



SPORTS UNIVERSITY OF TIRANA

Dissertation

Psychomotor Aspects of Preschoolers

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Tirane 2016

INTRODUCTION

The problem of scientific research in motor activities in the first years of life is of particular importance, because in these years they are fundamental elements necessary for the formation of personality.

With engine preschool education, jump organic basis for programming pre sportive and sports activities, providing at the same time the essential elements of the individual's own life.

Hypothesis BASIC

1. - should last the concept of gardening teacher, to adopt a new figure kindergarten teachers, most professionally prepared and equipped with the knowledge of evolutionary psychology and pedagogy depth.
2. - expected significant benefits in terms of physiological, psychological and social development, and significantly facilitate the orderly learning (at school and it pre sportive) through education preschool engine.
3. - It is imperative dumping grounds for an organic programming activities and sports pre sportive engine preschool education, providing at the same time the basic elements of the individual's own life.

OBJECTIVES OF THE STUDY

1. - The sensitization of teachers, that the progress of pedagogy passes through the presentation of the methodology of work of the body during preschool.
- 2 - parent's attention on the role that education psychomotor important supporter, along with traditional education methods.
- 3 - Involvement of authorities responsible sector, aiming physical education can really become an integral part of the formation of children 3-6 years old.

METHODS OF STUDY

As the object of study are taken children aged 3-6 years old, this very critical period, which coincides with the onset of psychomotor elements.

For the realization of our study, we selected 4 gardens in Tirana, alternate with those of the experiment control as well as private and public gardens. To check the influence of the status of the garden (public or private), the gardens of the experiment group chose that way, to have a representative of private and public gardens. In the same way it is done with the control groups gardens.

For realization of this micro these were used various methods:

Firstly, the research method used is contemporary literature, combined with the previous years. Second, it is widely used methods of observation in natural conditions. Children were observed in motor activity during the class or sports training.

Thirdly, we used the method of conversation, as with children with various nursery.

Fourth, to collect multiple data function study, we applied the methods of the experiment, testing and surveying.

Fifthly, all the data gathered from conversations, observations, experiments and surveys, are processed statistically.

Theoretical

CHAPTER I

HISTORICAL DEVELOPMENT OF THE CONCEPT OF MIND / BODY and traditional theories.

Psychomotor

In the current work, the psychometric system connected with the problem of mind and body which has a relatively long history (mind-body). The problem has to do with determining the relationship between body and mind. Psychometric theory is an attempt to explain the possibilities of the mind and brain in the human motor system. To understand this theory and to analyze the historical development of the mind-brain relationship is between them, have little time.

CHAPTER II

Characteristic of growth and development in children.

Predispositions for pathology. Reflexes.

What is development?

Development is a complex process, where areas of development versatile integrated with each other and crossed the simplest benchmark to a more complicated. He is a product of biological fields, cognitive and social-emotional.

Biological processes include changes in aspects of physical development such as increased weight, length, effects of hormonal changes, the influence of genes and motor skills.

Cognitive processes include changes in thinking, learning and language.

Social processes - emotional include relations with others, emotional life and unique identity of the child.

What is growth?

The increase is the result of two phenomena which are inextricably linked. Growth and development is a process of maturation of the body that progresses steadily from the moment of conception and until the age of majority.

CHAPTER III

IMPORTANT AS INFANT an institution for the upbringing and development of preschool children

Garden has arisen because of expanded working of mothers, as an institution, assistance and care for children.

He has been in the past a function of assistance and preparation for primary school. Child between 3-6 years there has been regarded as a subject of education in the garden, but has been acquired in primary school educational processes. Educational function that represents the educational development of the human personality has created a new concept of the garden, which is childish education as a fundamental basis of the formation of man and not simply tend

to educational processes, the child takes in elementary school.

Chapter IV

Basic elements psycho motility

Affective Aspect

With this term we want to emphasize child-adult ratio, which should be described in any educational moment. Affective aspect of all basic resulting in learning or reserved space to physical education. Educators should be acceptable to children. It must gain their sympathy, while there must be confidence in children with whom you work. Calmness is essential premise of any particular teaching physical education to children aged 3-6 years.

CHAPTER V

Function active adjustment. DEVELOPMENT OF THINKING OF CHILDREN. GENERAL COORDINATION DYNAMIC

Active fit function is that attitude that accepts used motor previous benefits, enabling care to a new problem, the subject can find a large number of solutions, for obtaining a new skill motors. In this context, it is necessary not to give explanations specify or child over gesture used to allow anyone to solve the problems itself (understanding through proof of error).

