



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (RJIIF): 5.38
IJPESH 2022; 9(6): 72-76
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www.kheljournal.com
Received: 02-07-2022
Accepted: 05-08-2022

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Application of corrective gymnastics in physical education activities

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Abstract

The preschool institution represents the beginning of institutional upbringing and education, and in cooperation with the family and respecting the developmental needs and possibilities of children, educational work should be focused on the comprehensive development of the child's personality. During the day, children spend some time in a preschool institution, where, among other things, physical activities are or should be carried out. Directed physical activity is specific in relation to other activities carried out in kindergarten. This specificity is reflected in the fact that the content can affect the improvement of health status and the development of cognitive, affective and psychomotor domains. In physical education, mobile play often appears, which can be carried out independently of other forms of work or in the framework of directed physical activities, morning physical exercise, physical-recreational break, physical-rhythmic activities or excursions. space, props, estimated playing time, game complexity. It is concluded that children who engage in physical activities less often have difficulties in developing motor skills and enriching motor skills, but it is also possible the other way around - that children with weaker motor skills do not want to participate in physical activities.

Keywords: Corrective gymnastics, children, motor skills

1. Introduction

The preschool institution represents the beginning of institutional upbringing and education, and in cooperation with the family and respecting the developmental needs and possibilities of children, educational work should be focused on the comprehensive development of the child's personality. The content of the activities of the preschool program in the kindergarten satisfies the developmental needs of the children, and they achieve educational and preventive health and hygiene functions. The intensive pace of growth and development of preschool children implies complex processes of biological and psychosocial changes. Growth and development mostly depends on biological factors, but social, social and economic circumstances must not be left out, as well as the interaction of children with family members and the environment in the educational institution. (Suzić R., Bjeković G., Suzić N. (2007) ^[2], Methodology of corrective gymnastics for preschoolers and primary education, Banja Luka, Monitoring the parameters of growth and development is of great importance for physical education due to:

- Knowledge of the child's psychophysical condition in relation to his peers;
- Preventive and corrective action on postural status (in the early stages);
- Planning and organizing physical education classes;
- Studying the impact of an exercise program on motor and morphological status.

The period around the seventh and eighth year is the most suitable for creating motor bases that will contribute to easier acquisition of motor skills and creating habits in older ages. Physical activities can have a positive effect on motor development, and it is especially important to exercise during sensitive periods. (Jovović, V. (1994) ^[7] Determining the deformity of the body of school children and youth in Montenegro. Podgorica: Ministry of Education and Science of Montenegro)

The formation of habits for regular physical exercise and positive attitudes about physical activities should begin at an early age in both the family and kindergarten. Education of parents and educators must be carried out in adequate institutions using different content by competent persons.

In kindergarten and in free time, and it is evident that there is not enough relevant data on these activities of preschool children. Most of the physical education in kindergarten is conducted by motor activity, so it seems that the impact is one-sided., its content affects the formation of the overall personality of the child. In addition to the above, the biological-anthropological and health-hygienic importance of physical exercise must not be left out. In the context of the above, the importance of physical activity for preschool children can be seen, because they are in the most turbulent phase of growth and development. Due to all the above, there is a need to monitor the physical activity of preschool children, and this research sought to examine: the content of children's daily activities in leisure time, the scope of physical activity of children in kindergarten during the day and their physical activity and motor engagement in directed physical activities. In addition, information should be obtained on a whole range of elements that contribute to the formation of the content of children's activities. By monitoring directed physical activities, information was obtained on: continuity, form, duration, content, type and efficiency of implementation.

2. Organizational forms of physical education in kindergarten

During the day, children spend some time in the preschool institution, where, among other things, physical activities are or should be carried out. Adequate spatial conditions are needed for the implementation of various forms of physical education in the preschool institution, and many kindergartens do not have them. In addition, some educators underestimate the importance of conducting physical activity, and some are simply not inclined to them, so they favor other contents. The importance of physical activity is reflected in the all-round development of the personality. Development occurs by accomplishing certain tasks, and the tasks dictate in which organizational form the physical activity will be carried out and which content will be applied. Physical activities in kindergarten can be focused on: enrichment of motor skills, development of motor skills, active break after some static activities, prevention of various deformities or correlation with some other activities. The basis of physical education in kindergarten are: focused physical activity, morning physical exercise, physical-recreational break, walk and excursion, while physical-rhythmic activity and mobile play can be performed separately or within one of the first three forms of work.

