

FINDINGS REGARDING THE COORDINATION OF CHILDREN PRESCHOOL

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Abstract: Analysis of the current system of physical education in the preschool shows that in most kindergartens, training activities are conducted, the subjective and objective reasons, without being systematized, at a lower organizational-methodical and lack of emotional perception. Such a situation requires a revision of the content of physical education activities for children, for the selection and application of methods and physical education most current, effective and popular. One of the imperatives of modern society in the institution in which children are educated at this age, is to increase the training process based on preparatory training disciplines: mathematics, reading and more, as well as framing extrauditory activities, which most often limits the driving functions thereof. Preschool education provides differentiated stimulation of the child to develop his intellectual, socio-emotional and psihomotric, taking into account the specific features of its age. It is known that the ontogenetic development of the child, the first to appear is movement based on its subsequently developing language and thought.

Introduction:

Until the last two decades of the last century the concept of early education was referring to pre-schooling education, held in the range from 3 years to 7-6 years. Early education was seen as a systematic activity undertaken in specialized institutions such as kindergartens and was known as the education / preschool.

World Conference in Jomtien (Thailand) 1990 - Education for All - has introduced a new concept: the "lifelong learning" (lifelong education) and, with it, the idea that education begins at birth. Thus, the concept of early education has expanded, falling below 3 years of age, and was expressed by the phrase "early childhood development", including in the sphere of education, protection and health. This has led to a new speech

policies toddler through a convergent approach to the social, educational, medical (health and nutrition).

Nowadays, through early education means teaching approach covering the period of life from birth to 6/7, when the child enters school and also when significant changes occur in the register of child development.

Material-method:

The research hypothesis assumed psychomotor activities for children of 4-6 years under the instruction of children, will increase the influence of the educational process on the formation of the necessary driving skills and experience of preschool children and the need to move their training, which that will prepare them for success in school.

The hypothesis of this paper is to analyze coordination in sport at preschool age. In this context we plan to perform a series of tests to determine psychomotor coordination capacity of preschool age children.

The subjects of the research are two groups of children of 10 children, a group of 4-5 years and 5-6 years group, select from the Kindergarten "Așchiuță" Suceava. For finding we used in the assessment:

- Matorin test the overall coordination and balance;
- Slalom test with squares for overall coordination;
- Test Bruininks - Oseretsky segmental coordination.

Results and discussions:

The table no. 1.1 and 1.2 present the data recorded in the age group 4-5 years and 5-6 years age group in the "Test Matorin".

Table. 1.1. Age group 4-5 years

Nr. crt.	Name and surname child	LEFT				RIGHT			
		180°	180°-270°	270°-360°	360°	180°	180°-270°	270°-360°	360°
1.	A. D.	N						B	
2.	C.V.			B					FB
3.	D. A.	N					S		
4.	D. C.		S						FB
5.	F. G.			B			S		
6.	I. R.		S			N			

7.	J. I.			B				B	
8.	J. M.	N					S		
9.	P. A.		S			N			
10.	P. P.				FB				FB

Table. 1.2. Age group 5-6 years

Nr. crt.	Name and surname child	LEFT				RIGHT			
		180°	180°-270°	270°-360°	360°	180°	180°-270°	270°-360°	360°
1.	B. M.		S						FB
2.	C. C.	N					B		
3.	C. I.			B					FB
4.	C. D.			B			B		
5.	G. L.		S			S			
6.	H. L.	N							FB
7.	O. E.			B		S			
8.	J. I.		S				B		
9.	M. M.				FB				FB
10.	U. T.		S			S			

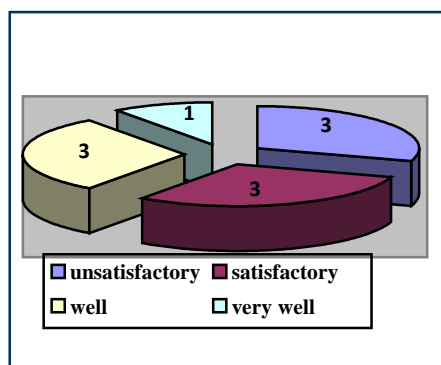


Figure nr. 1.1. Return to the left

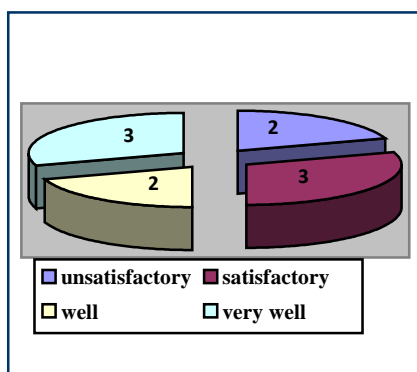


Figure nr. 1.2. Return to the right

In Tables. 2.1 and 2.2 present time obtained in the two age groups ie children 4-5 years category and category of children 5-6 years proven "Slalom with squares"