CHAPTER VI

Psychomotor TESTS. MODELING Testing

In the following, we present a battery psychomotor tests, designed by Pierre Vayer model:

- 1 - Testing of sight-motion coordination (eye-hand);
- 2 - Testing the dynamic coordination;
- 3 - Testing of static equilibrium;
- 4 - Testing of the body;
- 5 - Testing of perception.

III. Experiment AND RESULTS OF STUDY

For the realization of our study, we selected 4 gardens in Tirana, s alternate with those of the experiment control as well as private and public gardens. To check the influence of the status of the garden (public or private), the gardens of the experiment group chose that way, to have a representative of private and public gardens. In the same way it is done with the control groups gardens.

IV . DISCUSSION AND ANALYSIS

An analysis of the composition of gardens by gender shows that all the gardens in the study have similar composition. Equal percentages between the two genders and mitigate the impact of gender factor in comparing the results of different gardens.

Now let us discuss and to all the time analyzing the study work.

Summary Table 2 above shows an almost equal distribution between components of champions (age and gender), group experiment the control group. Similarity of components has enabled us a statistical comparison between the two champions.

In the 1st stage (1st phase of measurements conducted prior to the training of teachers), has a low percentage of success of children in coordination test-moving sight. There is a significant statistical difference between the gardens of control and gardens of experiment.

Comparing the performance of girls and boys for every garden in coordination test-moving glance shows no statistically significant change. The change is within the margin of error, which in this case, because of the small number of subjects (are divided not only by gardens, but also by gender) is greater than the margin of error, when a comparison is made between the gardens. This comparison will be made for each test of any age, but because presentation will be held into consideration the just those cases when there will be a significant statistical difference.

After training to educators in terms of psychomotor development of the child, there is a noticeable improvement of kindergarten children to experiment, because by repeating the correction method of educators from information obtained, the child receives a better coordination. Also, there is a difference between public and private gardens within the group or

the control experiment, but is not statistically significant; Further study may identify more clearly the issues raised.

In the first phase (before training educators on the stages of psychomotor development of children), no significant statistical difference between children of kindergarten of control and kindergarten of experiment.

After training to educators (phase 2), has a marked difference between the children of the group to the control experiment, where children experiment group performing significantly better than those of the control group. This is due to the repetition of this physical exercise, which affects the lower bias (the strength of the lower limbs).

In the 1st phase (before training educators), no statistically significant difference in test scores between children static balance 3-year-old control group of those experiment group.

After training to educators, we see a significant statistical difference between the children of the group to experiment (gardens, in which trained teachers) the children of the control group.

Children experiment group performed significantly better than children in the control group.

In the 1st phase, the average distance of throwing the ball, there is no significant statistical difference between the control group children of those in the experiment group. The distribution of distances measured for the four gardens is normal, with averages shown in the chart above with a standard deviation of 1. 2, 1. 15, 1. 43, 1. 48 respectively for the gardens A, B, C and D . Since the distribution is normal, parametric tests can be applied to change the means and as noted above, there is a significant statistical difference between the gardens at a significance level of 5%.

In Phase 2, see a significant improvement in the children of the experiment, whereas those of the control group no statistically significant change. Average distance ball throwing rose to children experiment group of 3. 12 m (1st phase), at 3. 87 m (2nd phase).

In the 1st stage, children experiment group have decided to 6 cubes, in an average time of 45-46 sec. While the control group children have completed the same test in an average time 44-46 sec. No significant change in average times between the children of the group to experiment and those of the control group.

In the 2nd phase, an improvement of the average time children of the group to experiment in 39 sec. 41 sec. , Respectively, for the gardens A and C. There noticed improvement (reduction of average time) to control kindergarten.

In the 1st phase (before training educators), children who had more than 1 min. for setting cubes (ie not completed successfully test), they share almost equally between kindergarten.

In phase 2, there is a decrease in the percentage of children in the experiment group, who had more than 1 min. for conducting the test (setting 6 cubes). Percentage of children of the control group, who have performed the test with a duration of greater than 1 min. , There was no change.

In the 1st stage, no significant change in the average time in which children 6 postcards distributed between the children of the group to experiment and those of the control group.

Average time ranges from 43 sec. To 46 sec.

After training to educators, there is an improvement in the distribution of postcards time for children to experiment group. Children of the control group did not show significant improvement.

In the 1st phase, no significant difference in average distance of kicking the ball with his left foot between the group and the control experiment.

In phase 2, there is an improvement in the average distance of kicking the ball with the left foot for the children of the experiment. For children of the control group, did not seem to have any significant statistical difference.

