

УДК 159.91:376-056.24

PaedDr. Bohuslav Stupák, PhD. MBA.
Doctoral student Department of Preschol and
Elementary Pedagogy Katolícka univerzita
v Ružomberku Pedagogická fakulta

**PSYCHOMOTOR DEVELOPMENT OF PRESCHOOL CHILDREN AND
THE POSSIBILITY OF DETERMINING THE LEVEL OF DEVELOPMENT
OF MOTOR COMPETENCIES**

Abstract

The paper provides information on specific aspects of the physical education process of preschool children. It characterizes psychomotor development, the possibilities of developing motor performance through physical education activities and clarifies the possibilities of determining the level of motor competencies in the environment of kindergartens.

Key words: Preschool child, movement competence, psychomotor development

PaedDr. Bohuslav Stupák, PhD. MBA.
Doctoral student Department of Preschol and
Elementary Pedagogy Katolícka univerzita v
Ružomberku Pedagogická fakulta Hrabovská cesta
Ružomberok
e mail: bohuslav.stupak@ku.sk

Abstrakt

Príspevok prináša informácie o špecifických aspektoch telovýchovného procesu detí predškolského veku. Charakterizuje psychomotorický vývin, možnosti rozvoja motorickej výkonnosti prostredníctvom telovýchovných činností a objasňuje možnosti zisťovania úrovne pohybových kompetencií v prostredí materských škôl.

Kľúčové slová: Dieťa predškolského veku, pohybová kompetencia, psychomotorický rozvoj

Introduction

For a person, movement is a prerequisite for existence, social life, but also the development of functional abilities. These abilities can be significantly affected by active physical activity in childhood. It is necessary to improve psychomotor skills in

preschool and school movement training of children, because at an early age the correct stereotype of walking, running, the right habit of posture and other motor abilities and skills is fixed. Motor skills are a set of internal biological preconditions for motor activity. These assumptions are based on innate dispositions. This ability is partly genetically determined. We refer to the time of ideal development of motor skills as a sensitive period. The basis of the success of the development of motor skills but also skills is the discovery and respect of the laws of individual development periods.

Specifics of psychomotor development of preschool children

The period of preschool age is one of the most important stages of development in human ontogenesis. From the point of view of motor development, this period can be included among the key periods. One of the basic characteristics of higher nervous activity is that the system of temporary connections formed in this age period is characterized by considerable durability and persists in the next stages of ontogenesis. Genetics as well as education and the environment are involved in the development of motor skills. It is important for everyone to improve these skills from an early age. The physical development of children, proper posture, correct stereotypes of walking, running and other physical activities also depend on this. Physical education-oriented educational activities become a means for the child in kindergarten, specific to their focus on purposeful physical, functional and physical improvement of children, thus contributing to strengthening their health, increasing physical fitness and physical performance. The MOBAK KG test battery (Motorische Basiskompetenzen in der Kinder Garden) is a way to find out the state of development of psychomotor competencies and the level of movement skills.

The period of preschool age is determined mainly by the development of the child's personality, the growth of self-control, purposefulness and self-regulation. The child grows up from a family and seeks intensive social contacts outside. The main need of the child is self-promotion, initiative, active, goal-oriented action, the main activity of the child is play. The development of the child's personality in this period

is mainly served by the acquired standards of behavior, the way in which they are processed, respected and how his behavior is evaluated by others. The child himself is not yet able to critically evaluate himself, so the most important authority for him are his parents. Through identification with parents, he strengthens his self-confidence and identity. This can also be reflected in external features, such as in imitating the dress, or in the verbal expressions of the parent. The child's personal identity is therefore in this period connected with the people to whom he belongs and also with things that belong to him. We can state that pre-primary education has an irreplaceable role in the path of maturing the child's personality, it creates a place where the child can express himself, improve his abilities and fully live his own childhood, while physical education activities play a special role in this process.

