

# Books and Movement: The Practices of Preschool Teachers Regarding the Integration of Reading Activities with Movement

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## Abstract

*This study examined the views and practices of preschool teachers regarding the integration of the pre-, during- and post-reading processes with movement. It was conducted with five female teachers, whose participation was voluntary. The study employed data triangulation based on individual interviews, document review and observation to obtain more precise data. The researchers examined the reading activities teachers prepared using three illustrated children's books to encourage children to move and observed their implementation of these activities. The interviews revealed that the teachers did not consider whether a picture book encouraged children to move or featured exercises such as dance, yoga or sports when choosing a book to read. The document analysis revealed that their plans indicated pre-reading and post-reading activities that involve movement, but they avoided encouraging children to move while reading a book, which teachers stated would distract them from reading. Results also indicated that some teachers used movement-based activities such as physical activities, nursery rhymes, finger plays and dancing to music to engage passive children; others focused on maintaining an active-passive balance and limited movement during reading. Observations confirmed that most teachers' practices were consistent with their statements. All teachers planned at least one post-reading activity that included movement, with dance being the most common. However, overall, less time was allocated to movement activities than sedentary activities. The results suggest that teachers recognize the value of integrating movement but need guidance*

*in selecting diverse activities and combining active-passive components. This study highlights current practices and informs teacher training and program development.*

**Key words:** *movement; picture books; reading activities; teachers*

## Introduction

Changes in living conditions such as reduced living space in flats emerge from increased urbanization and diminish play options for children (Lafave et al., 2021). The use of technological devices such as computers, tablets and smart phones hinders opportunities for developing physical capabilities (Hashimoto et al., 2021) and causes a crucial loss in mobility of children (Cowden & Torrey, 2007) as well as the lack of physical activities that help children stay physically fit and develop active habits (Hanifah et al., 2023; Haseler & Haseler, 2022). This could cause health problems such as obesity (Calcaterra et al., 2022; Arslan et al., 2021) and social or emotional problems, such as anxiety and poor social interactions (Hinkley et al., 2020).

Generally, 87% of preschool-aged children were reported to enroll in early childhood education centers (OECD, 2022) for more than 30 hours a week (Barbosa & Oliveira, 2016). However, recent studies have indicated that approximately half of these children spend most of their days sitting in a chair with desk-bound activities rather than being active (Schenkelberg et al., 2020; Can & Kılıç, 2019; O'Brien et al., 2018), although the World Health Organization (2019) stipulates that children under five years of age should participate in at least 60 minutes of moderate-intensity physical activity every day to support healthy development.

The schooling rate in the preschool period and the time children spend in preschools make it more important for preschool educational institutions and preschool teachers alike to meet children's daily movement needs. Physical activity in preschool settings is recognized as a crucial component for the holistic development of young children, encompassing motor skills, cognitive development and socio-emotional growth. The literature suggests that structured physical activity programs can lead to significant improvements in motor performance and cognitive development (Jylänki et al., 2022), including language learning, academic achievement, attention and working memory in typically developed preschool children (Bai et al., 2022; Jalilvand et al., 2021). Therefore, early childhood teachers become responsible for supporting children's engagement in a whole range of movement activities (McGowan et al., 2024; Connelly et al., 2018).

However, practice that encompasses physical movement activities in preschools is still insufficient. The principal cause of insufficient physical activity in preschool educational settings seems to be that parents, educators and policy makers are unaware of the potential benefits of physical activity for cognitive development and therefore do not consider it as a primary educational activity in preschool education (Copeland et al., 2012). Research conducted with teachers indicates that there are various barriers to implementing physical activity in preschool settings. These barriers

include institution-related (lack of appropriate materials and space), student-related (distractions, increased disruptive behaviour, reluctance to participate), time-related (anxiety about completing a demanding curriculum and activities) and teacher-related obstacles (need for training in promoting physical activity) (Alcántara-Porcuna et al., 2022; Mak et al., 2021; Martyn, 2021; Spring, 2023). In all early childhood settings, storytelling and book reading is an important daily activity. Children's books play a key role in their development, providing opportunities for them to expand their living spaces, be aware of their surroundings and reflect on themselves, their cultures and experiences (Kusumaningtyas & Sihombing, 2021). For many years, scholarly attention has been directed to the effects of children's books from the perspective of different disciplines, including arts, aesthetics, science and mathematics (Gonzalez et al., 2010; Danko-McGhee & Slutsky, 2011; Kalogiannakis et al., 2018; Björklund & Palmér, 2020; Stites et al., 2021; Wong et al., 2021). Yet, there are few studies that investigate motor skills and books together. One reason for this may be the small number of books that support motor skills. According to Veziroglu and Gonen's (2012) study on the suitability of children's books for the realisation of the preschool education program outcomes, achievements in the area of psychomotor development are the lowest when compared to all other areas of development.

A developmentally appropriate programme for preschool children should provide experiences that support development in the psycho-motor, affective and cognitive areas (MoNE, 2024). Numerous studies have separately assessed the practices of preschool teachers with regard to reading (Erdogan et al., 2016; Bagdas & Çaliskan, 2018; Mampane et al., 2018; Kulcu, 2019; Isikoglu & Simsek, 2020; Erdogan, 2020) and movement (Purtaş & Duman, 2017; Guven, 2017; Hoffman et al., 2020; Vujičić et al., 2020; BlanušaTrošelj et al., 2021). However, research on the approaches that integrate reading and physical movement has been limited, and while the provided papers do not directly discuss the integration of movement into preschool story time, they highlight the importance of story time for language and pre-literacy development (Trauernicht et al., 2023) and the role of physical activity in early childhood education (Mavilidi et al., 2021). It can be inferred that combining these elements could be a valuable approach, although further research is needed to explore the specific benefits and implementation strategies of such an integrated activity and thus fill this gap in the literature.

Preschool education programme in Turkey underlines that various methods and techniques in which children can actively participate can be used to increase mobility, especially in play-based activities, for improving movement-related skills under the topic of movement and health (MoNE, 2024a). On the other hand, no specific guidance for teachers on improvement of movement skills through picture books were given in the national program. Furthermore, the selection of picture books designated for implementing the national preschool programme, distributed

online and in print to all preschools by the Ministry of National Education, appear to contain limited numbers of books encouraging children to move (MoNE, 2024b). Interventions that combine story-telling with movement have been conducted in some countries, such as England and Chile, and positive results have been reported (Eyre et al., 2020; Vargas-Vitoria et al., 2023). However, there is limited evidence to show the widespread adoption of these practices at the curriculum level. The National Core Curriculum for Early Childhood Education and Care that was issued by the Finnish National Agency for Education states that children should have a variety of physical play experiences in early childhood education, such as traditional outdoor games, stories and movement accompanied by music. It clearly emphasizes the use of stories and movement in conjunction (FNAE, 2022).

The present study aimed to contribute to an understanding of how teachers integrate picture books and movement in preschools and implement this integration in Turkey. Furthermore, research on integrating storytelling and movement is limited. This indicates that the present study could fill a gap in educational implementation. The obtained results may help understand teachers' approaches in incorporating movement into reading activities and secure a space for these teaching practices in early childhood education.

This study examined the views and practices of preschool teachers regarding the integration of the pre-, during- and post-reading processes with movement. To that end, it examined the following issues:

- views of preschool teachers on the integration of the pre-, during- and post-reading processes with movement;
- activity plans which involve reading books;
- the extent to which their activity plans include movement.

## **Methodology**

This study draws on the qualitative research method, which is an inductive research method that focuses on understanding and revealing the perspectives of participants through descriptions of events and phenomena in their natural environments (Hatch, 2023). Qualitative research benefits from triangulation, which minimizes misconceptions and invalid results (Stake, 2005). Triangulation involves scrutinizing a construct from multiple perspectives to support its accuracy (Neuman, 2014). Triangulation allows in-depth understanding of the phenomenon under study. This study employs data triangulation based on individual interviews, document review and observation to obtain more precise data. First, individual interviews were conducted to reveal teachers' perspectives on integrating movement into reading activities. Then, as part of a document review, the story-based activity plans of the participant teachers, using three picture books, were analyzed. In the final phase, the teachers' implementation of these plans was observed in the classroom, specifically examining how they integrated movement in pre-, during- and post-reading stages.

## **Study group**

The study group included five women teachers. This research utilised criterion sampling, a type of purposive sampling, to select the participants. Criterion sampling refers to the study of all situations that meet a predetermined set of criteria. The criteria for such sampling can be created by the researchers, or previously prepared criteria lists can be used (Marshall & Rossman, 2014). In early childhood preservice training in Turkey, Children's Literacy course is mandatory, and for a detailed examination in preschool practice, two criteria were used to select teachers for the study group. These criteria and the reasons for their utilization are given below:

- an obtained undergraduate degree in preschool teaching: This criterion was used to ensure that the participants had pedagogical and developmental knowledge and mastery of the national preschool education programme.
- a minimal five years of work experience as a preschool teacher: This criterion was used to ensure that the participant teachers had opportunities to work with different age groups, plan and implement a variety of reading activities, and thus make comparative assessments based on their experience.

The administrators of independent kindergartens in the district of Izmit, Kocaeli in Turkey were informed about the study, and interviews were conducted with teachers who volunteered to participate. Six teachers who met the study criteria were asked to participate, and they were provided with detailed information about the study. During the observation, one teacher decided not to participate. As a result, the study was conducted with five teachers.

