

## METHODIC INSTRUCTIONS FOR PERFORMING OF THE MORNING PHYSICAL EXERCISE AMONG PRESCHOOL CHILDREN

(Professional paper)

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### **Abstract**

*Physical education with children in kindergartens is achieved through appropriate forms of work. These forms or types of work are the basis of children motion activities, and they are composed of health - hygiene and educational tasks that children achieve. General forms of work in physical education are: the morning physical exercise, mobile games, focused physical activity, free activities and recreational breaks, tours, walks and expression of movement, the so-called dancing children activities. Morning activity of children in kindergarten is considered for one of the main form of work within the physical education of preschool children. It is performed daily, in the morning before the breakfast time. In order to choose the appropriate exercises and measured strain to which the children will be exposed during the exercise, it is determined the optimal structure of the morning physical activity. This activity is divided into three parts - introduction, main and the final part.*

**Keywords:** *physical education, kindergartens, physical activity, correct body posture, complex physical exercises*

### **INTRODUCTION**

The organizational forms of work take an important place in the organizational basis of the educational work. Educational forms of work are actually structured components that are based on unique organizational work. Through these components the relations between the teachers and the children as well as among the children themselves are organized during the physical education practice in kindergarten.

Thus, the physical education of children in kindergarten is achieved exactly through these appropriate forms of work. These forms or shapes of work are the basis of motion activities of children and they are composed of health - hygiene tasks as well as educational tasks that the children achieve. General forms of work in physical education are: morning physical exercise, mobile games, focused physical activity, free activities and recreational breaks, tours and walks and expression of movement, the so-called dancing children activities

### **The objective and the importance of morning physical exercise**

Morning activity of children in kindergarten is considered for one of the main forms of work within the

physical education of preschool children. This morning activity is performed on daily base in the morning time before the breakfast. Educational and health objectives of physical education can be achieved through the morning exercise, as far as it is performed in appropriate specified conditions and under the professional guidance of teachers.

The main objective of performing the morning exercise is to form a habit of daily exercise among the children. Additionally, it is used to eliminate sleepiness among the children and encourage the work of all body organs and coordination of systems and organs after the sleep (Džinović-Kojić, 2002). Also, the purpose of this exercise is to stretch out the child's body with short and energetic movements, which have good effects on pulmonary ventilation. The additional value of morning exercise is to create and maintain a good, cheerful and lively mood, which contributes to children's willingness for other daily activities.

Daily morning physical exercise encourages the successful work of the most important body functions. First of all, it has a positive effect on cardio-vascular and respiratory processes, i.e. functions of the heart, bloodstream and breathing system (Djurković, 1995).

Thus, each child through the morning exercise properly adopts deep and rhythmic breathing, which strengthens the overall health of the organism as a whole. Preventive importance is reflected in the development of correct body posture, which is used to avoid various deformities that could disrupt normal breathing and function of various organs and systems (Peric and Cvetković, 2003).

Morning physical exercise has a corrective character, which is mainly consisted of removing the minor child deformity or disorders of the child's body. In this capacity, the morning activities improve the resistance of the organism on the negative influences and many diseases, especially through the strengthening of those characteristics according to which the problems can be noticed among the children.

#### **Methodical instructions for performing of morning physical exercise:**

- The morning physical exercise should be daily performed and at about the same time every morning before the breakfast. For the successful realization of morning exercise it is necessary that the teacher, in spite of the excellent knowledge of the developmental characteristics of all ages, also owns good and precise knowledge of the individual characteristics of children, because they are the starting point of his educational influence within the educational and comprehensive physical education.

- It is recommended that the morning exercise is performed with children in the fresh air—for example on the terrace in front of the study room, whenever the weather conditions allow that. If this is impracticable, then the exercise is performed in the kindergarten gym which is well-ventilated just before the exercise, and a window that is possibly the most distant from the children should be opened, in order to allow the fresh air to circulate.

- During the winter, the morning exercise can be achieved through the activities in snow. Such activities are first of all—running exercises, throwing snowballs, skipping snowballs or through various mobile games that can be carried outside.

- In order to achieve optimal effects of morning physical exercise on the overall development of children's body, it is recommended to perform the activities on the morning air with several groups or all groups at once, or if there is no condition, with one group. If you have to exercise in the gym, again, it is desirable that the groups of all ages practice simultaneously. At the same time achieving of morning physical exercise for groups of all ages, it is useful only in terms of the maximal motivation of all children to participate more actively in the exercise, i.e. achieving of more regular and more effective exercise. You should keep in mind that this exercise can be successfully achieved only if the specific kindergarten has the conditions for it, in terms of space, equipment and devices, and the proper attitude of the

teaching staff. Otherwise, it might bring more damage than benefits for the physical development of children, and you shouldn't insist on this form of gathering of all ages by all means in order to achieve the morning physical exercise.

