



Some Measures to Improve the Quality of Organizing Motor Development Activities for 3-4 Year Olds Children Suitable to The Local Context in Nghe An

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Summary: Motor development for 3-4 year-olds adapted to the local context is an issue that many educators are interested in researching. Within the scope of this article, we boldly propose and test a number of measures to improve the quality of motor development activities for 3-4 year olds in accordance with the local context of Nghe An province, Vietnam.

Keywords: Motor development, motor development activities, children 3 – 4 years old, Nghe An, measures, local context, preschool.

I. Set the problem

Vietnam is in the period of industrialization - modernization, requiring an abundant human resource, high level of science and technology along with appropriate personality qualities. Especially, ECE (Early Childhood Education) is the first step in the national education system with the goal: "Help children develop comprehensively". With the responsibility of future preschool teachers, we always think about how to improve the quality of education for children's movement development and be effective in caring for children. Therefore, we conducted a study on the topic "Some measures to improve the quality of organizing motor development activities for 3-4 year olds suitable to the local context in Nghe An".

II. Content

2.1. Significance of physical education activities for kids' development

Physical education is an indispensable element in the chain of education systems that people need right from preschool age. Scientists around the world have concluded that physical activity not only makes children healthier, but also smarter. A PhD from the University of Wollongong (Australia) confirmed that children are active as much as possible for cognitive development. It can be said that physical activity gives children the virtue of perseverance, not afraid to face difficulties in life. In terms of physical strength, this is the key to supporting metabolism, perfecting bone and joint development... help children grow tall, healthy, have outstanding resistance. [2]

Physical education activities are clearly reflected in the objectives of the ECE program: helping children develop physically, emotionally, intellectually, aesthetically, forming the first elements of personality, preparing children for grade 1; formation and development in children of fundamental psychophysiological functions,

competencies and qualities, necessary life skills appropriate to their age, arousing and maximum developing their hidden abilities, laying the foundation for learning at subsequent levels of education and for lifelong learning [1; p3]. The ECE program clearly demonstrates that children are physically developed through the development of movement of respiratory muscle groups, arms, legs, abdomen, development of gross and fine motor movements suitable to the psychophysiological characteristics of children. When children motor, their body parts coordinate movement and development, so physical education is significant for physical development and helps the nervous system of children develop well. Thus, physical education activities in preschools play a very important role in the formation and development of: virtue-Intellectual-Physical-Art for children. It contributes to helping children become comprehensive human beings. [3;pp104-107]

2.2. Overview of the current situation survey

2.2.1. Difficulties and advantages

Recognizing the importance of physical education activities for child development, we conducted a situation survey and learn about some measures to improve the quality of organizing movement development activities for 3-4 year olds suitable to the local context in Nghe An

- Conducted a survey on 52 children in class 3B at Nghi Lam Preschool, 3A at Nghi Kieu Preschool, 3B1 at Nghi Van Preschool, Nghi Loc district, Nghe An province.

+ Location: Nghi Loc District in the East overlooks the East Sea and borders Cua Lo Town

+ Advantages:

- School Board of Directors attention, visiting another kindergartens inside and outside Nghi Loc district often

- Attending demo lessons from colleagues and other schools

- Visiting models and way to build your school's physical development environment

- The School Board of Directors has created favorable conditions to build an environment inside and outside the classroom to serve teacher and the children in motor development activities.

- The school has coordinated with the parents' association to do a good job of socializing education, supporting the school with some teaching materials in local practice;

- Most kindergartens in Nghi Loc district have spacious, clean space, every corner of the playground is used as a place for children to play and exercise.

- Teachers in the school are always actively creative in making toys for children to be active.

+ Difficulties:

- - The teacher has experience but the class time is too much, so the creative ability in the process of organizing motor development activities is not high, mainly being stereotyped by machines.

- Facilities: Due to the campus and classrooms do not have storage rooms, arranging movement equipment is extremely difficult.

- Although utensils and toys have been supplemented by the school, children's learning materials have been supported by parents, but they are not yet fully enriched according to the needs of the program and development of children.

- Children 3 - 4 years old have developed language, but some children do not pronounce properly, they also stutter and speak with accent due to the influence of local pronunciation characteristics in Nghi Loc district.

- About parents: Because some parents also underestimate children's physical activities, thinking that children only need to sing, dance, tell stories, learn math, without understanding motor games is also one of the means of education and comprehensive development of children's personalities such as: virtue, mind, body, art, labor.

2.2.2. Survey Results:

Investigating and collecting data on the status of some measures to improve the quality of organization of motor development for children 3-4 years old at Kindergartens in Nghi Lam ,Nghi Kieu and Nghi Van

2.2.2.a. Teacher awareness survey

To be able to survey this problem, we have conducted a survey on 10 teachers of Nghi Lam Kindergarten and 15 teachers of Nghi Van Kindergarten, 15 teachers of Nghi Kieu Kindergarten.

