

Motor skills of preschooler

Zdolności motoryczne dzieci w wieku przedszkolnym

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Abstract

The human motoriness is the whole of behaviors, possibilities and needs movement differently manifested at every stage of life. The pre-school period is the so-called golden period of motoriness. At this stage of life, all movement skills that affect further development of the child are improved, both in the physical, mental, intellectual and social spheres. External interventions to improve and improve skills in small and large motor skills seem to be extremely important. We should hold on the occurrence of motor development disorders and the introduction of rehabilitation as soon as possible.

Abstrakt

Motoryczność człowieka to całokształt zachowań, możliwości i potrzeb ruchowych różnie przejawianych na każdym okresie życia. Okres przedszkolny stanowi tzw. złoty okres motoryczności. Na tym etapie życia doskonalone są wszystkie umiejętności ruchowe

wpływające na dalszy rozwój dziecka zarówno w sferze fizycznej, psychicznej, intelektualnej, a także społecznej. Niezwykle ważne wydają się być zewnętrzne ingerencje, służące poprawie i doskonaleniu umiejętności w zakresie motoryki małej i wielkiej. Należy zwrócić również uwagę na występowanie zaburzeń rozwoju motorycznego i wprowadzenie możliwie najszybciej usprawniania w tym kierunku.

Introduction

Motorism is understood as the entirety of motor activities consisting in changes in the position in the space of the whole body or only some of its parts. Motor skills consist of many features possessed by every human being. These include speed, strength, endurance, flexibility, agility and coordination. These features form an integrated whole, however, they form unevenly, at different rates, depending on the predisposition and the needs of the individual. Man is born with basic skills, which in the first months of life are limited to signaling about their basic needs. This makes the newborn baby or infant completely dependent on others. Through increased dynamics of body formation and learning abilities, also motor skills are quickly acquired and then refined. This level is stabilized in adulthood, usually it is at a very high level, which enables a person to be independent. As the aging process decreases significantly¹.

Motoriness of the pre-school period

The period of toddlers and preschooler includes years known as the golden age of motoriness. This is the stage of intensive puberty of the central nervous system. In pre-school age (from 3 years of age), motor development occurs less rapidly, and more harmoniously than in earlier periods². At this stage of life, the acquisition of skills and their use is very important from the point of view of overall human development and translates into its functioning in the future. Movement activities acquired earlier in this period become more fluid, harmonious and purposeful. The preschooler quickly improves movements, especially of a complex nature. In addition, post-locomotion skills as well as movements affecting the

¹ Malec Z. Zdolności motoryczne dziecka – przejawy i kontrola w edukacji wczesnoszkolnej. Pedagogika przedszkolna i wczesnoszkolna w sytuacji zmiany społecznej, kulturowej i oświatowej. Katowice, Uniwersytet Śląski 2011; 174 - 181

² Dzierżanka - Wszyńska A., Rozwój psychomotoryki małego dziecka: kształtowanie nawyków posługiwania się przedmiotami codziennego użytku, PZWSz, Warszawa 1972

efficient use of objects are developed³. This does not mean, however, that they do not learn new things. Only in school age (around 7 years of age) children can demonstrate mastery of all basic forms of movement. And only then gives them the opportunity to improve their skills and enrich them with more complex and conscious actions. Hence, the skill of jumping, presenting the nurse in kindergarten, at the school stage can already be used to skipping on a skipping rope, which further enables more creative use of it in the game to acquire more advanced skills⁴. If at any of the stages there are difficulties with the exercise of the forms of movement adopted as determinants of proper motor development, then they may indicate delays in the general development of the child, which may be a sign of serious problems affecting the future. However, this is not tantamount to the occurrence of irreversible disturbances, especially when there are no visible problems in other tested measures⁵.

