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## **PRIMENA ELEMENATA ATLETIKE U REKREATIVNO-SPORTSKIM AKTIVNOSTIMA DECE PREDŠKOLSKOG UZRASTA – OSVRT**

## **APPLICATION ATHLETICS ELEMENTS AS RECREATIVE-SPORTS ACTIVITIES IN PREESCHOOL AGE CHILDREN – REVIEW**

# 1. INTRODUCTION

- Preschool children spend a large part of the day in kindergarten, which is why it is most important that they have properly designed organized physical development in kindergarten. For a child, recreational-sports activity is very important and necessary due to the promotion of proper growth and development, because it enables the development of motor, cognitive, conative and emotional-sociological abilities.
- Mobile activities, in various ways and in various forms, are one of the basic human needs. We offer it to the youngest in as much quantity and in the way they deserve. The needs of children in this field are unmeasured. There is a direct connection between health and exercise: exercise affects health and vice versa,. By moving, the body changes its internal state and the external environment with which it is in direct contact. It was stated that even with minimal movement, the internal state of the organism changes, all organic systems are included in the work, increasing the turnover of nutrients and oxygen in the organism. (Džinović, Martinović, 2011, 32).
- By organizing moving activities, one tries to form an emotional personality, aware of oneself and one's potentials, one's social and natural environment, which is open, communicative, constructive and creative, satisfied and filled with optimism in relation to oneself, other people and life in general. is guided by human values and aspirations, in which physical, intellectual, emotional and social qualities are balanced, authentic needs are nurtured, fine character traits are developed, as well as individual inclinations and abilities (Kamenov, 1997, 48 by Kocic, J et al. 2009; Kocic, J et al. 2018, 262) .
- Knowledge of the basic laws of growth and development of children is the basis for planning goals and quality programs of special sports activities. The basis of any well-designed program is an understanding of the significant basic needs of children.
- The role of parents is great and responsible for the development of the child both in the psychological and physical sense, so every parent should know each developmental stage and be included in it. In the preschool period of children's development, from (from 0 to 6 years), good or bad foundations are created, which later form a person, his personality and character. Therefore, the period is very important and special attention should be paid to it.
- A successful pedagogue must respect the laws of motor development and the principles of psychomotor learning when planning and choosing special sports activities. He must know the theory of sports development, biological characteristics of children's development, various children's abilities and needs, as well as to adjust the process individually (Pišot and Planinšec, 2005, 12; Kocić, J et al. 2009, 16).

## 2. METHODS

### 2. 1. STRUCTURE OF MOVEMENT SPACE IN CHILDREN

- Human motor performance is influenced by the level of motor abilities and functional characteristics through other factors. Strength, speed, coordination, flexibility, balance, precision and endurance are the abilities that enable success in the realization of various moving tasks.
- Natural forms of movement are innate and manifest sooner or later (every child will walk, start running, crawling, jumping ...). Specific forms of movement (swimming, skiing, sports games ...) must be included in the work with children, these are the so-called constructed forms of movement.
- Natural forms of movement are the basic movements that are needed in everyday life, and most of them are in the space of games. In kindergarten, children of all ages should apply the movement of children in various forms, participate in solving movement problems.
- Therefore, the foundations are being built for later involvement in various recreational and sports areas. According to previous research by the author, 78% of the examined children in the last ten years from the kindergarten "Cvrčak" in Nis had some kind of foot deformity. He initiated this through measures and a program of directed physical activities was designed and realized by applying natural forms of movement and elements of athletics during a one-year cycle. After that it was created and realised program for physical activities lasting for one year.



