

FRAGMENTARY OVERVIEW OF DESIRABLE POTENTIAL IMPLICATIONS OF PARTICIPATION OF PRE-SCHOOL CHILDREN IN PLAYGROUPS WITH SPORT PROGRAMMES

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Abstract:

The basic determinants of the programmes of playgroups with sports contents are presented. The purpose is to get the children acquainted early with certain sports activities in their pre-school age (4-6/7 years). The basic programme objective is to stimulate the various aspects of the psychophysical development of a child – primarily to influence the conative characteristics, motivation and social status, then, to a lesser extent, the motor abilities and knowledge (skills), and, indirectly, the functional abilities and morphological attributes. So, the objectives of sport playgroups are essentially educational. In methodics (teaching methodology) the focus is on the synthetic approach to learning new motor skills and the conative characteristics transformations, in accordance with "the equation providing success". The programme promotes the harmonious, versatile psychophysical development of a child and the integral approach to a sport activity as a whole. It promotes stimulation for the further development of the sport specific relevant motor and cognitive abilities and conative characteristics in which a child has been initially or previously successful, meaning, from the aspect of which he/she might be evaluated as a "perspective" young athlete for a particular sport. The enhancement of motivation and improvements only in the general psychosomatic predispositions of a child, apart from information concerning his/her personal traits, can facilitate a selection later of talented individuals for particular sport disciplines, or it might only be a good foundation for a sport active life-style in adulthood.

Key words: pre-school child, early sport engagement, available child potential, synthetic teaching-learning method

INTRODUCTION

The experimental programmes of playgroups (playschools) with sport contents, aimed at including preschoolers¹ (4-6 or 7 years of age) have been devised on the basis of general theoretical concepts of kinesiology, psychology and pedagogy (education sciences), and on the personal experiences of the author. In that sense

the presented article is a general theoretical model which is, in fact, an origin, a foundation of the macro- and microplans (curriculum and syllabus) of work in playgroups with sports contents. The programmes have been realised for a decade now in the nursery schools "Trnoružica" and "Maksimir" in Zagreb, Croatia, and continuous observations have been conducted on the effects of the

programmes (kinesiological stimuli) on certain anthropological characteristics of preschool children involved in the playgroups. However, only the theoretical hypotheses and possible implications of engagement of preschoolers in these playgroups will be presented here.

BASIC THEORETICAL STARTING POINTS

The primary principle from which each and every programme aimed at the well-being of a preschool child should always be the capacity of the programmed activities to comprehensively satisfy the primary bio-social needs of a child. Therefore, the goals and assignments of the programmes, as well as methods of their implementation, provide opportunities to satisfy the primary needs of children of a pre-school age. Although there are numerous theories and approaches in psychology that catalogue and describe human needs, the focus in this article will be on only two theories: the control theory and Maslow's hierarchy of needs/motives. These theories are elaborated here only with regard to the possibilities of satisfying the child's primary needs by designed the programmes in playgroups.

From the aspect of the *control theory* (Bašić et al., 1993; Glasser, 1997), the playgroups satisfy not only the essential biotic need of a child to move, but the following needs as well:

1. to feel competent, in control (the need for competence) – by providing opportunities to learn new things and acquire new physical skills;
2. to feel free (the need for freedom) – by providing children with opportunities to make progress in acquiring the elements of the programme at their own individual tempo and up to the level they want. A child is free to decide at a macro-level whether he/she wants to be engaged in a playgroup or not, and at a micro-level, at each session, whether he/she wants to join in and when he/she wants to join in or leave the work already in progress;
3. to feel respected and loved (the need for respect and love) – a child is being socialized when playing with other children; he/she meets new "faces" and make new friendships; he/she has to consult with them on participating in the activities, thus learning how to respect others and experiencing respect expressed others.
4. to enjoy (the need for enjoyment) – the very fact that the work is based on play which is structured, but yet still spontaneous from the aspect of the children's engagement in it (they freely determine individually both the extensity

and intensity of work), is a precondition to meet the need for enjoyment.

From the aspect of Maslow's hierarchy of human needs, participating in playgroups allows one to satisfy almost all one's need levels (Bašić et al., 1993; Maslow, 1984). According to Maslow, inciting motor development in children belongs to the higher-level basic needs, and is sensible only when other lower-level needs are met (like hunger or thirst) and when the basic physical and mental preconditions exist in children to follow stimulations to physically develop and enhance their motor abilities. Besides the basic primary biotic needs (physiological cravings), the need for basic security (personal safety) also appertains to the group of lower-level needs and is a precondition for intensive motor development animation.

