



Independent motor-play activity of children 5-10 years old in the yard space

UDC

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Abstract

Objective of the study was to evaluate the use of the spatial environment and the motor experience acquired by children in educational institutions in independent motor-playing activities.

Methods and structure of the study. Observations were carried out on weekends, in the fall of 2022 in Belgorod, 682 children were covered, of which 395 were boys and 287 were girls aged 5-10 years. The results of observations were recorded in the protocol of observations. To analyze the results obtained, a ranking of the types of independent motor activity of children during walks in the yard was carried out.

Results and conclusions. The limited motor experience of preschoolers, the destruction of the play space of childhood, the disappearance of folk traditions in the organization of motor activity reduce the possibility of transferring spiritual values and attitudes through time and space, national experience in the organization of motor-play activity. Children do not master the order and rules of social behavior, interpersonal relationships. And, as a result, there are problems of social development of the personality, psycho-emotional stress, maladaptation.

Keywords: independent motor-playing activity, yard space, ranking (gradation), children aged 5-10 years.

Introduction. Motor-playing activity, as a part of human culture, is social in nature and in the ways of implementation. It is difficult to overestimate its importance in the physical, personal, social and communicative development of preschoolers and younger students.

Emotional richness, physical activity, real opportunities for the manifestation of initiative, independence, moral and volitional qualities, social and communicative abilities testify to the value of this traditional form and means of physical education of a growing person. At the same time, it is very important to determine and evaluate the nature of the types of independent motor-playing activity that occurs on the initiative of children in conditions of free choice. After all, it adequately reflects the motor-play experience of the child and the degree of transmission of family and national traditions of the organization of motor-play activity from the older generations to the younger ones.

Unfortunately, many researchers note the problem

of the destruction of the play space of childhood [8], the disappearance of traditional folk outdoor games [5], the loss of the legal functions of the collective play space of the yard [7]. And, as a result, the emergence of difficulties in interaction between different ages, a decrease in the arbitrariness of behavior inherent in the children's community of the last century [6].

Earlier in our studies, an assessment was made of the influence of social pedagogical determinants on the development of motor activity [3]. At this stage, a study was made of the nature, content, direction of independent motor-playing activity in the space of the courtyard, the ranking of its types according to the degree of popularity (gradation).

It should be noted that playgrounds and sports grounds and bike paths are equipped in the courtyards of houses in the Western District of Belgorod for independent motor and play activities. In order to familiarize children with national traditions, preschool institutions and schools in the region are successfully



implementing game programs and technologies as part of the main educational program planned at the initiative of the participants in the educational process [2, 4, 9].

Objective of the study was to evaluate how the spatial environment and motor experience are used in the independent motor and playful activities of children.

Methods and structure of the study. The observations were carried out on weekends, in autumn (September-October 2022) in Belgorod. The total observation time was 48 hours, 682 children were covered, including 395 boys and 287 girls aged 5-10 years. The results of observations were recorded in the protocol of observations. To analyze the results obtained, a ranking of the types of independent motor activity of children during walks in the yard was carried out:

$$\Sigma (Ri) = \frac{N*(N+1)}{2} = \frac{5*(5+1)}{2} = 15 ,$$

Results and its discussion. In the first place was the position “Movement by bicycle and scooter”. On the one hand, this can be regarded as a positive example of the development of non-motorized movement by children, which stimulates physical activity. However, without denying the importance of these physical exercises, we note that the lack of adult control over the dosage, landing, changing the push leg when riding a scooter can adversely affect the formation of posture. These are individual types of independent motor activity. They do not contribute to the development of social skills. There were practically no children’s associations in this kind of physical exercises (see table).

In second place in the ranking were ball games. The most popular ball game in the yard is football and elements of this game. As positive aspects, we noted the following: the presence of child-adult interaction; self-regulation of physical activity; manifestation of initiative, activity, individual position of the child; high emotional saturation of motor activity.

The third place in popularity among children was occupied by motor-playing actions using slides,

swings, lianas, etc. This once again emphasizes the urgency of the problem of organizing the spatial and object environment of the yard. It should be noted that short-term associations arose here, the manifestation of elements of creativity in motor activity was observed, children alternated different types of motor activity. Of course, they were under the control of parents, which is important for the prevention of injuries. The associations of children were of an unstable, temporary nature, as one or another equipment was used.

Isolated cases were outdoor games: “Catch up”, “Hit the target” (children used chestnuts), as well as story games that require a well-thought-out scenario and distribution of roles. For the entire period of observation, children did not use jumping rope, “Classics”, “Rubbers”, elements of badminton, tennis. This also indicates a decrease in interest among children and parents in these types of physical exercises, which effectively affect the development of motor abilities. Polling and interviewing parents showed that most adults were able to name and explain the rules of only a few (2-3) folk and outdoor games.

Discussion. Observations testify to the insufficiency of children’s motor experience in organizing independent motor activity. Games where you need to show resourcefulness, the ability to interact, ingenuity, dexterity, speed and coordination of movements have practically disappeared. We have not recorded the games traditional for previous generations of children (“Towns”, “Burners”, “Lapta”, “Vybivnoy”, etc.).

The ranking (gradation) of the types of motor-playing activities of children aged 5-10 indicates the popularity of movement on scooters and bicycles, as well as the widespread use of this equipment in families.

The increased interest of children and adults in playing football indicates the stimulating effect of socio-pedagogical determinants (equipped sports grounds, sports events, children-adult associations) [1, 11].

The importance of motor-playing activity in solving the problems of the harmonious development of the personality and the physical development of the child, strengthening his health is noted in a number of mod-

Ranking of types of independent motor activity of children on walks in the yard

Types of motor-playing activity	Rank	Sum of ranks
Travel by bicycle and scooter	1	315
Ball games	2	211
Games with playground equipment (slides, swings, ladders)	3	94
Outdoor games	4	48
Story, creative games for children (quest)	5	14



ern studies. The results of these studies are consistent with our findings. In the works of Efimova E.A. the place of outdoor games in the life of modern children is determined [5].

Leisure and physical activity of children and adolescents, according to Leto I., Loginova S., is one of the factors of their well-being and health [10]. The positive impact of physical activity, in their opinion, is based on experiencing positive emotions and establishing relationships with other children.

Poulain T., Meigen C., Sobek C., Ober P., Igel U. et al. (2021) studied the structural changes in the leisure activities of children aged 1 to 10 years in connection with the quarantine associated with Covid-19. They revealed how home schooling and the lack of social contacts with peers affect the behavior of children [11].

Conclusions. The results of our research show that limited motor experience, the destruction of the play space of childhood, the disappearance of folk traditions in the organization of motor activity reduce the possibility of transferring spiritual values and attitudes, national experience in the organization of motor-play activity through time and space. Regulatory and normative functions of the collective playing space of the yard are lost. Children do not master the order and rules of social behavior, interpersonal relationships. And, as a result, there are problems of social development of the personality, psycho-emotional stress, maladaptation. These problems require additional research.

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