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METHODIC ASPECTS OF REALIZATION OF PHYSICAL EDUCATION TEACHING PROCESS ACCORDING TO DEVELOPMENT CHARACTERISTICS AT 6 AND 7 YEARS OLD CHILDREN.

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The aim of this work is to point out at several approaches for successful pedagogic work with 6 and 7 years old children in the realization of physical education teaching process. Suggested approaches are based on findings about characteristics of morphological, motoric, functional, intellectual and socio – emotional development at children at this age as a condition for successful realization of physical education teaching process according to children's needs and abilities.

INTRODUCTION

Education for physical culture and health education has its specifications which comes from the nature of the object, the way of realization the anticipated contents, possibilities and abilities at pupils that are variable depending from the age they belong to. Here are significant two things: knowing the characteristics at the subjects which is talking about and respecting the conditions in which is realized body activity.

Knowing the characteristics and attributes at every age period, it is from significant meaning for the whole educational process. The tendency of the contemporaneous education isn't adjusting the pupils to the educational programs, but also and educational programs to arise from objective necessities and possibilities of the pupils, and the whole pedagogical-educational process to be adjust to the individual growth and development of the pupils and to follow the rate of development.

So to be fulfilled this, for education for PE(physical and health education) and for kinesiology, especially significant is knowing the characteristics at morphological, functional, motor, cognitive and socio-emotional development of the pupils at every age period, so can be approved effective and total realization of the goals of education for PE. Only trough good knowledge about the characteristic of the development and motor knowledge which has to be developed and be more perfect can be designed and used optimal transformation process for necessities at the education PE(Malacko, 2000)

Knowing the development characteristics of the teachers for physical and health education that confer proper organization at the education, choosing contents properly to the abilities of the pupils for given age, right choice of the methods of work and pedagogical access suitable to the age of the pupils.

If we take in advance all that we said until now, and with goal for successful pedagogy work, in this effort we will note some characteristics of the children in start grade from ninth year education which is actual in educational system in Macedonia, respectively to the children from 6- 7 year age as an specific age periods and according to them suitable pedagogy access which in our opinion provides successful pedagogy work.

CHARACTERISTICS OF THE DEVELOPMENT OF THE CHILDREN AT 6 AND 7 YEAR AGE AND IN ACORDANCE WITH THEM SUITABLE PEDAGOGY ACCESSES

Children that are object of interest in this effort are at age from 6 to 7 years. According to the period of development, these age groups belong to before primary school (6 years) and early school age (7 years). These are basic periods in development at elderly man, when are forming basic movement and habits. According to this, knowing the characteristics of all aspects of development and their treating as integrity are determined for successful pedagogy work with these group children.

Physical growth and development

Physical growth is related to the qualitative and quantitative changes in the dimension of the body, mostly body weight and high. For the children at 6 to 7 year age this period is a period of stabilization or first phase at slow growth which is characterized with slow, but continuous growth of the body. The child approximately grow from 5,1 to 7,6 sm. and 1,4 to 2,7kg(Gallahue, 1987).

Changes in the high and weight makes changes in bones, muscles and ligaments. They becomes stronger, but still not enough prepared to hold hard outer encumbers (Hughston, 1986;Portman, 1993). In practice work, this is looking for suitable choice at the content whom with in continuity will be stimulate development at this segments, but in the same time it is looking for proper dozing of the encumbering according to the possibilities of the children so on that way will be removed injuring and non pleasant effects. and will be achieved suitable transformation processes.

Started process for ossification continues in this period and it is characterized with increased density of the bone and growth in length. At this way its securing strong and sure development of bone system (Malina, 1984) which secure overloading the suitable moving activities and used of the activities that initiate the growth in length.

Functional growth

Functional development in the children at 6 and 7 year age follows the tempo of development and progress. Organs grow fast and developed with tempo significantly different from the tempo in elderly men (Tanner, 1962; Roemich & Rogol, 1995; Rolland- Cachera, 1995).