Sports games are complex kinesiological activities, table tennis, for example, is a polystructural kinesiological activity. They require the mastering of numerous technical elements (motor knowledge or skills), a certain developmental level of the general functional, motor and cognitive abilities, as well as adequately developed anthropometric and conative characteristics. The very complexity of the aforementioned sports activities, concerning the required developmental level of particular anthropological characteristics, provides opportunities to significantly stimulate the entire and versatile psychophysical development of a preschooler who is engaged in the activity. And to stimulate overall children's development harmoniously is a basic assignment of educators proclaimed in Programme Directions of the Preschool Education (1991). High quality sport achievements are not attained by motor abilities or technical-tactical knowledge, but by **young athletes**, unique and integrated persons (Milanović D. and M., 1992; Milanović D., 1997). That is a basis for the play-groups with sports contents from football, basketball (Sindik, 1992), and table tennis (Sindik, 1991).

EXPERIENCES OF OTHER PRESCHOOL PROGRAMMES WITH KINESIOLOGICAL ELEMENTS

Various types of playgroups with sport programmes have been working for over a decade in Croatia. They are based either on educational, sports, kinesitherapeutic, or recreational foundations. The most well-known are playgroups organised in the sports nursery schools "Vjeverica" and "Kinki" from Zagreb.

At an international level, various programmes with different conceptions regarding goals and implementation modes can be found. The "Robin Hood" Camp (1998) is among the oldest private camps for children in Canada (founded in 1946). The major principle of their work can be expressed in the saying: *Summer fun, family style*. Training in swimming skills is the major goal in the domain of kinesiological activities. Similar models have been applied later by others. The main goal of the entire programme is to develop abilities crucial for sport engagement in adulthood.

The Boissevain School (Educational Objectives, 1996) has set the following objectives: to educate students in a secure environment so as to enable them to become responsible adult persons with a positive attitude towards life and learning. In an atmosphere of self-respect and self-acceptance special attention is directed to training in communication skills. A high priority is given also to physical, i.e. kinesiological, activities and an optimum level of fitness.

PROGRAMME OBJECTIVES OF THE PLAYGROUP WITH SPORTS CONTENTS

The general objectives are determined as a planned and systematic influence on:

- the so-called indirect objectives of physical exercise (Findak et al., 1992), that is on the conative characteristics relevant to the psychological development of a child: personality traits, attitudes, values (e.g. enhancing self-confidence, developing a realistic and positive self-perception, creating a desirable attitude towards success and failure), then on motivation to participate in sport activities and on the desirable social status of a child (socialisation process).
- the direct objectives of physical exercise to a lesser degree: motor knowledge (skills) acquisition and formation and motor abilities improvement.

The playgroup sports programme influence also, but quite unsystematically and indirectly (through stimulating the conative characteristics, motivation, socialisation, and motor abilities and knowledge development) the other direct objectives of physical exercise: improving the functional abilities and morphological attributes of children.

To conclude, the major objectives of working in playgroups with sport contents are primarily educational. The basic implementation principle is to rely on the actual morphological status, capacities (motor and functional), and cognitive abilities of each individual child.

PRINCIPLES OF METHODICS (METHODOLOGY OF TEACHING) APPLIED IN THE PLAYGROUPS WITH SPORT CONTENTS

The basic principles of methodics (Findak, 1995) are implemented in all the elements of designing and executing the programme of a playgroup with sport contents:

1. the principle of educational processes and well-being is presented in the idea and performance of major objectives and assignments;
2. the principle of intelligibility and realism is presented in the described and manifested requirements on the young-participants: individual roles are clearly explained in each situation;
3. the principle of awareness and activity is presented so that children help in arranging the requisites and pieces of apparatus and that the objectives of the workouts are adequately explained to them;
4. the principle of systematic and gradual work is presented by a complex influence on the entire psychophysical development of a child; objectives of the programme provide a gradual increase in the complexity of the sport-specific technical elements the children are trying to "master". Requirements concerning cognitive abilities and conative characteristics, as well as those regarding motivation and socialization of participants are also gradually increased;
5. the principle of versatility is provided by a predominantly synthetic approach to the teaching-learning process, which offers numerous problem situations children are supposed to adapt to and solve;
6. the principle of adequacy, pragmatic quality (utility) and individualisation is presented by the programme itself, which is adjusted to the average developmental characteristics of children of that age, on the one hand, and to individual anthropological attributes, motor knowledge and health condition of each child on the other. The programme makes it possible to transfer the educational effects to other situations in the nursery school and/or child's home.