2.1 Directed physical activity

Directed physical activity is specific in relation to other activities carried out in kindergarten. This specificity is reflected in the fact that the content can affect the improvement of health status and the development of cognitive, affective and psychomotor domains. It can also be correlated with the contents of The most responsible person for creating a positive environment is the educator, who balances discipline on activities and a relaxed atmosphere, chooses content and methods of work and is a role model for children. Also, it is necessary to prepare a space where they will practice, devices and props that will be used, children for physical activity. These activities can be freely said to be the most important of all forms of physical education of preschool children. The importance is primarily reflected in the focus on the development of motor skills, knowledge acquisition, skills and habits. By structure, content, methods

of work and use of devices and props and activities These are most reminiscent of a physical education class in primary and secondary school. Targeted physical activities include content that is primarily aimed at the development of general motor skills and must take into account individual differences between children, which are very pronounced in preschool age. The content of these activities are: basic forms of movement, gymnastic exercises, athletic exercises, activities with props, exercises with music, grips and moving games. Depending on the age, training, goals of the activity, the educator decides on the content that is applied to the activities. The principle of versatile influence is one of the most important in physical education, so focused physical activities should be rich in various contents. Having in mind the abilities and characteristics of preschool children, it is important to gradually introduce children to activities with motor content.

The organizational structure of directed physical activities consists of four parts. The introductory part serves to gradually introduce children to the activity and lasts about 10% of the total time. The duration of the preparatory part, in which shaping exercises are conducted, is about 20% of the total time. for proper formation of the organism, improvement of motor skills and preparation of the locomotor system for increased efforts in the main part. The duration of the main part of the activity is from 50% to 60% of the total time. The main part of the activity can be divided into part A and part about 10% of the total time, and the main goal is to calm the body and bring it to approximately the same state as it was at the beginning of the activity. Activities can be carried out in the gym or outdoors, weather permitting. thematic activities can be carried out, which may deviate in part from the usual work structure. For example, these activities can be carried out depending on the season - winter activities on the snow, summer activities. The duration of directed physical activities depends on the age group, and not longer than 40 minutes. Each activity must be well planned in order to fulfill all set tasks and goals.

2.2 Morning physical exercise (morning gymnastics)

Physical activities in this form are organized daily after the gathering of children in kindergarten. In this case, the goal of exercise is to wake the children and to encourage the functionality of the organism. In addition, they are practiced to achieve a positive atmosphere and mood of children to work, but also to acquire habits for daily physical exercise. It is desirable to practice these activities outdoors, if there are opportunities and weather conditions for it. up to ten minutes. The intensity of exercise should not be high, because it is assumed that the children slept before coming to kindergarten, or that the intensity of the cardiovascular system is low. These activities are carried out various forms of movement known to children, because there is not enough time for learning new ones. Here, too, there is a certain structure, which contains three parts. In the introductory part, various movements or simpler moving games are performed. The duration is about 20% of the total time provided for these activities. In the second part of the activity, exercises are performed shaping, which covers all muscle groups. The most commonly used exercises are stretching, stretching and loosening, and to a lesser extent In this part, props and adequate music can be used. The duration is about 50% -60% of the total time. The final part is intended for gradual calming of the organism, so such content is used. This part of the activity lasts about 20% of the total time.

