

## REALIZATION OF PHYSICAL AND HEALTH EDUCATION FOR CHILDREN OF PRE-SCHOOL IN KUMANOVO MUNICIPALITY IN THE PERIOD BETWEEN 2009 – 2011

*Professional paper*

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### **Abstract**

*Pre-school children in the Municipality of Kumanovo, from an early age, have organized physical activity, which is conducted by a trained, specialized person. The activities are carried out according to a detailed work plan curriculum which is standardized according to the age of the children, and is implemented through games, exercises with and without props, tackles, etc. With this project that still exists today in the Municipality of Kumanovo, children are involved in physical education from the youngest age, and they are stimulated by: love of sport, competitive spirit, and affinity to some of the sports disciplines. Physical education (PE) for pre-school children also foreseen: organization of a spring cross competition, final musical performance and "Mini Olympics" with a combination of elementary and relay games.*

**Keywords:** *physical & health education, pre-school children*

### **INTRODUCTION**

Physical education as a type of general education is considered a pedagogical process of building and shaping the whole person with the use of planned and systematically organized physical activities that serve for physical development, health, work of psychophysical abilities and characteristics as well as shaping the moral character of a person (Leskosek, 1976). The preschool child is very often active throughout the day, and he/she needs that for proper development (Manojlović & Mladenović, 2001). At this age, the skeletal and muscular-nervous system of the child develops. In that way, large muscle groups grow and develop rapidly. During this period the child learns to properly: go, run, jump, climb, etc. The movement actively influences the strengthening of the respiratory organs, which enables the exchange of substances.

Exercise also affects the functioning of the central nervous system. Inducing positive changes in all abilities, characteristics and organic systems, especially cardiovascular and respiratory, is possible with an appropriate choice of means for physical exercise, application of methods, loads and methodical organizational forms of work in physical education (Visnjic, Jovanovic & Miletic, 2004).

Child health care and normal physical development is an important task of PE classes for preschool children. The involvement of children in the teaching process is very important, i.e. to satisfy the need of children for activity, but also to manage it properly, following age specific characteristics and developmental possibilities for each particular age period (Popeska, Klincarov, Mitevski & Nikovski, 2013). Preschool children should not be left to spontaneous motor activities, but these activities should be precisely programmed with various physical activities (Redžić, Mehinović, Goletić & Bilalić, 2011; Morris, 2009).

PE classes for children of preschool age, in the Municipality of Kumanovo, are conducted by age category:

- The second small group, which includes children, aged 3-4 years;
- Middle group, children aged 4 - 5 years;
- Big group, children aged 5-6 years.

Physical activity in preschool children should develop the child's body's ability to defend itself against external harmful influences. This requires proper nutrition, sufficient rest and hygiene habits. But the young body also needs the active means of physical culture, i.e. the child's body should develop under the direct influence of natural

conditions such as sun, water, air and of course the physical activity which in the preschool age is performed in the form of a game, the PE class, the free game, walks in the fresh air.

To benefit from the teaching of PE lessons, it is necessary to properly systematize the most appropriate exercises that are selected according to:

- Psychophysical development of children;
- According to the characteristics of the groups;
- Schedule readiness of the groups;
- According to health status (Jovanović & Medić, 2011).

The physical exercises develop the child completely, but only when all its components are evenly included, and they are:

- Exercises that develop discipline and organized movement of the whole group;
- Exercises that strengthen large muscle groups;
- Exercises that develop the natural forms of movement (Sindić, 2008).

### *Main pillars in the development of the human body*

Many scientists throughout history have tried to distinguish the stages in the development of the human body so that through the application of games and physical exercise to influence the development of the body.

The continued practice according to PE gives us more divisions and developmental stages. A direct example is from Martini, who proposes a division according to the appearance of teeth with children, until the appearance of molars in adulthood. He proposes the following division:

- Toddler period - the period from the newborn until the appearance of the first teeth;
- Early childhood - the period from the first to the appearance of the second teeth;
- Late childhood - the period from the appearance of the second teeth, until the growth of molar teeth;

Stratz, Hippocrates, Mathias, Maslow, also researched and gave their views on the stages of development of the human body. Characteristic for all of them is that they are directly related to some characteristics of the development of the body, typical for that age.

A group of Russian scientists also made a division that is known to us and accepted as a pedagogical division. The pedagogical subdivision contains the following pillars in the course of human develop-

ment:

- Preschool age - early childhood - from 1 to 3 years;
- Late preschool age - from 3 to 7 years;
- School period - Young school age - from 7 to 11 years;
- Secondary school age - from 11 to 14 years;
- Older school age - from 14 to 17 years (Jerković & Zotović, 2010).

