

THE ROLE OF PHYSICAL EDUCATION PEDAGOGUES WORKING WITH PRE-SCHOOLERS

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Abstract

Preschool education is socially organized and along with family education makes a unique entity. Its character is social, since the care for children's development and education in their early age is essential for society prosperity. During this period important role makes health and physical education, realized through children's physical activity. It presents foundation of physical and health education which has to devote adequate attention. During this period it is necessary to add organized physical activity – exercise to natural instincts, which will carve an image of physical and health education into child's mind during their early age. This way a child will acquire knowledge of inevitable participation in physical activities and forms the sense of satisfaction while exercising and playing. The objective of this work is to present the role of physical and health education pedagogues in their work with preschool children. Realization of program tasks in physical and health education in this age can not be maintained without involvement of physical and health education pedagogues. Physical and health educator is an essential factor and subject of teaching process. Even well prepared applications, nor the best working conditions, which are very important, do not represent anything, if teacher of physical and health education, is not doing his job properly.

Key words: preschool education, children, physical and health education pedagogue

INTRODUCTION

The role of physical and health educators working with preschool children is delicate and complex. The delicacy is reflected in the fact that mistakes made in the education of preschool children have far-reaching consequences, and can often be an obstacle to further development and progress of children. Physical and health educator within frame of work in preschool institutions is organizing educational process and manages it. Through plans and organization he introduces children to kinesiology activities, thereby developing their anthropological dimensions as well as habit of organized exercise. In addition he affects the development of intellectual and aesthetic skills and traits of social behavior. This is how he realizes complex educative tasks, i.e. physical, intellectual, moral and aesthetic education tasks. Applying specific modes in regular contact with children, physical and health educator impact their physical and psychological development, therefore creating basis in forming future citizens which will participate in society and create new social values. The role of physical and health education is not only delicate and complex, but creative as well. In lively and dynamic process of educational work in preschool institution, physical and health educator solve pedagogic issues related to individual and group situations on daily basis. The essence of this creative activity is the discovery of mutual relations between situations and actions which they are addressed to. Therefore, the work of educators is associated with constant monitoring and analyzing behavior of each child. Following new scientific discoveries gives its creation incentives and content. Therefore, he is the creator of educational process and within this process he acts as leader, collaborator, consultant and parent. As a member of his work community and environment he lives in,

he performs various socially-cultural functions, participates in public and social life, initiates culturally-educational actions regarding expanding and improving work of preschool institutions with cultural and entertainment life for preschool children, cooperates with many social organizations tending to make preschool institution a part of social life.

Physical and health educators together with parents have the most important role in preschool education. They are professionally prepared for their occupation, they are carriers of social care for small children and socially responsible for achieving the goals and objectives of raising. Each society is interested in personality of physical and health educators. Plato said: "If, in Athens, we have poor shoemakers, Athenians will go barefoot, but if we have bad educators, Athens will fail". Therefore it is obvious how relevant is the role of educators in our society (Vitas, 1983.).

Physical and health educator's personality traits in preschool education

Physical and health educator is an "expert model" of how to raise a preschool child. He is personalizing entire educational curriculum and strategies which encourage child's growth, development and education. He is the media between children and curriculum, children and children, children and parents and everyone else involved in education.

Today the role of this people is viewed different then before. It has new dimensions of his actions which are primarily focused on monitoring and encouraging development and education of children. His work is based on scientific facts collected by many sciences which directly or not

analyze biological, social, emotional, medical and educational development of children. Therefore his role is complex, demanding and always open to new insights and experiences.

Physical and health educator is opened personal model whose actions are based on certain biosocial, socio - emotional and educative-creative needs of children of certain age placed in certain social and historical circumstances. Together with children and parents he makes an origin of realistic curriculum (the one who is currently conducted). Practically, this would mean that the educators participates and anticipates, i.e. gives and takes. His "giving" lies in impulses, incentives, modeling, coordinating, motivating and "taking" is recognized in the findings obtained by the observing activities of children and identifying their needs and developmental levels they are at and yet to come. This is an open and creative professional individual with remarkable creative attitudes and confidence in motor, perceptual and creative abilities of children in certain age. This is deeply emotional and emphatic person with clearly expressed altruistic attitudes. The sense of his work discovers in work with children through unobtrusive incentives.

