

TRAINING MOTRIC SKILLS DURING PRESCHOLARITY: PRACTICAL- METHODOLOGICAL ASPECTS

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Abstract. *One of the most important features of human motricity is that, at birth, motor schemes are non-existent. In this context, motric conduct is not genetically determined, and it having to be developed during the ontogenetic evolution of man. The movement play, as a physical exercise, is the main meadle of harmonious development of the pre-school age child, is a preponderant body action, carried out systematically and consciously in order to perfect the physical development and motric capacities. We are proposing to demonstrate the impact of the elaborated program of dynamic games in the development of motric skills for preschoolers.*

Keywords: *preschoolers, dynamic games, motric skills.*

1. Introduction

The activity of physical education in the kindergarten is an important stage in the development of the pre-school child. Motric behavior (luggage of motric acquirements and skills) it is not genetically determinated, it having to be invented during man's ontogenetic evolution, being subjected to the physical, social or cultural environment conditions. In this organized process of arming subjects with movement skills, a very

important role is played by the game [1]. The activity of physical education, organized as an instructive-educational process, contributes decisively to the improvement of the specific movements already acquired, to the formation, consolidation and improvement of other new, mostly of those specific of practicing some sports tests or branches [3]. In our research we focused on the problems of developing specific (utility-applicative) movements for children of pre-school age (Figure 1).

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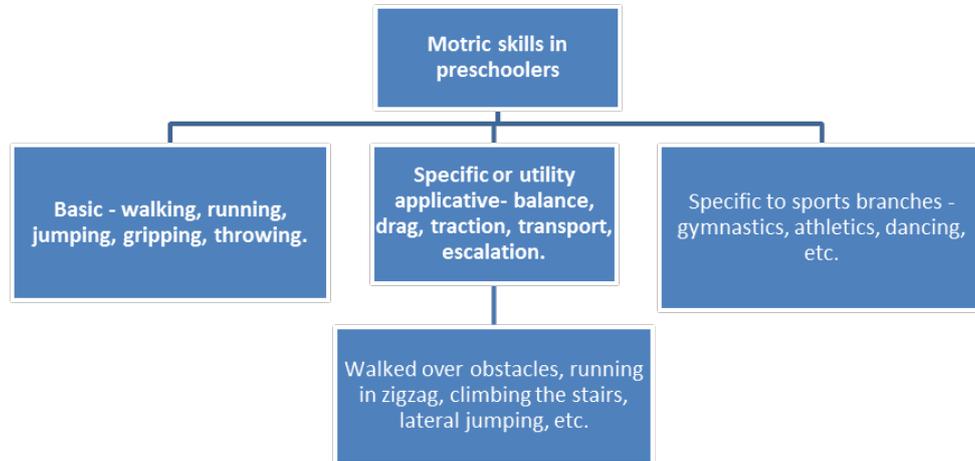


Fig. 1. *Types of motric skills in preschoolarity.*

2. Work Methods

We have proposed an experimental research, monogroup with a longitudinal design on the evolution of the development level of motric skills at preschoolers (24 children from a kindergarten from Chisinau city) by applying a program of dynamic games. In the research were used the methods: the pedagogical experiment, test, mathematical-statistical method, comparative and graphical analysis. The experiment includes three stages: the stage of ascertainment the level of development of motric skills at preschoolers by testing specific movements, the stage of the formative experiment - of application of the motric games program and of the methodological models for the learning of specific movements (for kindergarten teachers), and the stage of control of the pedagogical experiment - of final testing and their comparison with the initial data.

3. The Results of the Research

It is noted that the system for assessing motric skills at preschoolers does not

include, as it is in all the developed countries, include samples and criteria in assessing their effects on the child [2]. In these evaluation systems are specified criteria for assessing how cognitive and affective goals were achieved, with those psychometrics.

At the stage of ascertainment the pedagogical experiment, we intend to test and appreciate the level of development of motric skills at preschoolers from a kindergarten from the Chisinau city.

The movements tested in the experiment constituted:

1. the usual walking, walking with changing the direction of travel, walking to the kindergarten teacher's command, walking over obstacles;
2. catching the ball with two hands, catching and throwing the ball, throwing the ball in the indicated direction by the kindergarten teacher, throwing the ball in the basket;
3. jumping on both legs, jumping on one leg, jumping over obstacles, jumping from the chair down;
4. rolling the ball with hand, with leg, to an indicated sign, on the asphalt or through the grass.

These does not constitute just some motric skills that we have tested, in fact being specified the criteria, on the basis of which we will determine the motric skills developed at preschoolers.

These criteria will help us more objective to determine the levels of development of children basic movements. Following the accumulation of individual data, was created a table - accumulator of dates (Table 1).

