

Republic of Macedonia
University "Ss. Cyril and Methodius" - Skopje
Faculty of Pedagogy
"Ss. Clement of Ohrid" - Skopje

CONTEMPORARY
INTENTIONS
IN EDUCATION

Volume

2

International Scientific Conference

June 2008, Ohrid

978-9989-823-26-8

CONTEMPORARY INTENTIONS IN EDUCATION Volume 2

Republic of Macedonia
University "Ss. Cyril and Methodius" - Skopje
Faculty of Pedagogy
"Ss. Clement of Ohrid" - Skopje

CONTEMPORARY
INTENTIONS
IN EDUCATION

Volume

2

IV International Scientific Conference

June 2008, Ohrid

CORRELATION OF THE DIRECTED BODY ACTIVITIES WITH THE REST OF THE EDUCATIONAL ACTIVITIES IN THE PRESCHOOL EDUCATION

Prof. Dr. Dusan Todorovski
Pedagogical Faculty "Goce Delcev" – Stip

Nenad Todorovski
Teacher of physical education – Kumanovo

Biljana Mitevska Popeska
Pedagogical Faculty "Goce Delcev" – Stip

Abstract: In this work it is about long time acknowledged and real possibilities for integral access in the realization training- educational contents, in other words, integration of all contents in the functional unity, which will represent a process of enabling – comprehending of the youngest for the phenomenon in nature and society. All this accomplished with the help or through physical activities, mainly with game and game activities with mobility nature. Examples and methods are given for their realization.

Keywords: integral development; correlation; children; physical education; game.

INTRODUCTION

In the latest time in the treatment of the contents in the field of "preschool education" often, we come across on the term "integration". It is in our opinion given in the way of pointing the meaning of integral approach in treatment of educational work in nurseries and preschool classes in primary schools. Otherwise the term "integrity" is explained as totality, the one that makes the totality, complete, (Vujaklija, M.: Lexicon of foreign words and expressions, Prosveta, Beograd, 1954), while the term "integration" is determined with the meanings : reconstruction, supplementing of a thing with its essentials.

In that context: supplementation, compounding of the totality- integration, in some way understood as connecting of all educational fields in one whole on positive acting into bio-psycho-social (anthropological) status of the child. Never the less this does not mean simple, mechanical combination. Here should be considered and acted in the direction of creating conditions for organic connection of devised bodily activities with the contents of the other educational fields, as well as the application of knowledge from different fields of interest in function of mobile development of the child.

Adequate contents for connection can be found always, but this model requires bigger engagement of the educational personnel in finding- devising of the possibilities for integration; the methods and the models of connection should be thought of. In which boundaries should the integration be moving in order to be natural depends on the imagination and resourcefulness of the teachers.

MODELS OF CONNECTION

It is considered that movement game is basic organizational form. During the game, it is important to be taken care of its contents so the game can have something mutual (in touch) with contents that are studied. The mobile game should be a natural extension of the interest not merely technical combination.

When the subject is men professions (police officers, fire-fighters, drivers, mail carriers, chimneysweepers...) it is necessary with the professions additional imitation of the working activities to be added using suitable equipment. For example: the profession of the chimneysweepers is integrated with bodily activities if in the right moment to the children are given hoops which will they put on their shoulders and run to get to work. They climb on roofs of houses, sweep chimneys, put the hoops on the floor, go and get them and imitate the working movements of the chimneysweepers.

When we want to establish the terms for numbers (quantities) we can use the game "the sparrows have flown" applying it to the introductory as well as to the basic part of the activity. We put hoops on the floor which are representing nests in them there are two sparrows there is no room for the third one. Sparrows (children) fly away; they run freely in the marked area. On the signal of the teacher, "the sparrows have flown" the children have the task to stand inside the hoops but only two. The game can be made more difficult if it is required every child to find the hoop in which it was in the beginning of the game. If this game is organized so that we do not determent the number of the children in the hoops, but after the freely running in the marked space, a school yard can be used, we set a task with the words "two, three sparrows have flown in to one nest" the children will have to try harder. We can raise coloured flags to determine how many children are going "to fly" in to "the nests"-hoops and in that way we can consolidate numbers and knowing of colours, making the task more difficult.

To determine the knowledge of numbers we can use the game "two or three". Children run freely in the marked space on the signal- stop from the teacher they stop. If the teacher raise two flags, all the children quickly stand in groups of two or three on the marked spot, everything depends on the number of flags.

For getting information how much children understand colours during the time of physical exercising we can use a game by raising of coloured flag on which the children should react with: walking, running, changing the direction of movement. Here is another game called "Go Ace". Children sited on the floor form a circle; in the middle of the circle are the flags with basic colours, colours we want to consolidate or to check if the children have memorized them. One child walks around the circle, and the others sing, "Go Ace around the circle and find red-yellow-blue...flag". The child that is walking goes in to the circle and picks up the flag with suitable colour. This game is played in the finishing phase in the kindergarten, and the teacher usually engages those children for whom she knows that are not sure in to recognizing colours.

