



MANIFESTATIONS OF THE PRESCHOOLERS' PERSONAL HEALTH POTENTIAL IN MOTOR ACTIVITY

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ABSTRACT

The steady downward trend in children's health indicators in the context of the COVID-19 pandemic makes it necessary to search for new approaches to raising a healthy child in a preschool institution and family. The present study attempts to identify the level of manifestation of the voluntary behavior of senior preschoolers in motor activity as the basis for the growth of personal health potential. To meet that aim, the methods of mathematical statistics, especially Wilcoxon's t-test, are utilized. Based on the results, it can be concluded that the issue of developing the personal health potential in preschoolers, the manifestation of voluntariness, purposefulness, and independence in motor activity remains relevant. Assessment of voluntariness in motor activity demonstrates issues in nearly half of the children. Hence, the need to seek new pedagogical technologies, forms, methods, and means of developing the personal health potential of children seems crucial.

Keywords: Preschooler. Personal health potential. COVID-19. Motor activity.

MANIFESTAÇÕES DO POTENCIAL DE SAÚDE PESSOAL DOS PRÉ-ESCOLARES NA ATIVIDADE MOTORA

RESUMO

A tendência de queda constante dos indicadores de saúde infantil no contexto da pandemia de COVID-19 torna necessária a busca de novas abordagens para a criação de uma criança saudável em uma instituição pré-escolar e familiar. O presente estudo tenta identificar o nível de manifestação do comportamento voluntário de pré-escolares seniores na atividade motora como base para o crescimento do potencial de saúde pessoal. Para atingir esse objetivo, são utilizados os métodos da estatística matemática, especialmente o teste t de Wilcoxon. Com base nos resultados, pode-se concluir que a questão do desenvolvimento do potencial de saúde pessoal em pré-escolares, a manifestação de voluntariedade, intencionalidade e independência na atividade motora permanece relevante. A avaliação da voluntariedade na atividade motora demonstra problemas em quase metade das crianças. Assim, a necessidade de buscar novas tecnologias pedagógicas, formas, métodos e meios de desenvolver o potencial de saúde pessoal das crianças parece crucial.

Palavras-chave: Pré-escolar. Potencial de saúde pessoal. COVID-19. Atividade motora.



1. INTRODUCTION

The slightly deteriorating trend in children's health indicators during the COVID-19 pandemic necessitates seeking new measures to raise a healthy children in preschools and family. Here is highly important which paradigm of raising a healthy person – medical, biomedical, biosocial, or value-social – we choose. Our research confirms the prevalence of medical and biosocial paradigms of health in the minds of children and teachers (Voloshina, 2021). In our opinion, the process of finding hidden resources for raising a healthy person needs to be updated in the context of a pandemic, increased anxiety, and depression. Everyone knows well what needs to be done to be healthy. However, this knowledge is not always translated from a potential state into a specific action. This requires volitional manifestations of efforts, the ability to organize one's actions in accordance with the goal, independence in achieving results, the ability to limit one's desires, control emotions, etc. Roy Baumeister notes for a reason that self-control is a rare tool used to develop the potential health (Catrin Finkenauer, 2005). This determines the relevance of studying the problem of developing personal health potential. V.A. Ananiev in his psychosomatic theory of health considers personal potential of health as "a person's ability to self-fulfillment, the ability to set and achieve goals, choosing adequate means in overcoming external or internal obstacles" (Ananiev, 1998). In a pandemic, it is urgent to update the capabilities of the teacher, parents, and children in overcoming the problems we have faced with.

According to M.V. Sokolskaia, the will, being a source of activity of a preschool child, contributes to the disclosure of all the potentials of a child's health (Sokolskaia, 2008).

Unfortunately, modern children show a downward trend in their voluntariness and emotional-volitional regulation. The "stay at home" mode has increased emotional discomfort, reduced the child's physical activity. Negative trends in the decrease in the energy of preschoolers, presented in the works by D.I. Feldstein, gained their momentum during the pandemic. The scientist noted that a quarter of preschoolers have a decrease in their energy (Feldstein, 2013). This negatively affects the indicators of the psycho-emotional and social components of health, determines the relevance of the study of the problem of the manifestation of voluntariness of preschoolers in motor-playing activity.