## **Data collection tools**

### **Semi-structured Interview form**

An interview form was designed for the needs of this study in order to reveal the views of the teachers on the movement-integrated reading activities, in conjunction with other studies (Gonen et al., 2010; MoNA, 2024a; Isikoglu & Simsek, 2020). To prepare this form, a literature review was conducted on the subject, considering the purpose of the study. Following the literature review, the questions for the Semi-Structured Interview Form were formulated. The Semi-Structured Interview Form was e-mailed to four different experts with a PhD in the field of preschool education, and they were asked to evaluate the interview form with regard to the purpose of the study and its suitability for qualitative research. The researchers performed the assessment via a designated expert evaluation form. Each question in the form was marked either as "suitable", "partially suitable" or "not suitable". The final version of the Semi-Structured Interview form was designed once the expert evaluation was completed. To test the clarity and comprehensibility of the questions and ensure the internal validity of the question items, a pilot interview was conducted with three teachers who were excluded from the sample. The audio and video recordings of this

pilot interview were examined, and the reliability formula proposed by Miles and Huberman (2002) was used to calculate the agreement between the experts, which was 90%. Interview questions were:

- Do you prefer reading children's picture books that present movement in your classroom?
- Do you integrate pre-reading activities with movement?
- - Do you interact with children while reading? Do you encourage children to move during reading?
- Do you integrate post-reading activities with movement?

### **Activity Review Form**

The Activity Review Form was designed to evaluate the activity plans. This form was finalized based on the opinions of four different preschool education experts (those who contributed to the design of the Semi-Structured Interview Form). Activity Review Form included different parts of pre-reading, mid-reading and post-reading activities, and the integration of these activities with movement.

### **Data collection process**

#### **Semi-Structured Interview Form**

This study employed the interview method because it is instrumental in collecting information on individuals' experiences, attitudes, opinions, complaints, feelings and beliefs (Dursun, 2023). At the beginning of the interview, the participants were informed of the purpose of the interview, the conditions under which it would take place and its approximate duration; they were granted anonymity and asked for the permission to record the interviews. To prevent any potential misconceptions about movement, the teachers were provided with information about physical movement. Each teacher was given sufficient time to answer the questions from the interview. After the interviews, the recorded data were transcribed. The transcripts were submitted to the participants, who then confirmed they were correct and complete. This contributed to the data's authenticity. The interviews were conducted with each teacher for 40-60 minutes approximately, within a one-month period. Each teacher answered the questions in the same order. The participants' answers were not limited in any way, which allowed for free expression of the ideas they considered important. The participants were also reached one week before the interview to schedule a date and time for the interviews, which were conducted in the schools where the teachers worked and in places determined by the school administrators. At the beginning of the interviews, the demographics of the participants were noted.

#### **Activity review form**

The teachers were presented with three picture books, on which more detail is provided further in the paper. The teachers were then asked to examine these books and use them to prepare an activity that included pre-reading, mid-reading and

post-reading activities for each picture book, according to the format for activities specified in the Turkish National Preschool Education Programme. No instructions were given to them during this process. The activity plans prepared by the teachers were examined using the Activity Review Form. The books presented to the teachers were selected on the basis of the criteria proposed by Ostrosky et al. (2018):

- 1 Is the book age-appropriate (in terms of content, length and vocabulary)?
- 2 Is the book interactive and does it contain elements that encourage and support children to move in different ways?
- 3 Does the book incorporate words that regard places and position?
- 4 Does the book entail different body parts?
- 5 Does the book contain action words?
- 6 Does the book emphasize cooperative play as opposed to competition with friends and family members; does it contain children or animals playing with their friends, family members or others?
- 7 Does the book include illustrations and terminology that are up-to-date?
- 8 Do the illustrations represent diversity (in terms of race, ethnicity, abilities, language and gender), and do they show children with various characteristics engaged in movement activities?
- 9 Does the book present any undesirable behaviour (dangerous movements, such as jumping out of bed)?
- 10 Is the size of the book suitable for a class of 15-20 children?
- 11 Is the book affordable?

A total of 20 children's picture books were examined by the researchers, and three books that met at least nine of these criteria were chosen. This decision was made because, due to the content and pedagogical focus of the books, it would not have been possible to select books that meet all the criteria. For example, *From Head to Toe*, while emphasizing physical movement, lacked full-fledged location words; *Happy I'm a Hippo* and *Giraffes Can't Dance*, while focusing on storytelling and emotional-motor interaction, did not meet every technical criterion. Setting nine criteria as a threshold allowed for the selection of books that adequately represented most of the essential features while allowing for minor variations in content and format. These books are:

*From Head to Toe* (author: Eric Carle; illustrator: Eric Carle)

*Happy I'm a Hippo* (author: Richard Edwards; illustrator: Carol Liddiment)

*Giraffes Can't Dance* (author: Giles Andreae; illustrator: Guy Parker Rees)

### Observation

The preschool teachers were observed via unstructured and non-participant observation method while performing reading activities with children. Teachers were informed that they would be observed during implementation, and their consent was obtained. However, the information on the study's specific focus on movement was not shared to avoid any positive or negative impact on the process or outcome. This

approach aligned with ethical considerations while allowing teachers' behaviour to remain natural and minimized the potential Hawthorne effect, which is defined as a tendency to change one's behaviour because one is being observed (Berthelot et al., 2019). Unstructured observation is a method that allows the observer to freely record and collect data in the form of a diary or taking notes. The non-participant observation method involves an observer who does not interact with participants in the course of observation. In this study, each teacher was observed for three weeks while implementing activities for the three books. Consistent with the purpose of this study, one of the researchers used a stopwatch to note down the duration of children's inactivity and activity in pre-, mid- and post-reading activities. In addition, the activities performed by the teachers were video recorded, and the recordings were in turn uploaded to a computer.

### **Data analysis**

This study draws on the descriptive analysis approach. Descriptive analysis often includes direct quotations and outlines and interprets data based on previously set themes for readers (Hatch, 2023). First, the recordings of individual interviews were digitalized and transcribed in the written interview form. Each participant was coded. In addition, the audio recordings were played once again to ensure the accuracy of the interview forms. The data obtained from the interviews through descriptive analysis are summarized and discussed under the interview questions.

Two researchers examined teachers' activity plans separately via the Activity Review Form. Dissenting opinions were discussed within the group, and disagreements were resolved to reach a consensus. The data were then gathered and interpreted under different categories.

Notes taken by the researcher and the transcriptions of the video recordings were reviewed by two researchers, and any persisting disagreements were resolved by consensus through rewatching the recordings. The average duration values were calculated, presented and interpreted under previously determined headings.

## **Results**

### ***Results from the interview***

The interview transcripts were recorded verbatim, and no changes were made to their content or meaning. Only minor grammatical and spelling adjustments were made to improve comprehensibility.

#### **1 Do you prefer reading children's picture books that present movement in your classroom?**

The answers given by the teachers reveal they do not follow any criterion or consider whether the books they read encourage children's movement. The given answers were:

*T1: I do not particularly consider whether a book encourages action or not while choosing them.*

T2: *I never thought to consider this issue in selecting reading material.*

T4: *I have no such criteria when choosing the books to read.*

It is notable that the subject of the book and the illustrations shape the decision of preschool teachers regarding the selection of books.

T3: *I usually look for features that can expand the interests of children, are adventurous, enhance their imagination and have engaging illustrations and names.*

T5: *The subject of the book, the narrative, the illustrations and the meaning it delivers influence my choice.*

## **2 Do you integrate pre-reading activities with movement?**

Among the preschool teachers participating in this study, T1 and T2 prefer activities that involve movement, such as physical activities, nursery rhymes, finger plays and dancing to music, to draw attention of children who do not like story time and ensure they listen calmly and attentively. On the other hand, T3, T5 and T4 stated that they try to maintain the active-passive balance in the activities they plan for the day and do not plan activities that involve movement specifically for the pre-reading period.

T1: *In the pre-reading period, we use engaging, enthusiastic and cheerful nursery rhymes and finger plays. Otherwise, the attention span of children may become shorter in the pre-reading and mid-reading periods. Making the pre-reading period more active draws children's attention and enhances participation.*

T2: *Especially for children who do not like story time, I do short games, fun finger plays, make them dance to their favorite song or move their bodies.*

T4: *I do not plan an activity in pre-reading that encourages action specifically. However, while planning activities, I try to maintain the active-passive balance. I think reading a story is a passive activity.*

## **3 Do you interact with children while reading? Do you encourage children to move during reading?**

The preschool teachers stated that they try to interact with children and support children's active verbal participation during reading; yet, believing that children would be distracted and such distraction would prevent them from finishing the book, they often limit physical movement.

T1: *I try to interact with children to ensure their participation in the reading process. For example, if I am reading a book that contains animal sounds, I ask the children to repeat these sounds while reading. However, I do not allow them to stand up or imitate the actions in the book, as I believe this will prevent me from finishing the book.*

T3: *I try to interact with children while reading. I imitate the actions in the book to grab their attention. However, I think that if they stand up while I am reading the book, it could distract them and prevent me from finishing it. This would make it difficult for me to continue to read.*

T5: *I attempt to read a book by interacting with children. I emphasise the words that I think they do not know and ask for their meaning. For example, if there is an*

*animal character in the book, we imitate its sound; we also try to imitate the sound of rain by tapping our feet on the ground.*

#### 4 Do you integrate post-reading activities with movement?

Remarkably, the teachers who participated in this study performed the activities that included movement the most in the post-reading period; they usually imitated actions from the book through drama and games.