In the 1st phase, between the children of the group to experiment and those of the control group, no significant difference seen in the average distance of kicking the ball with the foot handball cheese.

In phase 2, the children of the experiment, there is a growing distance average of kicking the ball handball on the right foot, while the children of the control group did not show any significant improvement.

In the 1st phase, between the percentage of success of the test performed by the children of the experiment of those of the control group, no significant statistical difference. The results are within the margin of error $\pm 4\%$.

In phase 2, we have a growing number of children in the experiment group, who have performed eye test successfully perception, while the percentage of children in the control group, who carried out the test successfully, no significant statistical difference.

Children 4 years

Before training educators for children 4 years of the experiment group and those of the control group, in coordination test sight-moving, no significant statistical difference.

After training the teachers, the children of the experiment is a significant increase, while the children of the control group did not show improvement.

In the 1st phase, between the children of the group to experiment and those of the control group, no significant statistical difference.

In phase 2, there is a performance improvement of kindergarten children in the experiment, where 66% and 63% have completed the test successfully dynamic coordination. There distinguish improvement of kindergarten control.

In the 1st phase, no significant differences between the children of kindergarten of experiment and the kindergarten of control. The percentage of successful tests varies within the margin of error $\pm 4\%$.

In Phase 2, there is a marked increase in the percentage of kindergarten children to experiment who completed the static test successfully balance 87% and 85%. While the percentage of kindergarten children to control who completed the same test had no significant difference.

In the 1st phase, between the children of the control group and those in the experiment group, no significant difference in average distance throwing the ball with his right hand.

There is an improvement of the average distance to throw the ball with his right hand to experiment garden of children. No significant difference to control kindergartners.

At the time of placing the cubes average, for children 4 years of the control group for the experiment group them in the 1st stage there is no significant difference.

After training to educators (phase 2), the has a significant reduction of average time of setting cubes for children to experiment group. Control kindergarten, compared with the results of the 1st phase, have not shown any increase in speed. We strongly believe that this has come as a result of not being repeatedly.

In the 1st phase between kindergarten children for kindergarten experiment control them, there is no significant change in average delivery time of 8 postcards.

In phase 2, the children of the experiment, there is a substantial reduction in the average time of setting of postcards. Children of the control group did not show any significant difference.

There are no significant differences between children of the group to experiment and those of the control group, the average distance handball kicking the ball with his left foot.

After training the teachers to structure the execution right technique, there is a noticeable improvement of the average distance handball kicking the ball with his left foot from

kindergarten to experiment. Control kindergarten children did not show any significant difference.

Not noticed any significant difference between the children of the group to experiment and those of the control group in average distance handball ball kicked to the right leg.

In the second phase has an average distance increases ball kicked from kindergartners to experiment. Control kindergartners show no significant improvement in average distance.

In the 1st phase, the test of eye perception among kindergarten children of those gardens experiment control, no significant change in the percentage of tests carried out successfully.

In phase 2, there is a noticeable increase in the percentage of children of experiment group, who performed with success test of eye perception. The control group children observed no significant difference.

Children 5 years

In the 1st phase, between the children of those groups of experiment, no statistically significant difference in the percentage of realization of node connectivity test successfully.

In phase 2, we note that a large part of children of experiment group have successfully completed testing of node connectivity. There is no change in the percentage of children of the control group.

In the percentage of children 2 groups (control experiment), who performed the test successfully dynamic coordination, no significant difference. To clarify in this case, is the fact that the test is called successful, when the child has completed at least 2 evidence (from 3 possible) without touching the rope, without losing balance without putting your hands in the earth.

In phase 2, seen a significant increase in the percentage of children in the experiment group, who performed the test successfully dynamic coordination. Rather, children control groups did not show improvement in this test.

In the 1st phase, the percentage of children who have successfully completed testing of static equilibrium between the experiment group and control group, no significant change.

In phase 2, we see a significant improvement in the children of the group to experiment, to which the number of those who have successfully completed testing of static equilibrium is significantly increased. The control group children, not noticed any significant improvement.

In the 1st phase, between children of the two groups do not show any significant difference in average distance throwing the tennis ball.

In phase 2, there is a significant increase of the average distance throwing tennis ball from the children of the experiment. Children of the control group did not show significant improvement. No statistically significant difference average deployment time of 10 cubes as the children aged 5 years of the experiment group, as well as those of the control group.

In phase 2, the children of the experiment, there is a significant decrease of the average time of placement of 10 cubes. The average time is reduced by 45 sec. in the 1st phase, 36 sec. in the 2nd stage. Otherwise, the children of the control group did not show an improvement (reduction) of the average time of performing the test.