*Segments of motor development in preschool children  
Children from 2-3 years of age.*

In the first few years of life, you can lay the foundations for a healthy and active life for your child in the future. Children from two or three years of age learn to master basic movements such as walking, running, climbing, throwing, etc. It is natural for children to be very active during this period, so allow your child to practice and master these skills. By encouraging your child to become actively involved in the game, you help him develop into a healthy and capable child, both today and in the future.

- Age 2 years: Go safely backward; He wants to run more than he wants to go; He goes up and down the stairs with help; Squats and with help he/she can keep high; He throws objects over his head; He throws and shoots the ball.
- Age 2 years and three months: Maintains on both feet; balances on one leg for 1 second; he/she can go up the stairs.
- Age 2 years and six months: Goes in a straight line; Throws a ball more than 1 meter; Jumps on one leg; He rides a bicycle on three wheels; Goes on his/her toes; he/she can jump in the distance.
- Age 3 years: Runs fast and efficiently; he/she goes up the stairs, alternatively with left and right leg; Goes along a straight line 3 meters; Jumps over 1-3 stairs.
- Age 3 years and six months: Jumps on one leg; throws ball up to 180 cm; Goes on the heel, then on the toes, in a straight line; Balances on the leg for up to 5 seconds.

*Children 4-5 years of age.*

At the age of four or five, children have mastered the basic skills of movement, such as running, jumping and have plenty of energy to upgrade these skills. During these years, the children will continue to upgrade their basic movement skills, thus learning complex movements. Take advantage of your child's natural urge to be active. By encouraging your child to participate in physical activities at this young age, you enable him to develop into a physically healthy and capable child, both today and in the future.

- Age 4 years: Climbs the stairs, changing the legs alternatively left and right; Long jump 60 cm; Balances on the leg for over 6 seconds; he/she can catch thrown objects; Jumps into one place; He/she wants to play with other children.
- Age 4 years and four months: he/she can go sloped; Throws the ball over 3 meters; He dresses and undresses alone; he/she is conscious that there are sides of the body and fingers and toes; he/she can spin a hula hoop.
- Age 5 years: makes steps with significant frequency; he/she climbs the stairs in different ways; manages various obstacles; Participates in various and numerous activities; he can orient in the space according to the objects; He/she wants to play with other children more and more.
- Age 5 years and five months: Throws and catches a ball, leads a ball with his foot; hits the tennis ball with the racket; Balances on the leg for up to 8 seconds; Goes on a bench up to 3 meters long; The general control of motor skills has matured; he/she is tireless in motor activities; Basic motor skills appear in an unclear form.

*PE classes for preschool children:*

- a) Introductory part: It aims to prepare the child's body for the activities (load) that follows, with an influence on the cardiovascular and respiratory system. Duration 3-4 minutes;
- b) Preparatory part: With the help of shaping exercises, it aims to prepare the child's body for the upcoming activities (loading), in the main part of the class. Duration 6-7 minutes;
- c) Main part: It aims to enable the children with good conditions for the realization of the set program contents. In this part of the class, the teaching units for that age are developed in detail. Duration 15 minutes;
- d) Final part: It aims to calm the child's body and prepare it for other activities that lie ahead. Duration 3-5 minutes (Dzinovic-Kojic, 2002, Maksimovic, 2005;).

*Detailed analysis of the realized teaching according to PE for children of preschool age in the Municipality of Kumanovo in the period from 2009 – 2011*

The teaching of PE for children of preschool age in the Municipality of Kumanovo has been realized in the institutions for preschool activity and as optional teaching, with the prior consent from parents. Classes were conducted by a professional, a PE teacher. Classes are held twice a week or 60 hours per year and additional hours that are not included in the annual fund for work and that for the preparation of a musical game and preparation of children for the "Mini Olympics". Also, the classes are realized according to previously determined terms and schedule of classes, which is published publicly on the bulletin board. Although the classes are optional, a total of 680 children from the second small, medium and big groups were included in the classes or expressed as a percentage 96.5% of the total number of children of this age. The small number of children was not included in the teaching process, due to the terms in which the PE classes were held, after 2 pm, and many of the parents take their children early.

