

TRAINING STRATEGIES REGARDING PHYSICAL EDUCATION IN PRE-SCHOOL EDUCATION

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Abstract

Background. The curriculum for preschool education gives the application of the elements of physical education in various contexts, clearly underlines the necessity of daily exercises and to realize the importance of doing them outside.

Regarding this paper, I set out to demonstrate the practical applicability of physical education in pre-school education, to present optimal solutions for achieving an educational approach from the perspective of solving ambiguities of teaching in different situations and physical education in pre-school education.

Objectives. Identification of the physical education elements that can be applied taking into account the specificity of the activities carried out.

Integration of the contents from the different fields with the physical education elements.

Establishing useful benchmarks for making the educational act more efficient.

Methods. Method of bibliographic study

The bibliographic documentation involved a permanent search for information sources as well as their selection, so that the methodical organization of studying phenomenon under the investigation would be complex, mobile and adapted to the investigated particularities.

The method of pedagogical observation - takes part of the particular research methods so, in the field of physical education, the main subject in observation is "the man in motion".

Results. The specific results of physical education are physical growth and development plus the positive results of the movement in the affective and cognitive fields. The movement is recognized as a prime factor in the intellectual formation of children.

Conclusion. Performing age-appropriate physical exercises regularly, the children develop a series of applied motor skills necessary in life, such as: walking, running, jumping, balance, climbing, forming a proper body hold in different positions.

Keywords: *Dynamic, interdisciplinary, moving games.*

Introduction

Teacher's role is to organize the activity in such a way as to offer the children a wide range of options which allow them to achieve what was established from the beginning. Thus, the curriculum for the preschool education, the anatomical – physiological features specific to the preschool age request the introduction of physical education elements during each of the activities performed with the children, regardless of the scientific domain.

During my activities at the kindergarten, I had the chance to observe three generations of children, both concerning their integration in collectivity and, more importantly, regarding their development, the modifications that take place at their body level.

A good teacher, as the leader of the educational process, must give free rein to his creative thinking and imagination, adopting innovative strategies in the sense of developing new ways of approaching teaching (instruction) or finding new ways organization and combination of training resources and methodologies, if not of experimentation with new methods and procedures. (Ionescu, M. (2000).

Among the most effective strategies used in physical education we mention heuristic strategies.

In modern didactics, the teaching-learning, teacher-educated relationship acquires new dimensions. On the one hand, the teacher (educator) strives to find new effective teaching strategies and to create optimal conditions

for their appreciation. On the other hand, the educated (preschooler) is stimulated to actively participate in the teaching process.

The research was conducted out of the desire to optimize the instructional process, in the sense of knowing the efficiency and quality of physical education lessons, by applying a scientifically based system, in accordance with the spirit of curricular theory and the value of individualized work requirements.

The purpose of the research is to highlight the efficiency of teaching strategies on the participation of preschoolers in physical education lessons in Kindergarten no ... in Bucharest. This approach aimed to identify the effects obtained from the application of training programs and operational structures proposed in research.

When children are at preschool age, one hour of physical activity a day is the minimum necessary. This way, they develop the motor skills of the so-called high motility, but we shouldn't forget the importance of the motor qualities, especially the resistance.

Context

The physical education in kindergarten has different forms. The teacher can choose to organize motor activities in the first part of the day, as well as activities within smaller groups of children when they are doing their freely chosen activities, or they can introduce refreshing, disconnection, transition moments in activities from other domains, thus allowing children to move and make physical effort.

We started from the idea that differentiated training aims at adapting the activity, in terms of organizational forms and teaching methodology to their own possibilities, given that the ability to understand, interest in movement and the pace of work and learning is different.

Within the training strategies we will proceed to:

- approaching the frontal organization of training in alternation with the transition to group and individual organization. This transition from "general" to "particular" also determines the establishment of new relationships between teacher and child.
- intensive use of individual and mini-group formative-participatory methods, heuristics, etc., able to solve pedagogical and social valences. In this sense, the instructional strategies will include the methods: Learning by doing, Role-playing Case-Study.

The mandatory physical education activity takes place according to the educational plan, creating this way the necessary conditions for the accurate planning of the specific content.