### 3. DISCUSSION

- A systematic review of the mentioned group, which was done in 2011, showed that 52% of children have some kind of foot deformity, while in 2012, that percentage was 58%. Within the group, the percentage of foot deformities was significantly reduced compared to the 2007 results. Compared to other groups from other kindergartens, the results obtained in children who were not treated according to the program of recreational activities are quite devastating. The elements of athletic disciplines, which are realized on a daily basis, are very suitable for use in preschool children and are very applicable, since they have natural forms of movement in the structure.
- Play is the oldest and most widespread type of physical culture, which is practiced as a very effective means of influencing all human characteristics and abilities, especially in the developmental ontogenetic stages. Over time, with the development of society and social relations, games have changed, so that today there is a whole treasury of games of different types, purposes, purposes and influences available. They are classified according to the age for which they are intended, gender, character of activities, fluids in which they are performed, season, motor abilities that affect them, forms of movement, etc.
- Different authors have defined the phenomenon of the game differently, but they all agree on the following: one can put a sign of equality between play and fun, play and emotion, play and aimless spending of time. In essence, play is a free, voluntary physical activity, motivated by the pleasure of participating and self-affirming in it (according to Kocic, Tomic, Aleksic, 2009, 27, Kocic, J et al. 2018,16).
- Play is the main prerequisite for the child's maturation and is the basic means by which the child achieves certain goals. It is the first school of a young human being to prepare for life (Nemec, 1999,3).
- Children get to know and experience sports activities primarily through play. Games enable cognition and experience of your body in space, develop motor skills. Through play, the child learns about reality, adopts rules of behavior, simulates the world of adults, gets to know himself, his body, includes all his abilities of research and creativity. All this happens through activities that cause joy in the child. The easiest way to get the most information about a child and his abilities is from the game itself.

### 3. 1. ELEMENTS OF ATHLETICS IN MOTOR ACTIVITIES OF PRESCHOOL CHILDREN



- Dealing with the planning of motor activities and play with preschool children is a demanding task, if we know about the sensitivity of the period to the physical and mental characteristics of the child. They are manifested by the inability to perform greater and long-lasting muscular efforts, rapid fatigue, the need for frequent changes of movement, the inability to control the movement and position of the body and limbs.
- Most of the program content is based through the game. Play is very important and has an extremely strong effect on the psychophysical development of every child. Children need as much physical movement and exercise as possible, various motor activities, freedom of creativity and positive emotions. The child will play as long as he is enabled and offered a meaningful game, because the desire to play is infinite.
- Play is an instinctive need, the child in the nature of his being carries the need to play. In that way, they get to know the environment, nature, acquire and expand knowledge and life experiences, form their psycho-social characteristics ... In the game, the child grows up, develops his senses and feelings, is educated, acquires independence and social maturity. Play has a special role for preschool children due to the fact that it, through numerous and varied physical activities, strongly influences the proper physical growth and development of the child as well as the development of bio-psycho-social functions.
- Cooperative games imply the participation and cooperation of several participants at the same time, where some without the help and support and mutual cooperation of others, would not be able to realize the game. The outcome and goal of the game depends equally on each member of the team, so that everyone gives their optimal contribution, help each other and strive for the same ultimate goal, success, victory ...
- Within the group, the percentage of foot deformities was significantly reduced compared to the results from previous years. Compared to other groups from other kindergartens, the results obtained in children who were not treated according to the program of recreational activities are quite devastating.



Elements of athletics through cooperative games must be adapted to the different needs, interests and abilities of children and to optimally influence their development and health. They are a tool and method of the educational process that is most often used in working with preschool children. The game expresses individual and collective abilities in unforeseen situations. "For the health of a child and its proper development, play and movements are needed as much as air is needed for breathing, and light from the sun for plants" (E. A. Arkin). "Play is healthier than milk, play is more important than water, play is the most beautiful gift of freedom for a person" (Ljubivoje Ršumović)