Before the beginning of the PE classes in October, the so-called Open class is realized, at which all parents are summoned. In front of them, a class is realized with a display of one of the teaching contents. Also, at the end of the class, the parents can discuss it. The PE teacher also attends the first parent meeting, presenting in detail the curriculum according to the contents in the front of the parents.

Normally, the quality of teaching will be directly dependent and planned by space-time and material services we have. It requires the application of many: gadgets, props, balls, music players and most importantly space conditions. The classes were held in closed spaces in the winter period, but in spring and autumn, the yard was used to the maximum and the realization of classes was in the open air, in the fresh air. The following topics that were implemented with children from a large group are as follows:

*Body shaping exercises - preferably at every lesson.*

Application of exercises for shaping with easy and simple movements, adjusted to the age of children and all that in chronological order from head to toe. Mandatory inclusion of props when performing shaping exercises, such as balls, canvas cubes, small and large balls, elastic, etc (Blagajac, 1995; Koturović & Jeričević, 1988). In the second small and medium group, we spent the class playing games such as: "Clip-clap" game with head movements, "Birds" game with arms movements, "Day and night" game with leg movements, "Butterflies", "Storks and frogs" game with the movement of hands, body and legs. Such games are used to keep the children's attention. Quiet music is recommended when performing the exercises

and the exercises should be followed by counting by the teacher (Cvetkovic, 1996).

*Exercises to improve motor skills in children; - preferably every lesson (through games).*

The classic application of the exercises for improving motor abilities is avoided since they will be presented in the teaching of PE in primary schools. Through the application of different games, children unconsciously repeat certain parts of muscular groups many times and thus contribute to the development of motor skills (Kukulj, 2001; Bala, 2002; Sabo, 2013). Game "Firefighters" for the lower part of the musculature, game "Four-legged walking" for arms and shoulders, game "Squatting in pairs" for the leg muscles, game "Take your friend up" in pairs for the upper muscles, game "Flying" taking each other's hands in pairs for the back musculature.

*Music choreographies.*

On the occasion at the end of the school year and of course the celebration of "Mini Matura" for the children from big groups, we also prepared music plays. In our presentation, we decided to focus on organizing music choreographies for the final performance. These choreographies below are suitable for preschool children and are composed of easy movements that are encountered in the teaching process of physical and health education.

For this occasion, we decided on the following choreographies, which are performed by children from smaller groups: Music man; Of a train; Ram, zam, zam; If you are happy; Funky monkey; Mexican hat dance.

*Sports and rhythmic gymnastics.*

An excellent age to start with training elements of floor gymnastics, since children do not have the fear of turning around, they are easy to assist and master the elements quickly. The most important thing is to observe the methodology of training the elements. To start with a gymnastic walk, jumps, and then to pass with the training of the gymnastic elements, first of all, the floor gymnastics. If you have gymnastic equipment, you can start with the training of the basic gymnastic elements with the equipment.

*Exercises and games with an elastic band.*

A larger elastic band attached to the ends in the shape of the letter "O", decorated with many colours and at the same time all the children from the group work together. Several smaller elastics are also attached to their ends for pair work. Movements with arms and legs were classified into three groups, and these exercises with elastic are in standing, sitting and lying position.

*Exercises and games with dice.*

Sponge cubes with different dimensions and different colors are used in the teaching in all three groups. They are easy to manipulate and keep the children's attention. We classified the exercises into three groups: standing, sitting and lying position.

*Exercises and games with big balls;*

Large rubber balls with which more children can work at the same time and smaller rubber balls for individual exercises are presented in the work with medium and big groups. We classified the exercises into three groups: standing, sitting and lying position.

*Parachute exercises and games;*

The parachute is a canvas of different sizes and shapes (circular,

rectangular shape), made of solid textile material which is painted in different strong colors for the required teaching according to PE. We classified the exercises into three groups, including parachute exercises: standing, sitting and lying down.

*Exercises and games with a tunnel;*

The tunnel is a great opportunity to free children from the fear of narrow space. The tunnel is great for activating the arms, spine and pelvis in children. The principle of setting is the same as in the previously described exercise, but here under the tunnel we place mattresses, so that the children can move in two ways: four-legged (as in the previous exercise); Movement on their backs.

*Exercises for forming and strengthening the arch of the feet;*

The exercises were categorized according to the requisites we had at our disposal: exercises with softballs, both in standing and sitting position; exercises are plastic plates; exercises with filled bags. We worked with children from the second small group without props, just walking on their toes.