It seems feasible to suppose that sports games and polystructural kinesiological activities allow for modifying and adjusting both the extensity and the level of learning and mastering various technical elements according to the psychosomatic abilities of preschoolers. That means it is possible to exercise only some of the technical elements, but the relevant ones. The required level of skill to master a skill and the complexity of the elements must by no means exceed the capacities of an

individual child. Therefore, the maximum individualised approach to a child is practised here, in which his/her motor competence, functional and cognitive abilities are respected. The complexity of certain technical elements and the perfection of the performance (in football, for example, the performance of the various types of kicks, power, accuracy and correct performance of a kick) are neglected in the process of “mastering” skills at the lower, exclusively individually and freely determined level. Performance is individualised as well, because it would be inappropriate to insist on the correctness and powerful execution of technical elements at that age (here it is between 4 and 6 or 7 years of age; laws of growth and development, i.e. morphological attributes and motor abilities strongly limit performance). Children are also just getting acquainted with a particular sports event at that age.

Only in the sense of the aforementioned, and with the purpose of preserving and enhancing a child’s motivation to participate in a chosen or any sport, more complex technical elements can be performed “incorrectly” to a certain extent. Practical experiences from the complex and polystructural activities training or work with very young people indicate there is a tendency, in the author’s opinion a negative one, of insisting on a technically perfect performance even in the earliest years of training. Such an approach implies further that a more extensive and intensive approach to an integral sports activity is allowed only after the partial elements of the activity in question have been mastered fairly well. The probable (undesirable) outcomes might be the following:

- a dropping-out, withdrawal from the training caused by decreased motivation – e.g. children get bored if they have to practice one motor structure for months with no knowledge assessment through games and competitions
- slow progress in sport development because of the isolated technical elements, exercised for months, have not been integrated into “individual tactics”; such a slow progression can cause decrements in motivation to adhere to trying; in that case an individual will probably only try later, left on his/her own, to relate the acquired technical and tactical elements in personal individual techniques and tactics or to find his/her position on a team;
- the danger of one-sided psychosomatic development appears, because when only isolated technical elements are exercised, for the individual unique and versatile motor, functional, socio-emotional and cognitive predispositions are neither engaged nor enhanced.

To conclude, there is a paramount difference between playgroups with sport contents, where the main objective is to educate through playing, and the youth sport training process including the youngest, in which the focus is on developing the motor abilities and knowledge, as well as on sports achievements.

THE GENERAL AND SPECIFIC OBJECTIVES OF PHYSICAL EDUCATION IN THE PLAYGROUPS WITH SPORT CONTENTS

The playgroups with sports contents potentially meet the following purposes of physical education, as listed in Findak (1995). The general objectives are fulfilled through creating and satisfying:

1. the primary need of a child (human) for play (directly);
2. conditions for a child’s versatile growth and development, thus making childhood a happy period of his/her life (directly);
3. conditions for cooperation with other children (directly);
4. conditions to make a child feel satisfaction and freedom (directly);
5. conditions for inciting healthy living habits (directly).

Several specific objectives of PE are specially addressed in the sport playgroups programmes, like:

1. morphological status of a child (indirectly);
2. intensity of neuro-muscular exertion in order to free natural movement structures from unnecessary and useless motions (indirectly);
3. enhancement of the health protecting powers of the organism against any unfavourable external influences (indirectly);
4. to satisfy the natural biological need of a human for motion (directly);
5. to satisfy the child’s need for play, to create the conditions for developing creative abilities and for the socialisation of a child (directly);
6. to perfect natural movement structures, like walking, running, and jumping (indirectly);
7. to organise activity so as to make it satisfying and entertaining for a child and stimulating for: the establishment of cooperation among children, acquisition of good manners and working habits, experiencing independence, self-confidence and initiative in problem solving (directly).

According to the Programme Directions of Preschool Education (1991) in the preschool age development of unity the person should be accented, and no isolated aspect of psychophysical

development should get special attention; in our case these aspects regard the motor abilities and knowledge, or cognitive abilities, or certain conative characteristics.