T4: *I usually keep actions for the post-reading time. If the book is suitable, we dramatize it.*

T2: *We perform drama activities after we finish reading the book. Children imitate the movements of the characters in the story. And sometimes we play games. For example, we imitate the movements in a book accompanied by music.*

T3: *If I have planned an integrated activity for the post-reading time, I try to include activities that involve body movement. We sometimes dramatize the book or use roundelays and rhythm practice.*

T5: *I try to perform movement activities during post-reading time. A hero in the book may crawl forward through bumpy paths to meet his friends, or two people in a boat may paddle across the stream in a balanced way. I try to include such actions.*

### Results of the document review

Table 1

*Pre-reading, mid-reading and post-reading activities in preschool teachers' plans*

Book	Pre-Reading Activities	Mid-Reading	Post-Reading Activities
<i>Happy I am a Hippo</i>	Singing a song (T1)	Reading books (T1 - T2 -T3-T4)	Singing a song and dancing (T1) (T1)
	Playing (T2)	Interactive	Dancing (T2-T4))
	Chatting (T3)	Reading (T5)	Art activity (T3-T5)
	Chatting with a puppet (T5)		Chat (T5-T4)
	Finger play (T4)		Song writing and singing (T5)
<i>From Head To Toe</i>	Singing a song and dancing (T1)	Reading a book (T1 - T3-T4)	Dramatization (T1-T4- T2)
	No activity (T3)	Interactive	Active play (T3)
	Art activity (T4)	Reading (T5- T2)	Play (T5)
	Finger play (T4- T2)		
	Play (T5)		
<i>Giraffes Cannot Dance</i>	Chatting (T1-T5-T2)	Reading a book (T1 -T4)	Dancing (T1 - T3- T2-)
	No activity (T3)	Interactive reading (T3-T5)	Chatting (T3)
	Nursery rhyme (T4- T2)	Reading with a puppet (T2)	Questions and answers (T4)
	Watching a dance video (T4)		Dramatization (T4)
			Art activity (T4)
		Play-dance (T5)	

**Pre-reading activities:** Four participant teachers planned pre-reading activities for each story. Only T3 did not plan any activity in the pre-reading period for the two stories (*Head to Toe* and *Giraffes Cannot Dance*). The activities planned by the teachers in pre-reading varied. Their common feature was small muscle movements or no movement at all. The only activity that included action was a game planned by T5.

In the activity planned by T1, the teacher talked to the children about giraffes. In her activity she asked the following questions: “What would happen if a giraffe came to our classroom? Could it dance with us? How would it do if it could dance?” The activities prepared by other teachers are described in the following statements:

T4: *Children are shown various dance videos.*

T2: *Children are shown pictures of various emotional expressions and pictures of situations that may cause such expressions. They are asked to match their facial expressions to the appropriate situation.*

T3: *The teacher enters the classroom with a hippopotamus stick puppet. The teacher talks about the characteristics of the hippopotamus and ask questions about the number of its legs, what it eats and where it can be found; the teacher then listens to the students’ answers.*

T5: *The teacher says that she has a riddle and the first clue is at the classroom door, and students take turns searching for clues. After finding the clue at the door, students find other clues in the corridor, on the stairs and at the garden gate that feature pictures of all animals mentioned in the book; these clues lead them to the garden. The students who finally reach the box that the teacher has previously hidden in the garden are asked to open the box that contains the book From Head to Toe.*

**Mid-reading:** T5 and T2 planned for their reading activities to be interactive, whereas T1 and T3 planned no such activities. Unlike other teachers, T2 planned to read the book *Giraffes Cannot Dance* using a puppet.

T5: *The teacher reads the book From Head to Toe in a pre-arranged place in the garden. Children were asked to imitate the movement of each animal.*

T2: *The teacher reads the book Giraffes Cannot Dance using a giraffe puppet.*

The other two teachers (T4 and T3) planned to read the books in the usual way.

T1: *The book called The Happy Hippopotamus is read.*

T3: *From Head to Toe is read to children.*

**Post-reading activities:** All teachers who participated in this study planned at least one activity that included movement for the post-reading period. All of the activities planned by T2 for the post-reading period featured movement. Remarkably, the activity preferred most by the teachers was dancing.

T3: *Children talk about things that make them happy and sad and draw them. The teacher then asks them to tell their friends what they have drawn.*

T4: *Students pretend to be the giraffe in the story.*

T5: *Children are paired up. One of the children wears a bandana on his/her head; a card is selected from the cards with animal pictures and placed on the bandana on the student’s head. Others try to describe the animal on the card to the child with the bandana by providing clues and helping him/her find that animal. This game keeps going until all the players take their turn.*

T1: *Everyone imitates the dance moves in the book with a song playing in the background.*

## Results of the observation

Table 2

*Average duration the reading activities*

Activities		T1	T2	T3	T4	T5
Pre-Reading Activities	Sedentary time	2.2	5.5	3.57	3.22	3.14
	Physical activity time	5.42	2.2	0	0	5.40
	Total	8.02	8.1	3.57	3.22	8.54
Mid-Reading	Sedentary time	7.35	6.4	8.34	7.45	6.5
	Physical activity time	0	1.3	0	0	2.12
	Total	7.35	8.1	8.34	7.45	8.17
Post-Reading Activities	Sedentary time	1.2	2	2.2	4.11	3.33
	Physical activity time	4.3	5.3	4.0	3.15	5.40
	Total	5.5	7.33	6.2	7.26	9.13
Total	Sedentary time	11.15	14,3	14.11	15.18	13.37
	Physical activity time	10.15	9.2	4.0	3.15	13.32
	Total	21.30	23.5	18.11	18.23	27.09

The teachers participating in this study implemented reading activities in a classroom, where the teacher and all children sat in child-sized chairs to ensure that all children could effortlessly see the teacher. Only T5 performed a reading activity once outside the class in an open space. The average duration of the reading activities was 21.64 min. The average sedentary time in reading activities was 13.62 min, while the time spent in physical activity was 7.96 min. It is notable that sedentary time and physical activity for T2, T1 and T5 are almost equal; however, the physical activity time in the reading activities of T4 and T3 is longer approximately by a third than sedentary time. Another remarkable finding is the greatest number of activities using movement in the post-reading phase, whereas mid-reading contained the least amount of movement. The teachers who expressed that they planned to read the book interactively in their activity plans established a mere verbal interaction with the children. Only T5 and T2 encouraged the children to imitate the movements in the book during reading. The other three teachers asked the children to listen quietly and still while they were reading the book. Furthermore, these three teachers played a finger play in at least one of their activities, although they did not specify such a game in their plans, which led the children to listen to the story quietly and still. This finger play was performed as follows:

- snap, snap, snap (everyone snaps their fingers)
- rotate, rotate, rotate (everyone rotates their wrists)
- wave, wave, wave (everyone waves their hands)
- sit back, cross your arms, behave yourself, and listen to the story.

Although teachers did not specify this in their plans, they chatted with children about the events and characters in the story after reading.

## **Discussion and conclusion**

In this study, the teachers were asked to express their opinions on the integration of reading activities with movement; the activity plans prepared by them for three books that encourage movement were analyzed, and the duration they allocated to movement activities in their plans was assessed.

The interviews revealed that teachers do not consider whether an illustrated children's book encourages children to move or features exercises such as dance, yoga or sports when choosing a book to read; indeed, they have not thought of it before. A study conducted a decade ago in Turkey found that only 5.4% of illustrated children's books in preschool libraries featured achievements related to the psychomotor area (Veziroglu & Gonen, 2012). This ratio is remarkable because it is the lowest when compared to other developmental areas. Many teachers, like the ones who participated in this study, do not recognize the need to include content related to psychomotor skills in books.

It's revealed that some teachers in this study preferred activities that involve movement, such as physical activities, nursery rhymes, finger plays and dancing to music, to grasp the interest of children who do not like story time and ensure they listen calmly and attentively. Similarly, recent research has highlighted that integrating songs, rhymes and movement-based games during story time enhances children's engagement and participation, which is supported by the findings of the present study (Wadsworth & Spring, 2024). On the other hand, others stated that they try to maintain the active-passive balance in the daily activity plan and that they do not plan activities that involve movement specifically for the pre-reading period. However, one of the teachers who stated that she would not make an effort to plan any pre-reading movement activity was observed to allocate more time to activities involving movement than sedentary activities. The choices and activity plans of all other teachers were consistent with their statements in the interviews. Previous research with preschool teachers also indicated that they prefer to use nursery rhymes, songs, riddles and puppets to attract and keep children's attention (Rosati, 2024; Cousins & Minns, 2023; Bartan, 2019). Recent research has examined how preschool teachers integrate movement into story time activities and highlighted the potential benefits of combining physical activity with reading for enhancing children's engagement. In the context of early childhood education, story time has often been regarded as a pedagogical activity aimed at promoting language and pre-literacy skills among young children (Trauernicht et al., 2023). Interestingly, while story time is traditionally considered a sedentary activity, there is a growing recognition of the importance of physical activity in early childhood settings (Mavilidi et al., 2021). This suggests that integrating movement into story time could be beneficial, although the provided papers do not directly address the combination of storytelling and physical movement. However, the significance of educational activities promoting language and pre-literacy, such as story reading or storytelling, is underscored by the finding that emotional exhaustion in educators is negatively related to the frequency of such activities (Trauernicht et al., 2023).

The teachers claimed that they try to interact with children in the course of reading to promote their active verbal participation, although it can distract them from reading. They stated that such a distraction would prevent them from reading a book to the end, therefore they often prefer to restrict physical movement during reading time. This is also clear from the teachers' activity plans and the observations of the researchers. It was found that teachers limit physical movements during reading. They wanted children to sit still and concentrate on the book. Various studies have highlighted that teachers prefer to read books to children without any interaction due to problems they encounter in ensuring student active participation, as well as drawing and holding their interest during interactive reading (Alatalo & Westlund, 2021; Erdogan, 2020). Notably, teachers in this study voiced opinions similar to those of other teachers in previous research on interactive reading. It has been reported that the methods used by teachers in co-reading often make the reader more active and the children more passive (Erdogan et al., 2016). In this study, no instructions were provided to the participant teachers about how to use the books. They were told to feel free to use different materials or follow different ways of telling stories. Despite this, all of them, except for one, preferred to read stories using only books. Bartan (2020) conducted a study with preschool teachers and concluded that most of them preferred to read the story from the book. Another reason why teachers do not incorporate movement into reading activities may be their belief that activities containing movement might disrupt students' learning. Similarly, Martyn (2021) conducted a study with teachers of five- to 12-year-old children and found that teachers were concerned that providing physical activity opportunities in the classroom would increase disruptive behaviour and make it difficult for children to regain their focus after play.