At the beginning of life, a person's relationship to his surroundings is manifested mainly by movement. The child begins to control his body and with his help he begins to get to know the world around him. Exercise is a manifestation of his activity and healthy development. The need for movement is an innate disposition and it is an important factor in the child's all-round development in terms of physiology, motor, coordination, but also cognitive, emotional, psychological and social. For the health and healthy development of children, exercise is an integral part of everyday life. That is why we lead children from an early age to exercise, the joy of it, so that this need is strengthened and gradually strengthened in them. It is in the preschool period that the child has favorable biological and psychological preconditions for mastering various physical and physical exercises. Basic motor skills are beginning to be developed, correct posture, coordination and flexibility are being improved. It is optimal to master such movement tasks as cycling, skating, swimming, skiing. Psychological preconditions also play an important role in their acquisition, which helps him to cope with movement without fear. The intellectual potential of a preschool child is at such a stage of development that the child cannot yet imagine the consequences of incorrect performance of a physical act.

The motor skills of preschool children also have their specifics. The movement response of 5-6 year old children with its speed approaches the movement response of 17-18 year olds, trained children even overtake it. Children at this age can easily learn simple balance-related movements that develop coordination and flexibility (Belej, 2001). Movement is a basic manifestation of life and at the same time a means of all-round personality development. Movement develops a balanced physical, mental and social aspect of the individual. It focuses not only on the development of motor skills, but also on the mental and social component of the personality. The task of physical education in the pre-primary period is to gain new knowledge about oneself in terms of physiology, cognitive and emotional. In this way, the child gets to know himself, improves and improves his behavior and dealings with himself and his surroundings.

Emotional experience during physical education activities is one of the basic specifics of preschool age. At this age, contact with peers is important, learning prosocial behavior, cooperation, problem solving, helping others, obeying or leading others. At this age, children begin to draw attention to their emotions (they can explain why they are sad, why they are happy), but they also begin to perceive and understand the emotions of others. This creates the initial ability of empathy and creates the foundations of the so-called emotional intelligence. We characterize emotions as a psychic reflection in the form of immediate emotional experience of the meaning of life of phenomena and situations, which is conditioned by the relationship between their objective properties and the needs of the subject (Zelina, 2011). Cities represent one of the most important motivating subjects of a child, they are the strongest stimulus for activity. The adult usually acts as his reason tells him, but the child acts as his own emotions tell him. It is therefore necessary and appropriate to guide the child during the exercise to communicate with each other in the emotional level rather than the mental level. The cities of a child in preschool age are very rich and unstable, the composition of stimuli that evoke feelings also changes (Oravcová, Kariková, 2011).

A characteristic feature of a child's cognitive development is its course in close cooperation with practical activity, with which it is very closely related and even dependent on it. Another characteristic feature of cognitive development is its realization on the basis of active participation of sensory cognition, leading from cognition through perception to illustrative figurative thinking. In the child's mental development, there is also a characteristic relationship between the knowledge of thought and speech. From birth, the child perceives the environment, manipulates objects, observes and carries out simple experiments. Gradually, he creates and consolidates his own ideas about the phenomena and objects that surround him. Through cognitive processes, the child knows the world and himself. Piaget divided cognitive development into four main periods, which are sensorimotor, preoperative, stage of specific operations and stage of formal operations. We call this theory the theory of competencies, ie the theory of how a person can think to the maximum at a certain age (Duchovičová, Lazoríková, 2008). The perception of a preschool child is developed at such a level that it allows him to sufficiently distinguish the basic qualities of objects and phenomena. With the help of touch, the child also recognizes complex shapes, visually distinguishes complementary colors, he can recognize various sources of sound by hearing, and also taste and smell allow him to sufficiently differentiate objects. The child tends to perceive things globally, ignoring details, or focusing on just one detail. He often fills the gaps in perception with imagination. The perception of preschooler time is predominantly presence-oriented. Timing concepts such as the past and the future do not yet have a permanent content. The perception of space is imperfect, and the orientation to the left and right is also insufficient (Jakabčič, 2002). Memory is closely linked to perception and is active during the individual's intrauterine development. During the first year, memory processes manifest themselves in the form of re-learning, imitating the activities of adults even after more than twenty-four hours. The development of memory is most pronounced until the tenth year of life, when memory traces are formed. In preschool age, memory is linked to emotional experiences, and in the second half of preschool

