

THE PLAYGAME ROLE IN PREVENTION OF PROPER POSTURE IN ELEMENTARY SCHOOL STUDENTS

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Original research

Abstract

Game is a module of human activities that follows an individual since his/her earliest development. Games are also first level of children's active function and includes many elementary ways of movements (walking, running, jumping...). Games are activities familiar to children and while playing, they are spontaneously discovering new things. Proper body posture is a sign of good health, regular growth and development so it is important to emphasize body posture from the earliest age by applying different ways of physical activity. Aim of this research is to determine influence of games as activities to components of body posture of school children. This research was done to determine role of games within prevention of correct body posture of primary school students. Research samples were 62 class teachers employed in 5 primary schools (Municipalities: Breza, Vareš, Ilijaš, Visoko). Data which defined role of games within prevention of correct body posture of primary school students was gathered by filling anonymous survey containing six different questions. After data was collected, theoretical method, descriptive-analytical method and empiric-no experimental method (survey) was used. Analysis of the results have shown that games mostly influence regular growth and development of students in lower grades since then games are the most frequent type of activities, 21 teachers (33,87%) recognized game as being the most important factor on regular development from first to fifth grade students. The same number of teachers recognized that games mostly influence development of first graders and contributes to regular and normal growth of child's organism. Such regular development can be seen in physical, psychological, social and emotional aspect. 59 teachers (95,16%) think that games influence all body segments and as such influences correct body posture of students in lower grades of primary school. Basis of this research was to determine role of games in prevention of regular body posture in primary school students. Based on teachers' opinions, games have preventive impact on regular body posture within students from 1st to 5th grade of primary school.

Key Words: movement, psych motoric capabilities, profilax, posture

Introduction

Games are type of human activity that follow people since their earliest development. Games have developed as humans did when it comes to function and contents. (Findak, 1996)

Roger Callois says it is a free, separate, unpredictable, nonproductive, regulated, fictional activity. (Mehmedić, Mađarević, 1998). Neurological system has to be healthy so that movement system can function normally from the point of view of receiving, passing and processing information (Rajović, 2009). Correct body posture represents body in vertical and balanced position opposed to flat surface human body is on or moving on it, with correctly positioned body parts whose correct posture makes resistance to Earth gravity force and body can move or stay in vertical position at the same time while stimulating all physiological processes in the organism

(Bjeković and co., 2011). The fact that child's organism is easily changed under the influence of its environment should be accepted as reality while using that fact when one works with children to develop their bodies.

Growth and development of a child depends on adequate stimulation whose main factor is movement. Nowadays, school kids have great number of available sports clubs as well as collective and individual sports. Researches in this area (Bogdanović-Čurić and co., 2012; Tubić and co., 2009; Đokić, 2014) show that great number of school children do not do any sports activities as extracurricular activities not even as recreation. This research was done to determine role of games in prevention of correct body posture within primary school students. Main goal of this research was to identify teacher's opinions towards prevention of correct body posture within primary school students by using theoretical method, descriptive-analytical method and empiric-no experimental method (survey).

By obtaining vertical posture and balance, we achieve complex action of postural reflex that functions on

„boomerang “principle. Constant minor corrections of body posture are made in this way. Therefore, key role also has information that come from sensory receptors and vestibular and visual system. Variety of information coming from mentioned mechanisms of body posture control, enable successfully maintaining vertical balance that is, body posture, even if there is total loss of information from one of the sources or if some of the factors are limited. Games as motoric recreation are important factor to stabilize body balance and as such are the most natural way to achieve vertical posture and balance in children during their development.

Methods

Examinee Sample

62 class teachers employed in 5 different primary schools (Municipalities: Breza, Vareš, Ilijaš, Visoko) were examined. In primary schools: OŠ „ Safvet-beg Bašagić”- Breza – 16 class teachers were examined, OŠ „ Enver Čolaković” – Breza- 11 class teachers were examined, OŠ „ Hašim Spahić” – Ilijaš – 15 class teachers were examined, OŠ „ Vareš Majdan” – Vareš – 11 class teachers were examined, OŠ „ Safvet-beg Bašagić” – Visoko – 9 class teachers were examined.

Variable Sample

While choosing methodological approaches, recent researches were taken into account with the intention to quickly and efficiently get a sufficient number of reliable data to verify the hypothesis and realize goals of this paper. Survey was anonymous and made of 6 questions.

