

THE ORGANISATION OF THE MOTOR ACTIVITY OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OF PRE-SCHOOL AGE

Professional paper

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Abstract

In this publication, we analyze the opportunities for organizing the physical activity of pre-school children, especially those with special educational needs. The movement culture is formed and educated from earliest childhood. The consolidating functions in the pedagogical practice of kindergarten through physical culture, education and sport are in terms of the positive development and impact on children with special educational needs. It is necessary to pay attention to and emphasize that purposeful motor activities contribute to the complexity of both children who are normal and those who have abnormalities. The organization and implementation of specific physical exercises, motor and speech tasks is related to the cognitive, emotional, volitional and moral spheres of children. The construction of motor movements as being deliberately carried out are of a durable nature in time and educate them in qualities such as observability, resourcefulness, autonomy, critical thinking, development of will, attention, persistence, persistence, adaptive processes, socialization and many others.

Keywords: *special educational needs, children, physical culture, pre-school age*

INTRODUCTION

Legislative regulation

Regulatory legal framework. In 1989, the UN General Assembly adopted The UN Convention on the Rights of the Child, which approved a minimum legislative system and provided conditions to meet the needs of children, which are generally health, educational, social and psychological.

One of the fundamental rights in The Convention is to guarantee the child the necessary healthcare (Article 24) and "the right to rest and recreation, to participation in games and leisure activities appropriate to his or her age" (Article 31). Undoubtedly, their motor activity is essential for the provision, prevention and promotion of health. Unfortunately, over the last decades, it has been decreasing due to new challenges and attractive circumstances. The time of travel is not enough because it is extended to a computer, a TV screen, the convenience of various means of transport and entertainment. All these negative trends lead to illnesses and severe consequences for life.

The "immobilisation" factor (hypodynamia) is nowadays one of the major factors leading to the diseases of the technical civilization - obesity and impaired metabolism, hypertension, reduced pulmonary ventilation, impaired functions of the internal secretory glands, reduced muscle strength and elasticity, of reaction and coordination capabilities (Glushkova, 1991). According to the National Center of Public Health and Analyzes at the Ministry of Health (2015), obesity is a leading problem in school age and occupies the first place in the structure of the established diseases during prophylactic examinations. For example, the number of obese students in 2014 is 10,496 (17.8 ‰), in 2011 with obesity 22.2 ‰, in 2012 - 21.7 ‰ and 2013 - 19.5 ‰. Low motor activity / hypodynamics and unhealthy eating patterns are the leading risk factors for overweight and obesity. Secondly, the diseases of the eye are in the structure of the diseases. In third and fourth places, bronchial asthma - 4 513 (7.7 ‰) and diseases of the musculoskeletal system (spinal distortion, scoliosis, etc.) - 2 325 (3.9 ‰) in 2014, maintaining a relatively stable level previous years - 7.6 ‰ and 4.0 ‰ for 2013 and 7.8 ‰ and 5.3 ‰ for 2012 (Ministry of Health, Annual report, 2015).

The promotion of physical education, sport and social tourism as a way of life and raising the sport's prestige of the nation is also

a goal of the National Strategy for Development of Physical Education and Sport in the Republic of Bulgaria (2012). For its realization it is necessary to build accessible sports infrastructure and quality sports services for every citizen. The motor activity must respond to the challenges of our modern society and become an indicator of the way of life and the possibilities for development of the individual person. Any nation with lasting habits and sports skills will be able to cope with negative trends and phenomena.

Emphasizing the importance of motor activity is fundamental to teenagers with and without disabilities. In this connection, in ancient times, Aristotle said that "nothing so exhausts and destroys the body of man as long-term physical inactivity!"