3. Physical-recreational break

The term recreation does not refer only to sports or physical recreation, but to any activity that refreshes, relaxes, restores abilities and lifts the mood. That is why the adjective physical is added to distinguish it from the generality of the term recreation. physical-recreational breaks, which means that the content refreshes and regenerates the body, improves mood, motivates children for further work, etc. Physical recreation in kindergarten is carried out after or during activities that are mostly static and monotonous. Duration is about five minutes and is not must be conducted daily. The educator assesses when they should be conducted, and if necessary, it can be done several times during the day. The content is designed to engage neglected muscle groups. For example, if children sit during the activity, then it is best to engage the leg and back muscles so that there is some balance between the engaged and non-engaged muscle groups. practice games with music, but only learned forms of movement. In addition to the above, a change in activity due to the appearance of saturation at work, decreased concentration or fatigue also has a positive effect.

3.1 A walk

If there are adequate spatial conditions in kindergartens for organizing various forms of physical activity, it is recommended to take a walk at least once a week, which again depends on the weather. In those kindergartens where there are no spatial conditions for organizing physical activities, walking should be practiced as often as possible. The main goals are to increase endurance in walking, stimulation of the cardiovascular and respiratory system, locomotor system. The walk can be carried out in urban areas or in nature, so one of the goals of this form of activity is to get to know or get used to the environment that surrounds them. It can also be connected with some other activities, which deepens the educational character of the walk. the walk must determine the time of departure and return, the route of movement, duration, goals to be met, content. In some cases, it can be eaten during a walk, ie during a break. It is especially important that children use adequate footwear and that they are trained in accordance with the weather conditions.

During the walk, the educator must take care of safety, especially if it is conducted in urban areas. The group then moves in formation, and the educators are placed at the beginning and end of the column. When crossing the road, one educator stands in the middle of the pedestrian crossing and informs the traffic participants, and the other takes care of fast and safe crossing of children. When the walk is conducted in formation, children with weaker abilities are always placed at the head of the column. In case the walk is carried out in a safe place, then children are allowed to walk freely in a group. The walk does not have to be uniform, because various forms of movement and simple play can be used. The length of walking depends on the age and physical condition of children., terrain configurations and weather conditions. Taking into account the above factors, the orientation length should be from 1,000 m to 3,000 meters, ie the duration from 15 to 40 minutes. A break must be taken into account, which can be passive or active.

3.2 Excursion

One of the forms of physical education in the educational system is a trip, which is carried out in nature outside the place of residence. groups, half-day excursions and all-day

trips, when it is necessary to provide a meal. The success of the trip depends mostly on good organization, which means:

- Knowledge of weather conditions. Such activities are most often carried out in early autumn or during spring, when the weather conditions are most favorable. However, the weather forecast should be followed and if bad weather conditions are foreseen, it is necessary to postpone the departure in time.
- Knowing the destination of the trip. The organizer in this case must be familiar with the venue of the trip. This includes knowledge of the terrain configuration, knowledge of the safety of the place of residence and more.
 - Planned facilities and activities on the trip. During the stay in nature, almost all the contents of physical education can be carried out. However, due to the possibility of fatigue and the length of stay in nature, it is necessary to implement content that is related to other educational areas.

Parent meeting. After determining the destination, date and time of departure and return, it is necessary to inform the parents about it. If they want their children to go on a trip, they need to listen to the educators about the details regarding the organization and content. Parents take care of the organization of the child before leaving, which means that the child arrives on time and brings the necessary things, and after returning. It often happens that parents are offered to go on a trip with their children, which is sometimes accepted. In that case, they also participate to some extent in the organization and implementation of the content. One of the priorities of modern society is the education of children and young people on environmental protection. In addition to personal example, which is very important, it is necessary to conduct outdoor activities as often as possible. In this case, the trip is an ideal opportunity to conduct activities related to environmental protection.