Methods for Data Analysis

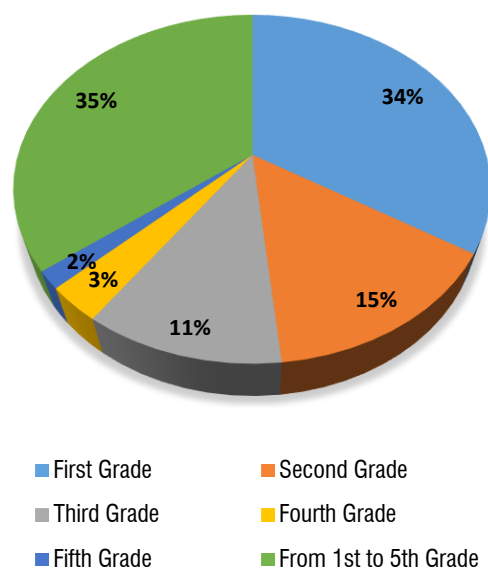
Purpose of analysis method in Kinesiology was to enable and resolve four main types of problems defined as Theoretical Method, Descriptive – Analytical Method and Empiric – Non-experimental Method (Survey). Theoretical Method – basis of its appliance was going through literature as obligatory part of any scientific research, whether it is experimental or theoretical. Descriptive – Analytical Method with statistical parameters is to determine any of the existing facts and relations in educational reality. Empiric – Non – Experimental Method is used to determine or get to know pedagogical practice and public opinions. This method gathers facts and materials which are analyzed, compared and synthesized.

RESULTS

Table 1 Influence of Games to Primary School Students from 1st to 5th Grade.

	Frequency	Percentage
a) First Grade	21	33,87 %
b) Second Grade	9	14,51 %
c) Third Grade	7	11,29 %
d) Fourth Grade	2	3,22 %
e) Fifth Grade	1	1,61 %
f) From 1st to 5th Grade	22	35,48 %
Total	62	100.00 %

Graph 1 Influence of Games to Primary School Students from 1st to 5th Grade.



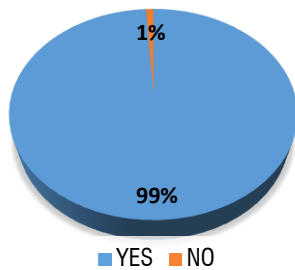
By inspecting Table 1, we can conclude that 21 teachers (33,87%) have the opinion that games mostly influence growth and development of primary school students until fifth grade and the same number of teachers have concluded that games mostly influence first graders. Nine teachers (14,51%) think that games mostly influence development of second graders, seven of them (11,29%) think that games influence the growth of third graders, two of them (3,22%) are of opinion games are mostly important in fourth grade and one teacher (1,61%) thinks games are vital in fifth grade. 22 teachers (35,48%) are of opinion that games influence children from 1st to 5th grade.

According to given answers, one can conclude that games do impact growth and development of students from 1st to 5th grade in primary school.

Table 2 Influence of Games to Regular Child's Development in Lower Grades of Primary School.

	No. of Answers	Percentage
YES	61	99.00 %
NO	1	1 %
Total	62	100.00 %

Graph 2 Influence of Games to Regular Child's Development in Lower Grades of Primary School.

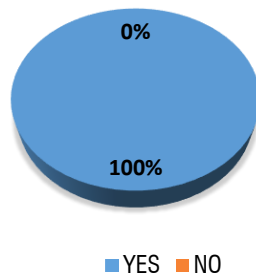


By inspecting Table 2, it is noticed that 61 surveyed teachers (99%) has the opinion that games impact regular development of children in lower grades of primary school and one teacher has different opinion.

Table 3 Role of Games in Prevention of Deformities in Children's Growth

	No. of Answers	Percentage
YES	62	100.00 %
NO	0	0 %
Total	62	100.00 %

Graph 3 Role of Games in Prevention of Deformities in Children's Growth

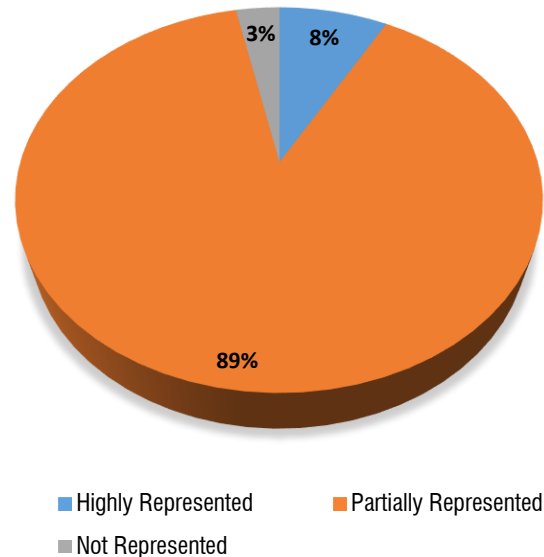


Results of Table 3 show that role of games is important in prevention of children's deformities. All 62 surveyed teachers (100%) are of opinion games have very important role in prevention of children's deformities.

