

## **IMPORTANCE OF MORNING GYMNASTICS IN KINDERGARTEN**

*(Preliminary communication)*

**Iskra Ilieva**

*University of Ruse "Angel Kanchev, Rousse, Bulgaria,*

### **Abstract**

*Morning gymnastics is one of the main forms of work in physical education. It is an important moment in the regime of kindergarten. The purpose of morning gymnastics in kindergarten is movement, cheer and create a good team spirit in the children while using it to solve a number of health and educational problems. Morning gymnastics is a regulated form of daily physical education in kindergarten. Has a healing effect only on its systematic implementation. In support of a thorough analysis of the impact of morning gymnastics on the child's body, conducted a survey with students from the University of Ruse "Angel Kanchev" in "Preschool and Primary School Education" from III and IV course. The study involved 72 students. The questionnaire contained 10 questions, Table 1. The number of observations of classes in morning gymnastics students varies between 15 and 25. Made by the survey found that applying a variety of means in morning gymnastics, creating favorable conditions for faster transition to active work.*

**Keywords:** *physical education, questionnaire, physical activity, health tasks, educational tasks, generally developing exercises, musical accompaniment in the morning gymnastics,*

### **INTRODUCTION**

Morning gymnastics is one of the main forms of work in physical education. It is an important moment in the regime of kindergarten. How to organize and conduct morning gymnastics, largely depending on how the day went. The purpose of morning gymnastics in kindergarten is moved, cheer and create a good team spirit in the children while using it to implement a number of health and educational tasks.

Conditional morning gymnastics is divided into four parts with different content: introductory, basic, intensive and reassuring (Glushkova (Глушкова), 1991; Glushkova, & Ganeva (Глушкова & Ганева), 1996; Dontcheva (Дончева), 1999); Momchilova (Момчилова), 2002).

The first part is introductory and aims to organize the children to activate their attention. It has walking, running in a column or two columns in. Recommended exercises for concentration of attention. This part ends with positioning for the implementation of generally developing exercises. Children are 1-2 rounds 2-4 columns, rows.

The second part is called the basic. Includes a set of generally developing exercises for basic muscle groups - arms and shoulder girdle, lateral muscles, abdomen, back, lower limb exercises for overall impact.

The number of exercises is dependent on the age of the children:

- For 3-5 year olds - 4-6, dosage - by 4-7 times;
- For 5-7 year olds - 6-8, dosage - 6-8 times.

The third part is called intense.

This is the most emotional part. It includes a game with a functional load.

The fourth part is reassuring. Includes walking with arm movements and breathing exercises. Aims to create the body of children in a relatively calm state.

Guidelines for the methodology for conducting morning exercises .

- Ensuring proper functional load ;
- Movements should be available, consistent with the age of the children;
- Variety engine content;
- Include consistently all muscle groups;
- Use exercises and appliances;
- In the complex to include exercises learned in classes in physical education ;
- Changing the complex to become weekly ;
- For high emotion a musical accompaniment that supports execution of rhythmic exercises and improving the coordination of movements ;
- Apply a fabulous method of organization of motor activity.

Generally developing exercises strengthen muscles, increase joint mobility, help in the development of the respiratory system, children habituated to breathe prop-

erly - deeply and rhythmically (Glushkova, & Ganeva (Глушкова & Ганева), 1996; Dontcheva (Дончева), 1999), exercises are beneficial to the cardiovascular , nervous and urinary system and improve metabolism in the body. When has the correct physiological load, enough fresh air and proper nutrition, children’s overall body strengthening, children are lively, cheerful, their appetite increases and their sleep is deep and peaceful.

Morning gymnastics has prophylactic value. It forms correct body posture and thereby avoid distortions of the spine that violate normal breathing and functions of organs and systems. It may also have some importance in correcting deviations in the child’s body (Батоева, Неделчева, Кръчмарска) (1977); Vitanova (Витанова), 1994).

When selecting exercises morning gymnastics is necessary to observe the following important requirements:

- The exercises cover major muscle groups that are less developed in children , the muscles of the shoulder girdle , back and abdominal muscles , which determine many of the children stand .
- When performing these exercises requires that both be included in the work and small muscle groups of the wrists, neck and other muscles . For example, in

exercise of the shoulder girdle to highlight the involvement of the wrists and fingers.

- The exercises are appropriate for children. When we do not consider this a feature rather than positive results will be obtained negative.

**Musical accompaniment in the morning gymnastics**

The music has a positive effect on the nervous system, creates a mood and brings greater emotionality and in the execution of the exercises in the morning gymnastics. It organizes the children’s team helps to achieve concurrency in the execution of exercises and coordination of movements.

The musical accompaniment supports the development of precise rhythmic and expressive movement makes implementation easier. Can be used only in well-utilized exercises do not have children to think about how to implement them, and how to combine movement with music. In this case, the teacher will be able both to play and to lead the group, giving the necessary instructions in advance.

The music supports the development of rhythmic feeling of the children and they start from smaller to regulate the rhythm and pace of movements. The beginning and end of the music match the beginning and end

Table 1. Questionnaire card

1	In which kindergarten have you seen morning gymnastics exercises?	
2	In which group have you seen morning gymnastics exercises? / You can choose more than one answer	1. group; 2. group; 3. group; 4. group; (preparatory)
3	How many times have you seen morning gymnastics exercises in kindergarten?	
4	Did the teachers follow the right terms and different parts of morning gymnastics - introductory, basic, intensive and reassuring?	1 Yes 2 No 3 sometimes
5	What kind of tools did the teachers use in the basic part of morning gymnastics?? / You can choose more than one answer /	A) Exercise with verses; B) Free exercise on musical hits; C) Children’s aerobics; D) Exerciseswith rhythmic counting; E) Corrective exercises; F) Exercises with equipment (specify equipment); G) Others
6	Did the teachers use the correct terminology exercises?	• Yes • No
7	What kind of tools did the teachers used in the intensive part? /You can choose more than one answer /	A) Games with more emotional presure; B) Games with regular presure; C) New games; D) Known games; E) The teacher often skip this part
8	Did the teachers use morning gymnastics every day for kids?	• Yes • No
9	Did the morning gymnastics make the children fresh and well toned?	• Yes • No
10	Did the the children do the exercises with desire and interest?	• Yes • No

of the exercise.