At the completion stage of the preschool period of childhood, one the possible achievements of the child, indicated in the Federal State Educational Standard of preschool education, was "the ability to manifest strong-willed efforts, the ability to comply with generally accepted norms and rules of behavior in activities, in relationships with others" (Federal state educational standard for preschool education, 2014). This is the basis for cultivating a healthy style of behavior in a child already in the early stages of development.

As psychologists note, volitional regulation has several peaks in its development. According to B.G. Ananiev, L.I. Bozhovich, E.P. Iliin, V.A. Krutetski, it is the senior preschool age that is



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sensitive to the development of voluntariness and the formation of volitional regulation (Ananiev, 1976; Bozhovich, 1995; Iliin, 2009; Krutetskii, 1957).

This age level is when impulsive behavior changes to mediated behavior, regulated by rules, goals, etc. In modern studies, Ia.L. Kolominski et al. consider voluntary behavior as one of the newly formed structures of senior preschool age (Kolominskii et al., 2016). We believe that during this age period the prerequisites for the upbringing of a healthy personality are created.

The objective of the research is to identify the level of manifestation of the voluntary behavior of senior preschoolers in motor activity as the basis for the development of personal health potential.

One of the tasks at this stage was to identify and define the criteria and indicators of children's voluntary behavior in motor activity.

2. MATERIALS AND METHODS

Theoretical: analysis, synthesis, generalization; empirical: observation and evaluation of independent motor activity of children, game diagnostic situations, conversation; methods of mathematical statistics: Wilcoxon's t-test.

3. MAIN PART

The task of raising a healthy child has always been relevant for the preschool education system. For its successful solution, practicing teachers must professionally select the means and methods of forming a healthy personality, provide conditions for the integrated development of health potentials. Thus, the tasks of scientific substantiation of the concept of raising a healthy child become relevant.

We consider the personal potential of health as a responsible attitude to activities to preserve and strengthen it, the conscious use of health promotion means. As we noted above, there is a direct relationship between the conscious regulation of one's behavior, health, and will. Many studies note endurance, responsibility, courage, organization, perseverance, and discipline one of the volitional features of a person (Manina, 2020; Serykh et al., 2020).

Many definitions of volitional and voluntary human behavior contain the concept of "consciousness". A.V. Zaporozhets emphasizes that "actions become voluntary when a person performs them consciously, i.e. he is guided in his actions by a certain goal" (Zaporozhets, 1986).

According to V.I. Selivanova, will is a conscious regulation by a person of his behavior (Selivanov, 1986).

Thus, domestic psychologists note that various volitional qualities can manifest themselves in certain personality traits, such as endurance, the ability to restrain one's feelings and emotions, the ability to control oneself, to force to do, or vice versa to restrain oneself from, doing some rash



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acts, etc. (Smirnova, 2016; Sokolskaia, 2008). This, in turn, positively or negatively affects the psycho-emotional state and health.

One the criteria for the manifestation of will is the ability to overcome certain obstacles, the manifestation of volitional efforts, control and self-control (Manina, 2020).

Volitional behavior in senior preschool age is manifested in a responsible attitude to activities, awareness of the tasks proposed by adults, the ability to correct mistakes, organize one's actions in accordance with the goal, independence in achieving results, etc.

When choosing diagnostic methods, we will focus on the features of the manifestation of voluntary behavior in preschoolers, identified by domestic psychologists and teachers. We have modified, based on the age capabilities of children and the specifics of motor activity, such methods as "Features of the manifestation of independence of preschoolers in motor activity" by R.M. Gevorkian, "Independence Level Assessment" by V.I. Kalina, "Sly Fox" by L.N. Voloshina and M.M. Musanova.