All of the participants in this study planned at least one activity that contained movement for the post-reading period. Unfortunately, only one teacher actually involved movement in all of the post-reading activities. The most planned activity involved dancing. The observed activity plans and their duration were consistent with the data obtained from the interviews. Although there was a significant increase in physical activity during the post-reading period, overall, less time was allocated to movement activities compared to sedentary activities in this phase. It is significant that teachers regard dancing as an activity of movement; however, they need support in choosing alternative activities that contain movement and integrating passive activities with those that encourage movement. Three teachers in this study consider reading activities calming, whereby children can relax after action; this was also noticed in their activity plans and practices.

The present study aimed to paint an actual picture of the preschool teachers, but it was carried out with a limited number of teachers. More detailed and/or longitudinal research could be planned to analyze the effect of integrating reading activities with movement on children's different developmental areas on a larger scale. In addition, in this study, as well as other studies in the literature, teachers expressed a belief that

while reading books children can be easily distracted. Action research could be designed to provide more in-depth insights into the causes of attention difficulties in reading sessions and to explore potential strategies for addressing them.

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# Knjige u pokretu: odgojiteljska praksa u aktivnosti integracije čitanja i pokreta

## Sažetak

*U ovoj studiji ispituju se stavovi i praksa odgojitelja u vezi s integracijom procesa prije, tijekom i nakon čitanja s pokretom. Istraživanje je provedeno s pet odgojiteljica koje su dobrovoljno sudjelovale. Primijenjena je triangulacija podataka temeljena na individualnim intervjuima, analizi dokumenata i promatranju kako bi se dobili precizniji podatci. Istraživači su analizirali aktivnosti čitanja koje su odgojiteljice pripremile koristeći tri ilustrirane dječje knjige s ciljem poticanja djece na kretanje te su promatrali njihovu provedbu tih aktivnosti. Rezultati intervjua pokazuju da odgojiteljice pri odabiru knjige za čitanje ne uzimaju u obzir potiče li ilustrirana dječja knjiga djecu na kretanje ili sadrži vježbe poput plesa, joge ili sporta. Planiraju aktivnosti prije i nakon čitanja koje uključuju pokret, no izbjegavaju poticanje djece na kretanje tijekom samog čitanja jer smatraju da bi im to odvratilo pozornost. Nalazi su također pokazali da su neki učitelji koristili aktivnosti temeljene na pokretu, kao što su tjelesne aktivnosti, dječje pjesmice, igre prstima i ples uz glazbu, kako bi uključili djecu koja su izgubila pozornost dok su se drugi usredotočili na održavanje ravnoteže između aktivnih i pasivnih aktivnosti te su ograničili kretanje tijekom čitanja. Promatranja su potvrdila da su prakse većine učitelja bile u skladu s njihovim izjavama. Svi su učitelji planirali barem jednu aktivnost nakon čitanja koja je uključivala pokret, pri čemu je ples bio najčešći. Međutim, općenito je manje vremena bilo posvećeno aktivnostima koje uključuju kretanje nego sjedilačkim aktivnostima. Rezultati sugeriraju da učitelji prepoznaju vrijednost integriranja pokreta, ali im je potrebna podrška u odabiru raznolikih aktivnosti i kombiniranju aktivnih i pasivnih elemenata. Ovo istraživanje ističe trenutačne prakse i pruža smjernice za osposobljavanje učitelja i razvoj programa.*

**Ključne riječi:** aktivnosti čitanja; odgojitelji; pokret; slikovnica

## Uvod

Promjene u životnim uvjetima — poput smanjenih životnih prostora kao što su stanovi koji proizlaze iz povećane urbanizacije te smanjenje fizičkoga prostora potrebnoga za nesputanu dječju igru (Lafave i sur., 2021), kao i korištenje tehnoloških uređaja poput

računala, tableta i pametnih telefona — ograničile su mogućnosti razvoja fizičkih sposobnosti (Hashimoto i sur., 2021), uzrokovale značajan gubitak pokretljivosti kod djece (Cowden i Torrey, 2007) te manjak fizičkih aktivnosti koje pomažu djeci da ostanu fizički aktivna i razviju zdrave navike (Hanifah i sur., 2023; Haseler i Haseler, 2022). To može dovesti do zdravstvenih problema poput pretilosti (Calcaterra i sur., 2022; Arslan i sur., 2021) te do socijalnih ili emocionalnih poteškoća poput anksioznosti i smanjenih socijalnih interakcija (Hinkley i sur., 2020).

Općenito je prijavljeno da 87 % djece predškolske dobi pohađa predškolske ustanove (OECD, 2022) u trajanju više od 30 sati tjedno (Barbosa i Oliveira, 2016). Međutim, nedavna istraživanja pokazuju da otprilike polovica te djece provodi većinu dana sjedeći za stolom u sedentarnim aktivnostima umjesto da bude fizički aktivna (Schenkelberg i sur., 2020; Can i Kılıc, 2019; O'Brien i sur., 2018). Ovo je zabrinjavajuće s obzirom na to da Svjetska zdravstvena organizacija (2019) preporučuje da djeca mlađa od pet godina sudjeluju u najmanje 60 minuta umjerene tjelesne aktivnosti dnevno kako bi se podržao zdrav razvoj.

Potpunoj uključenosti djece u ustanove predškolskoga odgoja pridaje se sveveća važnost jer one, kao i odgojitelji, imaju ključnu ulogu u ispunjavanju svakodnevnih potreba djece za kretanjem. Tjelesna aktivnost u predškolskim okružjima prepoznata je kao važna sastavnica cjelovitoga djetetova razvoja, koja obuhvaća motoričke sposobnosti, kognitivni razvoj i socioemocionalni rast. Literatura pokazuje da strukturirani programi tjelesne aktivnosti mogu dovesti do značajnih poboljšanja u motoričkom i kognitivnom razvoju (Jylänki i sur., 2022), uključujući učenje jezika, školski uspjeh, pažnju i radnu memoriju kod djece predškolske dobi urednoga razvoja (Bai i sur., 2022; Jalilvand i sur., 2021). Stoga odgojitelji u ranom djetinjstvu postaju odgovorni za poticanje djece na sudjelovanje u širokom rasponu aktivnosti koje uključuju kretanje (McGowan i sur., 2024; Connelly i sur., 2018).

Međutim, i dalje postoji nedostatak aktivnosti koje uključuju tjelesno kretanje u predškolskim ustanovama. Glavni uzrok nedostatka tjelesne aktivnosti u predškolskom odgoju čini se da leži u tome što roditelji, odgojitelji i donositelji politika nisu svjesni potencijalnih koristi tjelesne aktivnosti za kognitivni razvoj te je stoga ne smatraju osnovnom odgojno-obrazovnom aktivnošću u predškolskom razdoblju (Copeland i sur., 2012). Istraživanja provedena s odgojiteljima pokazuju da postoji niz prepreka u provedbi tjelesne aktivnosti u predškolskim ustanovama. Te prepreke uključuju institucionalne (nedostatak odgovarajućih materijala i prostora, prostorna ograničenja), dječje (ometanje pažnje, povećano nepoželjno ponašanje, nevoljkost za sudjelovanje), vremenske (zabrinutost zbog ispunjavanja zahtjevnoga kurikula i aktivnosti) te odgojiteljske (potreba za dodatnom edukacijom o poticanju tjelesne aktivnosti) (Alcántara-Porcuna i sur., 2022; Mak i sur., 2021; Martyn, 2021; Spring, 2023).

U svim okružjima ranoga djetinjstva pričanje priča i čitanje knjiga predstavljaju značajne dnevne aktivnosti. Dječje knjige imaju ključnu ulogu u dječjem razvoju jer djeci pružaju mogućnosti da prošire svoje životne horizonte, postanu svjesna svoje

okoline te razmišljaju o sebi, svojoj kulturi i iskustvima (Kusumaningtyas i Sihombing, 2021). Već dugi niz godina znanstvena su istraživanja usmjerena na proučavanje učinaka dječjih knjiga iz perspektive različitih disciplina, uključujući umjetnost, estetiku, znanost i matematiku (Gonzalez i sur., 2010; Danko-McGhee i Slutsky, 2011; Kalogiannakis i sur., 2018; Björklund & Palmér, 2020; Stites i sur., 2021; Wong i sur., 2021). Ipak, postoji vrlo malo istraživanja koja zajedno proučavaju motoričke vještine i dječje knjige. Jedan od razloga za to može biti mali broj knjiga koje potiču razvoj motoričkih sposobnosti. Na primjer, istraživanje Veziroglu i Gonen (2012), koje je ispitalo prikladnost dječjih knjiga za ostvarivanje ciljeva predškolskoga obrazovnog programa, zaključilo je da su postignuća u području psihomotornoga razvoja najniža u odnosu na druga razvojna područja.

Razvojno primjeren program za djecu predškolske dobi trebao bi omogućiti iskustva koja podržavaju razvoj u psihomotoričkom, afektivnom i kognitivnom području (MoNE, 2024). Brojna istraživanja zasebno su ispitala prakse odgojitelja u pogledu čitanja (Erdogan i sur., 2016; Bagdas i Çalıskan, 2018; Mampane i sur., 2018; Kulcu, 2019; Isikoglu i Simsek, 2020; Erdogan, 2020) i kretanja (Purtaş i Duman, 2017; Guven, 2017; Hoffman i sur., 2020; Vujičić i sur., 2020; Blanuša Trošelj i sur., 2021); međutim, istraživanja koja zajednički razmatraju čitanje knjiga i tjelesno kretanje su ograničena. Iako navedeni radovi ne raspravljaju izravno o integraciji pokreta u vrijeme pričanja priča u vrtiću, naglašavaju važnost pričanja priča za razvoj jezika i predčitalačkih vještina (Trauernicht i sur., 2023) te ulogu tjelesne aktivnosti u ranom djetinjstvu (Mavilidi i sur., 2021). Iz toga se može zaključiti da bi kombiniranje ovih elemenata moglo biti vrijedan pristup, iako su potrebna daljnja istraživanja kako bi se istražile konkretne koristi i strategije provedbe takvih integriranih aktivnosti i time popunila praznina u literaturi.

