



TEACHING STRATEGIES SUGGESTED DURING THE DIFFERENTIATED INSTRUCTION PROGRAMS FOR DIFFERENT MOTOR DEFICIENCIES CATEGORIES AT PRESCHOOL CHILDREN

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In the context of the present-day development of the society, we consider that some modifications are necessary in the approach for the training programmes which focus on objectives aiming at educating the psychomotor abilities, taking into consideration the individual features connected to age and sex specific to preschool children.

Introduction

For a better understanding of the keywords suggested right from the title, we have to make a few conceptual delimitations of the domain, like: **teaching strategy, instruction differentiation, designing the differentiated instruction.**

Teaching strategy

- „by teaching strategy we understand a coherent system of methods, teaching materials, means, consolidated by a sum of principles, rules, teaching/learning styles and forms de organizing the activity successfully combined in order to achieve well structured operational objectives”, according to Colibaba Evuleț D.², 2007, p. 137;
- „a way of combining the teaching methodology and the teaching ways through which is assured the selection, organization and development of an instruction sequence”, according to Cerghit, I., 1997, quoted by Sacară, L., Dămian, I., Macarie, G.F., Tebeanu, A.V.⁴, 2006, p. 85.

Instruction differentiation

- „represents a strategy of organizing the teacher – student correlation, that follows the complete individualization of the teaching activity (didactic or educational). It regards the adaptation of the instructive – educational action to the psychological – physical particularities of each individual student, in order to assure a full optimal development and an efficient orientation of their own skills, with the purpose of a creative integration in the social activity”, according to Cristea, S.¹, 2002, p.99.

Designing the differentiated instruction

- presupposes „combining the frontal labor with the group and individual labor, that increases the efficiency of the teaching process in general, and of the didactic activity in particular” according to Cristea, S.¹, 2002, p.102
- Designing an efficient operational teaching strategy represents a rational process which forces the next operations categories, according to Colibaba Evuleț D.², 2007, p. 138:
- Choosing the right methods, materials and means;
- The successful combination of the 3M;
- Choosing and respecting the principles, rules, organization forms and instruction didactic styles;
- Establishing effort norms and instruction operational structures;
- Creating task accomplishment situations.

Working hypothesis

We presume that following the differentiated instruction programs for different motor deficiency categories, we can obtain very good results in improving the motor and chronological age ratio.

Material and method

This research has been conducted at kindergarten no. 29 of Bacău. The suggested differentiated instruction programs were applied on a number of 14 senior pre-school children, with an age between 5 – 7 years (7 girls and 7 boys) on the duration of a whole year.

Two tests were applied in order to evaluate the motor capacity at the pre-school children: the Oseretsky – Guillmann test and a “chart of synthetic evaluation of the degree of accomplishment of specific physical education objectives – SDF 3/6-7 years”.

For the purpose of supporting the differentiated instruction programs, for different categories of recorded motor deficiencies, we present the following:

- **the program differentiating** was to adapt the instruction activity to the age and gender particularities in order to attain the psychological-motor skills specific to this pre-school period;
- also, **the differentiated instruction** allowed the capitalization of each subject’s psychological-motor potential and at the same time adapting the teaching of these components according to the subjects;
- **establishing the relation between objectives-content and the learning capacity** has as its purpose suggesting the teaching strategy and learning directing, according to which are chosen the right instruction methods and its specific means to educate the psychological-motor skills specific to pre-school children;
- **the evaluation functions** suggested in these differentiated instruction programs have as purpose:
 - a diagnosis – identifying the level of the motor skills that is specific for this age;
 - a prognosis – estimating the level of acquiring the motor skills;
 - to motivate – activating and stimulating the psyche in order to surpass their own present motor level.

The differentiated instruction programs had in view:

- the operational objectives/reference objectives;
- the evaluation (summative) – test;
- the resources that were used: program content and learning ability;
- the teaching scenario: methods, materials, means;
- the teaching events that were used.

The stages of the correct acquiring of the motor skills lesson will have in view, according to Ezechil, L.³, 1999, p.22, the following:

- formulating the demand, by the teacher;
- presenting the action model;
- organizing the forming exercises and then the action (skill) learning exercises;
- assuring the control and self-control in order to see the mistakes in the performance and to eliminate them.

Adding to this the demand to respect the constancy in principles and methods, we will be able to anticipate the learning by the child of certain schemes that are operational in mind and action.

Also in the operational plans, we will have in view the moments (events) of the lesson, according to the model described by Gagne – Biggs, quoted by Ezechil, L.³, 1999, p.18 – 19:

- acquiring and keeping the attention;
- information regarding the objectives;
- stimulating the remembrance of the previously learned elements and skills;
- learning management;
- attaining great performances;
- reverse connection;
- evaluating the performances
- intensifying the retention (fixation) and transfer process.