## METHODS

In support of a thorough analysis of the impact of morning gymnastics on the child's body, conducted a survey with students from the University of Rousse "Angel Kanchev" in "Preschool and Primary School Education" from III and IV course.

The study involved 72 students. The questionnaire contained 10 questions, Table 1.

The number of observations of classes in morning gymnastics students varies between 15 and 25. They are held in base kindergartens in Ruse: "Snejanka", "Zdravets", "Detelina", "Rusalka", "Radost", "Nezabravka", "Chuchuliga".

Different groups have used a variety of means in the body of morning gymnastics. In the youngest children of the first group of teachers involved exercises of poetry and corrective exercises. In larger, as shown in FIG. 1 are applied more and exercises with rhythmic counting, free exercise of hit music, children's aerobics with ap-

Table 2. Answer the question: What kind of tools did the teachers use in the basic part of morning gymnastics? / You can choose more than one answer /

Answers	Percentages
Exercises with equipment	25
Others	33
Exercises with verses	80
Corrective exercises	44
Exercises with rhythmic counting	75
Children's aerobics	30
Free exercise on musical hits	42

pliances.

In most classes teachers apply in morning gymnastics exercise with verses - 80% and exercises with rhythmic counting - 75%. In moderate use Corrective exercises - 44% and free exercise music hits - 42%. More rarely, application exercises with equipment (hoops, balls) and child aerobics - about 30%.

The answers are 100 percent positive "Yes" to the questions: Did the teachers using the correct terminology exercises?; Did the teachers used morning gymnastics every day for kids?; Did the morning gymnastics make the children fresh and well toned?; Did the the children do the exercises with desire and interest?

These results demonstrate the positive effects of morning exercise on the child's body.

As seen from FIG. 2 games in intensive part known children-90% of students indicated that a predominance of games with regular and high pressure. New games do not apply. Only 5% of students indicated that the teacher did not include games in morning gymnastics.

Table 3. Answer the question: What kind of tools did the teachers used in the intensive part? /You can choose more than one answer /

Answers	Percentages
New games	0
Games with regular pressure	30
Known games	90
Games with more emotional pressure	45
The teacher often skip this part	5

## CONCLUSION

Children acquire motor - sensory experience through their active participation in various forms of physical culture . With proper organization and methods of classes in morning gymnastics , the tools used to help set up correctly body which prevents spinal deformities , improves the activity of internal organs and systems in the child's body .

Made by the survey found that applying a variety of means in morning gymnastics , creating favorable conditions for faster transition to active work .

## REFERENCES

- Батоева М., Неделчева С., Кръчмарска Б. (1977). *Утринна гимнастика в детските градини*. [Morning gymnastics in kindergarten. In Bulgarian.] София: Просвета.
- Витанова, Н. (1993). *Активността на детето в детската градина. Програма*. [Vitanova activity of the child in kindergarten. In Bulgarian.] Program In Bulgarian.] София: Просвета.
- Витанова, Н. (1994). *Активността на детето в детската градина. Програма*. [Vitanova activity of the child in kindergarten. In Bulgarian.] Program In Bulgarian.] София: Просвета.
- Глушкова, М. (1991). *Оптимизиране на физическото възпитание в детската градина*. [Optimization of physical education in kindergarten. In Bulgarian.] Благоевград: Издателство на ЮЗУ.
- Глушкова, М., & Ганева, М. (1996). *Методика на физическото възпитание в детските градини*. [Methods of physical education in kindergarten. In Bulgarian.] Благоевград: Издателство на ЮЗУ.
- Дончева, Ю. (1999). Двигателната активност - предпоставка за развитие на личността. [Physical activity - a prerequisite for the development of personality. In Bulgarian.] *Предучилищно възпитание*, (6-7), 60-64.
- Дончева, Ю. (2012). Възможности и приложения на усвоените от студентите компетенции в учебната дисциплина „Разработване на социално - педагогически проект“. [Opportunities and applications utilized by the students competence in the subject "Development of social - pedagogical project." In Bulgarian.] *Сборник, Научни трудове на Русенски университет*, 51, серия 6.2. (стр. 156-159). Русе: Печатна база при Русенски университет.

- Каваклова, К. (1999). *Терминология на положенията и движенията с тялото като елементи на физическите упражнения*. [The positions and movements of the body as elements of the exercise. In Bulgarian.] София: Нови знания.
- Момчилова, А., Илчев, А., & Симеонов, К. (2010). *Методическо ръководство по физическа култура в детската градина*. [Methodological guidance on physical education in kindergarten. In Bulgarian.] Русе: Издателски център Русенски университет.
- Момчилова, А. (2002). *Основна гимнастика*. [Basic gymnastics. In Bulgarian.] Русе: Издателски център Русенски университет.

Correspondence:

Iskra Ilieva  
University of Ruse "Angel Kanchev,  
Faculty Natural Sciences and Education,  
Department of "Physical Education and Sport"  
8 "Studentska" street, 7017 Russe, Bulgaria  
E-mail: e-mail:is\_ilieva5@abv.bg