (2 from G to VG);



Graph 2. Comparative results task 2 - Initial –Final Test

The results of the third task emphasizes the following aspects for the experimental group: 3 children have perfected the tested motric skill (obtaining VG at the final test), and 2 children have consolidated and corrected the tested motric skills (obtaining G at the final test); the results of the control group have recorded no significant progress (1 child managed to improve the level of motric skills assimilation from S to G at the final test).



Graph 3. Comparative results task 3 - Initial –Final Test

After analyzing the initial results, an annual planning for the activity of Physical Education (1 activity / week), common for both groups, was established. For the experimental group, a different program was elaborated in which the games of movement predominate, program applied in the phase of the activities of personal development (PDA). By exercising and reinforcing motor skills and basic and utilitarian abilities, under the conditions of their concrete application, we have proposed, together with their correction and improvement, to have and extend the motor experience.

In the next stage, the aim was to consolidate the running and running, to correct the running and running mistakes; movement games "We are sportsmen", "Stop on the red, go on the green!", "Spiders and flies", "Cat and birds", "Fox and chicks", "Go, come!", "Pigeon in the nest", "Day and night" were used systematically, the children being closely watched.

After that, we aimed to consolidate and refine the basic motor skills: jumping (long jump on the spot, high jump) and throwing - catching (throwing - catching the ball, throwing at a fixed target) through the motion games "Hop, hop, hop", "Who jumps forward", "Ring the bell", "Touch the ball" (Appendix no. 3). The motion games used to strengthen the application-utilitarian motor skills were: balancing - "Do not escape", "Train goes on track", "Dancer on wire", "We walk"; crawling - "The bush course", "Do not touch the bell!";

climbing - "Hunts and squirrels", "Put up the flag!"; freight transport- "With the bag at the mill", "We go on the journey".

In the development of these games the active participation of the children was ensured, through the variety of contents, of the formations, of the modification of the composition of the teams.

Following the interpretation of the following data:

- comparison of the results of the task no. 1 obtained by the experimental group at the beginning and at the end of the experiment shows a significant positive evolution of the learning level of the motor skills tested (70.9% children obtained FB rating at the initial testing, and at the final testing the percentage was 82.9% , six children improving their level of learning skills); In the control group, two children were able to improve their learning level of the motor skills tested (from S to B).

- within the sample with no. 2 the results obtained by the experimental group in the final test show a progress in the consolidation and improvement of the motor skills tested (18 children obtained a FB rating, with 5 more than at the initial evaluation, 1 of the three children with the initial rating S obtaining the B rating); 16 children from the control group obtained a FB rating (14 at the initial assessment), 3 children improved their level of learning skills (2 from B to FB and 1 child from S to B);

- the test results with no. 3 highlights the following aspects of the experiment group: 3 children improved their motor skills tested (they obtained the FB rating at the final evaluation) and 2 children strengthened and corrected their skills tested (they obtained the B rating at the final evaluation); the results of the children in the control group did not make significant progress (one child was able to improve the proficiency level of the motor skills tested, obtaining grade B in the final test).

Conclusions

- The use of the means of the movement games in the daily program of the preschoolers optimized the attainment of the objectives that aim at the systematic formation of the motor skills;
- By practicing the motion games, the motor skills are consolidated, both the basic and the applicative ones;
- By appropriately and correctly applying the means of movement games, one obtains the proper motor actions that are transformed into specific motor skills.

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