Educational efforts in playgroups with sports contents are indispensably oriented to create the basis in the preschoolers for a later systematic and planned development of certain motor abilities and knowledge, functional and cognitive abilities, anthropometric and conative characteristics in accordance with the equation of sport-specific factors of success.

Play as a whole is interrupted minimally during workouts, as prescribed by the programme, since play is a precondition, a method of work, and an objective of the sport play groups. This major characteristic seems justifiable from the aspect of stimulating a harmonious, versatile development and a general motivation of preschoolers to participate in kinesiological activities.

Preschool children should not learn comprehensive "technical exercises" outside the context of a particular integral sports game. Namely, it seems logical to presume that only the integral activity approach can ensure any influence on the integral development of a child.

Methods of demonstration and of setting-solving motor tasks (predominantly at a lower level, but with a tendency to the gradual progress in difficulty and complexity) are used in programme implementation. The methodology of work (methodics) is based upon play, more precisely upon the type of play with rules (sports games are, in fact, activities with ready-made rules to which an individual has to adjust). The situational method is the predominant exercise method, whereas learning is realised by means of a synthetic method, through sports activity as a whole (usually, during sports-recreational competitions, e.g. during a football match between two teams of children). Performance corrections and mastering of individual technical elements is executed within the actual situations of the game. The usage of the method of repetition and exercising is minimised and limited only to the most fundamental technical elements (in football, for example, to the basic types of kicks, dribbling, passing and receiving the ball). As far as kinesiological operators are concerned, a relatively small number of exercises are implemented, so both the volume and intensity of work are low. Two reasons are in the background: the first, the very nature of a playgroup, in which children freely choose whether to participate or not, and the second, small frequency and duration of workouts (two 45min-sessions per week).

The rationale of the programmes of playgroups with sport contents are to *familiarise* children of the preschool age with the fundamentals of certain sports games. The programmes can be a part of the regular nursery-school curriculum (from time to time or as a routine), or they can be realised as an extracurricular activity (on a regular basis).

OPERATIONALISATION OF THE PROGRAMME OBJECTIVES OF PLAYGROUPS WITH SPORT CONTENTS

The author has founded his operationalisation of the playgroups' programme on the experiences of similar programmes aimed at the same population (preschoolers) and on insights into the issues of the sport-specific training with the youngest (Žuljević et al., 1995; Živčić and Hraski, 1995). The developmental objectives of such a programme design have been aligned with the same objectives of general PE in a preschool period (Ivanković, 1980). In determining the desirable conative characteristics of children the author relied on the attributes of elite athletes: fair emotional stability, absence of nervousness, drive to dominate (leadership and competitiveness), constant determination and commitment, lower anxiety levels, and higher levels of manifested extroversion (Paranosić and Lazarević, 1975).

The focus of control, as described in the attribution theory, has been included in the group of desirable conative characteristics as well. The attribution theory is based upon the intent of every human being to explain the outcomes of his/her own actions in terms of their perceived causes (Cox, 1998). The internal orientation in the successful outcome attribution (an effort to perceive causes through accepting the personal responsibility for success) results in self-reliance, whereas the same attribution of failure produces feelings of guilt and shame. The internal focus of control orientation is a very important factor for successful performance in kinesiological activities.

ASSIGNMENTS OF THE PLAYGROUPS WITH SPORT CONTENTS

The general and specific objectives of PE in playgroups with sport contents can be further elaborated through specific assignments:

1. to stimulate the development of basic motor abilities, especially the following: coordination, flexibility, and accuracy of movements of arms (micro accuracy of hands and forearms), legs

