

Developing Basic Movement Skills in Primary School Students: Planned Games and Movement Education Applications

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ABSTRACT

Aim: The aim of this study is to develop the movement skills of primary school students (1st and 2nd grades) in Erzurum city center with planned games and movement education applications.

Method: 38 students (24 males + 14 females) living in the central campus of Erzurum province and selected according to the convenience sampling method, one of the purposeful sampling methods, participated in the research. Students participated in specially prepared game and movement training programs between 60-90 minutes 3 days a week during the summer period. In the first stage of the study, basic skills were determined by applying basic skill tests which is flamingo balance, catching the thrown ball, standing long jump, throwing a tennis ball, running 20 meters straight, hitting the ball with the foot, vertical jumping and galloping as a pre-test. At the end of the 2-month (8 weeks) period, basic skill tests were applied as a post-test and their status was compared.

Findings: According to the results of the research, a positive ($p < 0.05$) improvement was observed in the initial basic skill tests which applied flamingo balance, catching the thrown ball, standing long jump, throwing a tennis ball, running 20 metetraight, hitting the ball with the foot, vertical jump and gallop.

Result: As a result, it was concluded that the game and special movement training program, which is made regularly for primary school 1st and 2nd grade students, contributes positively to their basic motor skills.

Key Words: Primary school, games, movement training, skill development.

INTRODUCTION

Studies show that in order to achieve the expected success in sports, the child should start physical education and sports-related activities at the earliest possible age. However, it would not be correct to recommend a single age for all sports branches. In this respect, age is seen as an important issue in starting sports. Different disciplines of some sports branches require starting at different ages. For this reason, children should participate in games and various sports activity programs that involve more movement development than a certain branch of sports at an early age (Açıkada et al. 1990).

It is of great importance that movement training programs to be prepared for this purpose are put into practice from an early age. This process starts from the pre-school period of children (2-5 years old) and continues by maturing in the primary and secondary school periods. The programs to be implemented are planned considering the physical, social and cultural characteristics of the children. At the same time, the developmental characteristics of children should also be taken into account. The child's movement development follows a process that begins with reflexes and results in highly coordinated motor skills. Primitive movements observed between the ages of 0-2 are the first form of voluntary movements (Güven, 2005).

The period between the second and seventh years of life is the period in which basic skills are acquired. These basic skills consist of movements such as running, jumping, bouncing, catching, throwing, hitting the ball with their feet. These skills are called "Basic Skills" as they are common features found in all children and necessary skills for life (Galluhe 1982, Wickstrom 1977, Cratty 1973, Kephart and Godfrey 1973, cited by Özer and Özer, 1998). After the age of two, basic movements emerge roughly.

The development of basic movements is examined in three phases. Although these stages follow a developmental sequence, it is not possible to distinguish each stage from the other with certain lines.

In the initial stage, children's rhythm and coordination may be weak. They make a great effort to understand their own bodies and motion. In the first stage, 3-4 years of age, children's movements emerge more harmoniously and in a controlled manner, as rhythm and coordination increase. In the maturity stage, children now exhibit advanced mechanically effective, harmonious and controlled movements. Children who are 5-6 years old should have reached this stage (Özer and Özer, 1998).

In this study, the effect of gymnastics training on the acquisition and maturation of pre-school children's behaviors related to their basic skills was investigated.

MATERIAL & METHODS

The sample group of the research consists of a total 35 people, 12 women and 23 men. Anthropometric tests (height and body weight), 25 m speed test, flamingo balance test, disc touch test, flexibility, standing long jump, claw strength, 30 sec. shuttle test, 30 sec. Push-ups, vertical jump, 10x5 m shuttle run test were applied. After the measurements of the students were made, an 8-week study was carried out within the framework of the specially prepared movement training program.

Analysis: The study took place 3 days a week for 60 minutes each day. At the end of the 8-week study period, the children were re-measured and their development was compared. SPSS package program was used for statistical analysis of data in the research. As a statistical method, the minimum and maximum values, pre-test, post-test results, arithmetic mean and standard deviations of the children were evaluated.

The physical characteristics of the children participating in the study, the education program applied and the results of the analysis are given in the table below.