Changes in respiratory system in the children at 6 to 7 year age are more dominate in breast breathing, with increased frequency as change at small deepness of breathing. This results with necessity for bigger amount of oxygen that as a necessity can be successfully satisfied trough applying the activities with aerobe character and activities at open space.

The frequency of breathing in children at 7 year age is 23 breathings in min., opposite to the 15 breathings in min. in elderly people. Breath volume and maximal oxygen using (VO₂ max) step by step are more close to values in elderly people.(Bar-Or, Malina& Bouchard, 1991).

Cardio respiratory system continues its development. Heart frequency lessens. Approximately 6 year boy in faze of resting has pulls about 105 beats in min., but 7 year old boy has pulls about 95 beats in min. After activity pulls can has values to 210-215 beats in min. (Portman, 1993). Because of the dynamic of the nerves processes in the cortex of the big brain there is

not enough perfect regulation of breathing and blood circulation and weak adaptability at physical efforts. Because of that kids get tired very fast.

Knowledge about the fast appearing of tiredness is with exclusive meaning for planning and realization the education for PE. With goal to be eliminated tiredness it is necessary to be used shortly activities, activities which will have the honor, the effort to be changed with rest, often pauses during the realization of the contents.

Physical lassitude can be neutralized through combination with learning elements with new moving with repeating and practicing the already learned moving. Suitable choice of organizational forms where at same work place, in frames of the concrete group; individually it is deciding concrete task and that will provide neutralization the tiredness and enough time for rest while the others are realizing the task.

Especially intensive development in this period can be noticed in the nerve system. It is coming to whole myelination which mostly is totally completed until 6 year age. (Gallahue, 1987). In 6 year age children nerve system approximate 90% from the development of elderly person. Development at nerve system is condition for improve the motor development in conditions for bettering some motor abilities, and that is under condition for differentiation the latent motor dimension (Malina, 1991).

This from one side is especially important for the choice of the content which has to follow, but also and to initiate development. This can be managed with using some new contents, realization to the learned contents in some new changed and hardened conditions, practicing the learned things with competition etc.

In period between 5 or 7 years comes to fast development of the bones of the head and faster growth of the small brain and cortex. In that sense can we talk about sensitive- motor development, with what from the one side we have differentiation of kinesthetic, tactile, listening and seeing receptors which belongs to the center located in CNS, and from the other side developing the net of nerve cells which provides complex cultivation at the information with different sensitive derivation, their connecting with previous experiences and affirming to that forming the moving as a response of the applied irritation. (Pisot, 1997).

For educational work this offers possibility for different presentation of the contents that has to be used and make more perfect. also using the different educational appliance that activate all senses. complemented previous experiences and provide forming new, more complex moving model and habits.

Cognitive development

In children age cognitive development is acting parallel with motor development and that is affirmed with the theories from lot of psychology (Pijaze, Altman).

This means that motor activities secure excitation of CNS that defines motor abilities as a stimulator of total development of the child. Period from 6 to 7 year age is characterized with intensive development at cognitive functions and are manifested with increased interest and permanent questions, like example: Where? When? Why?

According to the theory of Pijaze for the periods in cognitive development, children at 6 and 7 year age are in pre operational period (2-7 years) that is characterized with concreting (About the obvious objects that are connected with moment situation), irreversibility (there isn't logic connection at the common connect

Appearance at common connected situations), egocentrism (all around him look and thinks the same way like him), centralization (direction at only one aspect from situation), depending from perception. transduction thinking (non possibility for interpersonal

connecting and comparing the knowing terms). In this period the child still doesn't use inductive and deductive way of thinking. (Vidovic I sar, 2003).

From aspect of practice-work and method aspects this means practical demonstration of the tasks that has to be performed, applying the analogy from nature forms of moving (example: walking as an elephant, jumping like a rabbit) so the needs are applied at one concrete and recognized way of thinking. In the process of applying different forms of moving as an effective steps in education, it is recommending using symbols and pictures, pointing the important elements from moving, because the children can undertake the integrity, but no and the specific parts.