Table 4 Games as Content in Lesson Plans and Prevention to Stop Bad Body Posture of Primary School Students in Lower Grades.

	No. of Answers	Percentage
a) Highly Represented	5	8.06 %
b) Partially Represented	55	88.70 %
c) Not Represented	2	3.22 %
Total	62	100.00 %

Graph 4 Games as Content in Lesson Plans and Prevention to Stop Bad Body Posture of Primary School Students in Lower Grades.

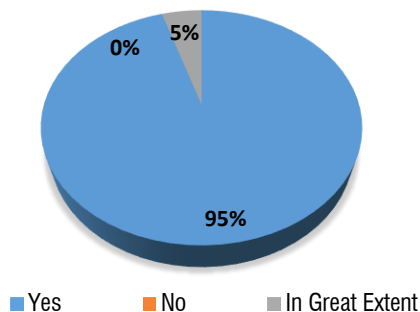


By inspecting Table 4, we can see that 5 of surveyed teachers (8,06%) think that games are highly represented in Lesson Plans to prevent bad body posture within students of lower grades, 55 teachers (88,70%) are of opinion that games are partially represented and two of them (3,22%) think that games are not represented.

Table 5 Influence of Games on All Body Segments therefore on Regular Body Posture within Students of Lower Grades

Given Answers	No. of Answers	Percentage
Yes	59	95,16 %
No	0	0 %
In Great Extent	3	4,83%
Total	62	100,00 %

Graph 5: Influence of Games on All Body Segments therefore on Regular Body Posture within Students of Lower Grades.

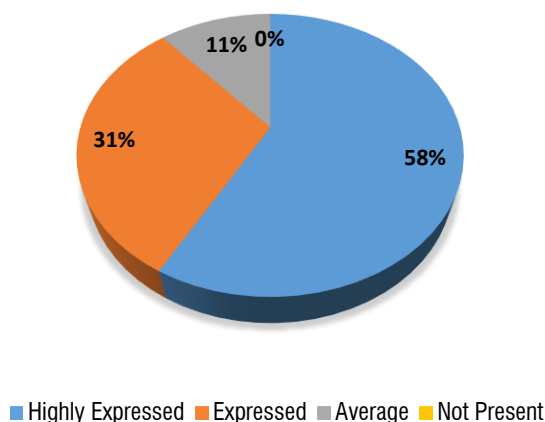


By inspecting Table 5, we can see that surveyed teachers, 59 of them (95,16%) have an opinion that games influence all body segments and therefore regular body posture within students in lower grades of primary school. Three teachers (4,83) think that games influence all body segments in great extent.

Table 6 Role of Games in Correction of Bad Body Posture within Primary School Students in Lower Grades

Given Answers	No. of Answers	Percentage
a) Highly Expressed	36	58,06 %
b) Expressed	19	30,64 %
c) Average	7	11,29 %
d) Not Present	0	0 %
Total	62	100,00 %

Graph 6: Role of Games in Correction of Bad Body Posture within Primary School Students in Lower Grades



Results in Table 6 show that role of games in correction of bad body posture within students of lower grades. 36 teachers (58,06%) are of opinion that role is highly expressed within lower grade students. 19 of them (30,64%) stated that role is expressed and 7 of them

(11,29%) said that role is average within students in primary school.

Discussion

Primary school students of lower grades are highly influenced by games in their development and growth of postural reflexes of supporting structures responsible for correct muscle growth. This is achieved by playing spontaneous or organized games in open or closed spaces on a daily basis that include natural movements such as: crawling, walking, running (in different ways, rhythm or directions), movements in space and time, crawling, climbing (upwards, downwards), balancing (in place and by moving) and games that animate all muscle groups (Kosinac, 1999). Playing is „everything “in one word because it meets all needs, follows variety of natural movements, gives a sense of pleasure and children learn while playing and also are preparing for further development and work, so it has extraordinary value (Findak, 1995). Games are included in lessons but should be further used in activities that influence growth of child's organism and preserves their health.