*Mini - polygon (combination of several devices);*

This is a very interesting mini polygon that can be applied to all three groups of ages. It is applied when the side running on the mattress and the shot on the basket, the goal is mastered. Most often, in a practical performance of this mini polygon with children from the second small group, instead of a shot on the basket or the goal, we can insert a jump in circles (hula hoops) or going through a tunnel. As with the other mini polygons that we applied in the teaching process, so here, they directly depend on the spatial and material conditions.

To gain dynamism, and to develop competitive spirit with children, we can make a competition between two teams and see which team will be able to pass the polygon faster. During that time, while one team passes the training ground, the other team should encourage and support them. The teacher should be actively involved in the game with the children at all times, assisting with the performance of running on the mattress, as well as encouraging the child to shoot.

*Elementary and relay games;*

The elementary movement games are divided into games with walking and running, games with jumping and jumping over, games with crawling and climbing, games with skating and carrying, games with the application of pulling and pushing (Peric, 2003). Depending on conditions where the physical education classes are held, there are also balance games, snow games, classroom games, etc (Sikimić, 1997). The elementary games are divided into three groups:

- Games with equipment;
- Games without equipment;
- Relay - technical games.

As a rule, the games should be performed in the physical education halls. However, taking into account the material and spatial conditions that we have at our disposal, the games can be performed in other rooms or outdoors. In this case, the most adequate space for the performance of elementary games is grass terrain or terrain with a soft surface where dust cannot be found. Concrete and asphalt as terrain are not appropriate due to the danger to which children are exposed from injuries and the negative impact on the feet and internal organs. Some of the elementary games can be applied in the classroom too, depending on the population of children we are working with.

We should also point out that in the teaching process of physi-

cal and health education, elementary games that do not require great physical and emotional engagement are also recommended. Elementary games can be organized with songs, music, etc.

*Sports ball games: mini basketball, mini football, mini balloon volleyball, and bowling.*

The main goal we set at the beginning was to enable the children to be physically active, but also to motivate children to love the sport. Therefore, in mini basketball, the goal will be to provoke euphoria of satisfaction with the children when they score, and thus to make children love basketball.

The goal of the game will be for all the children from the team, one by one, to take a shot on goal and: shot on goal from a place; shot on a goal while moving; (mini polygon).

Mini tennis with balloons. Each child takes up space for himself in the hall. On one hand, the child holds a tennis racket (a mini tennis racket or a badminton racket), and on the other hand, he holds a small inflated balloon. We divide the children into two teams and between them, we set up a net (at the beginning the net is lower) and tell them the basic rule - do not let the balloon to fall on your side. You try to throw the balloon over the net at the other team.

With older children (big group), we can upgrade the game to include two or three balloons, to make the game funnier and more interesting. The goal of this game is for the children to become familiar with the essence of the volleyball game, but also to love this game.

#### *Static positions - yoga for children;*

Yoga is a great chance for children to discover the functioning of their bodies. By engaging in various yoga positions, fun and sometimes challenging, children move the body in a creative and authentic personal expression. One hour of yoga for children is FUN, full of movement, rhythm, laughter and play.

#### *Theoretical education;*

It is mandatory for every lesson. The teacher explains the exer-

cises we perform, normally in a style adapted for preschool children. At every lesson, the children should be reminded of the hygienic habits for regular exercise, as well as for consuming healthy food. We need to put in them, from an early age and at every lesson, the love for sports and to direct them to lead a healthy life.

#### *Exercises and games with a stepper.*

Due to the complexity of the exercises, they are applied with children from bigger groups. The most common step application of the stairs, which were fixed to the floor, was during the preparatory part of the class. The elements that were used were: running in each square with two legs, sideways, jumps, and jumps in one leg - on a stronger leg.

Presented topics are conceptualized in frames of global planning, monthly and weekly planning. The proper planning, systematically and logically presented in frames of macro and micro planning is important for effective organization and realization of physical education teaching process both in pre – school and primary school education (Anastasovski, (Анастасовски), 1990). The organization of topics by months as a part from global planning is presented in Table 1. The realization of particular topics per months as well as their distribution per weeks is presented in Table 2.

With children, we try all the choreographies from the “Mini Disco” project. The children choose their favorite song on their own and they learn it easily. Do not try to impose some choreography on them you will have difficulties while training it later.

Due to the complexity of the exercises that have to be performed for the “Mini Olympics” which is realized in the Sports Hall - Kumanovo, in the presence of 3000 visitors, additional dates were needed. Each educator had sketched the exercise or the polygon that had to be realized. The exercise was presented by the teacher and the children were acquainted with it. However, due to the complexity of the elements, more repetitions and additional terms were needed, in which the educators worked by the instructions given by the teacher.