- (specially of the lower legs), coordination of the entire body in movement, oculomotor coordination, balance, agility; indirectly, by stimulating the development of motor abilities, the programme also partially promotes the development of general aerobic and anaerobic capacities in children;
2. the fundamental TE-TA skills (basic motor knowledge) of a particular sport are cultivated – they are defined in the elaborated teaching programmes of each playgroup (Sindik, 1991; 1992);
 3. children get acquainted with the fundamentals of sports, and thus become motivated to participate in them and in other kinesiological activities;
 4. self-perception of one's own success/failure is enhanced – children learn how to face and accept failure as one of possible natural outcomes of any action without feeling guilty and less worthy about it. In accordance with the psychosomatic characteristics of preschoolers, it is only sensible not to stimulate any intensively sound competitive spirit before the age of 6 or 7 years. Yet, one must always be careful not to make it a motivation-decreasing factor in the less physically competent, consequently less successful children. Messages should be sent like: "Success or failure are necessary in sport. While one is winning, the other is losing. It is the attempt that counts. You should try to give your maximum in playing your role on a team", etc.
 5. group exercises enable the initiation of the socio-emotional development of a child in experiencing and exercising sociability, empathy, altruism, team-work skills (becoming aware of one's own contribution to team results), responsibility, and emotions expression;
 6. positive self-perception of the child's own achievements (a realistic attitude towards successes and failures) is provided by the gradual mastering and acquisition of progressively complex skills, resulting in the enhancement of self-confidence, based on the actual and perceived values of a child;
 7. discipline (as a precondition of successful work in a group as a whole) and self-control are experienced; the latter significantly contributes to the enlargement of the focused attention span in children;
 8. a child is instructed to compare him/herself with other children, but the accent is on comparison with his/her own achievements (that being very important for extremely either successful or unsuccessful individuals); messages are sent

like: "An athlete should advance. You should try to be better next time. Respect shows effort, no matter what the outcome. Respect those who try to give their maximum."

9. children are familiarised with the elements of a sporting and healthy life-style in general, with the essentials of a healthy diet, hygiene and the habits of keeping oneself fit, and others also.

The additional crucial goal of such a designed programme is to form the preconditions for the development of an athlete according to the "equation providing success" (Loehr, 1986):

- to exert 100% of somebody's potential during competition, no matter what the circumstances might be;
- to maintain positive energy and attitudes during competition, even when problems appear;
- to maintain the mentality of a winner, no matter what the result might be;
- to use no excuses to justify failures.

Efforts are directed towards creating the foundations for a potentially "mentally tough athlete", who has positive attitudes towards both him/herself and others, one who controls the competitive situation, and who is highly and positively energised with low levels of anxiety (Trninić and Milanović M., 1996).

SPECIFIC CHARACTERISTICS OF THE PLAYGROUPS WITH SPORT CONTENTS

Hypothetically, a child can be motivated to participate in a particular sport activity by his/her natural predispositions for success, that is by his/her available and individually specific functional, motor, and cognitive abilities, morphological attributes, motor "previous knowledge", and inherited conative characteristics. In concordance with the aforementioned, it should be essential that a child-athlete is initially able to master successfully only several technical elements relevant to a particular sport activity. The notion of the "relevant technical element" refers here primarily to the potential of a game element to contribute to the initial individual tactics of each child, whose skills and tactics should be effective from the very start. Thus, the "individual playing styles" will be created as a result of the aforementioned, and they will be used to advance the already available potentials of children.

It is obvious that an adult, a trainer or an expert in a sport activity, should initially set the criteria regarding appropriateness of certain elements to the anthropological characteristics of an individual preschooler. Nevertheless, from the start a child

must be instructed to self-evaluate his/her individual, general, and sports qualities, in particular, his/her achievements.

Concentration in exercises on just a few relevant technical (and tactical) elements will probably result in the following:

- the enhancement of self-assurance or self-reliance of a child, because he/she is successful from the start in performance of his/her chosen elements;
- his/her performance will become relaxed and the speed of reaction will be increased;
- the manifested relaxation and/or self-assurance can “intimidate” the opponent thus interfering with his/her performance.

As it can be seen from the objectives of the programme, in this case we are not dealing with the “classical” training process (in the sense of striving to achieve typical sports goals, i.e. high sports results). Namely, the playgroups are not designed to embrace only sports talented children, but all the children interested or motivated to participate in play (“work”). On the other hand, the psychosomatic status of preschoolers is a strong limiting factor for the implementation of comprehensive, systematic stimuli that should enhance the motor and/or functional abilities. In playgroups only certain technical elements, vital for participating in a particular activity, are taught. The same is valid for tactics as well. Some rules and tactical knowledge are important since it enables a game to unfold and influences the results. And (good) sport result or success is a strong commitment or drive to adhere to sport and kinesiological activities in general.

INSTEAD OF A CONCLUSION: THE IMPORTANCE OF ENGAGEMENT IN SPORTS ACTIVITIES DURING PRESCHOOL AGE

Prematurely forced engagement of talented individuals in a sport specific training process are very often severely criticised. Yet, the observed disadvantages of forcing children into a particular sports event can be avoided by an early detection of talented children, those with aptitudes. The presented approach to sport popularisation among children can facilitate the process, if not otherwise, then by a relatively early contact of “potential future athletes” with certain groups of sports activities.