During this period, kids shows interest for bigger use at symbolic function, significantly, it is developed the speech (Piaget, 1970; Gallahue, 1987). This is important from aspect of communication in education, that has to be performed with using recognized and close words, directions, that are given to the children that has to be concrete and clear, no to many structured and formal and to give answers to the development rate of the children (Tihanyi, 1982).

Characteristic of the children at age from 6-7 year age is big cognitive flexibility and playing imaginative games (Piaget, 1970; Gallahue, 1987, Orlick, 1993). This provides realization of motor tasks trough using the method of dramatization and imitation where the children fantasy and imagination will come totally in express.

In this period starts using the logistic operations and rules during the solving the problems instead using the intuition (Piaget, 1970). The children aren't in situation effectively to use their memory as adults and that why they need longer time to memory cultivated information. With increasing the foundation of knowledge it is bettering the memory (Haywood, 1993).

Mentioned characteristics pointed the implementation of the method of repeating and trying with goal to be memorized part from some motor task. Diversity of activities provides enriching the motor habits and bigger experience as base for overloading the new more complex moving.

As one from the characteristics at children at age from 6-7 year age that has to be taken in charge while the realization the education that is short the attention and concentration. Applying the activities that are interesting and funny, that are activating and motivate children, they can keep attention during the longer period (Gallahue, 1987). Activities that are providing recognized elements combined with something new, solving some problems during the activities, as well as activities that are interesting for children, and they can hold the concentration longer time. Involving the music and rhythmic moving attract the attention of the children and consider that for especially good and significant for the development of the fundamental abilities, creativity and understanding the basic components and music and rhythmic moving.

Investigations has shown that step by step continuing the time of holding the attention and important increasing of the abilities for concentration at age between 7 to 8. (Gallahue, 1987, Tihanyi, 1990).

Socio- emotional development

Characteristics at socio- emotional development significantly determine the relation at the teacher during the pedagogy- educational process and are condition for the individual approach to every child.

Socio-emotional development in the children at 6-7 year age characterize the start at the development at the concept for its own. In this phase of development children often are shy and nervous, scared from the new situation, with no wish to abandon security at that that is recognized for them.

Because of that it is recommended go away from activities which will make the kids shy, negative commentary and giving smaller meaning. Shyness and scariness in new situations

can be overload with individual approach to every child that has to be fulfilled with smooth tone of communication, understanding its scariness, enough space for solitary, opposite of forced applying to the activity, interesting contents that will attract the children and will initiate the wish for activating.

In this period of development children are passing through psychology phase in which must be learned to feel responsibility, to accept losing and success. Success is basic for building the picture for own personality because in this phase children are fighting to be competitive and non inferior in relation with the others children. (Erickson, 1963). For that goal it is recommending the use of group games with competition character that are learning how to accept the lose and the victory, and the same not to express as a subjective feeling, but as a part from the group. This in the same time develop the feeling for belonging to the group, feeling for community and responsibility. Especially are recommended activities that will provide development and solitary, initiation, self-confidence, positive way of thinking. Implemented activities of the children has to provide sureness, collaboration with other children and communication with others at positive way (Orlick 1993). Same activities should provide positive rival, far game and interpersonal support.

Period between 7-9 years is marked with forming friendships with children from the same sex and the same age (Gallahye, 1987; Roopnarine & Johnson). This knowledge should be used in forming groups and organizing the games.

All this mentioned aspects of development are interpersonally connected and conditioned, or they show the need for learning the child in total, but and understanding as a special personality, individual with its own necessities, interests and possibilities. This way of looking the children represent proper base for good communication, qualitative pedagogy work and successful education.

INSTEAD CONCLUSION

In this effort we suggested some practical approaches that we can significantly make easier realization of the education for physical and health education. The same are based at knowledge for characteristics at the development, knowledge for pedagogy work and experience in work with children at this age. As this recommendation can be realized, meaning it is conditioned from personal attitudes and way of seeing of the teachers, knowledge that they possess characteristics at the person, pedagogy tact, openness to the children and approach to them.

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