

THE LEVEL OF MANIFESTATION FOR MOTRIC CAPACITIES OF SIX YEARS OLD CHILDREN

DEACU MARCEL¹

Abstract

Purpose. The purpose of this research is to emphasize the level of manifestation for fundamental movement of pre-school children, as well as the starting age of their systematical formation within activities of personal development.

Methods. This paper aims to research the efficiency of certain applicative courses, with the purpose of consolidating and perfecting motric capacities of pre-school children.

Results. Comparing the results obtained at the given tasks by the experimental group at the beginning and at the end of the experiment, we can observe a significant positive evolution, at the level of assimilating the tested motric capacities.

Conclusions. The results obtained by the experimental group certifies the positive influence of these applicative courses. We can observe the consolidation of motric capacities and the correction of the mistakes registered at the initial test. Furthermore, the evolution of the children's motric behaviour is noticeable, along with a harmonious physical development, as compared to the results obtained by the control group, where mandatory games were performed, outside the Physical Education activity contained in the syllabus of premature education.

Keywords: motric capacity, applicative course, pre-school.

¹Physical Education and Sporting Field, Petroleum - Gas University of Ploiești, ROMANIA

Email: marceldeacu@yahoo.com

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Introduction

The golden age of childhood, the pre-school period, is the one where we can observe the biggest progress in physical and psychological development, progress which allow very good adaptations to various situations, and insure the child a certain efficiency in activities, without the existence of obligations and worries pressure. (T. Crețu, 2005).

Everything we know, believe and think about the child is reflected in everything we do for him/her. As we move closer to him/her and we understand better, so we learn more about what we should do to help him/her grow and develop the full potential available.

In education there are no recipes. There is experience, we have ideas, theories based on new research, confirmed practices which have proved effective over time, values, principles, rules. The success of education is based on adapting educational activities to the individual needs of each child.

The concept which states that the child is a whole has at its basis the accepted principle that all areas of growth and human development are interrelated. None of the aspects regarding human development does occur independently, and all skills, no matter how simple or complex should be, reflect the intertwining of abilities.

Motric skills are essential, but also specific components of different motric acts, which, if harmoniously combined, ensure the performance of certain motric tasks. (Deacu, M. Finichiu, 2010).

The game is the most important source of learning for children, is an activity that helps them most and more effectively to learn. Through play children learn to interact with others, to explore the environment, to find solutions for problem situations, to express their emotions, acquire knowledge and skills that will be necessary for their adaptation to school requirements. (M. Deacu, 2008).

For younger children, the physical, social, emotional, cognitive or language development is achieved at the same time, being inter-conditioned. Children learn holistically, so that every area of development affects the other, and none operates independently. Physical development may influence children's contribution to the achievement of various tasks or when attempting to obtain certain group performances, to which he/she belongs. The success or failure largely affects the child's self image and self-esteem.

The tendency of motion is an initial impulse in human life, always acting with great poignancy, and manifesting itself during childhood, when he/she forms a number of skills that can be considered the basis for each of the child's development plan: hygiene habits, eating habits, behavioral, motric and others.

The assimilation of certain behavioral modalities defined through motric performance, is characterized by: improving the motric coordination process, optimizing internal and external conditional factors, the acquisition of skills and behaviours appropriate for the given situations." (A. Dragnea et alii, 2006.)

The desire to move is very high, especially after other specialization activities; it is quite natural and healthy and should be respected. The young child is active, full of desire to move, always ready to run, jump, climb, play with the ball, rope, circle, etc.. He/she is always ready to learn new information, new rules. Stepping into a new world is full of tension and hope. This finds expression in his/her favourite games.

One of the basic needs that a child feels at this age is the need to move. The child has the energy that manifested through various kinds of motion, as well as through a sort of specific "agitation", without being fatigue. Spontaneity, ease, freedom are specific to this age of "grace", but is also a good coordination and harmony of his/her movements.

Purpose

The purpose of this research is to emphasize the level of manifestation for fundamental movement of pre-school children, as well as the starting age of their systematical formation within activities of personal development.

Research methods and procedures

Research objective

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 kindergarten.