Program predškolskoga odgoja u Turskoj naglašava da se za povećanje pokretljivosti djece, posebno u aktivnostima temeljenima na igri, mogu koristiti različite metode i tehnike koje omogućuju aktivno sudjelovanje djece, u okviru teme „Pokret i zdravlje” (MoNE, 2024a). S druge strane, nacionalni program ne pruža posebne smjernice odgojiteljima o razvoju motoričkih sposobnosti putem slikovnica. Nadalje, izbor slikovnica određenih za provedbu nacionalnoga predškolskog programa, koji Ministarstvo nacionalnoga obrazovanja distribuirala svim vrtićima u tiskanom i digitalnom obliku, sadrži ograničen broj knjiga koje potiču djecu na kretanje (MoNE, 2024b). Intervencije koje kombiniraju „pričanje priča s pokretom“ provedene su u nekim zemljama, poput Engleske i Čilea, i zabilježeni su pozitivni rezultati (Eyre i sur., 2020; Vargas-Vitoria i sur., 2023). Ipak, postoji malo dokaza o širokoj primjeni takvih praksi na razini kurikula. Dokument „Nacionalni temeljni kurikulum za rano obrazovanje i skrb”, koji je pripremila Finska nacionalna agencija za obrazovanje, navodi da djeca trebaju imati raznovrsna iskustva tjelesne igre u ranom djetinjstvu, uključujući tradicionalne igre na otvorenom, priče i pokret uz glazbu. U njemu se jasno naglašava zajednička uporaba priča i pokreta (FNAE, 2022).

Cilj je ovoga istraživanja doprinijeti razumijevanju načina na koji odgojitelji integriraju slikovnice i pokret u predškolskim ustanovama te kako se ta integracija provodi u Turskoj. Nadalje, istraživanja o intervencijama koje integriraju „pričanje priča i pokret“ su ograničena, što ukazuje na to da bi ovo istraživanje moglo popuniti prazninu u obrazovnoj praksi. Dobiveni nalazi mogu pomoći u razumijevanju pristupa odgojitelja u uključivanju pokreta u aktivnosti čitanja priča te otvoriti nove mogućnosti u nastavnim praksama ranoga i predškolskoga odgoja.

U ovome istraživanju ispituju se stavovi i odgojiteljske prakse u pogledu integracije procesa prije, tijekom i nakon čitanja s pokretom. U tu svrhu procjenjuju se:

- stavovi odgojitelja o integraciji procesa prije, tijekom i nakon čitanja s pokretom
- planovi aktivnosti koji uključuju čitanje knjiga
- u kojoj mjeri njihove planirane aktivnosti uključuju pokret.

## **Metodologija**

Ovo se istraživanje temelji na kvalitativnoj istraživačkoj metodi, koja je induktivna metoda usmjerena na razumijevanje i otkrivanje perspektiva sudionika putem opisa događaja i pojava u njihovom prirodnom okružju (Hatch, 2023). Kvalitativno istraživanje koristi triangulaciju kako bi se smanjile pogrešne interpretacije i nevaljani rezultati (Stake, 2005). Triangulacija podrazumijeva promatranje nečega iz više različitih perspektiva kako bi se potvrdila njegova točnost (Neuman, 2014). Ona omogućuje dubinsko razumijevanje proučavane pojave.

U ovome se istraživanju primjenjuje triangulacija podataka koja se temelji na individualnim intervjuima, analizi dokumenata i promatranju, kako bi se dobili precizniji podatci. Prvo su provedeni individualni intervjui s ciljem otkrivanja stavova odgojitelja o integraciji pokreta u aktivnosti čitanja. Zatim su, u sklopu analize dokumenata, analizirani planovi aktivnosti sudionika temeljeni na pričama, temeljeni na pričama iz triju slikovnica. U završnoj fazi promatrana je provedba tih planova u skupini, s posebnim naglaskom na to kako su odgojitelji integrirali pokret u faze prije, tijekom i nakon čitanja.

### ***Istraživačka skupina***

Istraživačku skupinu ovoga istraživanja čini pet odgojiteljica. U istraživanju je korišteno kriterijsko uzorkovanje, koje je vrsta namjernoga uzorkovanja, kako bi se odredila istraživačka skupina. Kriterijsko uzorkovanje odnosi se na proučavanje svih situacija koje zadovoljavaju unaprijed određeni skup kriterija. Kriterije za takvo uzorkovanje mogu postaviti sam(i) istraživač(i) ili se mogu koristiti prethodno izrađeni popisi kriterija (Marshall i Rossman, 2014).

U okviru inicijalnoga obrazovanja odgojitelja u Turskoj, kolegij Dječja pismenost je obavezan, a kako bi se provela detaljna analiza prakse u predškolskim ustanovama, korištena su tri kriterija za odabir odgojiteljica u istraživačku skupinu. Ti kriteriji i njihova obrazloženja navedeni su u nastavku:

– Završen preddiplomski studij predškolskog odgoja: Ovaj je kriterij određen kako bi se osiguralo da sudionice imaju pedagoško i razvojno znanje te dobro poznaju nacionalni program predškolskoga odgoja.

– Najmanje pet godina radnoga iskustva u sustavu predškolskoga odgoja: Ovaj je kriterij odabran kako bi se osiguralo da odgojiteljice imaju iskustva u radu s različitim dobnim skupinama, planiranju i provođenju raznovrsnih aktivnosti čitanja te time mogućnost usporedne procjene na temelju vlastitoga iskustva.

Ravnatelj samostalnih vrtića u okrugu İzmit, pokrajina Kocaeli (Turska), obaviješteni su o istraživanju, a intervjui su provedeni s odgojiteljicama koje su se dobrovoljno prijavile za sudjelovanje. Šest odgojiteljica koje su zadovoljile kriterije istraživanja pozvano je na sudjelovanje te su dobile detaljne informacije o istraživanju. Tijekom faze promatranja, jedna se odgojiteljica odlučila povući iz istraživanja. Kao rezultat, istraživanje je provedeno s pet odgojiteljica koje su dobrovoljno pristale sudjelovati.

### **Alati za prikupljanje podataka**

#### **Polustrukturirani obrazac intervjuja**

U ovoj je studiji oblikovan intervju kako bi se otkrila mišljenja odgojitelja o aktivnostima čitanja slikovnica koje uključuju pokret, u skladu s drugim istraživanjima (Gonen i sur., 2010; MoNA, 2024a; Isikoglu i Simsek, 2020). Za pripremu ovoga obrasca provedena je analiza literature o ovoj temi, uzimajući u obzir svrhu istraživanja. Nakon pregleda literature formulirana su pitanja za polustrukturirani intervju. Obrazac polustrukturiranoga intervjuja poslan je e-poštom četvorici različitih stručnjaka s doktoratom iz područja predškolskog odgoja i obrazovanja, koji su zamoljeni da daju procjenu uzimajući u obzir svrhu istraživanja i njegovu prikladnost za kvalitativno istraživanje.

Stručnjaci su procijenili obrazac intervjuja koristeći unaprijed pripremljeni obrazac za stručnu evaluaciju. Svako pitanje u obrascu označeno je kao „prikladno“, „djelomično prikladno“ ili „neprikladno“. Konačna verzija polustrukturiranoga intervjuja oblikovana je nakon završetka evaluacije stručnjaka.

Kako bi se testirala jasnoća i razumljivost pitanja te osigurala unutarnja valjanost stavki u obrascu intervjuja, proveden je pokusni intervju s tri odgojiteljice koje nisu bile uključene u uzorak. Zvukovni i videozapisi ovoga pokusnoga intervjuja analizirani su, a formula pouzdanosti koju su predložili Miles i Huberman (2002.) korištena je za izračun slaganja među stručnjacima. Slaganje među stručnjacima iznosilo je 90 %. Pitanja intervjuja bila su sljedeća:

- Biste li radije koristili slikovnice koje uključuju pokret u svojoj učionici?
- Biste li integrirali aktivnosti prije čitanja s pokretom?
- Komunicirate li s djecom tijekom čitanja? Potaknete li ih na kretanje tijekom čitanja?
- Biste li aktivnosti nakon čitanja integrirali s pokretom?

## **Obrazac za pregled aktivnosti**

Obrazac za pregled aktivnosti (Activity Review Form) izrađen je za procjenu planova aktivnosti. Ovaj je obrazac finaliziran na temelju mišljenja četvero stručnjaka iz područja predškolskoga odgoja i obrazovanja (istih onih koji su sudjelovali u oblikovanju polustrukturiranoga obrasca intervjua).

Obrazac za pregled aktivnosti uključuje:

- dio koji se odnosi na aktivnosti prije čitanja
- dio koji obuhvaća aktivnosti tijekom čitanja
- te dio za aktivnosti nakon čitanja i način na koji se te aktivnosti povezuju s pokretom.

