

Účinnosť pohybových aktivít na rozvoj motorických schopností intaktných a integrovaných detí s poruchami správania

VEGA 1/0625/16

Anotácia: Poznávanie v oblasti motoriky detí mladšieho školského veku sa v posledných rokoch orientuje aj na hľadanie a vysvetlenie interakcie pohybovej výkonnosti, motorických kompetencií a kognitívneho rozvoja osobnosti žiaka. Problematika je veľmi aktuálna, nakoľko koordinačné motorické schopnosti zohrávajú dôležitú úlohu v predchádzaní, či zmierňovaní tzv. negatívnej trajektórie. Jedným z cieľov projektu je overiť možnosť využitia pohybových aktivít na rozvoj motorických schopností intaktných (vytvorené skupiny detí podľa BMI) a integrovaných detí s poruchami správania. Stav a zmeny motoriky detí diagnostikujeme štandardizovanými testami koordinačných schopností – Körperkoordinationstest für Kinder KTK (Schilling, Kiphard 1974; 2007). Nástrojom na meranie zmien správania, pre účely monitorovania progresu správania žiaka a vo výskumnom kontexte aj pri hodnotení účinnosti edukačného pôsobenia využijeme škálu NICHQ.

Publikácie:

AAA

Motor abilities of prepubertal children - theoretical perspectives on physical and sports education at primary school / Ingrid Ružbarská, Erika Chovanová ; Recenzenti Arunas Emeljanovas, Martin Zvonař. - 1. vyd. - Lüdenscheid : RAM - Verlag, 2017. - 190 s. - ISBN 978-3-942303-49-1.

Ružbarská Ingrid (80%), Chovanová Erika (20%)

MOTOR ABILITIES OF PREPUBERTAL CHILDREN -
theoretical perspectives on physical and sports education at primary school

The role of physical and sports education in the concept of primary education stems in creating of conditions for adaptation changes towards more effective motor control and development of motor competences. Human motor skills are an integral part of personality's structure and contribute to personality formation at all levels of ontogeny. Contemporary concepts, interpretation and structural models of motor skills are still hypothetical in nature and their clarification is determined by long-term empirical research. The research problem of the monograph is oriented towards the relations among the individual motor abilities, their stratification in the complex of motor performance. Devising a hypothetical model of motor abilities and explication of its internal relations contribute to the update of theoretical foundations for formulating educational objectives, especially in terms of improving the precision of their operationalization. These allow for determining such domains of motor performance which at this developmental stage underlie conceptual, balanced and intentional formation of motor skills of prepubertal children with regard to health-related aspects of motor performance.

Ingrid Ružbarská – Erika Chovanová

MOTOR ABILITIES OF PREPUBERTAL CHILDREN –
theoretical perspectives on physical and sports education at primary school



RAM - Verlag

2017

ADE

The effect of physical activities on motor abilities in 7- to 8-year-old children / Erika Chovanová, Mária Majherová. - In: Scientific review of physical culture [elektronický zdroj]. - ISSN 2083-8581. - Vol. 7, no. 4 (2017), online, s. 20-25.

Chovanová Erika (50%), Majherová Mária (50%)

ADE

The effect of physical activities on the development of coordination abilities in intact and overweight children / Erika Chovanová, Mária Majherová. - In: Scientific review of physical culture [elektronický zdroj]. - ISSN 2083-8581. - Vol. 7, no. 4 (2017), online, s. 82-86.

Chovanová Erika (50%), Majherová Mária (50%)

ADE

The relationship between BMI and motor coordination in 13-year-old children / Erika Chovanová, Mária Majherová. - In: Scientific review of physical culture [elektronický zdroj]. - ISSN 2083-8581. - Vol. 6, no. 4 (2016), online, s. 10-14.

Chovanová Erika (50%), Majherová Mária (50%)

ADF

Korekcia prejavov ADHD u 9-10 ročných žiakov pohybovým programom [Correction of ADHD symptoms in 9-to 10-years old pupils within the programme of movement activities] / Erika Chovanová, Luljeta Soóšová. - In: Štúdie zo špeciálnej pedagogiky : medzinárodný vedecký recenzovaný časopis. - ISSN 1338-6670. - Roč. 6, č. 2 (2017), s. 78-86.