- The content of activities of morning physical exercise is selected and determined on the basis of well-designed plan, and planning of this type of work must mainly start from children's physical abilities. In other words, the requirements that are placed among the children in the morning practice mustn't exceed their specific features. Otherwise, the objectives of physical education cannot be achieved through this form of work, and it will raise a frustration, discouragement among the children and over the time also the resistance to body activities in general.

- Before you start exercising, it is important for children to feel comfortable, i.e. to be adequately dressed up in order to avoid sweating during the exercise. It is best to stay in a light T-shirt and training suit, so their pants or other pieces of clothing can't bind the movements that they achieve during the exercise. Exercise clothing for children should provide them unfettered movement during the exercise of any type, and even of morning as well.

- It is very important to choose the exercises that children should execute in the morning activities. The teacher should mainly apply those exercises that are already known and that are partly adopted by the children, in order to avoid waste of time on explaining and bothering of children about the adoption of new exercises. Also, the criteria which should lead you when you select the exercises to practice is the request that the exercises must be attractive, interesting, accessible and customized for children of particular age. Compressing of these basic criteria, leads to the conclusion that the exercises which are given to children should be made in a way that they don't require a lot of explanations and long-term learning, and it is necessary to meet the condition of gradual complexity and increasing strain of the exercise.

- In the morning practice you should use as many devices and equipment as possible that are in the room or in the yard, in order to achieve diversity, dynamism and imagination of exercises. Children's active interest and motivation will be held for exercise.

- The morning physical exercise is performed in different lengths, depending on the different age group that is achieved, i.e. depending on the specific physical and motor abilities and interests of children. Thus, in the younger age group it is performed up to five minutes, in the middle group up to six minutes, and in the older group up to a maximum eight minutes. The teacher may occasionally extend the performance of morning activities, if he/she estimates that it will have a positive effect on children and it won't represent too much effort for them.

- The repetition number of exercises that are

performed in the morning activities also depends on both of the age of the children and their preparation for exercising and the live exercise characteristics. Practicing with younger group of children can be done more than three or four repetitions of the same live exercise, but only in one series. With children of middle and older groups the number of repetitions is four to eight for each live exercise, depending on its complexity and intensity. Children from the oldest group can perform the same exercises in two series, with breaks in between, whilst it is necessary that the teacher gives an explanation of the exercise and performs the correction of its performing with children where is needed.

- It is always desirable to perform morning exercise accompanied with music which represents the inspiring music background for exercise activities and contributes to a bright and dynamic children's mood. Additionally, music which is played during the morning exercise helps the children in performing the necessary movements, developing a better sense of rhythm for them at the same time.

- Music has extremely stimulating effect on the nervous system so it stimulates high emotions of children, and effectively organizes children's community to take a part in activities of morning exercise. The application of music within the exercise will contribute to development of accuracy, rhythm and free achievement of expressive enthusiastic movements.

- Music background as an element of morning exercise, may be in the form of piano escort (teacher) directly connected with the live exercise practicing, then as a song that will be sung by the teacher and the children or will be played from some compact disc, as well as a rhythmic monitoring of exercise by percussion instruments or rhythmic splashing the hands.

- There is, however, one condition that must be satisfied so music could be used as an association for practicing. The condition is that the children must adopt given movements and exercises really well, according to which we want to use music. The purpose for setting up of this condition is to ensure that the children have performed the required automatic movements and therefore they won't waste time and energy on thinking about the proper performance of each element and adjusting their movement with music.

- The complex of exercises that already has been established shouldn't be changed for a period of at least one full week, so the children could completely adopt these live exercises. Integration of the existing complex of exercises can only be done during the next week, so using some changes will actually create a variant of the complex. The change usually means replacement of one or two exercises from the complex with some new, only slightly intensive exercises (the request with gradual aggravation of exercise must be respected).

- Making changes in the complex of exercises on a weekly basis, can also mean a change in certain devices, accessories or positions and formations of the

previous exercise entailed. Working during the same week can be refreshed by changing the environment in which live exercise is performed. Unlike the partial changes, complete replacement of existing one with a new complex of exercises may be done only once or possibly twice a month. Then the children are completely introduced by new exercises, which can be a bit more demanding than previous mastery forms and approved forms of exercises. The focus should be on the exercises that develops the chest muscles (spread movements), develops the flexibility of spine and strengthens the abdominal muscles.

## CONCLUSION

One of the basic ideas that educators should be conducted during the realization of all physical activities with children in kindergarten is that these activities must be appropriate to specific age level of the children with whom we work. A large number of children, unfortunately, are not attending the kindergartens where physical activity is performed by a particular program, i.e. the plan and program of educational work in preschools. Within this working program part of the daily physical activities is realized, precisely through the morning physical exercise.

*Morning physical activity* is usually performed by direct exercise starting from head to heels. The exercises which are included in the morning gymnastics, allow the achievement of the additional objectives in physical education and these objectives are - proper perception of human body schemes and improving the children's attention that is focused on cognitive processing of necessary programs. Besides the morning physical exercise, the other specified forms of work in the field of physical education can be achieved, but oriented physical activities have the most practical value.

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