- With their content, games fill a child's life, rich experience, broader horizons. The child plays and learns at the same time, without even being aware of it. The child is happy in the game and it is the main factor of his strength and source of health. By playing, the child shows a tendency to imitate people and the phenomena that surround him. Every well-designed game is accompanied by a feeling of satisfaction and joy, if that is not the case, the game is interrupted.
- Children in kindergarten should be introduced to various variants of games, which will depend on their abilities and our creativity and imagination. The basic rule in working with the youngest is that: we teach children movement, not technique. Whoever of the children adopts and automates that knowledge easily continues with the superstructure and development in the direction of technical execution of the movement.
- We offer them some elements of sports and sports games through elementary games: **Athletics** consists of natural forms of movement. Walking, running, jumping and throwing, children master through play where they use them spontaneously. Athletics in this period consists of elements of athletic motor skills such as: games in which running is applied, relay games, running with a change of place, application of throwing (balls), athletic polygons and jumps.



- Gymnastics is very important for children's development. By using gymnastic elements, movement activities are upgraded into movement stereotypes. In kindergarten, back and forth reels, hanging, swinging, jumping, turns, walking on a beam, etc. are applied.
- A ball. Ball motility is the foundation of most sports with the ball, it influences the development of coordination. Initially, balloons of different sizes, bags with different fillings, balls of different sizes, weights and materials are used (Pišot and Jelovčan, 2006, 64).
- The most common movements with the ball are: carrying one or more balls, rolling, guiding, bouncing, passing, catching and stopping the ball, hitting vertical and horizontal targets.
- Dance is body language, movement with music, part of human culture. The choice of ways of playing is great and children should be given the opportunity to enrich their motor skills through play, increase their spontaneity and ability to improvise.
- In working with children of younger school age, it is primarily necessary to carry out activities through play, fun, socializing, singing.

# 4. CONCLUSION

- The application of natural forms of movement through play is necessary in working with children in preschool institutions. The harmonious development of a child and his health largely depends on whether his need for movement is met. In the development of motor skills in children, it is characteristic that they initially react to stimuli with the whole body.
- For the further development of the child's motor skills, the most important thing is maturation and learning (exercise), which results in the independent movement of children in the environment. From the age of three to six, a child seeks play in the company of other children.
- Involving children in cooperative games is the best way to prove your abilities in friendly matches and fair play. In kindergarten, children of all ages should apply the movement of children in various forms, participate in solving movement problems. Thus, the foundations are being built for later inclusion in various sports, recreational areas, as a healthy foundation for the production of a successful healthy nation that will have a segment of movement as an integral part of everyday life.
- Therefore, it is a very important task in working with the youngest to show them, teach them and motivate them to engage in various movement activities.
- If we give priority to the engagement of children in cooperative games of different types and characters, with all the bio-psycho social benefits that are promoted and built, it has a very strong impact on their healthy socialization of personality.

- With their sports and recreational activities, sports clubs had the task of presenting the basics of the elements of a given sport and in that way educating and informing children and parents. Each of the mentioned activities was presented during four weeks with two hours per week. Elements of athletic disciplines were applied during all exercise cycles. Significant influence was exerted on the development and improvement of basic motor skills (speed, coordination, endurance, mobility, precision and balance, strength). The health component has not been neglected, which is reflected in strengthening and consolidating the health of children and creating resistance of the organism to various diseases, as well as preventive action on postural disorders. An important factor in working with the youngest is to motivate them to engage in certain recreational and sports activities so that activities of this type become an integral part of their lives in the later period.

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# THANK YOU FOR YOUR ATTENTION



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# APPENDICES

## WARM-UP (HEATING GAMES)

- Warm-up games can be used in different situations: when the workshop leader (teacher) wants to strengthen the connection and cooperation between the children or simply wants to pamper and cheer up the children. These games can be used in class teacher classes, in recreational classes, in physical education classes, and sometimes in regular classes. At times when students are too tired to attend classes, some of the warm-up games can improve the atmosphere, stir and activate the students. The mutual trust that is built through these games contributes to the development of a positive atmosphere and enables cooperative activities. The duration of these games is not limited, it is usually 5 to 10 minutes.