Table 1. Distribution of planned topics per months

| No. | Teaching topics - themes                                     | Total lessons | Realization in months   |
|-----|--|---------------|---|
| 1.  | Body shaping exercises                                       | /             | Every lesson during the school year                                   |
| 2.  | Anthropometry and psychomotor testing                        | 2             | IX, V   |
| 3.  | Music choreographies   | 7             | V;  |
| 4.  | Sports and rhythmic gymnastics                               | 10            | XI; XII; I; II; III; IV;  |
| 6.  | Exercises and games with an elastic band                     | 4             | XI; II; III; IV;  |
| 7   | Corrective gymnastics  | 6             | XI; XII; I; II; III; IV   |
| 8   | Exercises and dice games                                     | 3             | XII; III; IV;   |
| 9   | Exercises and games with big balls                           | 2             | II; IV;   |
| 10  | Parachute exercises and games                                | 3             | XII; I; IV;   |
| 11  | Exercises and games with a tunnel                            | 2             | II; IV;   |
| 12  | Exercises for forming and strengthening the arch of the foot | 3             | XI; I;  |
| 13  | Mini polygon   | 4             | XI; XII; I; III;  |
| 14  | Elementary and relay games                                   | /             | XI; XII; I; II; III; IV;<br>* Preferably at every introductory lesson |
|     | Sports games with a ball:                                    |               |   |
|     | mini basketball;   | 2             | I; II;  |
| 15  | mini football;   | 2             | III;  |
|     | mini volleyball;   | 2             | I;  |
|     | bowling.   | 1             | III;  |
| 16  | Yoga for children  | 2             | Every lesson during the school year                                   |
| 17  | Theoretical education  | /             | Every lesson during the school year                                   |
| 18  | Exercises to improve motor skills                            | /             | I; II;  |
| 19  | Exercises and games with a stepper                           | 2             | V   |
| 20  | Mini Olympics  | 3             |   |
|     | Total:   | 60            |   |