## **Polustrukturirani obrazac intervjua**

Za ovu studiju dizajniran je obrazac intervjua kako bi se razotkrile perspektive učitelja o aktivnostima čitanja knjiga integriranim s kretanjem, u kombinaciji s drugim studijama (Gönen I sur., 2010; MEB, 2013; Işıkoglu i Simsek, 2020). Za pripremu ovoga obrasca provedeno je istraživanje literature o temi, uzimajući u obzir cilj ove studije. Nakon ovoga pregleda literature, oblikovana su pitanja za polustrukturirani obrazac intervjua. Polustrukturirani obrazac intervjua poslan je četirima različitim stručnjacima s doktoratom u području predškolskoga obrazovanja, te su zamoljeni da ga ocijene s obzirom na cilj ove studije i njegovu prikladnost za kvalitativna istraživanja. Istraživači kao stručnjaci ocijenili su obrazac intervjua koristeći određeni obrazac za ocjenu stručnjaka. Svako pitanje u obrascu označeno je kao „prikladno”, „djelomično prikladno” i „neprikladno”. Konačna verzija obrasca polustrukturiranoga intervjua oblikovana je nakon što su stručnjaci završili evaluaciju. Kako bi se testirala jasnoća i razumljivost pitanja te osigurala unutarnja valjanost pitanja u obrascu intervjua, provedeno je preliminarno ispitivanje s trima odgojiteljicama koje nisu bile uključene u uzorak. Audio i videosnimke ovoga preliminarnog ispitivanja pregledane su, a formula pouzdanosti koju su predložili Miles i Huberman (1994) korištena je za izračunavanje slaganja među stručnjacima. Slaganje među stručnjacima iznosilo je 90 %. Pitanja u intervjuu bila su sljedeća:

- Biste li u svojoj skupini voljeli čitati ilustrirane dječje knjige koje uključuju kretanje?
- Biste li integrirali aktivnosti prije čitanja s kretanjem?
- Komunicirate li s djecom tijekom čitanja? Potičete li djecu na kretanje tijekom čitanja?
- Biste li integrirali aktivnosti nakon čitanja s kretanjem?

## **Obrazac za pregled aktivnosti**

Obrazac za pregled aktivnosti oblikovan je kako bi se procijenili planovi aktivnosti. Ovaj obrazac je finaliziran temeljem mišljenja četiriju različitih stručnjaka u području predškolskoga obrazovanja (istih stručnjaka koji su sudjelovali u dizajnu obrasca polustrukturiranoga intervjua). Obrazac za pregled aktivnosti:

- uključuje različite dijelove za aktivnosti prije čitanja
- aktivnosti tijekom čitanja i
- aktivnosti nakon čitanja, te integraciju tih aktivnosti s kretanjem.

### **Prikupljanje podataka**

#### **Polustrukturirani obrazac intervjua**

U ovoj studiji korištena je metoda intervjua jer je učinkovita u prikupljanju informacija o iskustvima, stavovima, mišljenjima, pritužbama, osjećajima i uvjerenjima pojedinaca (Duncan, 2023). Na početku intervjua, sudionicima su objašnjeni cilj intervjua, uvjeti pod kojima će se provesti i približno trajanje. Sudionici su također informirani da će njihova imena ostati anonimna i zamoljeni su za dopuštenje za snimanje intervjua. Kako bi se spriječio bilo kakav nesporazum u vezi s kretanjem, odgojiteljicama su pružene informacije o fizičkom kretanju. Pitanja u intervjuu postavljena su odgojiteljicama, a svaka odgojiteljica dobila je dovoljno vremena da izrazi svoja mišljenja. Nakon intervjua, snimljeni podatci transkribirani su. Transkripti su dostavljeni sudionicima koji su zamoljeni da potvrde jesu li transkripti točni i potpuni. To je doprinijelo pouzdanosti podataka. Slijedeći obrazac intervjua koji je pripremio istraživač, intervjui su provedeni sa svakom odgojiteljicom u trajanju od 40 do 60 minuta tijekom razdoblja od mjesec dana. Pitanja su istim redoslijedom postavljana svakoj odgojiteljici. Sudionicima nije bilo ograničeno vrijeme u vezi s njihovim odgovorima. To im je omogućilo da slobodno iznose ideje koje smatraju važnima. Sudionici su također kontaktirani tjedan dana prije intervjua kako bi se dogovorio datum i vrijeme intervjua. Intervjui su provedeni u predškolskim ustanovama u kojima odgojiteljice rade i na mjestima koje su odredili administratori predškolske ustanove. Na početku intervjua zabilježeni su demografski podatci o sudionicima.

#### **Obrazac za pregled aktivnosti**

Odgojiteljicama su predstavljene tri ilustrirane dječje knjige, koje su detaljno opisane u nastavku teksta. Odgojiteljice su zatim zamoljene da pregledaju ove knjige i pripreme aktivnost koja uključuje aktivnosti prije čitanja, tijekom čitanja i nakon čitanja za svaku knjigu, uzimajući u obzir format aktivnosti naveden u turskom nacionalnom programu za predškolsko obrazovanje. Nisu im davane nikakve upute tijekom ovog procesa. Planovi aktivnosti koje su pripremile odgojiteljice pregledani su pomoću Obrasca za pregled aktivnosti. Knjige koje su predstavljene učiteljima odabrane su na temelju kriterija koje su predložili Ostrosky, Favazza, Yang, McLaughlin i Stalega (2018) kako bi podržale fizičku aktivnost. Postavljeni su sljedeći kriteriji:

1. Je li knjiga primjerena dobi predškolske djece (s obzirom na sadržaj, dužinu i vokabular)?
2. Je li knjiga interaktivna i sadrži elemente koji potiču i podržavaju djecu da se kreću na različite načine?

3. Sadrži li knjiga pozicijske riječi?
4. Sadrži li knjiga ilustracije o različitim dijelovima tijela?
5. Sadrži li knjiga akcijske riječi?
6. Naglašava li knjiga suradničku igru, a ne natjecanje s prijateljima i članovima obitelji; sadrži li knjiga ilustracije djece ili životinje koje igraju s prijateljima, članovima obitelji ili drugima?
7. Sadrži li knjiga ilustracije i terminologiju koja je u skladu s aktualnim vremenom?
8. Predstavljaju li ilustracije u knjizi različite osobitosti (rasa, etnička pripadnost, sposobnosti, jezik, spol) i prikazuju li djecu s različitim karakteristikama koja sudjeluju u kretanju?
9. Predstavlja li knjiga neželjeno ponašanje (opasni pokreti, poput skakanja s kreveta)?
10. Je li veličina knjige prikladna za skupinu od 15 do 20 djece?
11. Je li knjiga pristupačna s obzirom na cijenu?

Ukupno 20 ilustriranih dječjih knjiga pregledali su istraživači, a tri knjige koje su zadovoljile najmanje devet od ovih kriterija identificirane su kao prikladne. Ova odluka donesena je zato što bi, s obzirom na sadržaj i pedagoški fokus knjiga, bilo moguće odabrati knjige koje zadovoljavaju većinu kriterija. Na primjer, *From Head to Toe*, iako naglašava tjelesni pokret, ne sadrži potpuno razvijene prostorne riječi; *Happy I'm a Hippo* i *Giraffes Can't Dance*, iako se fokusiraju na pripovijedanje i emocionalno-motoričku interakciju, ne zadovoljavaju sve tehničke kriterije. Postavljanje devet kriterija kao praga omogućilo je odabir knjiga koje adekvatno predstavljaju većinu ključnih značajki, uz dopuštanje manjih varijacija u sadržaju i formatu. Odabrane knjige su sljedeće:

1. Od glave do pete (Autor: Eric Carle, Ilustrator: Eric Carle)
2. Sretan sam što sam nilski konj (Autor: Richard Edwards, Ilustrator: Carol Liddiment)
3. Žirafe ne mogu plesati (Autor: Giles Andreae, Ilustrator: Guy Parker-Rees)

### Promatranje

Rad odgojiteljica promatran je pomoću metoda nestrukturirano promatranje i promatranje bez sudjelovanja dok su provodile aktivnosti čitanja. Odgojiteljice su obaviještene da će se provoditi aktivnosti, a njihova je suglasnost za sudjelovanje dobivena. Međutim, informacija da se istraživanje posebno fokusira na aspekt pokreta nije otkrivena kako bi se izbjegao bilo kakav pozitivan ili negativan utjecaj na proces ili rezultate. Ovakav pristup osigurao je etičku suglasnost, omogućio prirodno ponašanje odgojiteljica i minimalizirao potencijalni Hawthorneov efekt. Hawthorneov efekt definira se kao sklonost sudionika da mijenjaju svoje ponašanje kada shvate da su promatrani (Berthelot i sur., 2019). Nestrukturirano promatranje metoda je koja promatraču omogućuje slobodno bilježenje i prikupljanje podataka. Takvo promatranje može se provoditi u obliku vođenja dnevnika ili bilježenja bilješki. Metoda promatranja bez

sudjelovanja uključuje da promatrač opaža sudionike bez interakcije s njima. U ovom je istraživanju svaka odgojiteljica promatrana tri tjedna tijekom provođenja aktivnosti vezanih uz tri slikovnice. U skladu sa svrhom ovoga istraživanja, jedan od istraživača koristio je štopericu kako bi zabilježio trajanje neaktivnosti i aktivnosti djece tijekom faza prije, tijekom i nakon čitanja. Osim toga, aktivnosti koje su odgojiteljice provodile snimane su videokamerom. Videozapisi odgojiteljica iz istraživačke skupine preneseni su na računalo.

### **Analiza podataka**

U ovoj studiji koristi se pristup deskriptivne analize za obradu podataka. Deskriptivna analiza često uključuje izravne citate te strukturira i interpretira podatke na temelju unaprijed određenih tema kako bi ih učinila razumljivima čitateljima (Hatch, 2023). Prvo su audiosnimke pojedinačnih intervjua digitalizirane i transkribirane u pisane intervjue. Svakom sudioniku dodijeljen je broj, koji je korišten za buduće navođenje izravnih citata. Također, audiosnimke su ponovno preslušane kako bi se osigurala točnost transkripata. Podatci prikupljeni putem intervjua analizirani su deskriptivnom analizom, sažeti i razmotreni unutar okvira postavljenih pitanja.

Dva istraživača odvojeno su pregledala planove aktivnosti koje su pripremile odgojiteljice koristeći se Obrascem za pregled aktivnosti. Različita mišljenja raspravljena su unutar istraživačke skupine, a nesuglasice su razriješene postizanjem konsenzusa. Nakon toga, podatci su objedinjeni i interpretirani unutar različitih kategorija.

Bilješke koje su vodili istraživači i transkripti videosnimaka pregledalo je dvoje istraživača, a preostale nesuglasice riješene su konsenzusom nakon nekoliko ponovljenih gledanja snimaka. Prosječna vremena trajanja aktivnosti zabilježena tijekom promatranja izračunata su, predstavljena i interpretirana pod prethodno određenim temama.