Chovanová Erika (90%), Soóšová Luljeta (10%)

AED

Rozvoj koordinačných schopností detí pohybovým programom / Chovanová Erika, Majherová Mária, Eliáš Tomáš ; Recenzenti Michal Belej, Stanislaw Zaborniak. - In: Acta Facultatis exercitationis corporis universitatis Presoviensis . - Prešov : Vydavateľstvo Prešovskej univerzity, 2017. - ISBN 978-80-555-1926-5. - No. 1. - S. 49-56.

Chovanová Erika (45%), Majherová Mária (45%), Eliáš Tomáš (10%)

AED

Súvislosť medzi somatickými predpokladmi a úrovňou motorických schopností u 11-ročných žiakov / Erika Chovanová, Mária Majherová ; Recenzenti Michal Belej, Stanislaw Zaborniak. - In: Acta Facultatis exercitationis corporis universitatis Presoviensis . - Prešov : Vydavateľstvo Prešovskej univerzity, 2016. - ISBN 978-80-555-1701-8. - No. 1. - S. 45-52.

Chovanová Erika (50%), Majherová Mária (50%)

AFB

The benefits of physical activities for prepubertal children in primary education / Erika Chovanová ; Recenzenti Pavel Ružbarský, Elena Bendíková. - In: Physical activity, health and prevention [elektronický zdroj] : international scientific conference : conference textbook of invited lectures. - Banská Bystrica : Matej Bel University in Banská Bystrica, 2016. - ISBN 978-80-972266-5-7. - CD-ROM, S. 75-84.

Chovanová Erika (100%)

AFC

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Dubayová Tatiana (50%), Chovanová Erika (50%)

AFC

The effect of physical activities on the development of motor abilities in intact and integrated children with behavior disorders / Erika Chovanová, Tatiana Dubayová. - In: EDULEARN17 proceedings [elektronický zdroj] : 9th International conference on education and new learning technologies. - Valencia : IATED, 2017. - ISBN 978-84-697-3777-4. - ISSN 2340-1117. - USB flash, S. 2583-2591.

Chovanová Erika (50%), Dubayová Tatiana (50%)

AFC

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Ružbarská Ingrid (50%), Chovanová Erika (50%)

AFC

Vanderbilt assessment scale - screening instrument for teachers in educational settings in Slovakia / Tatiana Dubayová, Erika Chovanová ; Recenzenti Branislav Antala, Dario Novak. - In: Congress proceedings [elektronický zdroj] : 1st FIEP Afro-European conference on physical education and sport, 25th FIEP World congress, 10th FIEP European congress Physical education and sport for peace, development and multicultural understanding. - Topoľčianky : END, 2016. - ISBN 978-80-89324-17-0. - CD-ROM, S. 102-105.

Dubayová Tatiana (50%), Chovanová Erika (50%)

AFC

Correction of behavior disorders through movement within inter-subject relations / Erika Chovanová ; Recenzenti Branislav Antala, Dario Novak. - In: Congress proceedings [elektronický zdroj] : 1st FIEP Afro-European conference on physical education and sport, 25th FIEP World congress, 10th FIEP European congress Physical education and sport for peace, development and multicultural understanding. - Topoľčianky : END, 2016. - ISBN 978-80-89324-17-0. - CD-ROM, S. 144-149.

Chovanová Erika (100%)

AFC

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Technology, 2016. - ISBN 978-619-7105-72-8. - ISSN 2367-5659. - S. 1227-1233.

Chovanová Erika (100%)

AFG

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Chovanová Erika (100%)

MOTIVATION TO LEARN, ATTITUDE TOWARDS SCHOOL AND STRESS COPING STRATEGIES AMONG PUPILS WITH ADHD AND PUPILS FROM STANDARD POPULATION

TATIANA DUBAYOVÁ¹, ERIKA CHOVANOVÁ², MÁRIA MAJHEROVÁ³

¹ UNIVERSITY PRESOV, DEPARTMENT OF SPECIAL EDUCATION, FACULTY OF EDUCATION (SLOVAKIA)

² UNIVERSITY OF PRESOV, DEPARTMENT OF SPORT EDUCOLOGY AND HUMANISTIC, FACULTY OF SPORTS (SLOVAKIA)

