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Možnost povezovanja gibanja z matematiko in jezikom

Povezovanje različnih področij dejavnosti srečujemo pri vsaki načrtovani ali ne-načrtovani aktivnosti. Medpredmetno povezovanje je pomembno pri načrtovanju dela, saj z njim otrokom ponudimo nove aktivnosti, ki so za njih zanimive in poučne. Ker medpredmetno povezovanje posnema realne, vsakdanje situacije, je to za otroke dober zgled in predvsem močan motiv za učenje. Raziskava je temeljila na možnosti povezovanja gibanja s področjema matematike in jezika. Prav zato smo matematično in jezikovno vsebino spoznavali v igralnici in ju kasneje na ustvarjalen, otrokom zanimiv način uspešno izpeljali preko 10 vodenih gibalnih/športnih aktivnosti. Raziskovalni vzorec je temeljil na skupini otrok, starih od 5 do 6 let. V skupini je bilo 24 otrok, od tega 9 deklic in 15 dečkov. Preko gibalnih/športnih aktivnosti so spoznavali in utrjevali predopismenjevalne in matematične veščine, kot so geometrija, logika in jezik. Izvedene gibalne/športne aktivnosti smo ovrednotili in evalvirali s pomočjo opazovalnega lista skozi vsebine naravnih oblik gibanja, atletske abecede, motorike z žogo in elementarnih iger. Pri matematiki jim je največ težav povzročalo razlikovanje med geometrijskimi liki in telesi, kar je bilo tudi pričakovano. Jezikovne naloge otrokom niso povzročale veliko težav. Preko njihovih odzivov je bilo opaziti, da jim je bila zelo všeč igra glasovnega prepoznavanja. Ugotovili smo, da lahko vsa tri področja dejavnosti (gibanje, matematiko in jezik) povezujemo v eni aktivnosti, če smo le odprti za nove možnosti, ustvarjalni ter imamo radi izzive.

Ključne besede: predšolski otrok, gibalna/športna aktivnost, matematične in jezikovne vsebine

Possibility of Integrating Motor Activities with Maths and Language Activities

We can integrate different areas of activity in every planned or unplanned task. Cross-curricular integration is important when planning our work, as it offers children new activities that are both interesting and educational. As cross-curricular integration imitates real, everyday situations, it sets a good example for children and, above all, proves to be a strong motive for learning. The research was based on the possibility of integrating motor activities with mathematics and language. Our plan was for children to learn the chosen mathematical and language content in the playroom and, later on, to implement them in practice through 10 guided motor/sports activities in a creative, interesting way. The research sample was based on a group of children aged 5 to 6 years of age. There were 24 children in the group, of which 9 were girls and 15 were boys. Through the chosen motor/sports activities, the children learned and refreshed pre-literacy and mathematical skills such as geometry, logic and language. The performed motor/sports activities were assessed and evaluated on the observation form through natural forms of movement, athletic alphabet, motor skills using a ball and elementary games. In mathematics, most of the problems the children had were caused by distinguishing between geometric figures and bodies, which had been expected. Language activities did not cause many problems for the children. Through the children's responses, we noticed that they really liked the voice recognition game. We found that all three areas of activity (movement, mathematics and language) can be integrated in one integral task, as long as we are open to new possibilities, if we are ready to be creative and if we like challenges.

Key words: preschool children, motor/sport activity, maths and language activities