## **Rezultati**

### **Nalazi iz intervjua**

Transkripti intervjua zabilježeni su doslovno, bez ikakvih promjena u sadržaju ili značenju. Napravljene su samo manje gramatičke i pravopisne ispravke radi bolje razumljivosti.

#### **1. Biste li radije koristili ilustrirane dječje knjige koje potiču kretanje tijekom čitanja u vašoj skupini?**

Odgovori koje su dale odgojiteljice na prvo pitanje pokazuju da ne slijede nikakve specifične kriterije pri odabiru knjiga i ne uzimaju u obzir hoće li knjiga poticati djecu na kretanje ili ne.

O1: *Ne razmatram posebno potiče li knjiga kretanje ili ne prilikom njenog odabira.*

O2: *Nikada nisam razmišljala o tome da bih mogla birati knjige prema ovom kriteriju.*

O4: *Nemam takav kriterij pri odabiru knjiga za čitanje.*

Primjetno je da temu knjige i ilustracije odgojiteljice smatraju važnim čimbenicima u procesu odabira knjiga.

O3: *Dok biram knjige, obično tražim one koje proširuju dječje interese, donose avanturu, potiču njihovu maštu i imaju privlačne ilustracije i naslove.*

O5: *Tema knjige, način pripovijedanja, ilustracije i poruka koju prenosi oblikuju moj izbor knjiga.*

## **2. Integrirate li svoje aktivnosti prije čitanja s pokretom?**

Među odgojiteljicama koje su sudjelovale u istraživanju, O1 i O2 preferiraju aktivnosti koje uključuju pokret, poput tjelesnih aktivnosti, brojalica, igara prstima i plesanja uz glazbu, kako bi privukli pažnju djece koja ne vole vrijeme za priču i osigurali da mogu mirno i pažljivo slušati priču. S druge strane, O3, O4 i O5 izjavili su da nastoje održati ravnotežu između aktivnih i pasivnih aktivnosti tijekom dana te da ne planiraju specifične aktivnosti s pokretom prije čitanja.

O1: *U razdoblju prije čitanja koristimo vesele, angažirane i razigrane brojalice i igre prstima. Inače, pažnja djece može brzo oslabiti tijekom i nakon čitanja. Čineći razdoblje prije čitanja aktivnijim, doprinosimo njihovoj pažnji i sudjelovanju tijekom čitanja priče.*

O2: *Posebno za djecu koja ne vole vrijeme za priču, radim kratke igre, zabavne igre prstima, puštam ih da plešu uz omiljenu pjesmu ili se malo pokreću.*

O4: *Ne planiram posebno aktivnost koja potiče pokret prije čitanja. Međutim, nastojim održati ravnotežu između aktivnih i pasivnih aktivnosti dok planiram dnevne aktivnosti. Mislim da je čitanje priče pasivna aktivnost.*

## **3. Komunicirate li s djecom tijekom čitanja? Potičete li ih na kretanje tijekom čitanja?**

Odgoviteljice su izjavile da nastoje komunicirati s djecom i potaknuti njihovo aktivno verbalno sudjelovanje tijekom čitanja. Međutim, smatraju da bi fizičko kretanje moglo omesti njihovu pažnju i spriječiti dovršetak knjige, pa ga često ograničavaju.

O1: *Nastojim komunicirati s djecom kako bih ih uključila u proces čitanja. Na primjer, ako čitam knjigu koja sadrži zvukove životinja, tražim od djece da ponove te zvukove tijekom čitanja. Međutim, ne dopuštam im da ustaju ili oponašaju pokrete iz knjige jer mislim da bi to spriječilo završetak priče.*

O3: *Pokušavam komunicirati s djecom tijekom čitanja. Oponašam pokrete iz knjige kako bih privukla njihovu pažnju. Međutim, mislim da bi njihovo ustajanje tijekom čitanja moglo omesti njihovu pažnju i otežati mi nastavak čitanja.*

O5: *Nastojim čitati knjigu tako da komuniciram s djecom. Identificiram riječi za koje mislim da ih ne znaju i pitam ih za značenje tih riječi. Na primjer, ako je u knjizi lik životinja, oponašamo njezin zvuk; također pokušavamo oponašati zvuk kiše tapkanjem stopala o tlo.*

## **4. Integrirate li svoje aktivnosti nakon čitanja s pokretom?**

Zanimljivo je da su učitelji koji su sudjelovali u istraživanju najčešće uključivali aktivnosti s pokretom u razdoblju nakon čitanja. Najčešće su koristili dramatizaciju i igre za oponašanje radnji iz knjige.

- O4: Obično čuvam aktivnosti s pokretom za razdoblje nakon čitanja. Ako to odgovara knjizi koju čitamo, dramatisiramo priču.
- O2: Nakon što završimo čitanje knjige, izvodimo dramske aktivnosti. Djeca oponašaju pokrete likova iz priče. Ponekad igramo igre – primjerice, uz glazbu oponašamo pokrete iz knjige.
- O3: Ako sam planirala integriranu aktivnost za razdoblje nakon čitanja, pokušavam uključiti aktivnosti koje podrazumijevaju tjelesni pokret. Ponekad dramatisiramo knjigu ili koristimo krugove i ritmičke vježbe.
- O5: Nastojim uključiti aktivnosti s pokretom tijekom razdoblja nakon čitanja. Na primjer, ako junak iz knjige puzi preko neravnih staza kako bi sreo svoje prijatelje, mi također oponašamo taj pokret. Ili, ako su dva lika u čamcu, veslamo u ravnoteži kao i oni. Pokušavam uključiti takve radnje.

## Rezultati pregleda dokumenata

### Tablica 1

#### Aktivnosti prije čitanja

Četiri od pet odgojiteljica koje su sudjelovale u ovom istraživanju planirali su aktivnosti prije čitanja za svaku priču. Jedino O3 nije planirala nikakvu aktivnost prije čitanja za dvije priče (*Od glave do pete* i *Žirafe ne mogu plesati*). Aktivnosti koje su učitelji planirali za ovo razdoblje bile su raznolike. Zajednička karakteristika većine tih aktivnosti jest da su ograničene na pokrete malih mišića ili uopće ne uključuju kretanje. Jedina aktivnost koja je sadržavala pokret bila je igra koju je planirala O5.

O1 je u svojoj aktivnosti razgovarala s djecom o žirafama i postavila im sljedeća pitanja: *Što bi se dogodilo kada bi žirafa došla u naš razred? Bi li mogla plesati s nama? Kako bi plesala kad bi mogla?* Aktivnosti koje su pripremile ostale odgojiteljice uključivale su sljedeće:

- O4: *Djeci se prikazuju razni videozapisi plesa.*
- O2: *Djeci se pokazuju slike djece s različitim izražajima lica i slike situacija koje mogu izazvati te izraze. Zadatak im je povezati izraze lica s odgovarajućim situacijama.*
- O3: *Odgojiteljica ulazi u učionicu s lutkom nilskog konja na štapu. Razgovara s djecom o karakteristikama nilskih konja i postavlja im pitanja poput: Koliko nogu ima nilski konj? Što jede? Gdje živi? Zatim sluša odgovore učenika.*
- O5: *Odgojiteljica kaže da ima zagonetku i da se prvi trag nalazi na vratima učionice. Učenici se izmjenjuju u potrazi za tragovima. Nakon što pronađu trag na vratima, pronalaze tragove u hodniku, na stepenicama i kod vrtnog ulaza, gdje su postavljene slike svih životinja spomenutih u knjizi. Ovi tragovi ih vode do vrta, gdje konačno pronalaze kutiju koju je odgojiteljica prethodno sakrila. Kada otvore kutiju, u njoj se nalazi knjiga „Od glave do pete“.*

## Čitanje

O5 je sve aktivnosti čitanja planirala interaktivno, dok su O3 i O2 takve aktivnosti planirale samo za određene knjige. Za razliku od ostalih odgojiteljica, O2 je planirala pročitati knjigu *Žirafe ne mogu plesati* koristeći lutku.

O5: Odgojiteljica čita knjigu *Od glave do pete na unaprijed određenom mjestu u vrtu. Djeca oponašaju pokrete svake životinje iz knjige.*

O2: Odgojiteljica čita knjigu „*Žirafe ne mogu plesati*“ koristeći lutku žirafe.

Ostale dvije odgojiteljice (T4 i T3) planirale su čitati knjige na uobičajen način.

O1: Čita se knjiga „*Sretni nilski konj*“.

O3: Djeca se čita knjiga „*Od glave do pete*“.

## Aktivnosti nakon čitanja

Sve odgojiteljice koje su sudjelovale u ovom istraživanju planirale su barem jednu aktivnost s pokretom nakon čitanja. Sve aktivnosti koje je O2 planirala za ovaj dio uključivale su pokret. Zanimljivo je da je najčešće korištena aktivnost bila ples.

O3: Djeca razgovaraju o stvarima koje ih čine sretnima i tužnima te crtaju te situacije. Zatim objašnjavaju svojim prijateljima što su nacrtali.

O4: Djeca se pretvaraju da su žirafa iz priče.

O5: Djeca se dijele u dvije grupe. Jedno dijete stavlja traku na glavu, a zatim se bira karta sa slikom životinje i postavlja na njegovu traku. Ostali učenici daju opise i pomažu djetetu s trakom da pogodi o kojoj se životinji radi. Igra traje dok svi učenici ne dobiju priliku sudjelovati.

O1: Svi oponašaju plesne pokrete iz knjige uz glazbenu podlogu.