In the 1st stage no significant difference in the average time distribution of postcards between children of the control group and experiment group.

In phase 2, there is a noticeable improvement of the average time distribution of postcards from the children of the experiment. Otherwise, the control group children have no reduction in the average time of distribution of postcards, compared to the 1st stage.

In the 1st phase, between the children of the group of experiment and those of the control group, no significant change in average distances of kicking the ball with his left foot.

In Phase 2, the average distance of kicking the ball with his left foot from the experiment group children has increased by 4. 2 m. (In the 1st stage), in 4 to 7 m. (In the 2nd stage); This statistically significant improvement. Children of the control group did not show significant improvement.

Average distances kicking ball with his right foot within the confidence interval (95%); Well, no significant statistical difference (significance level of 5%)

In phase 2, we see an increase in the average distance of kicking the ball with his right foot from the children of the experiment by 7. 1 m. (In the 1st stage), 7. 6 m. (In the 2nd stage). Children of the control group did not show such an improvement; they range from 6 to 8 m. (In the 1st stage), at 7 m. (In the 2nd stage). This difference is not statistical significant .

In the 1st phase, between the children of the group of experiment and the group of control, no statistically significant difference tests carried out successfully in the eye perception test.

In stage 2, the percentage of children of gardens of experiment, who committed eyed perception test successfully, increased significantly from the 1st phase. Number of control kindergarten children, who have performed the same test successfully, there is no significant difference from

the 1st phase.

V. GENERAL CONCLUSIONS

1 - Knowledge of educators in psychomotor education of children in the four gardens were relatively similar, at a below-average level. By testing developed, pre-school teachers reached average values 45, 47. 3, 46, 45. 7 (according to a scale of 0-100) respectively gardens A, B, C and D.

2. - After training to educators, it was observed that teachers in the gardens of the experiment (gardens, in which were developed training programs educators) performed better on tests of psychomotor knowledge to educate children. On average pre-school teachers to experiment values reached 72. 3 and 74. 5, versus 46 and 45, 7 gardens control (gardens which were not developed any training).

3. - The observation of kindergarten children of the group to experiment the control group, before the implementation of the program of psychomotor development training educators, not observed significant statistical difference.

4. - After training the teachers of kindergartens and applying knowledge gained in the educational process psychomotor children for a period of 1 year, there is a significant statistical difference in kindergarten, where training of educators with information on psychomotor development is high.

5 - There is no significant statistical difference between the two sexes (girls and boys) for the three ages (3, 4 and 5 years old) in all tests performed, during the 1st (first phase training educators) and during the 2nd phase (phase after the training of educators).

6. - there is a tendency of children to private kindergartens, to perform better on tests performed, compared to public kindergarten children. However, statistical data are not sufficient to draw a statistically significant conclusion. A deeper study of the issue may give clearer results.

7 - The problem of research for motor activity in the first years of life is of particular importance, because in these years this activity constitutes a fundamental element necessary for the formation of personality.

8 - Values of psychomotor education preschool evidenced by the huge benefits in terms of physiological, psychological and social development, significantly facilitating learning at the school regularly as of the pre sportive.

9 - With psychomotor education preschool jump organic basis for programming pre sportive and sports activities, providing at the same time the essential elements of the individual's own life.

10. In psychomotor education to children aged 3-6 years, should maintain the possibility of dynamic child shares. For the child, the body is the instrument of his life as affective-relational experience.

11 - Self body at age 3-6 years represent a single remover tool unique awareness for an organization to secure his personality, through a better structuring of bodily imagination. "The body is the instrument of either all child relationship with his environment. Bodily ways of being in the world condition quality of this relationship ".

12 - It is necessary that children aged 3-6 years be given the opportunity to face the motors, favoring putting in place more automated numbers, doing to find the answer itself, stimulating his creativity , imagination and his ideas.

13 - In various didactic moments, like in the global field (or linguistic), we consider equal importance and value of imitation, given the considerations that not all motors structures could be in line, just by using a form unique proposal for action. We remark that imitation is one of the basic foundations of the formation of his individual capacity for learning. Not underestimated the value of imitation from the perspective of socialization, being considered the model to imitate educator is not always, but often may happen to be, and another child.

14- Each set of exercises should not be considered the type fatiguing, but there is a trail significance of the most complete integration through the pledging of child creativity, especially through games. We recall that in relation to the applied through games can come pretty well outlined affective reports, leaving room for initiative, for improvisation and creativity of the child itself.