Table 1. Gender, Age, Height and Weight Status of the Subjects Participating in the Study

Features	Situation	N	%
Gender	Male	24	63
	Female	14	37
Age	6-7 Age	16	42
	8-9 Age	22	58
Height	100-105 cm	8	21
	106-110 cm	4	11
	111-115 cm	10	26
	116-120 cm	8	21
	121 cm and above	8	21
Weight	20-25 kilos	10	26
	26-30 kilos	9	24
	31-35 kilos	9	24
	36 kilos and above	10	26

Table 1 shows the demographic characteristics of the students participating in the research. 63% (24 people) of the participating children are boys and 37% (14 people) are girls. When the ages of the students are examined, 6-7 years old (16 people) make up 42%, and 8-9 years old (22 people) make up 58%. The average height of the students participating in the research is 100-105 cm. 8 students with 21%, 106-110 cm. 11% of the 4 students who are 111-115 cm. 10 students who are 26%, 116-120 cm. 8 students with 21% and 121 cm. 8 students with a higher grade make up 21%. When the weight of the students is examined, 10 students with 20-25 kilos make up 26%, 9 people with 26-30 kilos make up 24%, 9 people with 31-35 kilos make up 24%, and 10 students with a weight over 36 kilos make up 26%.

Table 2. Pre-Test and Post-Test Results of the Participants

Tests	Pre-Post Tests	n	Min.	Max.	p
25 m. Speed Test	Pre-Test	38	6.07	8.15	,000**
	Post-Test	38	5.45	7.05	
Flamingo Balance Test	Pre-Test	38	5.25	15.60	,000**
	Post-Test	38	8.15	18,20	
Disc Touch Test	Pre-Test	38	42	55	,345
	Post-Test	38	40	52	
Flexibility Test	Pre-Test	38	4	9	,000**
	Post-Test	38	6	13	
Standing Long Jump Test	Pre-Test	38	30	45	,000**
	Post-Test	38	45	65	
Right Claw Strength Test	Pre-Test	38	15	22	,376
	Post-Test	28	16	24	
Left Claw Strength Test	Pre-Test	38	9	14	,512
	Post-Test	38	11	15	
30 sec. Shuttle	Pre-Test	38	4	7	,000**
	Post-Test	38	6	11	
30 sec. Push-up	Pre-Test	38	4	8	,429
	Post-Test	38	5	9	
Vertical Jump Test	Pre-Test	38	12	18	,000**
	Post-Test	38	14	22	
10x5 m. Shuttle Run Test	Pre-Test	38	42	55	,000**
	Post-Test	38	33	49	

According to the research results in Table 2, it was determined that there was a statistically significant difference in, 25 m. speed, flexibility, standing long jump, flamingo balance test, 30 sec. shuttle test, 10x5 m. shuttle run test and vertical jump results. In the tests, it was determined that there was no statistically significant difference in touching the discs, 30 sec. push-up, right and left hand claw strength tests.

CONCLUSION

In similar scientific studies in this field, it is known that regular physical activity contributes positively to the respiratory, circulatory, skeletal and other systems (Açıkada, Ergen, 1990 and Akgün, 1986). In a study conducted by Hollmann (1991) on school-age children, it was stated that physical activity during childhood contributes to the development of motor skills such as physical fitness, running, bounce and jumping. Butterfeld et al. (2002) in their study, 6-year-old children from locomotor movements; stated that there was an improvement in running, gallop jumping, bouncing, flexibility, claw strength characteristics. In another study by Günebakan et al. (2009), it was stated that movement training programs applied to children in this age group showed significant improvement in balance, quickness, ball throwing, ball catching and flexibility. Körmükçü and Demirin (2010) stated in their research that educational games improve some features of the child's social development (tolerance, problem solving, self-confidence, sharing, decision making) as well as physical development.

According to the results of the research; in general, improvement was observed in tests involving large muscle groups such as leg, while significant improvement results were not achieved in tests involving small muscle groups such as hand.

As a result; It is seen that good planning of movement training programs in children affects small muscle groups as well as large muscle groups. It is thought that giving importance to games and exercise programs will facilitate the education and social lives of children. For the implementation of such programs, it has a great importance that physical education and sports teachers, recreation specialists, or trainers who have been trained in the field of game and exercise in educational institutions take part. It is of great importance to meet the developmental needs of children, especially considering the importance of movement and play in the lives of children at an early age and the importance of physical and social development at these ages.

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