

INTEGRATED USE OF SPORTS GAMES IN PHYSICAL EDUCATION OF PRESCHOOL CHILDREN

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Annotation. *Purpose:* considered the use of an integrated program of sports in physical education of children in pre-school educational institution. *Material and methods:* the experiment was attended with parental permission children 5-6 years. In the control group sessions were conducted with additional recreational gymnastic oriented. In the four experimental groups – mini-basketball, mini-handball and futsal. *Results:* the substantiation of the integrated use of sports games during physical education classes with children. The main starting points for the development of the methodology are: analysis of questionnaires on physical education specialists in preschool educational institutions, educators and parents considering the opinion and the results of previous studies of the level of physical development and physical readiness of preschool children, and analysis of test results to the success of children's possession of the ball. The results of the pedagogical experiment and given their analysis in terms of the influence of physical education classes through the use of sports games on physical development, physical fitness and functional status of children. The data that characterize the rate of growth results in the pedagogical experiment. *Conclusions:* it was established that the systematic use of sports complex will help to eliminate the deficit movements, balance maturation, children form healthy lifestyle habits.

Keywords: children, games, physical education, parents, functional.

Introduction

The modernization of education in Ukraine, especially pre-school one, need active changes in the sphere of physical education of the upper pre-school age children, the operation of physical education is regulated by the Constitution of Ukraine, the Laws of Ukraine "On Education" 1991, "On Physical Culture and Sports 1993", "On Pre-school education 2001, "On protection of Childhood" 2001 and so on.

Such researches as E.S. Vilchkovs'kyj, N.F. Denysenko [2], T.Y. Krutsevych [8], N.V. Panhelova [5] and other ones had been paying great attention to the issue of education reforming and improvement of children's physical education within the context of optimization of physical activity to improve health and physical fitness of the upper pre-school age children.

The most of physical education programs which have been applied at pre-schools are specialized and based on the use of certain kinds and fields of training. As a general rule, these are non-traditional health systems ("gaming stretching", "yoga", "ushu", "qigong", etc.), as well as sports games - hockey, football, basketball, skittles, table tennis and badminton. It is possible to find the content of sports games in sports and educational literature, although the most educators have difficulties in creation of the system of teaching children a particular game or sports exercises and these educators are often limited by the fact that they bring sports equipment to children outdoors and provide independence in the use of sports facilities. But without the knowledge of playing games children play namely the games which they have been taught. To run, you need run, so in order to play sports games children need be told and taught in a special professional way. Only deliberate, systematic, at least 1-2 times a week classes will give the opportunity to teach children to play according to simplified rules and feel the real excitement of sports games and their benefits.

Having analyzed the state of this issue and the fact that the level of physical health and fitness is one of the significant criteria of the educational process efficiency at pre-schools, there is a necessity to research the influence of physical culture classes with the use of sports games on the 5-6 years old children's physical development and work out appropriate methods of physical education classes.

The research has been conducted according to the plan for NDR at the Zaporizhzhya National University.

Purposes, tasks, material and methods.

The aim of the article is to highlight the significant aspects of the experimental work on the integrated use of sports games in physical education of the 5-6 years old children in the conditions of a pre-school.

The task of the research is to justify the programs of integrated use of sports games in physical education of the children of upper pre-school age.

The methods of the research are the following: theoretical analysis and literature synthesis, pedagogical observations, questioning.

The results of the research.

The analysis of the scientific and methodical literature has shown that the current practice of physical education application at pre-schools is especially aimed at standard physical exertion and does not urge enough the efficient development of motoring training (Krutsevych T.Y., 2000; Panhelova N.V., 2004), but also does not eliminate the initial stages of disorders in the state of the musculoskeletal system and leads to negative consequences. Each year the number of pre-school children with health disabilities increases and doctors reduce their motoring to a minimum without considering natural tendency of children to physical activity (Krutsevych T.Y., 2005, etc.) [8].

To determine the necessary content of the physical education curriculum at pre-schools, the choice of trainings,

methods and parameters of physical exertion, it has been studied the attitude of physical education specialists, pre-school educators and educators, children and their parents to physical education classes, particularly towards the use of sports games in the educational process and the level of physical development and physical fitness of the children.

The results of the research prove that, it is possible to achieve the individual children's abilities and make their interests of greater variety only with the help of the integrated use of several sports games.

We came to the conclusion that the main factors that prevent from the efficient organization of physical education at pre-schools are the following: the lack of motivation to physical training lessons, the lack of academic hours for physical training lessons, the number and the quality of methodical support; unpreparedness of athletic and educational specialists to implement new technologies; imperfect material equipment of pre-schools. There is also the lack of free time so the children of upper pre-school age are taught intensively; parents' busyness; the lack of necessary conditions and equipment; reinsurance of educators at pre-schools and schools and parents in the case of possible injuries during the sports games activity.

As a result, the vast majority of children has the opportunity to be engaged in sports exercises and sports games only at physical training lessons at a pre-school. At the same time, physical training lessons according to the common curriculum attract girls' and boys' low interest.

All these factors are the basis for developing of a curriculum content that takes into account interests, desires, capabilities and features of the children of upper pre-school age.

The peculiarities of the given curriculum are: the use of sports games at physical training lessons at a pre-school during additional classes; the content of training material is presented in accordance with the individual and typological children's characteristics, material equipment of the educational process, type of a pre-school or a school and regional climate conditions; teaching of motor skills and traumatic falls skills during the sports games activity as a means of preventing injuries from falls in unusual and difficult conditions .

