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Lived experiences of preschool teachers in Ahwaz city regarding the participation of new students in physical activities

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Abstract

Given the importance of physical activity in maintaining health and physical development, integrating it with concepts from various subjects can have a positive impact on the learning process. The integration of concepts and physical activities in students aims to create a unified and compatible approach in physical education and general education. This approach focuses on the principle that physical education should not only address the physical development of students but also consider their cognitive, social, and emotional abilities. In this regard, the integration of concepts and physical activities aims to strengthen the cohesion between different aspects of education and attempts to present the concepts of various subjects in a practical and applicable manner in physical activities. Therefore, this research examines the question of what perceptions preschool instructors have about students' physical activities and how they overcome the challenges of physical activity. The study population consisted of experienced instructors with a minimum bachelor's degree and relevant to preschool centers in Ahvaz city. Based on purposive sampling, 15 participants were selected, and semi-structured interviews were conducted with them. The findings showed that through the integration of concepts and physical activities, students were able to better understand and comprehend the concepts through group activities and collaboration. Additionally, this approach allows students to develop communication, collaboration, leadership, and problem-solving skills.

Keywords:preschool instructors, preschool centers in Ahvaz city, student participation, challenges of physical activity.

Introduction

According to the fundamental change document, the preschool period is the most golden period in the education process.

Today, the most effective and widely used educational programs in the preschool period are designed and compiled based on diverse and child-centered games and physical activities (Organization for Educational Research and Planning, 2019). If play and movement are removed from the daily experiences of new students, their learning and personal development will suffer (Panksep, 2007; Parsons, 2022; Shcherbin, D. V., et al. 2023).attention to physical activities in the early years of the child 's life will focus on intrinsic values such as personal success , happiness , recognizing individual differences , providing a range of regular physical activities and paying attention to the safety and recognition of the environment and commitment and creating learning opportunities and significant social consequences . children should enjoy physical processes and if the opportunities for the development of physiological aspects are not provided in the preschool period and neglect in the establishment of proper physical activities will cause irreparable mental and physical damage . motor programs and purposeful play along with other educational and nurturing activities are a suitable platform for practicing and repeating some of the mental and cognitive concepts and developing social skills in preschool (raz et al. , 2021) .[1]

1.2 problem statement

since the child is in the early stages of gaining motor experiences , it is very important to present the correct motor programs and physical activities in this period . the set of activities intended for three to six - year - olds should be very simple , so that the child can do them and not cause inactivity . however , according to the iranian association for the development of sport and physical activity of children (2019) , iranian children have a much weaker status in terms of mobility than who standards . okley et al. (2021) noted that children should sleep 10 to 13 hours during the 24 hours of the day and be physically active for 180 minutes , of which more than 60 minutes should be moderate to high - intensity mobility . Mura-Gonzalez et al. (2020) found that not only should physical activity be high, but their sedentary behaviors, such as sitting in a place, should be less than 60 minutes. neglecting this important issue will cause the performance of novices in preschool centers to be significantly different from the standards of the world health organization .[32]

Various studies have investigated children’s reactions to participation in morning physical activities and during their time in school. The findings of some studies, including the findings of the study, show that in preschool centers in Iran, physical activities are not used appropriately and most physical activities are followed to fill children’s free time in a non-targeted and unplanned manner. also , the findings of the research have shown that

[1]Radez
[2]Okely et al
[3]Mora-Gonzalezet al

motor programs and targeted games along with other educational and nurturing activities are a suitable platform for practicing and repeating some mental and cognitive concepts and fostering social skills in preschool . it should also be noted that children at this age are in pre - operational period and understanding theoretical concepts without action is not possible for them and it is time consuming . according to the above mentioned programs of movement and physical activity in preschool is an important issue that cannot be ignored .

