

## **POSSIBILITIES TO APPLICATE SOME RECREATIVE-SPORTS ACTIVITIES IN PREESCHOOL AGE**

*(Professional paper)*

**Jadranka Kocić<sup>1</sup>, Sladjana Tošić<sup>2</sup> and Dragana Aleksić<sup>1</sup>**

<sup>1</sup>*University of Priština, Faculty of Sport and Physical Education, Laposavić,  
Kosovo and Metohia, Serbia*

<sup>2</sup>*University of Kragujevac, Faculty of Education, Jagodina, Serbia*

### **Abstract**

*The human base existence as a biological space is movement, moving and physical activities as well. As our children are growing up under the computers dominant influences, video games, TV program, it must something to be done immediately. Most of preeschool age children great part of the day are spending in kindergardens, so it is the most important to have correct justified organized physical developement. Recreative-sports activities are very important and needed for young age child such as doing correct growth and development of the organism, such as motoric, cognitive, connative and emotional abilities. In kindergardens among all ages toward the children should be implemented a variety of movements as part of recreational activities.. That would be a great basis for children involment in more serious recreative-sports activities later. Very important factor in working with the youngests is to motivate them in recreative-sports activities, which should became their life stile in the future.*

**Keywords:** *kindergardens, physical development, morphological characteristics, psychological characteristics, psychomotor learning, emotional and sociological abilities, natural forms of sports activities, acquired forms of sports activities*

### **INTRODUCTION**

According to Završnik i Pišot (2005), childhood is the age for determining the culture of the motion.

The adults have a choice of the way they will work with children and the environment in which they want to educate and coach them. Some information and knowledge are gained through the lifetime or learned at schools and seminars. Various sports and recreation activities are tools, which can be easily and successfully applied toward development of the children abilities.

Children are spending great part of the day in the kindergartens, so the most important is that they have well organized physical development there.

Psychomotor development of children is a subject of many scientific researches. For children's motor development it is important that it goes through several stages. Transition from lower into the higher stage of motion development depends on several factors such as physical growth and development, influence of the environment, physical activity and the genetic predisposition. A fact that a child develops as a whole, which is impossible to disjoint, should not be forgotten. The development, therefore, connects transformations of

social, emotional, motor, morphological and cognitive areas which are closely interconnected between each other.

The former researches acknowledge that rich and diverse influences of the environment can easily influence the development of motion in children. Lack of positive influences from the environment as a consequence have slow and unbalanced physical development while it also leads to irregular growth, uneven development, various emotional and psychological problems or even delayed intellectual development. Lack of physical activity in the development of a child is later impossible to compensate in complete degree.

Knowing that the basic rules of growing and development of children is the basis for planning goals and good quality programs of special sport activities. The basis of every well prepared program is to understand the important needs of children.

The role of a parent is very important and responsible in the development of a child, both in psychological and in physical sense. Therefore, each parent should have knowledge about every development stage of their children. If in the pre-school age (from 0 to 6 years of

age) good or bad basis are established, later could influence the formation of personality and character. Due to that, this stage is a very important stage of child's development and requires a special attention.

A successful pedagogue during planning and choosing the special sport activities must follow the basic rules of the motor development and principles of psychomotor learning. He must be acquainted with the theory of sports development, biological characteristics of children's development, he must know children's abilities and to approach toward the process accommodation individually (Pišot and Planinšec, 2005).

In the pre-school period there is no organized sporting, and getting involved into a branch sport activities comes around 5<sup>th</sup> or 6<sup>th</sup> year of age. The main characteristic of this period is a child's careless playing. During the first two years of a child's life, the physical development is the quickest, i.e. a child grows most in the height and increases the weight. A child, first of all achieves the coordination of movements of the big muscle groups and, due to this, it is necessary that children play with a large toys.

A child realizes and experiences the world in different ways. For a child's normal development and shaping, up to the mature age, a specific sport and recreation activity represents, at the same time, a great temptation.

For a small child, sport activity is very important and necessary because it enables involvement of all areas of his/her expression from motor one through cognitive and conative up to emotional and social.

For the development of children through sport activities, knowing and adoption of various ways of motion (walking, running, jumping, crawling, standing up etc.) are essential. Some ways of motion depends on the area and the way of performance (playing with ball, swimming, skiing and some others, more demanding and more complex motions).