3.3 Physical-rhythmic activity

Expressing emotions is characteristic of children, and perhaps they are best aroused by music. Children's reaction to evoked emotions is manifested by movement. That is why this form of work is imposed as the best solution to combine physical and musical activities. In this form of physical education, children's dances can be practiced., moving games and choreography with music. Through these activities, motor skills are developed, motor skills are enriched and proper posture is formed, but their role is, above all, focused on creative expression with movement, developing a sense of rhythm and tempo and adequate manifestation of movement. music. Contents with music can be carried out within some other forms of work or separately. If they are carried out separately, they are expressed only by movements related to music or rhythm, as opposed to directed physical activities that have their own structure and specific content for each part in the structure. On these activities one can learn new forms of movement or practice old ones, while During the physical-recreational break, they perform only learned forms of movement. The content of the activity does not have to be closely related to the performance of dance or folk dances, but can be extended to imitation and improvisation of some movements or phenomena in nature. allow them to choose their own movements and movements in space. In that case, educators have a preventive and corrective role. If the goal is to learn dance or steps for the round, then the educator organizes the activity according to the methodical instructions

for learning and practicing. In that case, the activities are adequately organized and carried out according to a certain structure. However, before that children must master basic forms of movement and some specific.

Games learned in this way can be used as the content of other forms of physical education and in different situations. In addition to the learned steps, an integral part of the game is music, and in some cases a song that goes with music. These activities are used by props. They have a motivational role, they can be an integral part of a choreography or help children learn rhythm and tempo. The group must have a relaxed atmosphere without rigid discipline, and children are given the opportunity to express themselves without movement.

3.4 Moving game

In physical education, mobile play often appears, which can be carried out independently of other forms of work or as part of focused physical activities, morning physical exercise, physical-recreational break, physical-rhythmic activities or excursions. Limiting factors in the organization of play are children's age, space, props, estimated playing time, game complexity, etc. When the game is conducted within another form of work, the games that children have already practiced are most often chosen. In directed physical activities, the game is chosen depending on the part in the structure, because it must be related to the goals and tasks of that part. The main part is chosen more dynamically, while in the final one they practice calming and relaxing games. It can be said that play is the most common form of physical activity of children. If saturation occurs at work. It is also recommended to conduct it outdoors. Mobile play can be in the function of: satisfying basic biological needs, developing motor skills, enriching motor skills, developing creativity, creating a positive atmosphere in the group, upbringing and education, stimulating desirable social behavior, mutual cohesion and group cooperation, fun, entertainment, etc. The duration of the game depends on whether it is carried out as a separate activity or as part of some other form of work. weather conditions, duration, etc. Then the educator must adequately prepare for the game, which means that he must tell the children the name of the game, the rules, if necessary, to show them the game, must determine the course of the game and duration. In addition to the above, games can be classified depending on:

- Age - games for younger, middle, older and preparatory group;
- Venues - outdoor and indoor games;
- Character - competitive (interpersonal, intergroup, relegation games and games where a goal is achieved) and cooperative;
- Intensity - low, medium and high intensity games;
- Number of participants - individual, in pairs and group games;
- Seasons and weather conditions, etc.

In addition to the above divisions, we should also mention sports games that are competitive in nature and are most often held at the oldest ages. Due to the age and physical abilities of children, these games are practiced in easier conditions, with simplified rules and customized props.

We must not strictly insist on respecting the rules, but they are gradually introduced, so the game thus becomes more complex. The role of the educator in the game is very important, but it is not always the same; It depends mostly on the age of the children, the complexity of the game, the

number of participants and whether the children know the game, referee, etc. The educator at a younger age at the beginning announces the rules, directs the course of the game and often participates in it. At older ages, the role of the educator is not so comprehensive, especially if the children play a familiar game. Whenever possible, children should always be left to explain the rules or use a counter to select children into groups. Because children are sometimes unable to be active participants, games, they may be assigned the role of referee.

Importance of physical activity for psychophysical health

Research most often examines the correlation of physical activity with the parameters of health, social and psychological status. Physical inactivity can cause many consequences, and its causes are numerous. The level of physical activity of children 50 years ago was much higher, and today's children consume about 600 kcal less per day. The progress of technique and technology changes the content and structure of daily activities and this must be taken into account because it negatively affects the physical activity of preschool children.