Here, it is necessary to make the following statement that physical activity does not mean that the child exercises only a certain type of sport. It includes all kinds of physical activity - pedestrian; tourism; household related activities; activities in nature, dancing, etc. Increasing physical activity is achieved by replacing the sedentary lifestyle with daily physical activity. It is also very important for the promotion and prevention of health, but also for corrective impact in all aspects. In this regard I. Peltekova (2016) says the following: The problem of body status is a topic of research which will always be up to date because it is in direct correlation with health and success of people in all areas of life, especially important for people who practice sports. Of course, the body status depends on the specificity of the sport that is practiced and on the competition level of athletes, most of whom are in school age. (Peltekova, 2016: 199). There is no doubt that the child's social development is determined primarily by the activities it carries out, including the surrounding environment. An important factor influencing the health of the child is his motor activity in various forms - play, sport, tourism and physical labor. And one more thing, the Macedonian colleagues, exploring the achievement of children, take into account the following: "Motor skills, including precision, are related to a certain period of age in childhood. Characteristics such as uncompleted development, uncompleted regulations of the CNS, ongoing functional development, individual pace of development, concerning different "biological time" on each individual, determine changes in all development segments during childhood". (Popeska & Sivevska, 2015: 17). The child learns the world around him mainly by imitating, at the beginning,

family members or adults who raise and educate him, then teachers, close friends, and so on.

The physical activities of children in the family

Parents need to form a positive attitude towards physical activity from the youngest age. In the family environment, most of the life and development of man passes. There is a complex process of biological, mental and social maturation of the child. The family has to continuous shift and continuity of generations, the transfer of social experience, values and norms of behavior are realized. Before joining the childcare facility, the child is grown primarily in a family or institutional environment if he or she is deprived of parental care in some way. Then, joining the kindergarten, if the two environments work together and interact with prosperity in adaptation and social integration, and socialization for the little child is guaranteed.

To build the personality of a child, each family creates its own paths and patterns. Parents Needed (Vitanova et al, 1994):

- to look into nature and their innate qualities to “see” how and where the child grows;
- educate their child to learn to ask questions;
- Encourage him to think and reveal that even misinterpretation is better than meaningless and unnecessary learning and reproduction of facts;
- to accept the asking child not as a threat;
- to have the hope that the future will be better;
- to provide the child with the necessary environment for survival and protection (Article 24 of the UN Convention) and the right to development by recreation and recreation, games and entertainment and entertainment (Article 31 of the UN Convention)

Positive results can be reported according to JG Rousseau only if the child is “strong and healthy. Let it work, act, shout, let it be in constant motion” (Vitanova et al, 1994). The family sets the foundation and builds the model of education, behavior, the life activity that has formed meaning for man.

The physical activities of children with special educational needs in the family

The family refers to the factors that are present and influence continuously throughout all periods of socialization of the child. It affects the whole of human life, but it is most noticeable during childhood and adolescence for children with educational needs.

In childhood, physical activities and activities are a very important part of the development of children and adolescents. Ivanova, V notes the following: “Activity of the pupil in the process of motor education and his practical skills for applying the studied physical exercises under playing, competition, sport and life conditions. An important part is the evaluation of the trainee’s activity and competencies - by verbal stimulating judgments or by an assessment” (Ivanova, 2015: 501). Emotional and behavioral norms, such as the concepts of experience or behavior, are set in this sensational period and are the norm of behavior for the mature individual. Emotional norms are: love, hope, and patience, ability to pay attention to the other, sexuality, and religiosity. Behavioral norms are: clean-up habits, honesty, goodwill, fairness, loyalty, and so on. The mismatch in emotional norms of experiences characterizes basic marital conflicts. Disparity in behavioral norms characterizes current conflicts. Basic conflicts hardly lend themselves to therapeutic work, while actual conflicts are cushioned. Family status is related to all health indicators and is a factor for longevity. At this stage, the people in the family are the ones who direct the child to active physical life; of course, with the clarification that it is important what exactly the disability

of the child is. Involvement in other children’s sports activities contributes to his or her emotional experiences - it is part of the play of other children, they accept him as their partner, help him, become involved in his limited possibilities, take on the responsibility to be a co-worker and contribute to the victory of the team. Parents should encourage, not restrict the motor activity and sporting outcomes of their young children. It can control many processes in the body and affect all organs and systems. Several exercises are able to increase the mobility of the chest muscles, the strength of the bones and tendons, stimulate hematopoiesis (hemorrhage), improve blood circulation in the brain, increase immunity, etc.

