

Active Childhood /Physical Exercise and its Effect on the Development of Child's Ability

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Abstract

The following article focuses on the definition of regular exercise, its importance and influence on the development of the child's motor abilities. It brightens its role in the field of movement (in kindergarten), defines its importance (regular and systematic implementation), and presents a longitudinal study, where we study the influence of experimental stimulus, which is represented by a set of professional and systematically planned exercise classes as a form of psychomotor learning of children. At the curriculum level, kindergarten teachers are aware of the importance of exercises to the development of children's physical abilities; however they do not implement it enough in their physical education.

The aim of the study was: to determine the influence of systematic and directed programme of exercise on the development of child's abilities and how it can contribute to a more successful development of child's abilities in a longer period of time. The findings show that the exercise programme produced significant improvements of motor skills of both groups (which is not seen in the result section); however the experimental group (new planned exercise programme), in larger degree, improved its physical abilities in comparison to the controlled group (regular planned exercise programme). The results of the study confirm that development of children's physical abilities with appropriate long-term and planned exercise programme (appropriate content composition, quantity and intensity), contributes to a more successful development of physical abilities in comparison to a conventional manner of regular physical activities in kindergarten.

Total of 28 children (four to six years of age) recruited from kindergarten, were equally divided into control (CON, N = 14) and experimental (EXP, N = 14) groups, respectively. Thus, participants in CON group exercised by curriculum education programme (e.g. had regular movement activities only), while participants in EXP group exercised by systematic and guided programme with the emphasis on the development of motor abilities within the framework of motive contents. We have tested both experimental and controlled group in twelve motor tests: jumping with both legs simultaneously (SOP), rolling the ball around feet (KZO), running zig-zag (TCC), walking backwards through hoops (HSO), running 20meters (T20), Romberg's test (RTL and RTD), the throw of the ball in a target (MZC),

running 10 x 5 meters (T50), long jump from a spot (SDM), throw of the ball (MZO), jumping with one leg (EPL in EPD) and Cooper's test (COT). With tests, we were determining the development of aptitude of balance, coordination, strength, explosive strength, speed, accuracy and endurance. Exercise programme contained exercise units that represented essential part of experimental programme. It consisted of different contents that were emphasising development of chosen physical abilities (balance, coordination, strength, explosive strength, speed, accuracy and endurance). Before and following five months programme, both morphological and motor status of children was assessed. The results of present study showed that the participants of EXP group significantly improved their motor abilities pre to post, compared to CON group. With the obtained results, we have proved that regular and systematic exercise of children with a correct, professional approach has much more impact as we/they have presumed in the field on development of children's motor abilities. This confirms our assumption that professionally guided (systematic and directed) exercise significantly affects the improvement of children's motor abilities.

Keywords: Motive activity, comparison, pedagogical experiment, motor development, pre-school period

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