Table 1

Generalized table of determining the level of development of children motric skills

<i>The name of the child</i>	<i>1. The usual walking, walking with changing the direction of travel, walking to the kindergarten teacher's command, walking over obstacles</i>	<i>2. Catching the ball with two hands, catching and throwing the ball, throwing the ball in the indicated direction by the kindergarten teacher, throwing the ball in the basket</i>	<i>3. Jumping on both legs, jumping on one leg, jumping over obstacles, jumping from the chair down</i>	<i>4. Rolling the ball with hand, with leg, to an indicated sign, on the asphalt or through the grass</i>	<i>Total points</i>
And..	***	****	**	**	11
Abr...	****	**	***	**	12
Adă...	***	**	**	***	10
Bor...	****	**	**	**	11
Bag...	***	****	**	**	11
Bod...	****	**	***	***	13
Bou...	**	**	**	**	8
Das...	***	**	**	**	10
Dav...	****	**	****	***	14
Dur...	**	**	**	****	11
Dam...	**	**	***	**	10
Duc...	**	**	**	**	8
Erh...	**	****	**	***	11
Ere...	***	**	**	**	10
Ere...	****	**	***	**	11
Ena...	***	**	**	***	11
Foc...	****	**	**	****	13
Fal...	**	**	****	****	13
Sem...	***	**	****	****	13
Șîrg...	****	**	**	**	10
Sta...	**	****	**	**	11
Șch...	***	**	**	***	11
Pec...	****	**	**	**	10
Per...	**	**	****	****	13

The maximal accumulated score for children may be 16 (it is about 4 elements – criteria of appreciation for each specific analyzed movement). After the data accumulation process, on base of the

psychophysical parameters recommended by the literature, we established and identified the levels of development of specific movements for preschoolers, as follows (Figure 2):

- 16-13 points = superior level (10 children)
(6 children)
- 12-10 points = medium level
- 8-10 points = lower level (8 children)

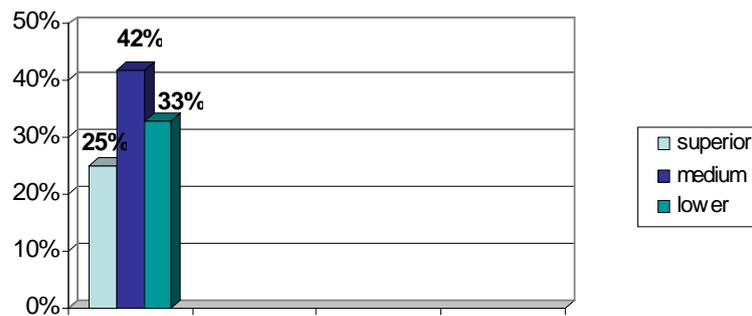


Fig. 2. *Levels of development of children motric skills*

The ascertainment stage of the experiment has shown that, after all, preschoolers have developed the specific movements. These movements are demonstrated and used by them during the games, walks, individual and recreational activities. At the same time, we note that in kindergartens does not pay due attention to the correctness of making specific movements, it focuses more on security during movements. Starting from these, the perspectives for realization of the formative experiment were analyzed.

At the stage of the formative experiment, we set out to develop a motion gaming program through which can be developed the specific movements in general, but also those mentioned in our research, in particular. Taking into account the particularities of the pre-school age, of the fact that the basic movements are developed at the children (on which kindergarten teachers work traditionally) - walking, running, crawling, climbing, catching-throwing, we wanted to organize with the kids games in the form of torch, the advantages of which are efficiency in organizing the children and the possibility of monitoring their successes and problems

[4]. The gaming program elaborated and applied by us contains elements for the purpose to develop specific movements at preschoolers, as follows:

1. **Games for strengthening motric skills** – walking (“Dwarf race”, “The snake catches its tail”, “Walking in zig zag”);
2. **Games for strengthening motric skills** – running (“Loophole of escape”, “Run through the tunnel”, “Spider’s race”);
3. **Games for strengthening motric skills** – jumping (“Jumping the stick”, “Race in one leg”, “Who jumps further”);
4. **Games for strengthening motric skills** – throwing – catching (“The ball flies”, “The red and the yellow ball”, “The torch in the star”, “The ball runs away”, “Concentric attack”, “Countries”, “The ball on target”).

At the control stage of the pedagogical experiment, the level of development of specific movements at preschoolers was repeatedly tested, using the same scheme as at the ascertainment stage, an increased attention being paid to jumping and catching-throwing movements, to which have been identified as having several gaps in the ascertainment stage. The obtained results are presented in Table 2.