This person knows what he wants to accomplish with a certain child and realize it through spontaneous and unobtrusive children's activities. Observers could conclude that he is playing with children. This kind of playing is well calculated in order to reveal and meet children's developmental, educational and training needs. Even when a child is playing, he is solving some of the set tasks.

Health and physical educator negotiates with children, accepts their initiative, is looking forward to their activities, attempts and successes, encourages them to solve problems, offer their own solutions and seek for answers, does not insist on accuracy but discovers and encourages curiosity, diversity, strangeness, originality, freedom, independence and initiative, helps them to perceive failures and mistakes not as discouragement but a challenge for new discoveries and attempts. Keeping in mind that a child is learning and accepting tasks through demonstration, educator has to be aware that with his entire activity and behavior he sets an example for a child to identify trustworthy person a child is learning from.

The success of physical and health education educators depends on the following: physical ability, interest and love for the teaching profession, intelligence and common teacher's culture, gift to observe, knowledge of child psychology, educational goals and methods of work, pedagogical tact and emotional stability.

Physical ability of physical and health educators includes the ability to perform demonstrations of

Kinesiology movement and its proper interpretation.

Love for the teaching profession is expressing believe in the power of education as well. It is connected to love for children, which is one of the basic assumptions for successful relation between teacher and children. Deep emotional relation is necessary since it offers safety and trust for a child. Physical and health educator has to possess *broad general knowledge and high degree of intelligence*. General knowledge implies knowledge of basic principles that govern the physical and health education, knowledge of modes of communication, the achievements of modern science and art and development of physical, intellectual and aesthetic skills.

A Gift to observe is pedagogic skill that every educator has to possess, since he has to follow development of each child and according this data set a prognosis and diagnosis, i.e. according to objective indicators manage educative process.

Pedagogical tact is defined as the ability to adequately respond to various situations in teacher's education process and solving educational problems. This indicates that pedagogical tact relies on children's psychology, educative process principles and methods that ensure its efficacy. In the context of the personality of teachers and the essential characteristics of the modern concept of physical and health educators, *emotional stability* is one of the most important issues. Living and working with children, different conflicts among them, their relation toward pedagogue, contacts and cooperation with parents and members of preschool facility suggests mental stability and sobriety of teachers, expressed in patient, objective and actions and reactions that follow principles in critical and self-critical attitude during solving everyday issues. *Knowing education process and children psychology in preschool period* is significant component of teachers personality structure (Mitrović, 1980.).

The importance of physical and health education teacher's personality for the child's creativity

Creativity of teachers of physical and health education is reflected in the originality of methodological procedures and general practices in the work, straightness and flexibility. He always shares many original ideas, he is inventive, allows children in every occasion to express their knowledge and skills, avoids repeating own actions or ways of other people which he did not receive critically and in accordance with the group and each individual child.

He is always perceptible to contents he interprets, sensible to children and all factors related to education and building of a free independent

personality. Physical and health educator is the creator in his own work, constantly finds new methods and ways of work. Easily fits into new methods and applies creatively and together with children chooses new working tools or creates new ones. Creative educator is never completely satisfied with his knowledge. He constantly seeks new information correcting his work and creating children's creative skills.

In application of methodical and other innovations, brings new elements that he chooses (creates) on his own. He is primarily organizer and educator and initiator of children's activities. He does not abide by the usual form of work, but using his work, skills and constant professional improvement offers his maximum in his work with children. He is always striving toward better, reveals new possibilities, and new ways of teaching practice. He is constantly experiencing the desire for better work. He doesn't want to have the last word in the group, but only encourages, warns, motivates and monitors the children and their interests. He always sets an example for the children.

The role and essence of physical and health educators in organization of educational process

Educator has to become invisible organizer of the educational process which will take a more active role of its other participants (children). In order to systematically affect the development of the child should be familiar with all the basic characteristics of its growth and development on a child's development.