Pedagogical and social valences of motion games become a conceptual form through the design of strategies in objectives, their practical application presupposing to insure the internal training requirements, generated by the natural availability of the subject (learning and performance abilities, motric intelligence, motric skills, motivations, needs, the subject's capacity for self-control and self-regulation), but also external conditions (preparing activities, causing psychological and educational events).

Subjects

This research has been undertaken on a group of preschool children, aged 6 to 7, enrolled in a kindergarten. The syllabus for premature education mentions a compulsory Physical Education activity, done once a week within the psycho-motric field (30 – 35 min. for the second age level); the teacher has the

possibility to plan various motion games in various moments of the daily program (for free-chosen activities, for transition activities and for activities of personal development).

Tests description

The groups of children who participated at this experiment were tested both at the beginning and at the end of it.

Applicative track: Walking in balance on a line – 5 m., walking on the tip of the toes – 5 m; walking in balance on the gymnastic bench; walking on heels – 5 m; crawling on ell-bows and knees – 3 m; running between poles – 10 m.

Evaluation:

- **Very Good** – performs the walk, the run between poles correctly, maintains balance and a correct body position, performs the crawling correctly.

- **Good** – body position is incorrect while walking (head bent over, lifted shoulders), the lack of limbs coordination while running, losing balance 1 - 2 times during the exercise, lifting the torso or the head while crawling.

- **Satisfactory** – lack of limbs coordination while walking, body swinging, touching the sole on the ground and an exaggerated motion of the arms while running; an incorrect position of the body while walking in balance, looking down, a lack of limbs coordination while crawling.

Research results

By exercising and strengthening the skills and basic and utilitarian motric capacities, in the conditions of their concrete application within the selected motion games, it was observed that, along with their correction and improvement also to find the enlargement of the motric experience.

We aimed at strengthening walking and running, correcting the body figure and execution mistakes through motion games. The next step was to strengthen and improve basic motric skills: jumping

(standing long jump, high jump) and throwing - catching (throwing - catching the ball, throwing at a fixed target) through specific motion games.

For these games we have assured the active participation of all children, through the variety of contents, formations, through the modification of team members. After the experiment ended, the evaluation task was given to both groups. As a result, after the comparative analysis of the obtained data, we have observed the following:

- Comparing the results obtained by the experimental group at the beginning and at the end of the experiment, we may notice a positive evolution, significant for the level of assimilating the tested motric skills:

- The Very Good mark was obtained by 15 children at the initial test (62,5%), and at the final test 21 (87,5%), 6 children perfecting their level of skills assimilation;

- The Good mark was obtained by 7 children at the initial test (29,16%), and at the final test 2 (8,3%), 5 of them perfecting their level of skills assimilation;

- The Sufficient mark was obtained by 2 children at the initial test (8,3%), and at the final test 1 (4,16%), 1 child perfecting his level of skills assimilation;

- Comparing the results obtained by the control group at the beginning and at the end of the experiment, we may notice an insignificant evolution of the assimilation level of the tested motric skills:

- The Very Good mark was obtained by 16 children at the initial test (66,6%), and at the final test 17 (70,8%), 1 child perfecting his level of skills assimilation;

- The Good mark was obtained by 5 children at the initial test (20,8%), and at the final test 5 (20,8%), with no progress for this mark;

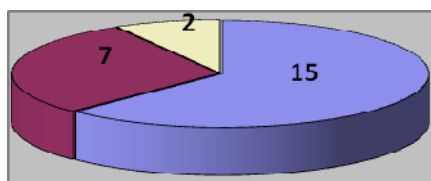
- The Sufficient mark was obtained by 3 children at the initial test (12,5%), and at the final test 2 (8,3%), 1 child perfecting his level of skills assimilation;

Table 1: Results obtained at the applicative track for the experimental group

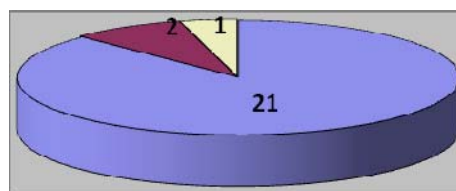
Subjects	Age	Results – applicative track	
		Initial Test	Final Test
1.	6 YEARS	VG	VG
2.	6 YEARS	G	VG
3.	6 YEARS	G	VG
4.	6 YEARS	VG	VG
5.	6 YEARS	G	VG
6.	6 YEARS	VG	VG
7.	6 YEARS	VG	VG
8.	6 YEARS	G	VG
9.	6 YEARS	VG	VG
10.	6 YEARS	VG	VG