The motion elements represent the base of children sporting development. Motor development starts from the first reflex motion, up to the adoption of complex motion rules. A path from the rough shapes of motion up toward demanding motion stereotypes requires constant corrections and planned upgrade.

Stimulants from the environment direct a child towards a good quality motion/sporting development. Sporting equipment and goods are visibly better and more adjusted to the youngest and enable involving into the most different activities.

One of the basic human's needs are the motion activities which could be involved and offered within the most different ways and in very different forms. Let us offer it to the youngest population in such quantity and form that they deserve. The needs of children in this field are immense (Pišot and Jelovčan, 2006).

### Structure of the motion space in children

The level of motor abilities and functional characteristics influence human's motion success. Strength, speed, coordination, flexibility, balance, preciseness and

endurance are abilities which enable success in realization of various motion tasks.

Natural forms of motion are congenital and manifested sooner or later (every child will begin to walk, run, crawl, jump...). It is necessary to include the specific forms of motion (swimming, skiing, sporting games...) into the work with children, as these are so called constructed movement forms.

As natural motion forms are closest to a child, they should be deliberately applied. They represent the base and support on the way toward adopting of more complex and more demanding motions (motion stereotypes).

The natural forms of motion are the basic motions, which are necessary in everyday life.

**Walking** is the basic form of motion. Types of walking are: toe walking, heel walking, cross-step walking, pull-up leg step walking, walking with knees high up, walking on a steep plain etc.

**Running** is, after walking, the most represented form of human motion.

**Jump** is composed of take-off, flying and landing. Basically, the majority of motions with skipping obstacles in motion include some kind of a **jump**. Whether it is about a long jump, jumping over the fence or simple hopping, their mutual component is take-off from the ground. Take-off can be with one or with both legs.

**Climbing** becomes interesting for children in the period around 3, 3 and a half years of age, when they start to comprehend the world around them with greater interest. During this period, they already experience climbing jungle gyms in parks and, generally, they have no fear of a height neither of the speed. Climbing develops the entire body, because both hands and both legs have the same role. When climbing on the different devices, the principle of helping assistance must be followed by the elder.

**Lieing** is movement which is done with the help arms and legs where the body trunk is lifted from the grounds.

**Crawling** is movement during which help of arms and legs is needed while the body trunk is in contact with the grounds.

**Flattening and rolling** is performed forwards, backwards, on the plain or steep surfaces, with body parts in different positions.

**Lifting and carrying** is something a child learns about when using various sporting props, such as ball, hoops, clubs, and through relay and other games with lifting and carrying various objects.

### Game

Various authors have variously defined the game phenomenon, but they all agree about the following: game and fun can equate, as well as, game and emotion, game and spending time aimlessly. Essentially, game is free, voluntary physical activity, motivated by the pleasure of participating and self-affirmation in it. (According to Kocić, Tošić, Sleksić, 2009).

Game is the main pre-condition for maturation of a child and represents a basic mean, by the help of which a child can achieve certain goals. It is the first school of a young human being who is getting prepared for the life (Nemec, 1999).

Gorky: "Game is the way children take towards their knowledge of the world in which they live and which they have been invited to change" (taken over from Milanović i Stamatović, 2004).

Children learn about, and experience the sporting activities primarily through the games. Games enable cognition and perception of someone's own body within the space and develop motor abilities.

Game has a decisive role in the development of children. It is the closest to children's character and rules of their growing. Motion in games helps children to discover the world. Participation and competition are the constituent parts of games. In a game, children agree with the rules of its performance and create situations in which they wish to acknowledge and express themselves. They learn how to obey and accept the rules of the game, how to win and to loose.

Game represents a freedom of imagination.

Through the game, a child comprehends the reality, adopts the codes of conduct, simulates the world of the adults, learns about himself/herself and about his/her body, including all his/her abilities of expression and creativity. All this happens through the activities, which cause joy for him/her. The majority of information about a child and his/her abilities, we can most easily acquire from the particularly game.

## Recreation and sporting activities

For each activity, whether recreation of sporting one, there is always the most convenient time to start. For example, when is about the swimming, it is the period between five and six up to eight or nine years of age, while in handball and basketball, it is between eight and twelve.