Only several developmental factors of preschool athletes are described here. Nevertheless, the described method of preschoolers becoming acquainted with certain sports has the potential to

give directions to the further course of the actual, “serious” training process and to the contextual selection of the youngest athletes, at least for certain sports. On the other hand, opportunities are established for early efficient contact with the environmental factors that contribute to (or, sometimes, interfere with) the development of young athletes (Milanović D. and M., 1992), like:

- Sports club: Children and parents are oriented to adequate organisations;
- Trainer: Replaced here by a playgroup leader who respects the principles of growth and the development in his/her work so as to comply with the psychophysical abilities of children of a certain age group, and with specific capacities and characteristics of each individual as well, by setting appropriate goals and by implementing adequate methods of “training”;
- Family: Parents get early information about talents or, at least, interests of their children to participate in certain sports events. Afterwards, they are able to stimulate more competently their children’s sports or general psychosomatic development;
- School: The playgroup leader can inform the nursery school teacher about the general anthropological status of the children and he/she can point out certain specific issues. The information can be useful in the design of a PE programme. The information about interests and predispositions of children can be proceeded to the elementary school teacher as well.
- Social community. It is possible to indirectly influence certain social values, for example, to incite the building of habits of lifelong active by participating in kinesiological activities.

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¹ The pre-school age is in Republic of Croatia regarded as the age between 3 and 6 or 7 years of age, i.e. three or four years prior to attending the first grade of elementary school.

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DJELOMIČNI PREGLED POŽELJNIH MOGUĆIH IMPLIKACIJA SUDJELOVANJA DJECE PREDŠKOLSKE DOBI U IGRAONICAMA SA SPORTSKIM SADRŽAJIMA

SAŽETAK

UVOD

Autor već desetak godina osmišljava i provodi pokusne programe tzv. igraonica sa sportskim sadržajima (popularnim kineziološkim programima) za djecu predškolske dobi od navršene četvrte godine života do polaska u osnovnu školu (dob 6-7 godina). Programi se provode u dječjim vrtićima "Trnoružica" i "Maksimir" u Zagrebu, uz sustavno praćenje učinaka programom predviđenih i korištenih kinezioloških podražaja na neka antropološka obilježja predškolske djece.

TEORIJSKE OSNOVE

Najjednostavnije se pojam igraonice sa sportskim sadržajima može odrediti kao program tjelesnog vježbanja djece predškolske dobi, male frekvencije i trajanja te niskoga volumena opterećenja. Osnovu sadržaj rada igraonice čini određen broj motoričkih, odnosno informatičkih elemenata jedne ili više različitih sportskih aktivnosti. Primarna svrha programa je upoznavanje djece s bitnim elementima dane sportske aktivnosti. U radu su prikazane samo teorijske pretpostavke programa, konkretiziran plan i program rada te moguće implikacije sudjelovanja djece u igraonicama sa sportskim sadržajima.

Ciljevi i zadaće programa igraonica sa sportskim sadržajima, kao i metode provedbe predviđaju stvaranje uvjeta za zadovoljenje osnovnih potreba djeteta predškolske dobi. Kako se u igraonici zadovoljavaju te osnovne potrebe, prikazano je Maslowljevom i Glasserovom klasifikacijom ljudskih potreba. Nadalje, naglašena je potreba za poticanjem razvoja cjelovite ličnosti, a ne izoliranih aspekata psihosomatskog razvoja, u ovom slučaju motoričkih sposobnosti i znanja. Primarni ciljevi igraonice jesu odgojni ciljevi, dakle posredni ili indirektni ciljevi procesa tjelesnog vježbanja: razviti djetetova relevantna konativna obilježja, crte ličnosti, stavove, vrijednosti i drugo. Igraonice sa sportskim sadržajima osmišljene su prvenstveno kao oblik tjelesnog vježbanja djece predškolske dobi kojima su rekreacijski ciljevi

sadržajno bliskiji u odnosu na edukacijske, sportske ili kineziterapijske.