11.	6 YEARS	G	VG
12.	6 YEARS	VG	VG
13.	6 YEARS	G	VG
14.	6 YEARS	VG	VG
15.	6 YEARS	S	G
16.	6 YEARS	S	S
17.	6 YEARS	VG	VG
18.	6 YEARS	VG	VG
19.	6 YEARS	VG	VG
20.	7 YEARS	VG	VG
21.	6 YEARS	VG	VG
22.	6 YEARS	VG	VG
23.	6 YEARS	VG	VG
24.	6 YEARS	G	G

Graph 1: Mark Initial test: Experimental Group



Graph 2: Mark final test Experimental Group



Graph 3: Results Experimental Group

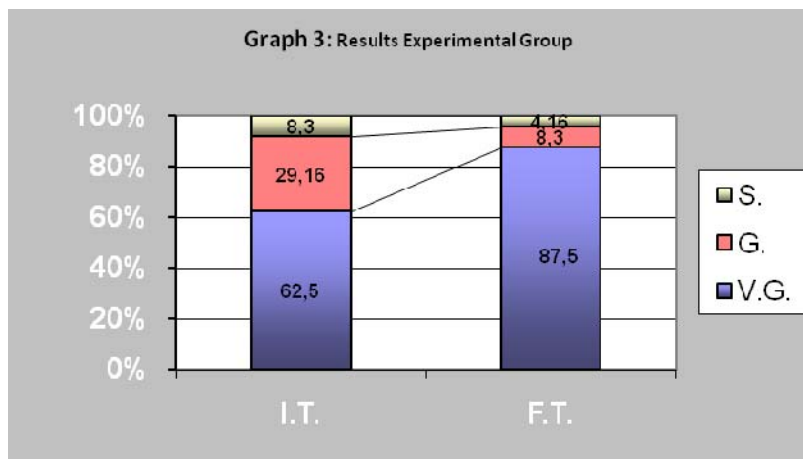
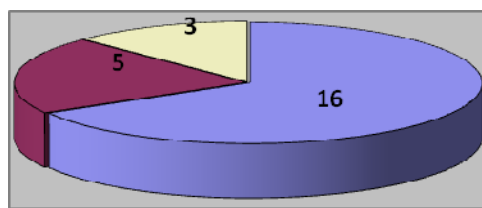


Table 2: Results obtained at the applicative track for the control group

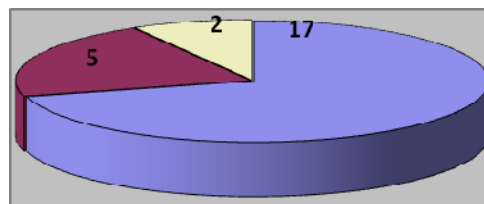
Subjects	Age	Results – applicative track	
		Initial Test	Final Test
1.	6 YEARS	G	G
2.	6 YEARS	VG	VG
3.	6 YEARS	VG	VG
4.	6 YEARS	G	VG
5.	6 YEARS	VG	VG
6.	6 YEARS	VG	VG
7.	6 YEARS	VG	VG
8.	6 YEARS	VG	VG

9.	6 YEARS	G	G
10.	6 YEARS	VG	VG
11.	6 YEARS	VG	VG
12.	6 YEARS	G	VG
13.	6 YEARS	VG	VG
14.	6 YEARS	VG	G
15.	6 YEARS	S	S
16.	6 YEARS	S	S
17.	6 YEARS	VG	VG
18.	6 YEARS	VG	VG
19.	6 YEARS	G	G
20.	7 YEARS	VG	VG
21.	6 YEARS	VG	VG
22.	6 YEARS	VG	VG
23.	6 YEARS	S	G
24.	6 YEARS	VG	VG