The voluntariness of the preschooler's activity originates from the moment of the formation of voluntary movement. In early and preschool childhood, movement is the basis of health and development. Pedagogical diagnostics involved 58 children aged 5-7 years of "Tropinka detstva", Municipal Budgetary Pre-school Educational Institution No. 15, Razumnoe village, Belgorodsky district, Belgorod region, Nursery and primary school No. 26 "Akvarel", Belgorod.

Let's consider the analysis of the results of the diagnostic technique "Features of the manifestation of the independence of preschoolers in motor activity" (modified by R.M. Gevorkian) to determine the level of independence of preschoolers (Fig. 1).

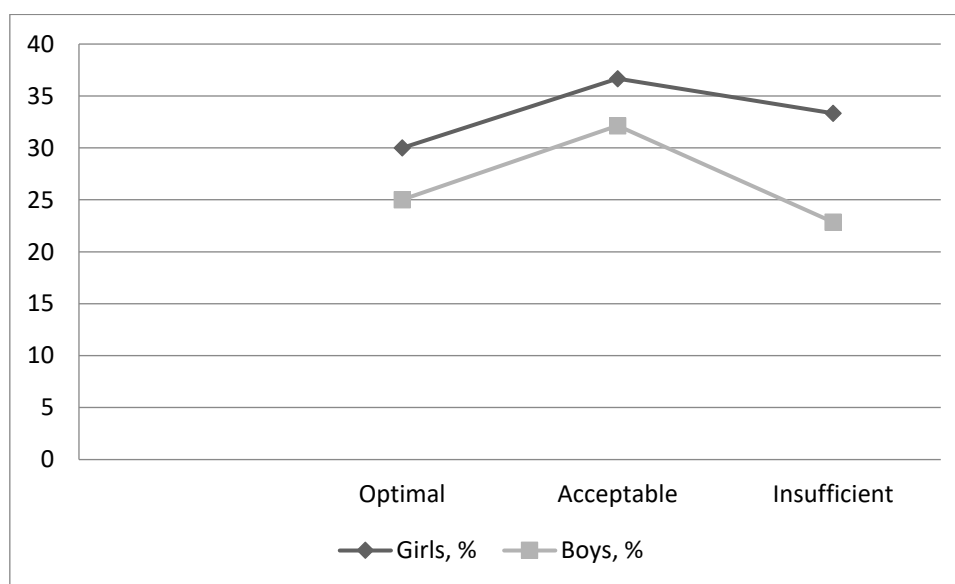


Fig.1: Levels of manifestation of independence in motor activity by preschoolers.

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The optimal level of manifestation of independence in motor activity was noted in 30% (9) of girls and 25% (7) of boys aged 5-7 years. At the same time, the girls show 5% higher score than boys. Children successfully solved motor tasks without the help of adults, set goals and organized their activities. Planning was noted when performing tasks with balls, a stick, and a puck.

An acceptable level of manifestation of the independence of children aged 5-7 to comply with the game rules in motor activity was noted in 36.67% (11) of girls and 32.14% (9) of boys. The level of independence in girls is better developed than in boys by 4.53%. Preschoolers in this group sought to successfully solve problems in motor activity, showed a desire to organize it, carrying out elementary planning but, most often, relied on the instructions of an adult. Basically, preschoolers of this group situationally showed initiative and creativity in solving motor problems, shared their opinion if it was important for them.

The analysis of the results indicates a significant number of children with an insufficient level of independence in motor activity. An insufficient level of skill was noted in 33.33% (10) of girls and 42.86% (12) of boys. At the same time, the results for girls are 9.53% lower compared to boys. The results allow us to conclude that the ability to independently solve problems in motor activity is better developed in girls aged 5-7 years compared to boys of the same age. Preschoolers with insufficient level of independence showed indifference to motor activity. They often refused to participate in the game or showed irritability and stubbornness.