Table nr. 2.1. Age group 4-5 years

Nr. crt.	Name and surname	Execution time
1.	child	1 minut și 30 secunde
2.	C.V.	1 minut și 15 secunde
3.	D. A.	55 secunde
4.	D. C.	1 minut și 05 secunde
5.	F. G.	45 secunde
6.	I. R.	53 secunde
7.	J. I.	1 minut și 19 secunde
8.	J. M.	57 secunde
9.	P. A.	1 minut și 10 secunde
10.	P. P.	1 minut și 03 secunde

Table nr. 2.2. Age group 5-6 years

Nr. crt.	Name and surname	Execution time
1.	child	1 minut
2.	C.C.	49 secunde
3.	C. I.	1 minut și 20 secunde
4.	C. D.	1 minut și 05 secunde
5.	G. L.	51 secunde
6.	H. L.	46 secunde
7.	O. E.	1 minut și 15 secunde
8.	J. I.	1 minut și 46 secunde
9.	M. M.	1 minut
10.	U. T.	1 minut și 07 secunde

In Tables. 3.1 and 3.2 present data obtained after applying the "test Bruininks - Oseretsky" segmental coordination.

Table nr. 3.1. Age group 4-5 years

Nr. crt.	Name and surname	1	2	3	4	5	6	7	8
1.	A. D.	+	+	+	+	-	+	-	-
2.	C.V.	+	+	+	+	-	+	-	-
3.	D. A.	+	+	+	+	+	-	-	+
4.	D. C.	+	+	+	-	+	+	-	-
5.	F. G.	+	+	+	+	-	+	-	-

6.	I. R.	-	+	+	+	-	+	-	-
7.	J. I.	+	+	+	+	+	-	-	+
8.	J. M.	+	+	-	+	+	-	+	-
9.	P. A.	+	+	+	+	+	-	-	-
10.	P. P.	+	+	+	+	-	+	+	-

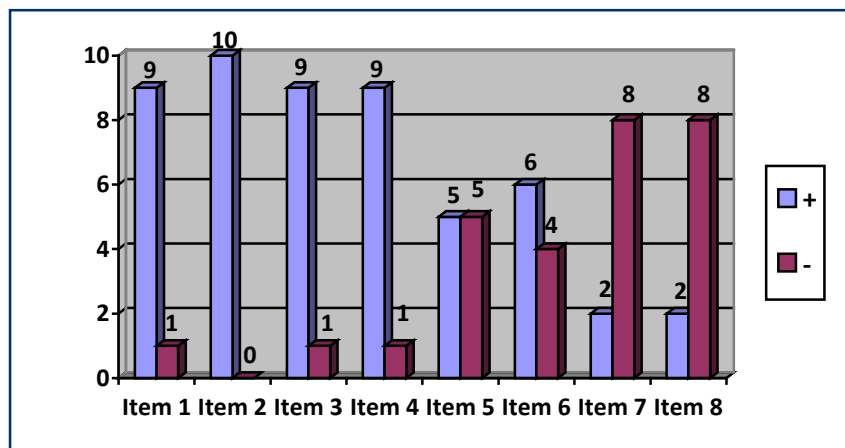


Figure no. 2.1. Graphical representation of test results Bruininks - Oseretsky for the age group 4-5 years

Table nr. 3.2. Age group 5-6 years

Nr. crt.	Name and surname	1	2	3	4	5	6	7	8
1.	B. M.	+	+	-	+	+	-	+	+
2.	C.C.	+	+	+	+	+	-	+	-
3.	C. I.	+	+	+	+	+	+	+	-
4.	C. D.	+	+	+	-	+	-	-	-
5.	G. L.	-	+	-	+	-	-	-	-
6.	H. L.	+	+	-	+	+	+	+	+
7.	O. E.	+	+	+	+	+	+	+	+
8.	J. I.	+	+	+	+	+	+	-	-
9.	M. M.	+	+	+	-	-	+	+	-