According to the educational plan, it is mandatory to have one physical education activity per week, at all kindergarten age groups.

During the time children spend at kindergarten, it is important to organize other type of movement activities to strengthen the main muscle groups (arms, legs, back, abdomen), to ensure a correct posture, to stimulate and regulate the respiratory and circulation physiological functions. Done right, these moments contribute to the wellbeing, helps the teacher to manage the group of children and to teach them to exercise.

The mandatory activities are only a part of the time children spend at kindergarten, the rest of the time being spent with games and freely chosen activities. Child's general development, the socializing skills are all highly influenced by the type of occupations that are allowed during this time.

It is advisable to allow part of the games and freely chosen activities to include also physical exercises fun games, such as: dancing, applicative tours.

Each teacher in preschool education should teach children to love physical education and to understand that this is a mandatory instrument in efficient teaching activities.

The goal of interdisciplinary education is to ensure the knowledge unity and to surpass the boundaries of educational disciplines. It is unanimously accepted that, during our day-to-day life, we use the separated knowledge that we've accumulated when studying different disciplines and we don't exploit the assets specific to a certain study domain. The integrative approach of knowledge is not a novelty, the educators emphasizing, even in the Ancient Greece, the importance of knowledge as a whole. Our life is complex, unitary, thus we should

study the events through the perspective of different, interconnected disciplines and, furthermore, from the perspective of exploiting the non-formal and informal education in the formal context.

An important premise of this study is represented by the integration of physical education elements in the daily schedule of the children, in various context during several activities, but in an integrated way that would improve the effort ability and would make the educational act more efficient.

Toddlers have less stable motor skills, but their motion need is essential as they cannot stay focused for a long period of time. By integrating short motion moments during each activity, you can make children understand easier the content.

Even if, at first, introducing physical education elements during other activities will lead to an apparent disorder, noise, if this is handled correctly, with patience and attention, they will enable the children to successfully reach their objectives and contribute to the efficient educational act – this aspect is very important, taking into account that the child is the center of the educational process and he is a person with specific particularities and needs.

The whole program is done through play, but not a random game, but an organized one, in which the child has the opportunity to explore different environments and perform accessible tasks. The role of the educator is to organize the activity in such a way as to offer the children a wide range of options that allow the realization of those proposed at the beginning.

Through a careful management, elements of physical education such as attractive gymnastics exercises, simple dynamic games of front formations can be included in the activities for starting the day's program in kindergarten.

The complex of exercises for morning gymnastics must be short and dynamic. It starts with walking and a short run, after which the group of children is placed in a simple formation (circle, column one by one, row) from which the physical exercises are performed.

Exercise should be aimed specifically at large muscle groups. We ended the gymnastics complexes with a calm walk, combined with arm movements, which would help to form a wider breath.

When building a new gymnastics complex, I gradually replaced the exercises. I replaced one exercise with another that trained the same muscle groups.

To make it more attractive and to diversify this moment, we performed some gymnastics complexes with the children, imitating the movements suggested by the verses of some poems that the children already knew.

For this sequence instead of gymnastics we have introduced some dynamic easy running games and especially grouping and regrouping games. The games did not have complicated rules.

In the preschool program the tansies are short and very concentrated moments; they have the role of active, funny and stimulating breaks, both for children and for educators, or as moments of relaxation, disconnection and mobilizing preparation for the next dynamic, rhythmic, recitative or musical approach, chosen according to the theme of the project.

Some themed dances performed during the transitions are: the dance of the rain with the shadows, the dance of the snowflakes, the dance of the snowdrop, the dance of friendship, the dance of the butterflies, the penguin learns carats.

The transitions, through a careful and efficient daily management by the teacher, with the insertion of the elements of physical education determine the maintenance of a healthy, harmonious, non-stressful climate in the classroom, the children's tone and the efficiency of the learning throughout the day.

In the daily activity program of the children, a wide category is represented by the ones chosen by the children, which take place individually or in small groups on centers of interest - on the one hand, recreational and fun activities.

The activity of physical education contributes to the maintenance and strengthening of health, the increase of physical and intellectual capacity, the harmonious physical and moral development of children, to the formation in their ranks of healthy work and life skills.