The importance and necessity of research

this research has a special attention to coaches ' current understanding of novice physical activities and its interaction effect on overcoming the challenges of these activities . important insights gained through this study into how educators ' beliefs about physical activity have important implications for guiding educators ' educational policies and practices . the information obtained through this study can be used to support meaningful discussions and familiarize the novices with the basic concepts . ~~~ this study leads to a greater understanding of the benefits of physical movement as a teaching method and changes in the type of curriculum . at the global level , the changes resulting from this study can make iran a high - performing country in the world in terms of educational outcomes for children . it is hoped that the findings of this study can help the growth and spread of knowledge in this area effectively . in addition , the findings of this study can have positive implications for guiding the policies and practices of in - service training for educators .

since pre - school centers , as the first educational and educational base after the family , have a heavy duty to meet the needs of children , therefore , having sufficient knowledge , learning the necessary skills and strengthening personal insights , full familiarity with the principles of teaching methods such as play and physical activities and active teaching methods will be essential for the education of pre - school teachers .

physical activity : according to the world health organization , physical activity is any activity or movement of the body that is caused by the contraction and expansion of skeletal muscles and requires energy (world health organization , 2022) .[4]

lived experiences : this term is used in phenomenological studies to emphasize the importance of individual experiences as conscious humans (creswell et al. , 2015 : 125 - 120) .[5]

educators ' perceptions : ideas , behaviors , and attitudes that affect teaching philosophy , students ' perspectives , curriculum , and practice . teachers ' beliefs about education and curriculum are as follows :

support for cognitive skills ; support for noncognitive skills that include (the development of personality traits such as motivation , problem solving , and social emotion (heckman , 2011)) that these beliefs and beliefs are created through training and experience (abujaber et al. , 2010) .[76]

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[4]Physical activity
2 Creswell

[6]Heckman
[7]Abu –Jaber et al

novices : the definition of novices depends on the age and context in which it is used . in general , a novice is a person who is in the early stages of learning a particular subject or skill (babaee , 1398) .

the present study seeks to investigate the phenomenological perceptions and the way educators overcome the challenges of physical activities of novices in pre - school centers in ahvaz . this study contributes to a deeper understanding of coaches ' perceptions and how they overcome the challenges of novices ' physical activities . in this chapter , theoretical and theoretical foundations of the research background are discussed in two parts . in the first part , the concepts and theories related to the subject of the research are discussed and the theoretical foundations are introduced and the basic concepts and concepts related to the subject of the research are discussed . these principles include theories , concepts , and models related to the perceptions and how educators overcome the challenges of physical activities of preschoolers in ahvaz . these studies are done in order to be aware of the previous findings and identify gaps in the research . in the literature review section , attempts are made to review previous research in the field under consideration . this includes reviews of previous studies , similar or related to the subject , studies in the same or related field , and criticisms in this area .

2.1 conceptual definition of novices

novices include those who are learning and teaching . in most cases , this concept refers to students who are studying in schools , universities or other educational institutions . novices are usually in the early and advanced stages of learning and are acquiring new knowledge and skills . They are trained by teachers and trainers and try to understand and implement new concepts and skills. novices can study a variety of disciplines and areas , including sciences , arts , humanities , technology and many more (svid , 2015) .[8]

2.2 Importance of Attention to Novices

attention to novices is very important and is important in various fields . below , according to the paper (lockwood and morken , 2021) , are some of the reasons for the importance of this issue .[9]

1. personal development : novices are in the stage of personal development . paying attention to them and providing appropriate educational opportunities will help them to improve their skills , knowledge and abilities .

2. community structure : novices from the workforce of the future constitute the community . their proper education is the most fundamental factor in the structure and development of society and economy .

3. expert staff : novices , as skilled and educated staff , play an important role in the scientific , technological and cultural development of countries and societies . proper education and promotion of their level of knowledge contribute to the development of society and economic growth . (lockwood and morken , 2021) .