According to Duran (2003), games positively influence children's development. It is the activity which a person meets at earliest age. Games contribute to regular and normal development of children's organisms. Such regular development is seen in physical, psychological, social and emotional aspects. Regular growth and development of students in lower grades is noticed because in that period games are the most frequent mean of activity and part of Lesson Plans since at that age, children acquire knowledge through playing. In modern ways of life with decreased physical activity, games surely decrease the chance of deformities in child's development such as spine deformities which can be seen in bad body posture. Most of the surveyed teachers had noticed the importance of playing when it comes to prevention of regular body posture within children from 1st to 5th grade of primary school. This can be a motivation to further include games in Lesson Plans on a global level to enhance and preserve children's health.

Quality of movement depends on quality of postural tonus that ensures body balance and its segments during movements (Kosinac, 1999.; Hardy, Hobsley, 1984; Hickey, 1986.). Games are partially included in Lesson Plans and it should be far more included. This should serve as starting point in organization and planning Lesson Plans on a global level. The importance of games is noticed also by the author Dobravec (2016). According to her, dolls have great part in a daily child's play. By using dolls in games, teachers can add something new to their lessons

and inspire kids to be more creative and also develop their psychophysical, emotional, social and cognitive skills.

Games are made on numerous complex movements and include using entire organism since it is characterized by multidose movements.

Games positively influence inner body organs, exchange of healthy substances, bone and muscle structures of organism, regular breathing, refreshes organism and is overall positive impact on health. According to Findak (1995), plasticity is one of main characteristics in child's organism. Plasticity is ability to easily change under positive or negative conditions. Games are familiar to children and its positive influence should be used more adequately.

Conclusion

Basis of this research was to determine role of games in prevention of regular body posture in primary school students. Based on teachers' opinions, games have preventive impact on regular body posture within students from 1st to 5th grade of primary school. We have proved that games are important factor of child's development in lower grades. In lesson practice until today all over the world as well as in our country, there are many roles games could serve for since they give many possibilities to positively shape a young person and its development.

After theoretical studies, methodological approach and gathered results and analysis after interpreting them, following conclusions are: all aspects of development are very important for final outcome – healthy, mature and satisfied person. Regular development through physical activity is of vital importance for that, where child can develop in all aspects, from physical to social, emotional, intellectual, work and other. Through variety of games and play, children grow and develop. Games have didactical values since it is a source of joy, physical and psychological strength and capabilities. Throughout games, children get to know their environment and become able to participate in it.

Games introduce children into their generation's circle and it is how they find their proper place and value. They naturally, freely and miscellaneous form child's personality. Education as profession includes work similar to work of a scientist or artist that are often on the verge of unknown. By developing child's personality, we try to get to know them better. Children are persons that can understand anything you explain them and can decide what they like and want.

While searching for beauty of a body we need to have regular body posture. Bad body posture is present in a great number of people, kids and especially students. Therefore, it is necessary to fight this bad posture from the

earliest age. Proper organization of physical education as well as games should impact the organism to be immune to diseases. Besides we need to acknowledge the fact that beauty and health of every child contributes to a healthier and more beautiful society. By playing we can ensure conditions for normal healthy organism which is basis for good development of human organism. Also, games enhance biological process of growth, makes it stronger and more immune to weather and climate changes, diseases. Also, organs of movements, breathing, blood flow and neurological system are improved as well as decrease of deformities. Games help children acquire various skills and habits that are necessary in everyday life. Games activate psychological processes of recognition, clear sight, muscular senses, balance. Games develop a sense for time and space, they develop sense for shapes, attention, imagination, judgement and concluding. Games enrich emotional life of children with positive characteristics that make a child be brave and good. A sense of content, happiness, joy, beauty, excitement, self-esteem, collectiveness, life pleasure and optimism are created.

Games are pedagogically complex and as such should be seen for their right purpose and role and cherish them throughout childhood.

Games contribute to skills of perseverance, necessary discipline, mutual cooperation and responsibility, helping others, respecting the rules, fair play towards team mates, being individual, determined, conquering one's weaknesses, one acquires cultural characteristics and relation to others. Games develop healthy personality that shall be active and useful in its living environment. Games enhance a sense for beauty and movement coordination, harmony of body development which all contributes to a better personality of a child and one day a grown-up.

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