For influential educational work needed his love for children. There his love he will not express with excessive abatement when making mistakes, but fair leading children, human approach to each child and demands that derive from understanding a child's possibilities. Accepting the attitude that children accept the ways of leading and procedures imitating adults, we will emphasize the important role of the man who, for the first time in child's life, worked with them systematically and set certain demands (naturally, with the exception of educational work in the family. This is why the character traits of the educator are so important, and they have to be such to set an example for all children. These traits are truthfulness, honesty, humility, integrity, determination, thoughtfulness,

versatility, interests, and nobleness procedures. Great significance in the educational work of teachers has pedagogical optimism, his sense of a new, dignified attitude towards life and well-being (Zgombić, 1982.).

CONCLUSION

Physical and health educator should have an understanding of how the child feels and be firm and consistent when it comes to his behavior and really understanding the situation. He should help a child to understand better and have confidence in his ability to make their behavior and actions directed at a more constructive direction. His intervention is often necessary, especially when children are in danger from possible injuries. At any time a child must feel that the teacher of physical education and health advocates for him, loves him, approves him and believes that it is on his side. Then they will return confidence to the trust, will be open and ready for cooperation and activity, i.e., to contact him for advice and accept every suggestion.

Physical educator and health education should serve the improvement of the development of preschool children, their education, and should be helpful in the orientation of the children later in life to self-determination, responsibility and relative autonomy.

Since the child learns and adopts values through identification and imitation, teacher of physical and health education must be aware that with his personality and behavior he sets for a child a model for the identification of the person they trust. Without cooperation from the parents, teacher of physical and health education can not succeed in the quality education of children. He has to be ready to cooperate not only with parents, but also with students, future physical and health educators since this can help them in their work with children.

Physical and health educator primarily has to be open to other people, kind and emphatic. Has to know how to draw closer to his students with his heart and his soul, come down on their level, but still remain above them with his knowledge and authority – that is the most difficult thing in teaching profession (Žeželj, 1963.). All this is in fact only partly considers the complexity of teachers' work, which certainly should be added to a high level of emotional burden when working with children of preschool age.

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ULOGA PEDAGOGA TJELESNOG I ZDRAVSTVENOG ODGOJA U RADU SA PREDŠKOLSKIM UZRASTOM

Stručni rad

Sažetak

Predškolski odgoj i obrazovanje je društveno organizovano i sa porodičnim odgojem čini jedinstvenu cjelinu. Ono ima društveni karakter, jer je briga o razvoju i učenju djece predškolske dobi od vitalne važnosti za prosperitet samog društva. U ovom periodu značajno mjesto zauzima tjelesni i zdravstveni odgoj, koji se odvija kroz realizaciju tjelesnih aktivnosti djece. On predstavlja temelj tjelesnog i zdravstvenog odgoja, kojem se mora poklanjati odgovarajuća pažnja. U ovom periodu potrebno je prirodnom nagonu za kretanjem dodati organizovanu tjelesnu aktivnost-vježbanje, čime se od najranijeg perioda u svijest djeteta urezuje predstava o tjelesnom i zdravstvenom odgoju. Na taj način dijete stječe saznanje o obaveznosti učestvovanja u tjelesnim aktivnostima, te formira osjećaj zadovoljstva pri vježbanju i igri. Osnovni cilj ovoga rada jeste da prikaže ulogu pedagoga tjelesnog i zdravstvenog odgoja u radu sa djecom predškolskog uzrasta. Realizacija programskih zadataka u tjelesnom i zdravstvenom odgoju sa ovim uzrastom ne može se zamisliti bez učešća pedagoga tjelesnog i zdravstvenog odgoja. Pedagog tjelesnog i zdravstvenog odgoja je osnovni faktor i subjekt nastavnog procesa. Ni najbolje pripremljeni programi, niti najbolji uslovi za rad, koji su veoma značajni, ne predstavljaju ništa, ako pedagog tjelesnog i zdravstvenog odgoja svoj posao ne obavlja kako treba.

Ključne riječi: predškolski odgoj, djeca, pedagog tjelesnog i zdravstvenog odgoja

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