[8] Swaid
[9] Lockwood &Mørken

therefore , paying attention to novices not only increases their productivity , but also contributes to the development of society and the progress of countries . exploiting the capacity and talent of novices and creating appropriate educational environments for them improves productivity and quality of life (ashach , 2007) .[10]

2.3 arrival of preschoolers

introduction of novices to the preschool stage is an important and transitional stage in their academic life . at this stage , children formally enter the educational system and become familiar with the new educational environment and educational culture . the following are some of the aspects and reasons why preschoolers are important (grizzotti and kinigos , 2021) :

1. academic preparation : entry to pre - school helps novices to prepare for the next stages of study . they become familiar with basic concepts and skills such as alphabetic letters , numbers , counting , and basic social skills .

2. social and psychological development : entry to preschool gives novices the opportunity to interact with their peers in a socio - educational environment . They strengthen social skills such as collaboration, sharing and problem-solving. also , this stage is very important for the mental development of children .

3. Creating interest in learning: In preschool, children engage in games and educational activities. This educational environment is full of motivation and entertainment that helps children find interest and enthusiasm in learning. (grizzotti and kinigos , 2021) .

due to the importance of the entry of novices to preschool , it is important to plan and implement this step properly . a supportive and friendly environment should be provided so that children can learn in this environment with confidence and joy . also , it is very important to pay attention to the needs and abilities of each child individually and to provide appropriate activities according to their individual diversity (wing , 2006) .[11]

2.4 conceptual definition of lived experience of preschool educators

the lived experience of preschool educators refers to the set of experiences , knowledge , skills , and learning processes that educators acquire in the preschool field . this lived experience includes all the experiences and lessons that educators gain in teaching , child behavior , child development , classroom management , collaboration with parents , and other factors related to preschool activities (grover& p . ~~~ 2013) .

the lived experience of preschool educators includes the following (rodriguez - martinez et al. , 2020) :[12]

1. experience in teaching and teaching : pre - school teachers become familiar with teaching experiences in various fields such as alphabetic letters , numbers , basic concepts , art and music , etc. they become familiar with the design and implementation of appropriate educational programs for children , effective teaching methods and attractive educational activities .

[10]Eshach
[11]Wing
[12]Rodríguez-Martínez et al.

2. experience in the development of children : pre - school teachers see their development by interacting with children in the educational environment . They experience how to recognize children's best learning states and organize educational programs based on each child's needs and abilities. (rodriguez - martinez et al. , 2020) .

the lived experience of preschool educators not only includes specialized knowledge and skills in the field of education and training of preschool children , but also includes practical experiences , social interactions , and the many connections that result over time . this lived experience helps preschool educators to identify best practices and educational strategies for children , respond to their needs , and create an exciting and safe environment for their learners to grow and develop (grover& p . ~~~ , 2013) .[13]

5.2 defining the skills of preschool educators

pre - school teachers play an important role in the education and training of children in pre - school age . they should not only have specialized knowledge and skills in the field of children 's education and development , but also master some key skills well (svid , 2015) . the following are the definition and importance of some of these skills (loockwood et al. , 2019) :[14]

1. educational skills : preschool educators should be able to design and implement attractive and appropriate educational programs for children . they should be able to present educational content to children in a simple and understandable way and use activity - based methods and educational games .

2. communication skills : preschool educators should be able to communicate effectively with children , parents and other members of the educational community . They need to be able to properly listen, speak and communicate information so that they can understand the needs and problems of children and work with their parents and colleagues.

3. classroom management skills : preschool educators should be able to manage the classroom and create a supportive , disciplined learning environment . They must be able to maintain discipline, adhere to the right timing, and help students succeed in group activities and collaboration.

6.2 the importance of paying attention to the skills of preschool educators

Preschool teachers' skills are important because:

* have a unique impact on children 's development : preschool educators , using their skills , can actively contribute to children 's cognitive , social , motor and language development . they help children understand and develop different skills by creating appropriate educational programs , creating environmental educational spaces , and using effective educational methods .