Table 1: Survey at the beginning of the year on height and weight of children (unit: children)

STT	Activities	Degree					
		Usually		Frequently		Sometimes	
		Quantity	Rate(%)	Quantity	Rate(%)	Quantity	Rate(%)
1	Morning Exercise	30	75%	10	25%	0	0
2	Learning activities to develop gross motor	20	50%	10	25%	10	25%
3	Learning activities to develop fine motor	15	37,5%	15	37,5%	10	26%
4	Outdoor activities	10	26%	17	42,5%	13	32,5%
5	Afternoon activities	12	30%	16	40%	12	30%

Table 2: Level of use of motor development activities before applying measures (N=40)

Compare with standard	Nghì Lam		Nghì Van		Nghì Kieu	
	Male	Female	Male	Female	Male	Female
Normal	23	22	20	8	20	14
Fat	4	2	4	5	3	3
Malnourished	3	1	6	7	4	3

Table 3: Perception of the importance in improving the quality of organization motor development activities for 3-4 year old kids in Kindergarten (N=40)

Importance	Nghì Lam		Nghì Van		Nghì Kieu	
	n	%	n	%	n	%
Very important	10	100%	10	75%	15	100%
Important	0	0%	5	25%	0	0%
Unimportant	0	0%	0	0%	0	0%

2.2.2.b. Parental awareness survey

In order to be able to survey this problem, we conducted a survey on 52 parents at 3 kindergartens (Nghì Lam, Nghì Kieu , Nghì Van).

Table 4: Diversity in activities without measures (N = 52)

STT	Activities	Degree (%)					
		Very Diversify		Diversify		Less Diversify	
		Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)
1	Morning Exercise	50	96%	2	4%	0	0
2	Learning activities to develop gross motor	25	48%	27	52%	0	0

3	Learning activities to develop fine motor	35	67%	17	33%	0	0
4	Outdoor activities	30	57%	20	38%	2	5%
5	Afternoon activities	27	52%	20	38%	5	10%

Table 5: Diversity of activities after applying the measure (N=52)

STT	Activities	Degree (%)					
		Very Diversify		Very Diversify		Very Diversify	
		Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)
1	Morning Exercise	50	96%	2	4%	0	0
2	Learning activities to develop gross motor	25	48%	27	52%	0	0
3	Learning activities to develop fine motor	35	67%	17	33%	0	0
4	Outdoor activities	32	57%	20	38%	0	0
5	Afternoon activities	27	52%	22	42%	3	6%

2.3. Proposing a system of measures

Based on the survey results, we developed four measures to improve the quality of organization of motor development activities for 3-4 year olds kids in accordance with the local context in Nghe An.

Measure 1: Create a motor environment for children both inside and outside the classroom.

Measure 2: Diversify motor skills development activities at different times in the daily routine with different movements for 3-4 year olds in preschool.

Measure 3: Strengthen activities establishing and organizing to develop fine motor skills for preschool children from 3-4 years old.

Measure 4: Developing and selecting motor skills development activities suitable to the material facilities conditions of each class and each preschool through experiential activities.

* Due to limited time, we experimented with measures: Developing and selecting motor skills development activities suitable to the material facilities conditions of each class and each preschool through experiential activities. The following result:

+ This is the core measure to help children develop best. Because experiences are personal activities. In which, the subject actively participates both intellectually, emotionally and physically to solve a certain problem, thereby gaining the most experiences in terms of knowledge, skills or emotions determined.

+ Experiential physical education for preschool children is understood as a pedagogical activity in which teachers design, organize, and control the learning process by creating conditions for children to participate both mentally and physically, intellectual, emotional, social and physical so that children actively experiment, explore, reflect, and respond to motor activities, thereby gaining experiences in knowledge, skills or attitudes to physical development.

We conduct research, design and test measure 4 for the following topics:

Topic: Review "Walking in the narrow road"

Movement games: "Baby is quick"

Theme: Kindergarten

Audience: 3-4 years old

Time: 20 - 25 minutes

Instructor: Tran Thi Thuy Nga

Performed by students: Nguyen Thi Them; Bui Thi Nhung ; Nguyen Thi Nhung; Nguyen Thi

Luong

*After testing we got the following results:

+ Motor development activities desire children synthesize their senses (hearing, seeing, touching, ...) to increase their ability to retain the things they have reached for longer.

+ Motor development activities help children to be free to move, experience and explore things in nature.

+ This activity also makes learning more interesting for children and teaching more interesting for teachers.

+ When children are actively attend in activities, children will be more interested and attentive to what is approached and practice discipline compliance.

+ Children can learn skills by repeating behaviors through exercises and activities and thereby increase their ability to apply in practice.

Children are very interested thus knowledge and skills will form gently and naturally.

+ Children can practice the dexterity and agility of leg muscles

+ Train children to experience going on different environments.

III. CONCLUSION

Movement development for 3-4 years old kids is a very necessary thing to develop physical fitness for children. The appropriate movement exercises will help the child's body relax, stimulate the operation of the internal organ systems such as the circulatory system, the nervous system, the respiratory system, the digestive system... Practicing with the natural factors such as sunshine, fresh air, etc., children will better adapt to the outside living environment, enhancing the body's resistance. In particular, when physical strength is enhanced and developed, children have a desire to learn and explore the world around them. Then, children's linguistic, emotional, aesthetic and social skills will also develop.

For preschool teachers, well-implemented measures to develop children's movement will give the kids: courage, confidence, excitement to participate in physical development education activities , children love school, love to go to school. The measures proposed by the author hope to contribute to improving the effectiveness of motor development for children in some preschools in Nghi Loc district in particular and preschools in Nghe An in general.

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