age, the first manifestations of intentional remembering appear. Because the child is not yet able to penetrate the essence of many circumstances and misses logical connections, memory is more mechanical than logical. In preschool age, speech develops, its active and passive vocabulary. The child speaks about 800 words at the beginning of the period, about 4000 words at the end of the period. In this period we also talk about the so-called the second question period. The child shows interest in causes, origin, meaning, he is interested in relationships and contexts. At this age, the child often perceives it as a communicative game, rather than a real search for causal relationships (Končeková, 2007).

Possibilities of development and verification of movement competencies of preschool children

The main goal of the activities of the educational area Health and Movement of the State Educational Program for Pre-primary Education in Kindergartens is to increase the level of physical fitness and physical competences of children (from the English Basic Motor Competencies, BMC). The issue of design of possible testing by the MOBAK KG methodology is directly related to the development of basic motor competencies of 4-5 year old children in kindergartens, while their level and possibilities for further development in the future predetermine subsequent involvement in physical and sports activities at various performance levels. They are also important for the implementation of subsequent physical activity with respect to the promotion and development of health (HEPA, from the English Health Enhancing Physical Activity) and the management of a healthy lifestyle (Herrmann, et al., 2019). They also represent the basic requirements for further participation of children in active sports, exercise and for the later development of a physically active lifestyle (Stupák, 2019). In order for teachers in kindergartens to be able to effectively support basic motor skills, they need to know what children are able to do and what their motor skills are. For this reason, the MOBAK test tool was developed. It provides valid and reliable information about the level of motor competences of children. Individual competency measurements allow teachers to identify groups of children

with special needs and to initiate special support to reduce disparities (Herrmann, et al., 2019). The subject of testing will be the knowledge of basic movement competencies of children in kindergartens.

The result of the implementation of the educational process in each educational area of the State Educational Program for Pre-primary Education in Kindergartens in Slovakia ISCED 0 is an increase in children's competencies (Stupák, 2019). The Health and Exercise education area (sub-areas: Health and Healthy Lifestyle, Hygiene and Self-Service, Exercise and Fitness) provides basic health-related information and at the same time leads the child to acquire and improve movement abilities and skills through appropriate physical exercises. It focuses on movement as a means of strengthening health and supporting the proper psychosomatic and psychomotor development of preschool children. Each educational area of the State Educational Program is developed in three levels:

- performance standards,
- content standards,
- evaluation questions (State educational program for pre - primary education in kindergartens ISCED 0, 2016).

We state that the performance standards are expressed in observable and evaluable performances only for the last year of kindergarten, they lead to the standard performance of the child. Performance standards are achievable in the majority of the child population within the standard educational conditions of the kindergarten. Performance standards are achieved gradually, during the entire stay of children in kindergarten, the teacher for each performance sets several goals respecting the current level of development of children. When planning educational activities, the teacher decides in which daily activities the individual standards are achieved.