10.	U. T.	+	+	+	+	+	+	-	-
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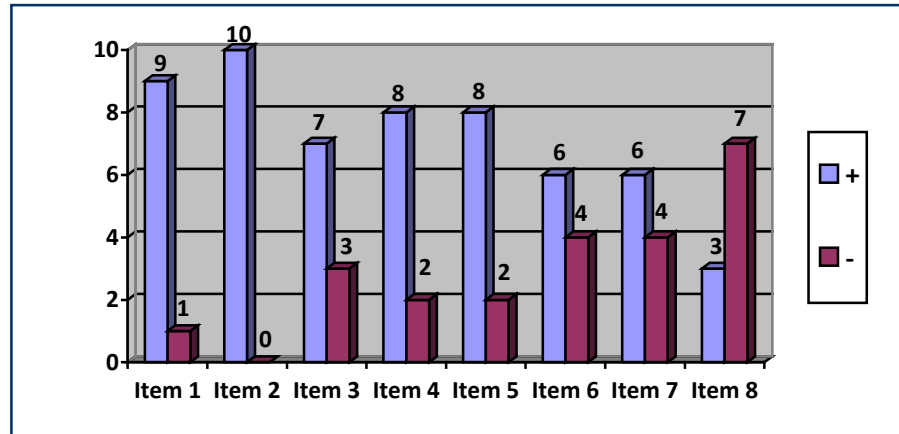


Figure no. 2.2. Graphical representation of test results Bruininks - Oseretsky for the age group 5-6 years

Conclusions:

The data presented in Tables. 1.1 and 1.2 we conclude that the number of those who failed to rotate to the left is greater in the group of children 4-5 years, that there were three cases of children while in group 5-6 were only 2 cases this was due to poor guidance of children in group 4-5 years.

Also returning to the right group of children 5-6 years managed more correct spins, getting 4 marks very well (FB), while the group of children aged 4-5 were fewer, only three and two children IR and PA failed to rotate obtaining unsatisfactory grade (N).

As can be seen from the data presented in Tables. 2.1 and 2.2 we can say that the group of children 5-6 years yielded better results, while the group of children 4-5 years have seen a longer time for completion of the 30 squares.

The data presented in Tables. 3.1 and 3.2 we can conclude that this test was harder for kids 4-5 years group, for which only two children - DA and JI - were able to pass, while others in this group have failed.

Samples toughest were: item 7 - jump vertically, with heels touching hands and item 8 - simultaneous drawing of crosses and lines.

And the group of children 5-6 years this test was pretty hard as we can see in Table. 3.2 out of 10 children undergoing test only seven children namely: BM, DC, IC, HL, OE, JI and UT managed to pass it, while three of the 10 test subjects were not able to overcome this test.

In conclusion, by applying psychomotor tests, the two age groups 4-5 years and 5-6 years of 10 children each, we can say that the group of children 5-6 years succeeded performs better all three tests, while a group of children 4-5 years old performance test was more difficult.

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Titlul: Constatări privind nivelul coordonării la vârsta preșcolară

Keywords: educație, preșcolar, coordonare, psihomotricitate

Abstract: Analiza sistemului actual de educație fizică din cadrul instituțiilor preșcolare demonstrează că, în majoritatea grădinițelor, activitățile de instruire se desfășoară, din motive subiective și obiective, fără a fi sistematizate, la un nivel organizatorico-metodic redus și în lipsa unei percepții emoționale. O atare situație necesită revizuirea conținutului activităților de educație fizică a copiilor, în favoarea selectării și aplicării unor metode și mijloace de educație fizică mai actuale, mai eficiente și mai populare. Unul dintre imperatiile societății moderne, în instituțiile preșcolare, în care sunt educați copii de această vârstă, constă în intensificarea procesului de instruire în baza disciplinelor de instruire pregătitoare: matematica, lectura și altele, precum și încadrarea în activitățile extrauditoriale, care, de cele mai multe ori, limitează manifestarea funcțiilor motrice ale acestora. Educația preșcolară asigură

stimularea diferențiată a copilului în vederea dezvoltării sale în plan intelectual, socio-afectiv și psihomotric, ținând cont de particularitățile specifice de vârstă ale acestuia. Este cunoscut faptul, că în dezvoltarea ontogenetică a copilului, prima care apare este mișcarea, pe baza acesteia dezvoltându-se ulterior limbajul și gândirea.