Statistical processing of the results of two groups of preschoolers (30 girls and 28 boys) using the Mann-Whitney U-test indicates that the differences between the two samples can be considered significant ($p < 0.05$) if $U_{emp} \leq U_{0.05}$, and even more significant ($p < 0.01$). At the same time, the level of independence in motor activity in girls is significantly higher than in boys ($p < 0.01$).

In order to identify the ability to demonstrate purposefulness in motor actions of preschoolers, V.I. Kalina's method was used.

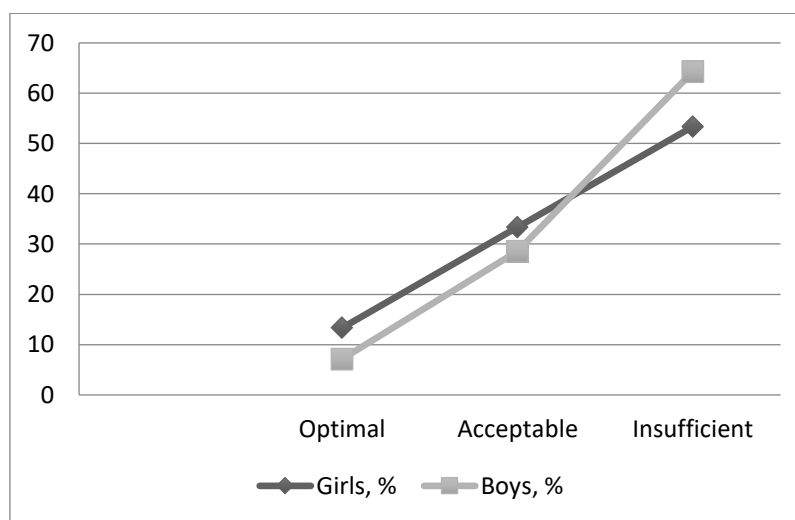


Fig. 1: Levels of manifestation of purposefulness in motor actions by preschoolers.

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The optimal level of manifestation of purposefulness in motor activity by preschoolers was noted in 4 girls (13.33%) and 2 boys (7.14%). At the same time, the girls showed higher score by 6.19% compared with the boys. During observations, the ability of older preschoolers to perform a given motor activity (as a result of volitional effort) under the influence of stimuli-interferences was noted. This group of children showed purposefulness in completing the task of rolling the ball to the specified line (5-12 meters) with both hands, being undistracted by interference (when half the way was passed, the teacher launched a new toy car for the children). Children glanced at the toy car but did not switch from their activity.

An acceptable level of manifestation of purposefulness in motor activity was noted in 10 girls (33.33%) and 8 boys (28.57%). The skill level of girls is better developed than that of boys by 4.76%. Preschoolers in this group turned their head or body, slowed down the movement but continued to follow the ball.

An insufficient level of development of purposefulness in motor activity was noted in 16 girls (53.34%) and 18 boys (64.29%). At the same time, the girls showed score by 10.95% lower compared to boys.

Statistical processing of the results of two groups of preschoolers (30 girls and 28 boys) using the Mann-Whitney U-test indicates that the differences between the two samples can be considered significant ($p < 0.05$) if $U_{emp} \leq U_{0.05}$, and even more significant ($p < 0.01$). At the same time, the level of purposefulness in motor activity in girls is significantly higher than in boys ($p < 0.01$).

In order to identify the ability of senior preschoolers to keep their immediate urges under control, we applied "Sly Fox", a modified playing technique (L.N. Voloshina, M.M. Musanova).