Physical culture at pre-school age

In pre-school age, the game becomes the main, dominant activity in which the consciousness of the child’s overall personality develops because there are no mandatory operations in it. The game activity is dominant in this period of age, which is undoubtedly a factor of health and social significance. It is seen as a social activity aimed at mastering public experience and exploring the outside world. In the conditions of the game the social motivations in the behavior are educated, evaluation and self-assessment develop, moral standards of behavior, social competences (Ilieva, 2015). Particularly important is the game for the development of moral and voluntary traits of character - autonomy, organization, purposefulness, initiative (Doncheva, 2015). Children always act with the conviction of self-reliance and volition, which is a prerequisite for an initiative. The game design and its associated roles and rules create conditions for educating controlled behavior and are a reflection of purposefulness and organization.

The motor activity of the child has physiological, mental and social significance for its development. Movement is a basic feature of every being’s life. By this the children study, observe and establish relationships with others. After the family in the infirmary they stimulate and form the types of skills and dexterity in young children. The development of psycho-motorics is enhanced by ball games, skittles and rings, walking along a beam, jumping on a ribbon, cycling, sleighing, skiing, and more. The interest in the physical activity must be maintained by the parents in order to contribute to the formation of willful qualities and moral values.

The active movement forms a love for the child’s sport. The aim is to include children in pre-school age in extracurricular forms and especially at extracurricular specialized units for sports training. Otherwise, children replace the natural (biological) needs of movements (sports activities) with other “values” and passions (alcohol, cigarettes, pornography, drug abuse, misbehavior). Krum Rachev also considers that a number of cultural, moral and other values from the spiritual sphere of man are being ignored, which are formed through the physical and sporting practice. Physical culture and sport are viewed in isolation from other aspects of education and education. The data on psycho-physical development, fitness and health of children as a result of their lifestyle are alarming (Rachev, 1994).

The physical activities of children with special educational needs in pre-school age

Pre-school age is a period of accelerated development of the child. It is often considered a “critical period” because if something is neglected “here and now”, later “there and tomorrow” can hardly be compensated. “Achieving the best results through physical education and sport requires a complete picture of the medical and pedagogical condition of the child in order to establish the limits of his or her abilities and to outline and plan some specific approaches and

forms of participation in the learning process. In this respect, a broad application finds the study of the pedagogical and medical records of each child, as well as pedagogical observation of the participation of children in education, their behavior and activity” (Mileva & Tantele, 2014: 56). Accumulated emotional experiences in childhood affect the skills that children acquire by the end of pre-school age: being emotionally ready to learn; to have a clear idea of yourself as a person; have the ability to communicate with other children; have the skills to take initiative, to find satisfaction in games or other socially acceptable activities. For children in abnormality, the following should be remembered: “The formation of knowledge, motor skills and habits in adolescents is a lengthy process that requires not only patience and purposeful training but also a strong personal motivation for active inclusion in the activity” (Mileva & Tantele, 2014: 56).

Excessive requirements or their complete lack of motivation disqualify the participants. It is important to look closely at their individual peculiarities, age, sex, and level of physical capacity” (Ilieva, 2012: 8) The organization and implementation of specific physical exercises, motor and speech tasks is related to the cognitive and emotional-voluptuous sphere of children with special education needs. Constructing motor movements as conscious, educating them in obscurity, ingenuity, autonomy, analytic, develops willpower, attention, persistence, persistence

Physical education in childcare facilities also includes remedial, educational and educational tasks. Attention is drawn to morphological-functional development, which involves the care of rhythmical and normal development of children by weight and growth and favorable changes in the activity of all organs and systems. Cultural and hygienic habits include the acquisition of health care tasks, food hygiene, culture, and all this in their consolidation to the extent of habits. Another activity is quenching as a means of physical development. The tempering of the body is reflected in adapting it to seasonal climatic changes, changing temperature and humidity, resulting in sustainable thermal regulation and rapid adaptation to climate change. The listed activities applied to children both in groups and in person (to the needs and needs of each individual child) are very easy to accomplish through mobile games, gaming and sports.