### **Game „ Unravel the knot “**

- Participants stand in a circle with their eyes closed and their arms outstretched. At the sign of the workshop leader, they slowly move towards the middle of the circle and firmly grasp one hand of the other participant with each hand. Once caught, the hand should not be released. It takes all hands to find their pair. The participants then open their eyes and try to "unravel", that is, to put themselves in the starting position. It is always possible to "untangle" a node, which can symbolize that all other "nodes" can be resolved.

### **Game „ Willow “**

- The members of the group stand in a circle, and one member stands in the center of the circle, closes his eyes and crosses his arms over his chest. The others approached him at a distance less than his height. The workshop leader asks the participant who is in the center to squint and start falling in any direction, leaving the group to hold him. The members of the group previously help the person not to fall with their palms and push him to the other side of the circle. After a while, the person in the center does not feel fear of a possible fall.

## **Game „Centipede “**

- All pupils stand in the most correct circle possible, turn to the left so that they are looking at each other in the back of the head. With a light step towards the center of the circle, the distance between the participants should be reduced as much as possible, but care should be taken that such a narrowed circle does not significantly change the shape. At the leader's signal, the students sit lightly on each other's lap. When everyone is seated, the participants take small steps with their left and right foot. So the circle begins to move, like a real centipede.

## **Game „ Dragons “**

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Participants are divided into several groups of 6 members. They stand in a row one behind the other holding the one in front of them around the waist. The first in line is the dragon's head, and the last is the tail. The dragon's head tries to catch the tail. Everyone in between tries to stop him from doing so by moving back and forth, but by no means dropping the participant in front of them. When the dragon's head catches the tail, then it goes to the end of the column and is now in a position to be chased by the head, that is, by then the other participant in the column, and so on.

## Game „ Wave “

- All workshop participants stand in a circle The facilitator begins the game by showing one body movement, which the participant on the right continues to transmit like a wave. It is necessary to synchronize the movements so that the game is not interrupted. Suggestion: thread that runs straight, up and down, zigzag, getting up-sitting, swinging your hands ... All participants in the game are required to repeat the given movement. When the movement is done by all participants, someone else shows the movement The game lasts as long as he has an idea
- **Game** „ **Wave** **II“**  
The group stands in a circle and the leader sets the exercise by snapping the fingers of both hands, which should be repeated by the person on the right, and then all participants follow the same principle until the end of the circle (the exercise is transmitted in a wave). When the person on the left side of the leader repeats the given exercise, the leader changes the exercise by clapping his hands. Now the members of the group are waiting for the wave to reach them in order to switch from snapping their fingers to clapping their hands. The facilitator then changes the exercise, trying to increase the intensity of the movement and sound, by clapping his hands on his thighs. This is followed by a kick to the floor. The facilitator then repeats the already demonstrated movements of lesser intensity (clapping, hands on thighs, clapping) until he repeats the exercise that started the game (snapping his fingers).

## **Game „ Guess the activity “**

- Participants of the game one by one go out in front of the group and show one sport or recreational activity with their body and facial expressions, while other participants guess, for example: weightlifting, shooting, swimming - various styles, skating, mountaineering, bowling, various athletic disciplines, aerobics .. . The game is repeated as long as there are ideas

## **Game „ Peter says “**

- It can be played in the classroom or outdoors. The game leader stands in front of the group and issues "orders" on what each participant in the game should do. For example: to get up, to sit down, to raise his left hand, to scratch his head, to turn around, to squat, to nod his head, to march, to clap or crack his fingers, etc. Participants in the game should obey the leader, but only if he begins the "order" with the words "Peter says ..." (for example, that all participants stand up.") If the host of the game only says what needs to be done, the participants must not listen to him, because whoever fulfills the request of the host who did not start with the words "Peter says yes ..." - is out of the game. The game lasts until the last participant makes a mistake.