Graph 4: Mark Initial test Control Group



Graph 5: Mark final test Control Group



Graph 6: Results control group

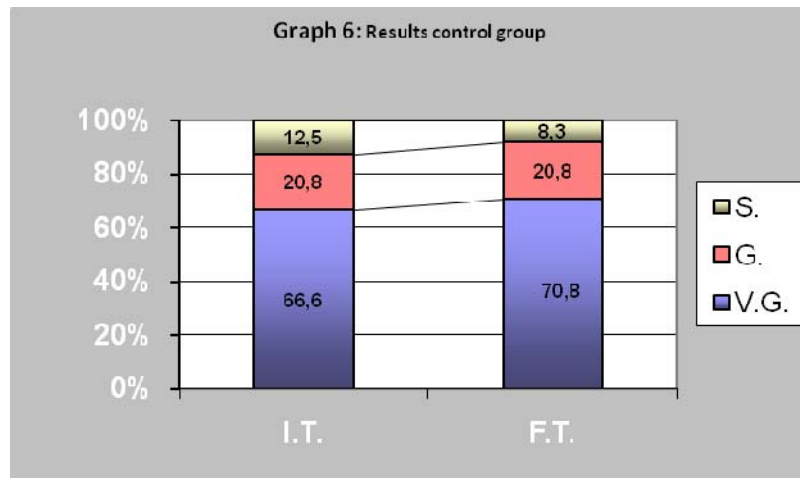


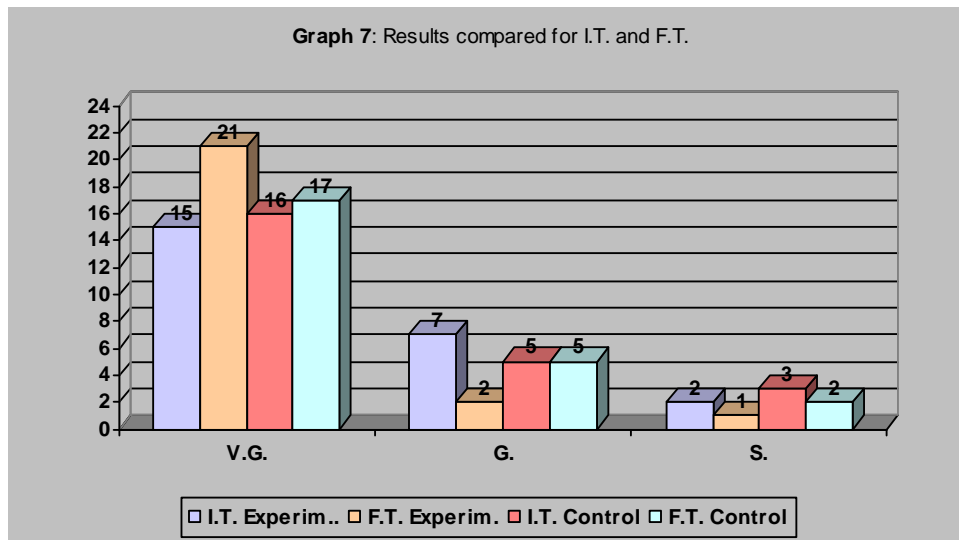
Table 3: Data of the 6 year old children physical development