* foster children 's intelligence and social development : pre - school educators , by mastering educational , communication and management skills , help children develop their

[13]Grover & Pea
[14]Lockwood et al.

intelligence , creativity , critical thinking and social skills . these skills are fundamental to success in children 's lives and future education . (gunidavik et al. , 2020) .[15]

7.2 educational skills of preschool teachers

The educational skills of preschool teachers include a set of skills and capabilities that enable them to effectively and optimally process the education of children in the preschool age. the following are some of the main teaching skills of preschool educators (jung et al. , 2021) :[16]

1. educational planning : pre - school educators should be able to design and plan education . they should be able to identify appropriate skills , concepts and content for children and develop attractive and diverse educational programs to provide children with .

2. appropriate educational methods : preschool educators should be familiar with appropriate educational methods for children . they should be able to use activity - based methods , educational games , educational tools and group activities to make education attractive and effective .

3. Evaluation and follow-up: Preschool teachers should be able to assess and track the progress of children. They should be able to assess children’s skills and knowledge, identify their strengths and weaknesses, and design appropriate educational programs for each child.

(jong et al. , 2021;Lee, J. H. 2022) .

8.2 relationships between pre - school teachers and students

the relationship between pre - school teachers and students is very important and influential . these relationships can have a positive impact on children 's development and make the educational environment better and more exciting for them (zhi and shi , 2020) . the following are some aspects and importance of the relationship between pre - school teachers and students (tsoy and tergast , 2007) :[18][17]

1. secure communication : the relationships of pre - school teachers and students can provide safe and conservative communication for children . the presence of a kind , supportive , and ready - to - hear educator and understanding the needs of children , creates trust and positive communication between them .

2. motivation and interest : the teacher 's close relationship with students can be a factor in increasing children 's motivation and interest in learning . the occurrence of a positive relationship between the teacher and the student causes the children to come to the educational environment with enthusiasm and enthusiasm and participate freely and confidently in activities and learning .

3. problem solving and social development : by building relationships with students , preschool educators can help children solve everyday problems and help them develop

[15]Gnidovec et al
[16]Jong et al
[17]Zhai& Shi
[18]Tsui&Treagust

social skills and work with others . These relationships can prepare children to deal with social issues and teach them how to communicate well with others.

in general , the relationship between pre - school teachers and students is very important in providing appropriate educational environment , children 's personal and social development and facilitating their learning . these relationships allow children to participate in their educational environment with confidence and enthusiasm and to bring out the best version of themselves (ng et al. , 2023) .[19]

9.2 learning environment in preschool centers

the learning environment in pre - school centers should be attractive , content and appropriate for children . These environments should allow children to actively and creatively participate in them and learn new skills and knowledge. following are some of the characteristics of the learning environment in preschool settings (ng et al. , 2023) :

1. safety and comfort : the learning environment should be safe and comfortable for children . this includes access to safe areas , age - appropriate equipment , adequate air conditioning and spaces for rest and recreation . also , the materials used in decoration and equipment should be safe and good quality for children .

2. diversity and adjustability : the learning environment must respond to different needs and interests of children through diversity and adjustability . this includes various spaces for play and recreation , diverse educational resources , toys , books and educational materials . it allows children to choose appropriate activities to suit their tastes and interests .

3. contact with the natural environment : having contact with the natural environment , such as the garden , outdoors or dealing with pets and plants , is very beneficial for children . It allows them to interact directly with natural elements and learn from nature. also , the open air environment is very valuable for outdoor mobility and play . (ng et al. , 2023) .

10.2 motor skills of preschoolers

motor skills in preschool are very important for students , because at this stage of life , children are developing their physical development . motor skills are divided into two major categories : dry motor skills and wet motor skills (nogira et al. , 2021) .[20]

Dry motor skills include skills that are performed without the use of water. some of the dry motor skills are (sind et al. , 2022) .[21]

1. skill movements : these include skills such as jumping , jumping with one leg , jumping over small obstacles , throwing and catching balls , and various hand movements . these movements help children improve their balance , hand - eye coordination , and motor accuracy .

[19]Ng et al
[20]Nogueira et al
[21]Sand et al

2. Fast movements: These include movements such as running, running at speed, twisting and turning, touching the ball, etc. These movements help children increase their cardiovascular strength and improve physical endurance.