³ UNIVERSITY OF PRESOV, DEPARTMENT OF PHYSICS, MATHEMATICS AND TECHNIQUES, FACULTY OF HUMANITIES AND NATURAL SCIENCES, (SLOVAKIA)

AIMS OF THE RESEARCH

- ▷ to explore the differences in the strategies preferred when coping with stress situations in pupils with ADHD, special education needs (SEN) and pupils from standard population
- ▷ to explore association between coping strategies and school connectedness and motivation to learn in pupils with ADHD, special education needs (SEN) and pupils from standard population

METHODS

Children's Coping Strategies Checklist (CCSC-R1, authors: T. S. Ayers, I. N. Sandler, 2000) – variables: active coping, distraction strategies, avoidance strategy, and support seeking strategies

Motivation to learn (authors Dubayova et al., 2015)	School connectedness (authors Dubayova et al., 2015)
0 (Strongly disagree), 1 (Disagree), 2 (Neither/Nor agree), 3 (Agree), 4 (Strongly agree)	
1. I am interested in what we are learning. 2. I am learning because I want to have a lot of knowledge. 3. I like to learn new things. 4. I learn to pursue my dream profession in the future	1. I feel very good at school. 2. I like going to school. 3. I am proud that I attend our school. 4. I feel safe at school.

RESULTS

Children with special educational needs and pupils from standard population use and prefer different coping strategies. Pupils with ADHD and pupils with other special educational needs use distracting strategies more frequently than pupils from standard population. However, both groups of pupils tend to use the avoidance strategy when faced with stressful situations.

Table 1. The use of particular coping strategies by groups of pupils

	Pupils with ADHD n = 25	SEN pupils n = 115	Pupils from standard population n = 804
Active strategies AM (SD)	2.83 (0.50)	2.69 (0.53)	2.77 (0.53)
Distraction strategies AM (SD)	2.26 (0.83)	2.02 (0.72)	1.84 (0.71)
Avoidance strategies AM (SD)	2.63 (0.54)	2.44 (0.49)	2.48 (0.53)
Support seeking strategies AM (SD)	2.64 (0.74)	2.56 (0.70)	2.57 (0.72)

Table 2. Relationships between the motivation to learn, school connectedness, and types of coping strategies among pupils from standard population

	Active strategies	Distraction strategies	Avoidance strategies	Support seeking strategies
Motivation to learn	0.212**	-0.062	-0.061	0.195**
School connectedness	0.230**	-0.066	-0.013	0.185**

Abbreviation: * p ≤ 0.05; ** p ≤ 0.01

Table 3. Relationships between the motivation to learn, school connectedness, and types of coping strategies among pupils with special educational needs

	Active strategies	Distraction strategies	Avoidance strategies	Support seeking strategies
Motivation to learn	0.333**	-0.063	-0.024	0.286**
School connectedness	0.368**	0.007	0.074	0.265**

Abbreviation: * p ≤ 0.05; ** p ≤ 0.01

Table 4. Relationships between the motivation to learn, school connectedness, and types of coping strategies among pupils with ADHD

	Active strategies	Distraction strategies	Avoidance strategies	Support seeking strategies
Motivation to learn	-0.030	-0.361	0.145	-0.121
School connectedness	0.001	-0.228	0.149	0.009

Abbreviation: *p ≤ 0.05; **p ≤ 0.01

The recommendations that result from the present study and that teachers who wish to support pupils' active attitudes towards handling stressful situations may implement to the education process, including the pupils with special educational needs, are as follows:

- ▷ To care for the adequate ratio of stressors and positive factors in children's lives,
- ▷ To provide active help to children to overcome obstacles and allow children to enjoy the completed and successfully accomplished task,
- ▷ To provide social support to pupils with special educational needs and help them to form relationships with their peers who will prevent them from experiencing failure at school,
- ▷ To choose appropriate challenges for pupils to handle – inappropriate stress, lots of duties and activities, for which children are not yet physically and mentally prepared increases the likelihood of school failure.

ACKNOWLEDGEMENTS

The study was conducted within the project VEGA 1/0625/16
The effect of physical activities on the development of motor abilities in intact and integrated children with behavior disorders.