## Pronađeni rezultati promatranja

### Tablica 2

Odgojiteljice koje su sudjelovale u ovom istraživanju provodile su aktivnosti čitanja u učionici, gdje su odgojiteljica i sva djeca sjedili na dječjim stolicama kako bi se osiguralo da sva djeca mogu bez napora vidjeti odgojiteljicu. Samo je O5 jednom izvela aktivnost čitanja izvan učionice, na otvorenom prostoru. Prosječno trajanje aktivnosti čitanja odgojiteljica koje su sudjelovale u ovom istraživanju iznosilo je 21,64 minute. Prosječno vrijeme provedeno u sjedećem položaju tijekom aktivnosti čitanja iznosilo je 13,62 minute, dok je vrijeme provedeno u tjelesnoj aktivnosti iznosilo 7,96 minuta. Značajno je da su vrijeme provedeno u sjedećem položaju i vrijeme provedeno u tjelesnoj aktivnosti kod O2, O1 i O5 gotovo jednaki; međutim, vrijeme tjelesne aktivnosti tijekom čitanja kod O4 i O3 otprilike je za jednu trećinu duže od vremena provedenoga u sjedećem položaju. Još jedno značajno otkriće jest da su aktivnosti koje su uključivale najviše kretanja bile aktivnosti nakon čitanja, dok su aktivnosti tijekom čitanja sadržavale najmanje kretanja.

Učitelji koji su izrazili da planiraju interaktivno pročitati knjigu u svojim planovima aktivnosti uspostavili su samo verbalnu interakciju s djecom. Samo su O5 i O2 poticali djecu da imitiraju pokrete iz knjige tijekom čitanja. Ostale tri odgojiteljice tražile su od djece da mirno i tiho slušaju dok su čitali knjigu. Nadalje, te tri odgojiteljice izvodila su igru s prstima u najmanje jednoj od svojih aktivnosti, iako takvu igru nisu navele u svojim planovima, što je dovelo do toga da djeca mirno i tiho slušaju priču. Ova igra s prstima izvodi se na sljedeći način:

- Pucketajte, pucketajte, pucketajte (svi pucketaju prstima)
- Rotirajte, rotirajte, rotirajte (svi rotiraju zapešća)
- Mašite, mašite, mašite (svi mašu rukama)
- Sjednite, prekrižite ruke, budite mirni i slušajte priču.

Iako nijedna odgojiteljica to nije navela u svojim planovima, svi su na kraju svake priče razgovarale s djecom o događajima i likovima u priči.

## **Diskusija i zaključak**

U ovoj studiji odgojiteljice su upitane o svojim stavovima vezanim za integraciju aktivnosti čitanja s pokretom; analizirani su planovi aktivnosti koje su pripremile za tri slikovnice kako bi potaknule kretanje, a procijenjeno je i koliko vremena su u svojim planovima posvetile aktivnostima koje uključuju pokret.

Intervjui su otkrili da učiteljice ne uzimaju u obzir potiče li slikovnica djecu na kretanje ili sadrži vježbe poput plesa, joge ili sporta prilikom odabira knjige za čitanje; zapravo, prethodno o tome nisu razmišljale. Studija provedena prije deset godina u Turskoj pokazala je da samo 5,4 % slikovnica u knjižnicama predškolskih ustanova sadrži sadržaje povezane s psihomotornim područjem (Veziroglu i Gonen, 2012). Ovaj je podatak značajan jer predstavlja najniži udio u usporedbi s drugim područjima razvoja. Mnoge druge odgojiteljice, poput onih uključenih u ovu studiju, ne prepoznaju potrebu uključivanja sadržaja vezanih uz psihomotorne vještine u knjige.

Istraživanje je pokazalo da su neke odgojiteljice preferirale aktivnosti koje uključuju pokret, poput tjelesnih aktivnosti, dječjih pjesmica, igre prstima i plesa uz glazbu, kako bi privukle djecu koja ne vole čitanje priča te osigurale da djeca mogu mirno i pažljivo pratiti priču. Slična istraživanja naglašavaju da integracija pjesama, rima i igara temeljenih na pokretu tijekom čitanja povećava angažman i sudjelovanje djece, što podržava nalaze ove studije (Wadsworth i Spring, 2024). S druge strane, neke su odgojiteljice izjavile da nastoje održati ravnotežu između aktivnih i pasivnih aktivnosti u dnevnom planu i da ne planiraju aktivnosti koje uključuju pokret posebno za fazu prije čitanja. Ipak, jedna odgojiteljica koja je navela da neće planirati nijednu aktivnost prije čitanja koja uključuje pokret, bila je opažena kako posvećuje više vremena aktivnostima koje uključuju pokret nego sjedećim aktivnostima. Izbor i planovi aktivnosti svih drugih odgojiteljica bili su u skladu s njihovim izjavama u intervjuima. Prethodna istraživanja s odgojiteljicama također su pokazala da učiteljice uglavnom

koriste pjesme, rime, zagonetke i lutke kako bi privukle i zadržale pažnju djece (Rosati, 2024; Cousins i Minns, 2023; Bartan, 2019).

Upit "vrijeme priče za odgojitelja" ukazuje na praksu i implikacije aktivnosti čitanja priča koje provode odgojitelji, s potencijalnim fokusom na kretanje ili tjelesnu aktivnost. U kontekstu ranoga djetinjstva, čitanje priča često se smatra pedagoškom aktivnošću usmjerenom na razvoj jezika i predpismenosti kod djece (Trauernicht i sur., 2023). Zanimljivo je da, iako se čitanje priča tradicionalno smatra pasivnom aktivnošću, sve više se prepoznaje važnost tjelesne aktivnosti u predškolskim ustanovama (Mavilidi i sur., 2021). To sugerira da bi integracija pokreta u čitanje priča mogla biti korisna, iako navedeni radovi ne obrađuju izravno kombinaciju pričanja priča i tjelesnoga pokreta. Značaj obrazovnih aktivnosti koje potiču jezik i predpismenost, poput čitanja priča ili pričanja priča, dodatno je naglašen nalazom da je emocionalno iscrpljivanje odgojitelja negativno povezano s učestalošću takvih aktivnosti (Trauernicht i sur., 2023).

Odgojiteljice su navele da tijekom čitanja nastoje komunicirati s djecom kako bi potaknule aktivno verbalno sudjelovanje, no to se pokazalo izazovnim zbog distrakcija tijekom aktivnosti. Njihovo uvjerenje bilo je da takve distrakcije sprječavaju dovršetak priče, stoga često preferiraju ograničiti tjelesni pokret tijekom čitanja. To je također vidljivo u planovima aktivnosti i promatranjima istraživača. Odgojiteljice ograničavaju tjelesni pokret tijekom čitanja, a njihov cilj je da djeca sjede kako bi se koncentrirala na priču. Razna istraživanja ističu da odgojiteljice preferiraju čitati knjige djeci bez interakcije zbog problema u osiguravanju aktivnoga sudjelovanja djece te u održavanju njihove pažnje tijekom interaktivnoga čitanja (Alatalo i Westlund, 2021; Erdogan, 2020). Odgojiteljice u ovoj studiji izrazile su slična mišljenja kao odgojiteljice u prethodnim istraživanjima o interaktivnom čitanju. Prijavljeno je da metode koje odgojiteljice koriste u zajedničkom čitanju često čine čitatelja aktivnijim, a djecu pasivnijom (Erdogan i sur., 2016). U dizajnu studije, odgojiteljicama nisu dane upute o korištenju knjiga; navedeno je da mogu slobodno koristiti različite materijale ili različite načine pripovijedanja priča. Unatoč tome, sve su osim jedne preferirale čitati priče koristeći isključivo knjige. Bartan je (2020) u studiji s odgojiteljicama zaključio da većina preferira čitati priču iz knjige.

Drugi razlog zbog kojeg odgojiteljice ne uključuju pokret u aktivnosti čitanja može biti njihovo uvjerenje da bi aktivnosti koje uključuju pokret mogle ometati dječju pozornost. Slično tome, Martyn (2021) u studiji s učiteljima djece u dobi od 5 do 12 godina otkrio je da su učitelji zabrinuti da bi pružanje prilika za tjelesnu aktivnost u učionici povećalo disruptivno ponašanje i otežalo djeci ponovno fokusiranje nakon igre.

Sve odgojiteljice koje su sudjelovale u ovoj studiji planirale su barem jednu aktivnost koja uključuje pokret za period nakon čitanja. Nažalost, samo je jedna učiteljica pripremila aktivnosti koje uključuju pokret za sve aktivnosti nakon čitanja. Najčešće planirana aktivnost bila je ples. Planovi aktivnosti i trajanje aktivnosti zabilježeni tijekom promatranja bili su u skladu s podacima dobivenim iz intervjua. Iako je došlo do značajnoga povećanja vremena fizičke aktivnosti u aktivnostima nakon čitanja,

općenito je manje vremena posvećeno aktivnostima koje uključuju pokret u usporedbi sa sjedećim aktivnostima. Značajno je što učiteljice smatraju ples aktivnošću koja uključuje kretanje, no čini se da im je potrebna podrška pri odabiru alternativnih aktivnosti koje uključuju pokret te pri integraciji pasivnih aktivnosti s aktivnostima koje potiču kretanje. Tri odgojiteljice u ovoj studiji smatraju aktivnosti čitanja kao umirujuće aktivnosti u kojima se djeca mogu opustiti nakon aktivnih aktivnosti što je vidljivo i u njihovim planovima i praksama.

Ovom studijom pokušalo se prikazati trenutačnu praksu odgojiteljica, ali provedena je s ograničenim brojem sudionika. Detaljnija i/ili dugoročna istraživanja mogla bi se planirati kako bi se analizirali učinci aktivnosti čitanja integriranih s pokretom na različita razvojna područja djece u većem opsegu. Osim toga, u ovoj se studiji, kao i u drugima u literaturi, navodi da odgojiteljice ističu kako se djeca lako mogu distraktirati tijekom čitanja knjiga. Dublje informacije i razumijevanje uzroka i mogućih rješenja mogla bi pružiti akcijska istraživanja koja koriste alternativne metode za privlačenje i održavanje pažnje djece tijekom aktivnosti čitanja, osobito u učionicama odgojitelja-istraživača.

### ***Napomena***

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