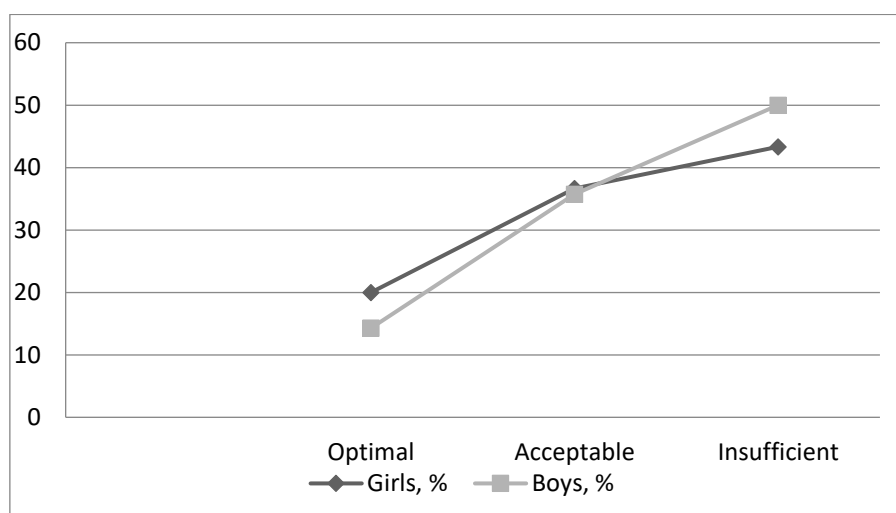


Fig. 1: Levels of manifestation of the ability to act and follow the rules by preschoolers.

The optimal level of the ability of preschoolers to follow the game rules in motor activity was noted in 6 girls (20%) and 4 boys (14.29%). At the same time, the girls showed a higher score by

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5.17% compared with the boys. During observation, the desire of preschoolers to follow the rules of the game, to start and end actions on a signal, was noted.

The acceptable level of ability of children aged 5-7 years to follow the game rules in motor activity was noted in 11 girls (36.67%) and 10 boys (35.71%). Preschoolers of this group mainly controlled their emotions in the process of playing with their peers. Game rules were not always followed efficiently and effectively. Difficulties were mainly caused by the need to stop while performing motor actions.

The analysis of the results indicates the predominance of an insufficient level of formation of skills in children aged 5-7 years to follow the game rules in motor activity. An insufficient level was noted in 13 girls (43.33%) and 14 boys (50%). At the same time, the results for girls are 6.67% lower compared to boys. These children strove to start actions before the signal, peeped when choosing the leader despite this rule was also defined. The results allow us to conclude that girls aged 5-7 years have better developed ability to follow the game rules in motor activity compared to boys of the same age.

Statistical processing of the results of two groups of preschoolers (30 girls and 28 boys) using the Mann-Whitney U-test indicates that the differences between the two samples can be considered significant ($p < 0.05$) if $U_{emp} \leq U_{0.05}$, and even more significant ($p < 0.01$). At the same time, the level of purposefulness in motor activity in girls is significantly higher than in boys ($p < 0.01$). The results indicate the significant ($p < 0.01$) differences between the groups of boys and girls in their ability to follow the game rules in motor activity. We believe that the problem of gender and age differences in the manifestations of voluntariness in motor activity requires additional study and is a prospect for further research.

4. CONCLUSION

Based on the foregoing, we can state that the problem of developing the personal health potential in preschoolers, the manifestation of voluntariness, purposefulness, independence in motor activity remains relevant at the present time. The preschool period of childhood is sensitive in the formation of the personality as a whole and the formation of volitional features that are important for a healthy behavior. Their manifestation in motor activity is associated with indicators in health-oriented activity, where motor activity is one of them.

In the process of raising a healthy preschooler, the child's knowledge about the benefits of movements, a healthy style of behavior is translated into specific actions aimed at strengthening and maintaining their health.

Evaluation of voluntariness in motor activity indicates problems in almost half of the children (43.3% of girls and 52.3% of boys). Namely, insufficient level of purposefulness, initiative, activity in motor activity; low level of independence in resolving conflicts that have arisen during activities;



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insufficient ability for simple self-control. At the same time, the level of manifestation of voluntariness in motor activity is significantly higher in girls than in boys.

All of the above confirms the need to search for new pedagogical technologies, forms, methods, means of developing the personal health potential of children.

In our opinion, preschool education needs to more foster voluntariness in motor-playing activity; there is a destruction of the playing space of childhood, which leads to a decrease in the activity, arbitrariness, and independence of the child in mastering ways to improve health.

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