3. balance movements : these include movements such as staying in one leg , walking along the lines on the ground , walking on the slide , and balancing in different positions . These movements help children improve their body's ability to balance and control.

more motor skills are related to movements that require water . some of the more motor skills include :

1. swimming : children in preschool can learn to move in water by learning to swim . this skill helps children strengthen their breathing ability , endurance , and body muscles .

2. play with the blue ball : these games include throwing and catching the blue ball , jumping over the blue ball , and waving the blue ball .

3. Mechanical skills: These skills include the use of various tools and playthings, such as puzzles, lego, pen and paper, knitting crochet, etc. these activities help children develop their manual skills , focus and attention , problem - solving , and creativity .

(sindh et al. , 2022; Kauser, S., et al. 2022) .

motor skills are very important for children in preschool because by practicing and strengthening these skills , they can improve their physical strength , motor coordination , balance , endurance , and problem - solving abilities and be well prepared to enter the next educational stage (tesa , 2009) .

11.2 physical health of preschoolers

The physical health of preschoolers is very important, because in this period of life, the main foundations for health and healthy growth are laid in the future. physical health care in this period includes factors such as proper nutrition , physical activity , personal hygiene , and proper rest (cheney and lukewood , 2022; Asar, M. E., et al. 2023) . the following are some of the important aspects of pre - school students ' physical health (cheney and luke wood , 2022) :[22]

1. proper nutrition : it is very important to provide healthy and proper nutrition for children during this period . foods that are rich in nutrients , vitamins and minerals should be included in their diet . this includes fruits , vegetables , whole grains , healthy proteins such as fish , poultry and dairy . also , skills related to healthy eating , such as knowing the types of foods , preferring healthy foods and consuming them appropriately , should be taught in this course .

2. physical activity : regular and appropriate physical activity strengthens muscles , cardiovascular endurance , fitness and general health of students . in this period , children should participate in daily physical activities and active play . these activities can include playing in the park , running , jumping , throwing and catching balls , cycling , and other activities that improve children 's ability to move .

[22]Chenne& Lockwood

3. personal hygiene : teaching personal hygiene to children during this period is very important . they should be familiar with skills such as washing their hands properly , cleaning their teeth , using paper towels properly , cleaning their bodies , and more . these skills help children maintain personal hygiene and prevent transmission of diseases and infections .

finally , the cooperation of parents , educators and educators is very important in creating a healthy environment and supporting the physical health of preschool children . providing health education , creating a safe and active environment for play and physical activity , and addressing children 's health needs can help maintain and promote their physical health (cheney and lukewood , 2022) .

Conclusion :

- in general , it can be said that educators , using appropriate planning , attractive exercises , encouragement and cooperation with parents , overcome the challenges of physical activity of novices and try to engage them actively in physical activities . the findings of this study were compared with those of kiel and harris (2018) , utch et al. (2019) , . shadiou et al. (2020) , stehlmann et al. (2020) , dadaeizarch& salehi (2010) , heydarianbayi et al. (1400) , yaftinos et al. (2022) , thomas et al. (2022) , achacheloi et al. (1401) and zolmirzaevich (2022) are consistent . in the philosophical interpretation of these findings , it can be said that from the viewpoint of existentialism , each individual is responsible for his or her own choices and activities . in the case of physical activity , novices have to face various challenges such as fatigue , lack of motivation and fear of failure . by providing appropriate exercises and creating a supportive environment , educators can help novices overcome these challenges and find the meaning of physical activity in their lives . pragmatism also emphasizes the importance of practical experience and tangible findings . coaches can help novices overcome the challenges of physical activity and achieve their goals by using different methods such as careful observation , effective communication , and presentation of regulation strategies . in this regard , it should be acknowledged that there is no single and complete approach to overcome the challenges of physical activity of novices . educators can gain a deeper and more comprehensive understanding of challenges by using a variety of philosophical theories

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