3.5 Effects of physical activity on the reduction of body weight and subcutaneous adipose tissue

The term obesity can be understood as excess body fat in the body. Often this term is equated with the concepts of overweight or overweight. These two terms refer to higher values of body weight compared to ideal body weight. Increased body weight does not have to be just at the expense of adipose tissue, but also a higher percentage of water in the body, higher muscle mass or bone density. Obesity factors are numerous, and most often appear in interaction with each other. Some of these factors are genetics, diet, lack of physical activity, social and economic factors, etc., so based on the above, it can be concluded that some can be influenced more, and some to a lesser extent. To monitor childhood obesity, the results of skin folds, body fat percentage, waist circumference measurements, height and body weight ratio are used. Based on the obtained data, norms for a given population can be calculated. Norms represent an ordered set of results obtained using valid and reliable measuring instruments on a large sample of respondents, which is independently selected from the desired population. Norms can be formed based on raw measurement results, percentiles, standardized groups and standardized results. The formation of norms must be focused on a particular gender, age, race, nation and it is recommended that they do it every ten years, because it is not adequate to compare the values of today's children with the values of children from ten or more years ago.

In this way, the individual result of each child can be compared with the average result of the population to which it belongs. Consumption intervention in the diet should relate to the use of different foods and their proper combination, intake of adequate foods depending on the time of day, as well as a good timing of meals. The body thus better uses nutrients and, very importantly, is not necessary reduce food intake, because it can jeopardize growth and development. In addition to changing certain eating habits, it is desirable to take preventive action with physical activities. So, reduced physical activity can cause many health problems, and one of these problems is obesity. An environment in which find children in a large mje The role of parents and employees in educational institutions is the most important. The role of parents is very

important, especially in early childhood, because they represent a model of behavior that children imitate. If parents are less physically active and if Recommendations for a minimum amount of daily physical activity should be implemented within the educational institution, because then they are under the supervision of professionals. Longitudinal research has shown that daily aerobic activity can contribute to reducing obesity. In this research, 11-year-old children were organized daily physical activity at school, which is very important, because it proves that it can be done within an educational institution. Physical activity leads to the desired results in reducing body weight and subcutaneous fat, but it is essential to act preventively. In this context, physical activity should be recommended to the entire population in order to improve general health, and especially to high-risk population groups.

3.6 Effects of physical activity on motor behavior

Motor behavior represents the entire motor activity in a given situation and is composed of basic motor patterns, motor skills and motor abilities. The motor skills of preschool children can be influenced, and the basic determinants on which they depend are:

- Individual characteristics;
- Socio-economic environment;
- The child's physical environment;
- Parental education and awareness of the effects of physical activity;
- The child's involvement in a program;
- Characteristics of physical activity.

There are not many relevant data on the influence of physical activity on the motor behavior of young children. Few studies conclude that good results in tests for assessing motor behavior are achieved due to the total time spent in physical activity and the percentage of time spent in physical activity of moderate and strong intensity. It is concluded that children who engage in physical activities less often have difficulties in developing motor skills and enriching motor skills, but it is also possible the other way around - that children with weaker motor skills do not want to participate in physical activities. It is that such phenomena are noticed in time, because it can happen that children never reach the potential level of motor functioning. It can contribute to the appearance of side effects in the form of insecurity and avoidance of physical activity in the later period. Side effects can be prevented if adequate It is possible to achieve a much better result than when it comes to unstructured activity.

4. Conclusion

Improving the results of motor behavior of young children is mostly achieved by physical activities of different content, which is desirable. Poor content can have a positive effect on some motor abilities and skills, but unilateral action and application of uniform content neglects other motor abilities and skills. The physical activity of preschool children must be as diverse as possible and focused on the development of motor skills and enrichment of motor skills. The ideal place for intervention are educational institutions, because children spend some time during the day in They also participate in various activities aimed at overall development. Physical activity should be carried out daily at the beginning of the working day through morning gymnastics. In addition, there are other forms of work, and the most important is focused physical activity. Motor development can take place through

spontaneous physical activities, but it is still more effective to develop it through organized physical activity in the institution, using different content. Enrichment of motor behavior of preschool children, among other things, depends on the length of attendance of the educational program of preschool institutions.

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