Motorization small and large

The even development in the field of small and large motor skills is of great importance. Large motoring is extensive movements in which the entire human body is involved, or a large part of it, e.g., upper and lower limbs. It is a kind of activity like running, swimming, walking, jumping and cycling. However, small motor carcinoma finds its reference in all movements of fingers and hands. These are movements of a much smaller scope, but requiring great concentration and concentration of attention. Activities in the field of small motor skills include: drawing, painting, writing, kneading something in the hand, or sculpting. In the proper human development, the education of precise movements and movements (the so-called small motor skills), such as writing or drawing, is possible only after a good mastery of extensive and simple movements in the field of large motor skills. Including basic skills of walking, running, etc.

Between the ages of 4 and 5, there is the greatest increase in such features as: walking, running, jumping and climbing. During this time, the child is able to combine activities into a movement act. With age, the child's level of motor fitness is higher⁶. In the pre-school period, the limb lateralization is also revealed (greater efficiency of one limb over

³ Osiński W., *Antropomotoryka*, AWF, Poznań 2003

⁴ Malec Z. *Zdolności motoryczne dziecka – przejawy i kontrola w edukacji wczesnoszkolnej*. Pedagogika przedszkolna i wczesnoszkolna w sytuacji zmiany społecznej, kulturowej i oświatowej. Katowice, Uniwersytet Śląski 2011; 174 - 181

⁵ Skibska J. *Poznawanie świata przez dziecko z opóźnionymi i zaburzonymi funkcjami podstawowymi w młodszym wieku szkolnym. Doświadczenie poznawania świata przez dzieci w młodszym wieku szkolnym*. Wydawnictwo LIBRON. Kraków 2012; 199- 215

⁶ Bolach E., Buliński P.E.: *Ocena sprawności motorycznej dzieci w wieku przedszkolnym*, *Rozprawy Naukowe Akademii Wychowanie Fizycznego we Wrocławiu*, 2012, 39, s.125-131

the other). It is only around the age of 6 that the speed of locomotion and the speed of movement increase. It is extremely important to provide the child with adequate conditions to meet the child's motor needs during this period of life⁷.

Many changes and improvements in the period from 3 to 6 years of age result from the development of the nervous system, changes in morphological parameters of muscle and fat tissue, as well as the improvement of the innervation of the muscles. Among the physiological changes, there is an increase in the time of the simple reaction, as well as the strengthening of muscle strength. The strength of flexors and extensors only becomes similar in this period.

Motor development beyond the significant influence on the child's physical and physical fitness has a huge impact also on other areas of life. A dynamic child, physiologically developing, has a better ability to react, as well as a significantly higher ability and effectiveness of learning. High activity within the small motor system, affects the better work of the oral system, which is a positive consequence of better quality and speed of speaking. Movement activity, thanks to the rich stimulation of both visual, auditory and kinesthetic influences the sensory development of the child. Very important is also the fact that children on the lower motor level are dependent on their peers, and when playing with them often fail and feel excluded.

In order to monitor the course of motor maturation, a set of certain activities indicating the degree of proper body formation was created for each period.

Summary

Child development is an issue that absorbs many scientific circles and research centers. In recent years, an increase in the number of children with abnormal development is observed. In addition to serious developmental disorders, such as mental retardation or autism, numerous preschool disorders are also diagnosed in pre-school children. They constitute about 60 percent of all diagnoses diagnosed in psychological-pedagogical counseling centers in pre-school and early-school age children. It is undoubtedly a very negative phenomenon. Early detection of disturbances in development determines the need to take targeted stimulus-compensatory effects. More and more frequent contact with physical

⁷ Kowalski D., *Motoryczność człowieka w ontogenezie [w:] Wpływ pływania na rozwój i stan zdolności motorycznych młodzieży gimnazjalnej*, Poznań - Bydgoszcz 2014, s.8-11

activity has a beneficial effect on the psychomotor development of children. Such children generally have better motor coordination and do not have problems with motor planning⁸.

⁸ Nowak A., Bartusiak I., Romanowska-Tołoczko A.: Diagnoza psychomotoryczna dzieci czteroletnich jako realizacja programu wczesnej interwencji w przedszkolach. Akademia Wychowania Fizycznego 2009; 188 – 191.

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