All of these motor activities are proven to be an effective form of conducting corrective-logaoedic work and of psychotherapeutic influence on the child’s organism. In addition, they help overcome fear, logo phobia, uncertainty, self-isolation, reduced speech activity. All this is achieved in the very process of the game in which children do not feel the correction work as an obligation, but as a pleasant experience. Their focus is on gameplay, playing the role of play, not just on speech. The dominance of positive emotions has a beneficial effect on disease disorders of the nervous system, removes muscle tension, and creates a sense of rhythm, accuracy. In this line of thought, it is worthwhile to emphasize, to emphasize the necessity and responsibility for education, education and integration of children with special educational needs in the mainstream kindergartens. They are part of the other children, although their condition requires special measures. It is clear that game activity provides a more favorable, adequate, supportive environment (game-playing environment) for these children (Petrovska, Sivevska & Cackov, 2013). Here we also come from the opinion on corrective action as a developing effect on the children in abnormality, Nikolova says: “Every education and training leads to development and therefore to correction. It should be noted, however, that the adjustment is not limited to learning a system of knowledge, skills and habits. In the process of special training, the psycho-physical functions are reorganized, mechanisms

of compensation for the violation are built up and these functions acquire a new characteristic” (Nikolova, 2010: 521). It is well-known that the age range under consideration is very variable. It is a matter of fact that pre-school age is characterized by exceptional dynamism and sensitivity. The critical points in the development of the child from this period are manifested above all in the external manifestations and internal prerequisites related to his social, intellectual and cognitive and emotional behavior. At the same time, the integrity of attitude and behavior is reflected in the different activities and forms of interpersonal communication, manifested as a specific expression and means of conscious, individual activity.

CONCLUSION

Pedagogical interaction at pre-school age is the subject of different scientific quests and is therefore considered in terms of research objectives from different aspects. Above all, it integrates the processes of impulsive and organized behavior, business and personal communication, basic children’s activities - play, cognitive, subject-practical, applied-productive and artistic-imaging in their multi-layered complexity. From the point of view of the pedagogical interaction in the development of the game as a joint expression of the subjective experience of the adult and the child, interesting are the characteristics of the processes of game behavior, game interaction in the interaction: impulsive - organized game behavior, business and personal game communication. Above all, it is of particular value to analyze the children’s focus in game interaction in the interplay of game communication and gambling behavior. “As a member of the European Union, Bulgaria has been working in recent years on building a new educational system aimed at innovation, of thinking in adolescents and educating decent citizens. Bulgarian education, in line with the Europe 2020 priorities for smart, sustainable and inclusive growth, has as its main objective the overall building of knowledge-based learning” (Stefanova, 2015: 50) Child and family policies one of the leading state priorities. In recent years, it has been aimed at providing support to children and families at risk, which is oriented towards introducing an entirely new approach to childcare addressed to prevention, early intervention, support for families, and providing family or family-friendly settings for each kid. The main tool for achieving this care is social services in the community and support centers. Through the reform and the transition to social service disclosure in the community, it has moved towards an individualized approach to working with individuals and groups at risk to integrate them into social communities. Social services are activities that support and expand the ability of individuals to lead independent living and are carried out in specialized institutions and in the community.

Education in institutions in the system of pre-school and school education (such as kindergartens, schools, personal development support centers and specialized service units) includes education, education and socialization (Alexandrache, 2014). These three processes in the educational environment are realized in compliance with the child’s rights to develop and achieve their full potential.

One of the aims of pre-school and school education is to support the physical development of each child in accordance with their age, needs, abilities and interests, as well as the early discovery of their talents and abilities. Today’s rapidly changing society calls for changes to introduce modern education with well-equipped training and sports halls, using new information and communication technologies. An important problem in the learning environment is to study and validate innovative approaches to optimize motor activity in children and provide a rational adolescence regime. The up-to-

date problem of adolescent sports in the country increases the interest of sports and scientific community specialists, and this is due to a strategic goal set in the National Strategy for the Development of Physical Education and Sport in the Republic of Bulgaria 2012-2022 for the “sports and social tourism as a means of improving the health and physical fitness of the nation” (National Strategy for Development of Physical Education and Sport in the Republic of Bulgaria 2012 - 2022).

From the data provided by the National Center of Public Health and Analyzes at the Ministry of Health it can be summarized that overcoming the problems related to obesity, visual anomalies and spinal distortions leading to the morbidity structure and considered specific for the school age, it is necessary to create conditions for increasing the motor activity of the students by improving the school environment as a whole and especially the sports facilities in the schools.

From now on, it is the question of introducing modern forms of government and gradually increasing the funds that the state and society allocate to physical education, sports and social tourism.

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