Health, harmonious physical development are important premises of the qualities, abilities and character traits of children. Favorable influence of health, increasing the body's capacity for effort by exercising vital

functions and adapting to the environment, as well as the formation of individual and collective hygiene skills, are the fundamental reasons for society and the value of physical education. Physical education also has the task of contributing to the development and formation of those personality traits and components that also target the process of intellectual training and the general system of instruction and education.

Although it seems an exact field, the mathematical activity carried out in the form of a movement game is very interactive, the atmosphere being one of competition, fair play.

The contents of the environmental awareness activity were integrated with elements of physical education and some interesting games such as those presented below resulted.

AIR, WATER, SOIL

Game participants are placed in a circle. The leader of the game is in the center of the circle holding a ball. He starts the game by throwing the ball to one of the children in the circle, saying, at the same time, loudly: "air", or "water", or "ground". The one who receives the ball must - giving the ball back to the leader - name a being who lives in the environment named by the leader. If he does not answer quickly, answers incorrectly or repeats a name previously given by another child, he is removed from the game.

Language and communication - language education

After the story "The Rainbow" by Silvia Dima is told, they dance with colorful scarves in the colors of the rainbow, thus increasing the efficiency of the activity.

In an activity, a story was started with the children, starting with the theme "On a trip", then an applicative route was organized that included walking in balance, climbing on an inclined plane, running. Thus, the objectives belonging to the two domains in a unitary framework were fulfilled, not being felt the transition from one stage to another.

The field of man and society - education for society

Common niches between the psychomotor field and the human and society field are those related to the aspects of hygiene, daily schedule, health protection, nature. Starting from these aspects, I developed with the experiment group a series of conversations intertwined with concrete-applied exercises.

In one of the activities there was a discussion about the importance of each trade and then a relay with the transport of weights was organized with the theme "brick bricks for the mason".

The field of man and society - practical activity

Different symbols were made with children and depending on them, application courses, movement games, themed dance costumes were arranged, so the effort made by the children was used concretely, the exhibition and analysis of the works being more efficient and interesting.

In one of the activities, flowering trees were made of different materials (cardboard, twigs, popcorn, glazed paper), then they were placed in the gym and the zig-zag run was repeated.

In another activity, traffic signs were made (traffic light, forbidden sign, right, left), and with their help an applicative route was arranged with the execution of different forms of walking, running, jumping, children being "cars".

Another activity had as stages the decoration of T-shirts with elements characteristic of the spring season, then the development of the thematic dance with the spring theme.

Aesthetic and creative field - music education

In addition to all the music education activities, in addition to the musical game, a eurythmy was performed on the lyrics of the songs learned or heard.

Aesthetic and creative field - artistic-plastic education

During the artistic-plastic education activities, decorations were painted, modeled, drawn and at the end of the activities thematic dances were performed, movement games were organized, water lilies for the game "frogs jump in the lake", cheerful balloons for the game "touch the balloon"), using the children's works. Thus, the children were motivated to carry out the works as aesthetically as possible and an atmosphere of good mood was created by using them during the moments of movement.

Conclusions

Children in the middle-age group manage to coordinate better their movements and they have a stronger expression of their feelings. For them, dancing and motion games with symbols are developing, so the teacher can use all these as a means to successfully accomplish their educational activities.

By inserting the physical education elements in all the activities, the children perform during the time they spend at kindergarten, and not only during the mandatory physical activity time, the content of the other domains will be presented in an attractive, flexible way that will make the children want to investigate, document and apply what they have learnt. This way, they have a unitary day program, with structured and organized content that will fade away the boundaries between different activity categories.

Besides the physiological advantages of harmonious development, the children that benefit from a program that includes physical education elements during their time spent performing different type of activities, act naturally, show more liberty of action, are fast and active learners, are more responsible, are more self-confident and are more capable of accomplishing the activities that have been given or they have chosen, they are partners in the educational and are active participants of their own training, they develop skills such as creativity, communication, team work, they plan their own activities, developing this way their coordination, thinking and motivation.

It is necessary to introduce some physical education elements in the activities children perform during the time they spend at kindergarten, regardless of their age. They have to see these elements as an accomplishment of their effort, not as a burden or overload.

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