Current state of motor diagnostics detection and possibilities of implementation of MOBAK KG

Kindergarten teachers for motor diagnostics in connection with the diagnosis of school readiness do not have a comprehensive set of tests; One of the possibilities is diagnosis only on the basis of observation and behavior, year-round results of the child and motor expression. At present, the implementation of the assessment of basic movement competencies and skills through MOBAK test batteries (abbreviation of the German version of the name of MOBAK Motorische Basiskompetenzen in der KG, 1) ., 3rd, 5th grade). The MOBAK test battery is applied to the educational environment of kindergartens in the Slovak Republic following the example of several European Union countries (Switzerland, the Federal Republic of Germany, Luxembourg and others ...). whereas the tests are aimed at determining their basic motor competencies. The specificity of the test battery is the knowledge and implementation of test sets, where children can playful and interesting activities for them to perform natural movement skills, such as hitting a target, catching a bounced / flying ball from the ground or wall, keeping balance and under (Mačura, et al., 2018). In this way, children are positively motivated to perform physical activities in kindergarten, later in physical and sports education classes, to participate in school hobby groups with physical activities and possibly also to regularly perform physical activities outside of school, for example in sports clubs. MOBAK test batteries have been designed and constructed so that children are successful during the tests themselves and can perform movement tasks.

Bibliography

1. BELEJ, M. *Motorické učenie Prešov: Fakulta humanitných a prírodných vied PU v Prešove, 2001.s. 32. ISBN 80-88885-32-9*
2. DUCHOVIČOVÁ, J. LAZÍKOVÁ, A. 2008. *Rozvoj osobnosti dieťaťa a profesionalita učiteľky v materskej škole. 1. vydanie. Bratislava : Iris, 2008. 250 s. ISBN 978-80-89256-28-0*
3. HERRMANN, CH., et al. 2019: *Basic motor competencies of preschoolers: Construct, assessment and determinants. [online]. [cit. 2020-10-10]. Dostupné na internete: <https://www.researchgate.net/publication/330366890_Basic_motor_competencies_of_preschooler_s_Construct_assessment_and_determinants>*
4. JAKABČIČ, I. 2002. *Základy vývinovej psychológie. Bratislava : Iris, 2002. 83 s. ISBN 80-89018-34-3*

5. KONČEKOVÁ, L. 2007. *Vývinová psychológia*. Prešov: Vydavateľstvo Michala Vaška, 2007. 310 s. ISBN 978-80-7165-614-2.
6. MAČURA, P., et al. 2018: *Testové batérie MOBAK* In: *Športový edukátor [elektronický dokument]*. – ISSN (online) 1337-7809. – Roč. 11, č. 2 (2018), s. 12-58 [online]. [cit. 2020-05-13]. Dostupné na internete: <http://www.ktvs.pf.ukf.sk/images/%C5%A1portov%C3%BD%20educ%C3%A1tor/Sportovy_educator_2_2018.pdf>
8. MAČURA, P., et al. 2020: *Základné pohybové kompetencie detí v predprimárnom a primárnom vzdelávaní. Návrh projektu KEGA(007KU-4/2021)*. [online]. [cit. 2020-10-10]. Dostupné na internete: <https://projekty.portalvs.sk/projekty/_projekt/13327/1>
9. ORAVCOVÁ, J., KARIKOVÁ, S. 2011. *Psychológia v edukácii*. Banská Bystrica : Dallibb s.r.o., 2011. 465 s. ISBN 978-80-557-0123-3
10. STUPÁK, B., 2019. *Pohybové aktivity ako stimulačný program inkluzívneho vzdelávania detí predškolského veku*. In: *Poradca riaditeľky materskej školy: aktuálne informácie a praktické rady pre riadenie materskej školy*. – ISSN 2644-6022. – Roč. 1, č. 2 (2019), s. 12-14
11. ŠTÁTNY VZDELÁVACÍ PROGRAM PRE PREDPRIMÁRNE VZDELÁVANIE V MATERSKÝCH ŠKOLÁCH, 2016 ŠPÚ, [online]. [cit. 2020-10-10]. Dostupné na internete: <https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci_program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf>
12. ZELINA, M. 2011. *Stratégie a metódy rozvoja osobnosti dieťaťa*. Bratislava : Iris, 2011. 238 s. ISBN 978-80-89256-60-0

Матеріали подано в авторській редакції