Early start of dealing with recreation and sporting activities (pre-school time), is limited by physical and mental characteristics of a child, and is usually manifested by inability to have bigger and longer muscle efforts, rapid fatigue, need for often change of motions and inability to control the motions and positions of the body and limbs.

The right choice of activities is important and difficult task, since there are no reliable indications on the basis of which a child's talent for specific sport discipline can be recognized. It was manifested in practice that a child can individually choose one of the recreation and sporting activities simply because his/her friends chose it as well. Furthermore, parents can choose an activity for a child simply because they like this sport or they have once practiced it themselves. A child can become a part of some activity also if he/she satisfies the criteria of choice by testing the abilities (some sporting clubs make enrollment in kindergartens).

In order to make the right choice of adequate ac-

tivity, it is important to test a child, where he/she can demonstrate his/her motor abilities, which are important for the activity.

When choosing one kind of activity or some sort of motor abilities, such as coordination, preciseness, balance, speed and pliability are certainly the most important things that one must have. Strength and the endurance are less important when choosing a sporting and recreation activity because they can be strongly influenced on during the training process. In children's age, work on improving the strength is not recommended because the body's growth and development have not yet been completed, specially the bone system. In some sport branches, the results depends more on good techniques (motor abilities), while in some other branches the functional abilities (endurance) or morphologic characteristics (height, weight etc.) are the ones that matter.

Recreation and sporting activities must be adjusted to the different needs, interests and abilities of children and optimally influence their development and health condition. Furthermore, the youngest population must be acquainted in which activities are supposed to be practiced by boys and which by the girls.

In the methodical work with the elements of sport games, various methods of intermediation are used as the basis for the development of basic and specific motor abilities of a child such as his/her endurance, technique and the basis tactic. By this, the development of child's psycho-motor status is also influenced.

Nowadays, in learning the elements of sporting games, synthetic method and the method of game are used. These methods represent a better motivation for the children.

The different recreation and sporting activities must be closely envisaged to the children in Kindergartens. The basic rule in dealing with the youngest population is to teach them how to move, not the technique itself. Those who adopt this knowledge can easily continue to upgrade it and develop in the direction of technical performance of motion.

Athletics consists of natural forms of movements. Children master walking, running, jumping and throwing through playing, where they practice them spontaneously. In this period, athletics consists of athletic motor element such as: games where running, relay games, running with place change, throwing (ball), athletic training ground and jumping are applied.

Gymnastics is very important for the development of children. Using gymnastic elements, moving activities are upgraded to moving stereotypes. Roll forward and roll back, hanging, swinging, jumps, turns and walking on balance beam are practiced in Kindergartens.

Motor activities with a ball represent foundation for the majority of ball sporting games and influence the development of coordination. At the beginning, balloons of various sizes, bags with various fillings and balls of various sizes, weight and material are used. (Pišot i Jelovčan, 2006.).

The most common motions with ball are: carrying

one or more balls, rolling, dribbling, rebounding, passing, catching and stopping, as well as hitting vertical and horizontal targets.

**Dancing** is the language of body, motion with music, a part of the human's culture. The choice of the way how to dance is huge, and children should be given a chance to enrich their motion knowledge through a game, as well as to increase their spontaneity and the ability toward improvising.

In work with younger school children it is primary goal to perform the activities through the game, entertainment, friendship and song.

## CONCLUSIONS

In work with children in pre-school institutions, the use of natural forms of motion and the recreation and sporting activities are necessary. Harmonious development of a child and his/her good health depends a great deal on whether his/her need for motion are satisfied.

In children's motor development, it is characteristic that, at the very beginning, they react to stimulation with their whole body. For further development of child's motor, the most important is the maturation and learning (practicing), the consequence of which is free environmental motion of children. The involvement into

recreation and sporting activities is the best way to prove the abilities, in friendly competition and fair game.

In Kindergarten, children motion should be practiced in a wide variety of forms while solving motion problems of children of all ages. In such a way, foundations are built for later involvement into different sporting and recreation fields, as a healthy basis for the production of successful and healthy nation, which has the segment of motion as an integral part of a lifestyle.

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Correspondence:

Jadranka Kocić

University of Priština

Fakulty of Sport and Physical Education

Dositej Obradović bb, 38218 Leposavić

Kosovo and Metohia, Serbia

E-mail: mala@medianus.net