In order to explain better, we present a model of such strategy for the subjects who were registered at the initial testing with motor deficiency. Out of all the established reference objectives, we present two, tab. No.1:

Reference objects	Summative evaluation – test – feed - back	Resources		Teaching scenario		
		Contents	Learning ability	Methods	Materials	Means
O1	Telema’s posture	Learning the basic rules/ elements that must be followed during exercises	Psychological-motor	The (consolidation) physical exercise	-	The explaining (oral communication method) and the practical exposition (intuitive method) and the global and fragmented practice (action-based methods) of the exercise/ game. <ul style="list-style-type: none"> • Usual walking, 5 sec. stop, at the signal of the coordinator, and then restart walking;
O2	Eyes closed, touching the nose with right hand index, then left hand index. The test is unsuccessful if the subject touches other place or if before he (she) touches his nose, another place is touched. Three tries are allowed for each hand, of which 2 must be positive matches.	Learning the basic rules/ elements that must be followed during exercises	Psychological-motor, cognitive (imitation, repetition, receiving)	Teaching game	Balls of different sizes	The explaining (oral communication method) and the practical exposition (intuitive method) and the global and fragmented practice (action-based methods) of the exercise/ game. <ul style="list-style-type: none"> • Sitting in pairs, legs spread, each child has a ball in his hands. The game consists in pushing the ball with one hand towards the other child and stopping the other ball with the other hand. After 10 sets the hands change; • Standing with a larger ball, hitting it against the ground (dribbling), repeatedly, as much as possible, with one hand, than the other;

O1 – Improving the static coordination

O2 - Improving the general dynamic coordination

Table no. 2 The teaching strategy suggested for the differentiated instruction program specific to the **motor deficient** children
(with an age difference of up to 1 year and 6 months) – B.B., C.C., P.D., N.I., F.D., R.A., Z.A. -

Allocated time 40 min.	Instruction activity		Key elements - contents
	Provoked teaching events	Reactions to the events	
5 min.	<ul style="list-style-type: none"> Preparing the didactic and non-didactic materials in order to use them; Preparing the space, the place where the exercises will be performed; Motivating the chosen exercise; Reminding the knowledge acquired over time (reminding the anchors); 	<ul style="list-style-type: none"> Helping, if that is needed; Concentrating on the exposition and practical demonstrations; Actively participating through information exchange. 	Preparing, organizing
2 min.	<ul style="list-style-type: none"> Presenting the informations necessary for learning; Explaining and demonstrating the suggested games and exercises; 	<ul style="list-style-type: none"> Learning and accumulating the presented information; Being aware; Asking for extra information; Assuring that the knowledge acquired is correct; 	Learning, accumulation
10 min.	<ul style="list-style-type: none"> Assuring the practical activities are performed under good conditions (learning management); 	<ul style="list-style-type: none"> Practicing the suggested games and exercises in order to attain the proposed objectives. 	Learning, memorizing
15 min.	<ul style="list-style-type: none"> Obtaining high performances by asking the children to apply in pairs, individually, or frontally, the suggested games and exercises; Offering practical indications to each child (verbal intervention, gesture intervention, actual physical intervention on the child during the performance), supporting and offering a safe environment during the performance. 	<ul style="list-style-type: none"> Experimenting the suggested games and exercises. 	Active participation
3 min.	<ul style="list-style-type: none"> Feed – back The coordinator realizes a mistake in performing the exercise; The coordinator intervenes in order to improve the observed deficiencies and wrong postures during the games and exercises. 	<ul style="list-style-type: none"> The child tries to be aware of the acquired observations; The child remediates the mistakes through a correct performance. 	Feed – back
3 min.	<ul style="list-style-type: none"> Evaluating the results The coordinator follows the way in which the children have learned the theme by correctly applying the learned lesson; Consolidating the psychological-motor components and the rest of the motor skills. 	<ul style="list-style-type: none"> The children assure the coordinator of their understanding of the lesson; Accomplishing the performances through maintaining an adequate posture of the body. 	Evaluating the acquired knowledge
2 min.	<ul style="list-style-type: none"> The retaining and transfer In conclusion, he makes a final overview of the lesson; 	<ul style="list-style-type: none"> Makes a self-evaluation of the lesson; Receives the final message; 	Thematic conclusions

Conclusions:

Following the execution of the differentiated instruction programs for different categories of motor deficiencies, we can draw the next conclusions:

- the necessity for the development of differentiated instruction programs, according to age, but also the individual somatic-functional development;
- obtaining a psychological-motor baggage by stimulating different processes specific to age: game conduct, need to stand out, harmonious physical development, need to compete;
- respecting the work stages and the lessons events in order to attain the objectives.

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