Experimental Group					Control Group					Subjects
Subjects	Development data 15.10.2009		Development data 15.05.2010		Development data 15.05.2010		Development data 15.10.2009			
	Weight	Height	Weight	Height	Height	Weight	Height	Weight		
1.	23 kg	123 cm	25 kg	125 cm (normal figure, harmonious)	129 cm (normal figure, harmonious)	32 kg	124 cm	29.5 kg	1.	
2.	20 kg	109 cm	21 kg	114 cm (harmonious)	114 cm (harmonious)	21 kg	109 cm	20 kg	2.	
3.	21.5 kg	120 cm	23 kg	123 cm (normal figure, harmonious)	117 cm (normal figure, harmonious)	19 kg	114 cm	18 kg	3.	
4.	22 kg	123 cm	24 kg	125 cm (normal figure, harmonious)	127 cm (normal figure, harmonious)	32 kg	123 cm	31 kg	4.	
5.	27 kg	125 cm	29.5 kg	130 cm (normal figure, harmonious))	133 cm (normal figure, harmonious)	29 kg	130 cm	27 kg	5.	
6.	21 kg	121 cm	22 kg	123 cm (normal figure, harmonious)	123 cm (normal figure, harmonious)	22 kg	121 cm	21 kg	6.	
7.	21 kg	122 cm	21 kg	124 cm (normal figure, harmonious)	122 cm (normal figure, harmonious)	25 kg	117 cm	24 kg	7.	
8.	22 kg	119 cm	23 kg	123 cm (normal figure, harmonious)	132 cm (hyper-format figure, harmonious)	30 kg	129 cm	28 kg	8.	
9.	22 kg	129 cm	23.5 kg	131 cm (normal figure, harmonious)	122 cm (normal figure, harmonious)	24 kg	120 cm	22 kg	9.	
10.	22 kg	117 cm	23.5 kg	119 cm (normal figure, harmonious)	131 cm (normal figure, harmonious)	23.5 kg	129 cm	22 kg	10.	
11.	30 kg	132 cm	35 kg	120 cm (hyper-format figure, harmonious)	120 cm (normal figure, harmonious)	29 kg	117 cm	28 kg	11.	
12.	24 kg	128 cm	26 kg	130 cm (normal figure, harmonious)	114 cm (normal figure, harmonious)	20.5 kg	112 cm	20 kg	12.	
13.	21 kg	118 cm	23 kg	122 cm (normal figure, harmonious)	131 cm (hyper-format figure, harmonious)	25 kg	128 cm	24 kg	13.	
14.	24 kg	120 cm	25 kg	122 cm (normal figure, harmonious)	117 cm (normal figure, harmonious)	25.5 kg	113 cm	23 kg	14.	
15.	31 kg	118 cm	33 kg	122 cm (hypo-format figure, disharmonious)	128 cm (normal figure, harmonious)	26.5 kg	124 cm	24 kg	15.	
16.	42 kg	128 cm	41 kg	131 cm (disharmonious; + G)	119 cm (normal figure, harmonious)	24 kg	117 cm	23 kg	16.	
17.	27 kg	125 cm	30.5 kg	129 cm (hyper-format figure, harmonious)	123 cm (normal figure, harmonious)	32 kg	122 cm	28 kg	17.	
18.	27 kg	125 cm	30 kg	129 cm (normal figure, harmonious)	127 cm (hyper-format figure, harmonious)	33 kg	125 cm	31 kg	18.	
19.	21 kg	116 cm	23 kg	119 cm (normal figure, harmonious)	128 cm (normal figure, harmonious)	36 kg	125 cm	31 kg	19.	
20.	28 kg	128 cm	30.5 kg	131 cm (normal figure, harmonious)	128 cm (normal figure, harmonious)	22.5 kg	125 cm	21 kg	20.	
21.	28.5 kg	126 cm	32.5 kg	128 cm (hyper-format figure -+ G, harmonious)	134 cm (normal figure, harmonious)	40kg	132 cm	36 kg	21.	
22.	23 kg	122 cm	24 kg	124 cm (normal figure, harmonious)	125 cm (normal figure, harmonious))	24kg	123 cm	22kg	22.	
23.	27 kg	125 cm	28.5 kg	126 cm (normal figure, harmonious)	124 cm (normal figure, harmonious)	24 kg	122 cm	23 kg	23.	

24.	24 kg	117 cm	25 kg	122 cm (normal figure, harmonious)	120 cm (normal figure, harmonious)	21.5kg	118 cm	20.5kg	24.
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For the experimental group, we have elaborated a different program of motion games, program applied in the stage of personal development activities (PDA), developed during the period 1 October 2009 – 15 May 2010. Through the exercise and consolidation of motric

skills and abilities, basic and utilitarian, in the conditions of their concrete application, we aimed to, along with their correction and improvement also to have the enlargement of the motric experience.



Conclusions

The experiment aimed to emphasize the influence of motion games consistently practiced on strengthening and improving motric skills, both the basic and the applicative-utilitarian ones.

The data obtained after the implementation of the initial evaluation, proves that, at the beginning of the school year 2009/2010, the level of ownership of motric skills of children from both groups is almost the same, with insignificant differences.

After applying a systematic program of motion games within activities of personal development, the results

obtained by the experimental group certify their positive influence. There is a noticeable consolidation of motric skills and correcting the mistakes made at the initial evaluation, along with an evolution in children's motric behavior, a harmonious physical development of children, as compared with the results obtained from the control group, where there were applied random motion games, beside the Physical Education activity included in the syllabus for early childhood education. It was also noted an improvement in relations between children, a better group cooperation and communication, and the development of fair-play.

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