The data of the control stage of the pedagogical experiment

Table 2

The name of the child	Walking	Running	Jumping on one leg:	Catching the ball	Total points
And..	** *	** ** *	** ** *	** ** *	13
Abr...	** ** *	** ** *	** ** *	** ** **	14
Adă...	** ** *	** ** *	** ** *	** ** *	14
Bor...	** ** *	** ** *	** ** **	** ** *	14
Bag...	** ** *	** ** *	**	**	11
Bod...	** ** *	** ** *	** ** *	** ** *	13
Bou...	** ** *	** ** *	** ** *	** ** *	13
Das...	** ** *	** ** **	** ** **	** ** *	15
Dav...	** ** *	** ** *	** ** **	** ** **	15
Dur...	** ** *	** ** **	** ** *	** ** **	14
Dam...	** ** *	** ** *	** ** *	** ** *	12
Duc...	** ** *	**	** ** *	**	10
Erh...	** ** *	** ** **	** ** *	** ** *	13
Ere...	** ** *	** ** *	** ** **	** ** *	14
Ere...	** ** *	** ** *	** ** *	** ** *	13
Ena...	** ** *	** ** *	** ** *	** ** **	14
Foc...	** ** *	** ** *	** ** **	** ** **	15
Fal...	** ** *	** ** *	** ** **	** ** **	14
Sem...	** ** *	**	** ** **	** ** **	13
Sîrg...	** ** *	**	** ** *	** ** *	12
Sta...	** ** *	** ** **	** ** *	** ** *	13
Şch...	** ** *	** ** *	** ** **	** ** *	13
Pec...	** ** *	**	** ** *	** ** *	12
Per...	** ** *	** ** *	** ** **	** ** **	14

The maximal score accumulated by children may be 16 (it is about 4 elements - criteria of appreciation for each specific movement analyzed). After the data accumulation process, on base of the

psychophysical parameters recommended by the literature, we decided to establish and identify the levels of development of specific movements at preschoolers as follows (Figure 3):

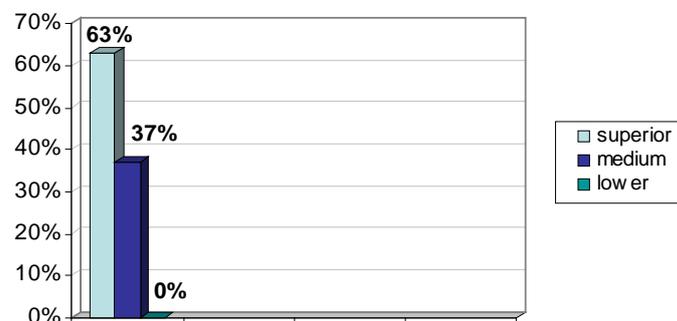


Fig. 3. The data of the control stage of the experiment

- 16-13 points=superior level (15 children),
- 12-10 points= medium level (9 children),
- 8-10 points= lower level (0 children).

In Figure 4 we present the comparative data obtained during the ascertainment and control stages of the pedagogical

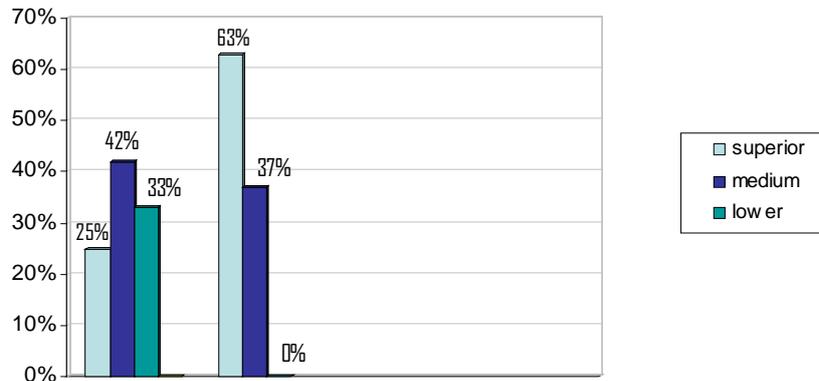


Fig. 4. Comparative data obtained during ascertainment and control stages of the pedagogical experiment

4. Conclusions

The results obtained during the control stage demonstrate the effectiveness of the applying proposed program of dynamic games in the development of motric skills at preschoolers. At the same time, in order efficiency of the development process of motor skills for preschoolers, a rigorous selection of the dynamic games and the proper dosing of training level of the children are recommended. In addition to the development of motric skills, such as speed, resistance, deft, and precision, the dynamic games contribute to the formation of qualities such as: presence of spirit, fast and secure orientation, self-control, perseverance and disciplined behavior. As a result of jointly executed movements, the dynamic games provide many positive emotions, joy and satisfaction for children. At the same time, these learn the preschoolers to action together, to make common efforts and enjoy the successes of the collective.

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