POŽELJNE POTENCIJALNE IMPLIKACIJE SUDJELOVANJA U IGRAONICAMA

Tehnički elementi uvježbavaju se pretežito na nižoj razini, s većom individualnom slobodom izvedbe. Radi poticanja razvoja cjelokupne djetetove ličnosti te motiviranja za sudjelovanje u kineziološkim aktivnostima, izgleda opravdanim nastojanje da se tijekom odvijanja programa minimalno razbija igra kao cjelina, pa dominiraju situacijsko učenje i sintetski pristup. Dobi određene psihosomatske mogućnosti djece ograničavaju i volumen i opseg rada. Programi igraonica osmišljeni su kao upoznavanje djeteta s osnovnim elementima pojedinih sportskih igara (nogomet, košarka), odnosno polistrukturalne kineziološke aktivnosti (stolni tenis), a moguće ih je provoditi kao sastavnicu redovitog odgojno-obrazovnog rada u dječjem vrtiću, povremeno ili redovito, ili kao zasebni program.

Specifične zadaće igraonica sa sportskim sadržajima jesu stjecanje ili poticanje razvoja: bazičnih motoričkih sposobnosti te općih aerobnih i anaerobnih kapaciteta; temeljnih motoričkih (tehničkih) znanja iz područja pojedinih sportskih aktivnosti; spoznaja o osnovnim obilježjima nekih sportova, djetetove realne samoprocjene; "zdravog natjecateljskog duha", društvenosti, empatije, želje da se pomogne drugomu, spremnosti na zajednički rad, osjećaja odgovornosti, dijeljenja osjećaja s drugima, pozitivne slike o sebi te samopouzdanja; discipline i samodiscipline, opsega i trajnosti usmjerene pažnje, komparacije s drugom djecom, ali i sa samim sobom, navika bitnih za zdrav život.

Iznesena je pretpostavka da dijete najlakše može steći samopouzdanje za bavljenje konkretnom kineziološkom aktivnošću upravo na onim elementima dane aktivnosti koje već u startu uspješno svladava, a primjereno osobi specifičnim karakteristikama, dakle potencijalnim i raspoloživim funkcionalnim i motoričkim, kognitivnim sposobnostima, morfološkim obilježjima, motoričkim predznanjima te danim konativnim karakteristikama. U skladu s

navedenom pretpostavkom, bitno bi trebalo biti da dijete uspješno svlada svega nekoliko tehničkih i taktičkih elemenata, relevantnih za motorička postignuća u danoj sportskoj aktivnosti. Prednost se daje uvježbavanju onih elemenata koje konkretni pojedinac najlakše i najuspješnije može svladati za kratko vrijeme. Dakle, elementarna tehnika i taktika određenoga sporta stupnjevito se uči u kineziološkom programu. Intenzivnije uvježbavanje samo osnovnih tehničkih elemenata za posljedicu može imati: jačanje osjećaja sigurnosti u sebe sama, samopouzdanja djeteta (dijete je uspješno već od početka); veću opuštenost i brzinu reakcije; efekt na protivnika u rekreativnom natjecanju, kojega percipirano samopouzdanje suparnika u igri može demotivirati. U predškolskoj dobi voditelj programa, trener, odnosno odrasli ekspert ili bolji poznavalac dane sportske aktivnosti jest procjenitelj primjerenosti pojedinih tehničkih elemenata antropološkim obilježjima konkretnog djeteta. Ali već od rane predškolske dobi dijete valja upućivati na što objektivniju samoprocjenu vlastitih kvaliteta.

ZAKLJUČAK

Želimo li djecu ne siliti u neku sportsku aktivnost ili igru, moramo rano otkriti njihove talente i sklonosti. Ovdje opisan pristup upoznavanju djece sa sportom tome može pridonijeti. Ako ne drugačije, onda ranijim upoznavanjem potencijalnih budućih talenata s određenim vrstama sportskih aktivnosti.

Opisani način upoznavanja predškolskog djeteta sa sportskim aktivnostima mogao bi dati bitne smjernice za daljnji tijek trenažnog procesa i okvirnu selekciju najmlađih sportaša, barem za neke sportske aktivnosti. A stvara se i mogućnost za rano uspostavljanje učinkovitijeg kontakta s okolinskim faktorima (sportski klub, trener, sportaševa obitelj, škola, društvena sredina) u razvoju sportaša.

***Ključne riječi:** djeca predškolske dobi, rana sportska angažiranost, potencijalne mogućnosti djeteta, sintetička metoda učenja*