Table 2: Detailed elaboration of teaching topics and units by months

| XI - November |   |  |
|---------------|---|--|
| No.           | Teaching topics- themes   | Teaching unit  |
| 1             | Initial testing;  | Anthropometry  |
| 2             | Gymnastics  | Rocking training – on back   |
| 3             | Gymnastics  | Rocking training – on a back   |
| 4             | Exercises and games with an elastic band                        | Exercises in standing, sitting and lying position  |
| 5             | Exercises and games with an elastic band                        | Exercises in standing, sitting and lying position;   |
| 6             | Exercises for forming the arch of the foot                      | Walking on toes; Games with walking and running on your toes.                              |
| 7             | Corrective gymnastics   | Exercises for the back - stomach musculature and legs.                                     |
| 8             | Mini Polygon  | A combination of previously developed exercises.   |
| XII –December |   |  |
| 9             | Body shaping exercises  | Training complex of exercises for: head, arms and waist, torso and legs.                   |
| 10            | Gymnastics  | Low beam (bench) exercise training; jump; walking; jump over                               |
| 11            | Gymnastics  | Low beam (bench) exercise training; jump; walking; jump over                               |
| 12            | Parachute exercises and games                                   | Exercises in standing, sitting and lying position  |
| 13            | Rhythmic - gymnastics   | Rhythmic training: walking, jumping (on one leg); Jumps (children and cats-like).          |
| 14            | Corrective gymnastics   | Exercises for: torso and legs;   |
| 15            | Exercises and games with cubes                                  | Exercises in standing, sitting and lying position;   |
| 16            | Mini Polygon  | A combination of previously developed exercises.   |
| I - January   |   |  |
| 17            | Mini Volleyball   | Playing volleyball with big balloon;   |
| 18            | Parachute exercises and games                                   | Exercises in standing, sitting and lying position;   |
| 19            | Elementary and relay games                                      |  |
| 20            | Mini Volleyball   | Playing volleyball with big balloon;   |
| 21            | Gymnastics  | Rocking training - Lie on your stomach   |
| 22            | Mini Basketball   | Shot on the basket from a place at close range   |
| 23            | Exercises for forming the arch of the feet                      | Walking on toes; Games with walking and running on your toes.                              |
| 24            | Exercises and games with a stepper - scales placed on the floor | Jumps: On one leg, Side.   |
| II – February |   |  |
| 25            | Mini Basketball   | Basket shot in motion  |
| 26            | Elementary and relay games with hula hoop placed on the floor   | Game - running around the houses; A match between two teams in round jumps.                |
| 27            | Gymnastics  | Side rolling training on the mattress  |
| 28            | Mini Polygon  | Side rolling on the mattress, then a shot on the basket.                                   |
| 29            | Exercises and games with a tunnel                               | Running through the tunnel, then jumping through circles (hula hoop), placed on the floor. |
| 30            | Exercises and games with an elastic band                        | Exercises in standing, sitting and lying position;   |
| 31            | Exercises and games with big balls (with handles)               | Exercises with sitting on balls in place and in movement.                                  |
| 32            | Exercises and games with a stepper - stairs placed on the floor | High and low jog   |
| III - March   |   |  |
| 33            | Mini Football   | Goal shot in motion from a distance;   |
| 34            | Mini Football   | Jumps through circles placed on the floor, then a shot on goal;                            |
| 35            | Gymnastics  | Training - standing on the shoulder "Candle"   |
| 36            | Elementary and relay  |  |
| 37            | Yoga for children   | Position-based training - imitation of animals;  |
| 38            | Bowling   | Pushing equipment at close range;  |
| 39            | Exercises and cube games  | Exercises in standing, sitting and lying position;   |
| 40            | Exercises and games with rope                                   | Going under the rope; Balancing - balance on a rope placed on the floor                    |
| 41            | Mini polygon  | Side rolling on the mattress, and then shot on goal.                                       |
| IV - April    |   |  |
| 42            | Gymnastics  | Training - Roll forward  |
| 43            | Gymnastics  | Training – Roll forward  |
| 44            | Elementary and relay  | Games with carrying loads on your head (cubes, balls, ....)                                |
| 45            | Exercises and cube games  | Exercises in standing, sitting and lying position;   |
| 46            | Exercises and games with an elastic band                        | Exercises in standing, sitting and lying position;   |
| 47            | Parachute exercises and games                                   | Exercises in standing, sitting and lying position  |
| 48            | Exercises and games with big balls (with handles)               | Exercises with sitting on balls in place and in movement.                                  |
| 49            | Exercises and games with a tunnel                               | Mini polygon: going through a tunnel; roll forward; shot on goal.                          |
| 50            | Corrective gymnastics   | Exercises for torso and legs;  |
| V - May       |   |  |
| 51            | Music choreography  | Training in music choreography for the final performance (teacher's choice);               |
| 52            | Music choreography  | Music man  |
| 53            | Music choreography  | De trein   |
| 54            | Music choreography  | Ram, zam, zam  |
| 55            | Music choreography  | If you happy   |
| 56            | Music choreography  | Superman   |
| 57            | Music choreography  | Veo Veo  |
| 58            | Mini Olympics   | Training on the ground provided for the group  |
| 59            | Mini Olympics   | Training on the ground provided for the group  |
| 60            | Mini Olympics   | Training on the ground provided for the group  |

## CONCLUSION

After a long period of interruption of PE classes for preschool children realized by the PE teachers, in 2009 on my initiative a detailed plan for work with preschool children was developed, which was supported by ZSRI "Šturčinja" - Skopje, and it was also adopted by the Board of UOUDG "Angel Sajce" in the Municipality of Kumanovo. This is return of the sports pedagogues to work with children of preschool age in the Municipality of Kumanovo.

The paper presents a detailed analysis of the realized teaching contents in the period from 2009 to 2011. It is normal for each teacher to have his/her work plan, and the annual plan he/she develops by the material-spatial conditions for work. For the first time a detailed analysis of the current state of the conditions in the preschool facilities was made and after that to move on to the teaching topics. What adorned the class was its diversity in the selected contents adapted to the age of the children.

At every second lesson, as shown in the paper, a new teaching content was presented, because in this period the children are very quickly fed up with activities and if you often apply the same content, they become monotonous and with that they lose interest for work. The thing that most characterizes the work at this age is that the teacher should be directly involved in the work with children, through a practical demonstration adapted for this age, and above all a cheerful and friendly attitude towards children. The most applied method of work at this age is the group and the frontal method of work.

The seriousness of the project is indicated by the fact that even after more than a decade, the teaching of PE for preschool children in the Municipality of Kumanovo is still active today. The classes are taught by PE teachers. Through the activities shown in this work, we teach children to acquire good exercise habits from an early age, and we also encourage them to develop a love for sports. The results of this decade-long work are healthy and fulfilled children and satisfied parents.

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