The given program is focused on the formation of the upper pre-school age children basis of individual athletic activities, interest in sports games activities, needs to improve a body, own active and physical preparedness, readiness for school, healthy lifestyle.

In all the groups which took place in the experiment physical training classes were held twice a week according to the basic program of the development of pre-school age children "I am in the world" (a research editor and a compiler O.L. Kononko) and two additional classes of different orientation were also held. In the tested group additional studies were held according to the recreational gymnastics orientation. The children in the first experimental group were trained according to the comprehensive program of such sports games as mini-basketball, mini-handball and futsal. The children in the second experimental group were engaged in a sports game - mini-handball, the children in the third experimental group were occupied with a sports game - mini-futsal, and the children of the fourth experimental group - a sports game - mini-basketball.

The essence of the program content includes the most popular modern sports games that have high motivated value and a certain attractiveness for the children of upper pre-school age. Their simplified sample is mini-basketball, mini-handball and mini-futsal so these ones are the most appropriate for the children of upper pre-school age. Efficient practical application of these simplified versions of sports games in physical education of the upper pre-school age children predicts solving the following tasks: 1. To select the elements of sports games (which will be analyzed) that are the most suitable the age characteristics of the upper pre-school age children. 2. On the basis of the selected techniques analysis to work out sets of preparatory and specialized exercises directed to master the elements of the game that will be studied. 3. To define physiological exertion for mastering main elements of sports games by the children of upper pre-school age. This program assumes that it is necessary to hold both the physical and the technical training for effective teaching the upper pre-school age children sports games.

Therefore, the program is composed of two parts and it allows to implement it for two academic years.

The first part is preparatory (nine months), its structure is a copy of the other one, and its content consists of the use of physical exercises and motor games with elements of such sports games as mini-basketball, mini-futsal, mini-handball. The exercises are aimed at developing "sense of a ball" and teaching kicks, throws in different ways; forming new motor skills and abilities of main elements of sports games that will be studied in the next part, these skills and abilities prepare the musculoskeletal system of a child to master the basics of sports games and teaching children skills of traumaless falls in unusual conditions (injury prevention).

The second part is training (nine months), it consists of three cycles: the first one (three months - September - November) is composed to teach such a game as mini-futsal. The second one (three months - December - February) is composed to master such a game as mini-basketball. The third one (three months - March - May) is composed to master such a game as mini-handball.

During the corresponding cycle (for three months) children gradually learn the basic elements of sports games.

Physical training classes with the use of sports games are classified into: an instructive type to learn new material; a mixed type is directed to strengthen the knowledge; a type of variability – with the use of more difficult variants of mastered motoring actions; a type of training includes a large number of competitive exercises and ball games, aimed at the development of functional and motor skills. Depending on the tasks to the content of different parts of classes, the exercises for the mastering, strengthening and improving of motor actions under study were used. It is the game which was a significant means, form and method.

The main feature of these classes is the exercise have been carried out in the specially created for children

conditions that provide the integration of motor and cognitive functions. It was achieved through the use of sports equipment and equipment with didactic symbols.

During the experiment, in the process of development of a detailed plan of the lesson it has been summarized the results of the research according to the given issues which were conducted by E.Y. Adashkyavychene [1], E.S. Vilchkovskij [2], L.M. Voloshyna [3], Y.M. Ermakova [4], T.I. Osokyna [10], A.O. Chepurkina [11] and others [5, 6, 9, 12-15] in different years. It has been used own reworks of the author-compiler, including the series of teaching materials of textbooks in physical education of children at pre-school (annual schedule and a detailed plan of classes of the proposed program has been published as a methodical manual textbook).

Proposed detailed plans of the lesson are intended to provide the educators of pre-schools with practical assistance in the organization of physical education of the upper pre-school age children by the means of sports games which are worked out on the basis of scientific and methodical literature on problems of the learning of motor actions and physical abilities of pre-school children. There is a number of recommendations for the use of this program for teachers and instructors of physical training in order to implement the paradigm priority of an individual, work style changes, the nature of relationships with children, individualization of the process of physical education.

Predicting the success criteria for the program, it was necessary to take into account the risk factors. These factors include: the problems with emotional well-being of children in situation of "failure" but they can occur in the games with elements of competition; high mental exertion is associated with the assimilation of complex coordination actions in game situations, high traumatic safety of sports games where there is a clash of players; determination of optimal physical exertion as hyperkinesia can cause strain the cardiovascular system. In view of the above, to predict a negative effect of "risk factors" for children, practical psychologists and physicians observed the experimental work and they monitored risk factors in the course of testing programs.

Moreover, taking into account the risks of injury which are peculiar to sports games, in the first part of the program at the classes with the children of upper pre-school age each lesson was instructed by the exercises to study traumaless falls aimed at preparing children to master sports games without injury. Later, during the second half of the program (teaching sports games) learning and improving traumaless falls in unusual conditions by the means of a specific obstacle continue. A proposed complex of motoring games directs on the mental development of children to strengthen and improve mastered skills for each unit.

It is necessary to emphasize that teaching the children of upper pre-school age the basics of sports games, development of their physical state are not the objective. Sports games are the means of harmonious development of a child, the school of management of the behavior, forming of a positive attitude to physical education and sport.

Conclusions.

The content of the article allows us to conclude that the systematic integrated use of sports games at physical training lessons at a pre-school assists to eliminate movements deficit, to balance the processes of maturation, form children with healthy lifestyle habits.

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