When we work on introductory contents about pets, farm and wild animals, insects and similar connecting can be realized in the following way: for example farm animals (chicken and cocks). In one corner of the room with auxiliary equipment (most adequate are chairs) should be put up an improvised chicken house where the chickens and the cock live. On certain distance, a rope is put up on height of 40 centimetres. The chickens (children) get off the chairs go under the fence (rope) and run in the yard; looking for food. When the cock starts singing the chicken (children) squat and look for food, and then run again. On the words of the teacher co, co, co, quickly to the house, all the children running return to their places- on the chairs.

Connecting can be realized also by applying of different forms of movement; free interests, as organizing of activity corners as well as other entertainment with different kind of nature. Children should know forms of movement as well as auxiliary equipment, which are used in the free activities. Now they are improving their movement skills, abilities and preciseness. By applying certain forms of movement in to the free activities, a variety is accomplished, which is in function of forming bigger interest for the activity.

During the free activities which can be organized as a free morning interest, contents from bodily exercising can be organized in two ways: organizing of corners for physical education and organizing a game of movement in that moment when the children are starting to loose interest in the activities that where going on in the corners.

For the morning free activities, we can organize the following corners: corner for hitting with throwing-shooting in different ways, corner for bowling and corner for circus. The space for the corners should be fenced with chairs, ropes, wooden boards and similar. The game in "the Bowling corner" can be organized in the way that the children roll a ball towards a certain target. The trail where the ball is going to roll should be marked with ropes, sticks or be drawn by a chalk; on one end is the child on the other the target. As targets can be used tenpins or small, wooden or plastic bowling pins. The ball that the children roll or throw should be stuffed rubber or plastic, wooden can be used as well. "The corner for hitting, throwing" is when children with rubber or plastic balls hit horizontal or vertical targets. As horizontal targets can be used hoops, Swedish desk-the frame, bins, barrels; and as vertical circles, squares from paper hanged on the wall or a face of an animal drawn on paper (fox, wolf, deer and rabbit).

By organizing a corner for circus and using different equipment, we enable the children to show different skills like to hit a rabbit in the stomach (the drawing of the rabbit I stacked on the wall), to win in different forms of pushing. Rolling a ball around an unstable object with the task "let, see who will not push the toy", "let see who is skilful". With bag of sand on the head to change the position of the body: to squat and collect peanuts or small toys from the floor with the task the bag of sand not to fall from the head. One of the tasks is to imitate animals, their movements, a ballerina or a famous character from a fairy tale, a song.

The corner for throwing and catching is organized in the following way: a task is given to groups of three to five children to throw the ball on the wall or in the air many times avoiding the ball to fall on the floor. One child completes the task and the other ones, watch and count the successful throws and the mistakes falling of the ball. Another way in this game is the passing of the ball from one child to the other again with the purpose not to drop the ball on the floor.

The moving game should be organized during the term of the morning free activities in those moments when there is loss of interest in the activities going on in the corners. Aside the moving game children could be given these kinds of tasks: walking or running from one end to the other of the room while carrying a bag of sand on the head or a ball above the head. Movements can be performed: forwards backwards, slowly-quickly, left right, with open or closed eyes. With these exercises, we put in motion muscles, which are passive while sitting. With the oldest group of children a game can be realized for perfecting of certain moves with the purpose children to see which one of them and how have learnt the movements of a high jump or the long jump over the rope. In the beginning of the year most of the children were not capable to jump certain height, later everybody are it with a success. This statement of successfulness leads to improvement of children's self-confidence enlarges the interest in mobility form and a desire to improve them selves in performance of mobile movement. Using this and similar tasks, as well as the movement games lead to improvement of blood circulation that increases appetite. Because the children after the games in the corners (sitting activities) have breakfast - sitting again, the moving game represents active rest multiple impulses for the muscles in which due to the insufficient blood circulation fatigue is produced.

CONCLUSION

In this text, some viewpoints are presented for potential and real possibilities and creative models of realization of what is called integral approach in the treatment of problem "preschool education". A few examples, which are given in this case, represent possible sign, direction for creative planning and programming of the contents (activities) in function of complete realization of the purposes and the tasks of the educational and caring duties of the preschool education.

REFERENCE:

1. Bogosavljevic, M.: Physical education of children in preschool facilities, ZIUSRS, Belgrade, 1967.
2. Ivanovic, A.: Physical education of children in preschool age, "Pcelica", no. 3 and 4, Zagreb, 1958.
3. Matic, M.: A lesson of physical exercising, NIP "Partzan", Belgrade, 1978.
4. Sabani, N.: The game and free activities in preschool education, Gen Impeks-Kumanovo, Skopje, 1997.

5. Sepa, M.: Physical education of the youngest, Belgrade, 1957.
6. Sepa, M.: My child and physical education, Belgrade, 1962.
7. Bogosavljevic, M.: Physical education of children in preschool facilities, ZIUSRS, Belgrade, 1967.
8. Ivanovic, A.: Physical education of children in preschool age, "Pcelica", no. 3 and 4, Zagreb, 1958.
9. Matic, M.: A lesson of physical exercising, NIP "Partzan", Belgrade, 1978.
10. Sabani, N.: The game and free activities in preschool education, Gen Impeks-Kumanovo, Skopje, 1997.
11. Sepa, M.: Physical education of the youngest, Belgrade, 1957.
12. Sepa, M.: My child and physical education, Belgrade, 1962.