

CORRECTIVE GYMNASTICS - KOREKTIVNA GIMNASTIKA - COMPULSORY COURSE FOR OBAVEZAN PREDMET ZA UČITELJE TEACHERS AND EDUCATORS I VASPITAČE

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Abstract: Proper posture is an unavoidable part of physical education of preschool and younger school age children. Preventive approach is unavoidable from preschool age, by applying preventive physical exercises both as part of physical education activities and during daily stay in kindergartens, and it is necessary to apply the same in physical education classes at a younger school age, as well as during children's stay at school. In order to implement this in a quality manner, it is necessary for educators and teachers to acquire basic knowledge in the field of corrective gymnastics, already during basic studies. Therefore, there is a need to include this subject in the curriculum of basic studies of all teachers and pedagogical faculties, as well as higher vocational schools for educators, as mandatory.

Keywords: corrective gymnastics, teachers, educators, program, education.

Apstrakt: Pravilno držanje tela je nezaobilazni deo fizičkog vaspitanja dece predškolskog i mlađeg školskog uzrasta. Nezaobilazan je preventivni pristup već od predškolskog uzrasta, primenom preventivnih telesnih vežbi kako u sklopu aktivnosti iz fizičkog vaspitanja, tako i tokom svakodnevnog boravka u vrtićima, a isto je neophodno primeniti i na časovima fizičkog vaspitanja u mlađem školskom uzrastu, kao i u toku boravka dece u školi. Da bi se ovo kvalitetno sprovedo, neophodno je da vaspitači i učitelji steknu osnovna znanja iz oblasti korektivne gimnastike, već u toku osnovnih studija. Stoga se pojavljuje potreba da se ovaj predmet uvrsti u plan i program osnovnih studija svih učiteljskih i pedagoških fakulteta kao i visokih strukovnih škola za vaspitače, kao obavezan.

Gljučne reči: korektivna gimnastika, učitelji, vaspitači, program, obrazovanje.

INTRODUCTION

Ensuring proper posture is an unavoidable part of the impact of physical education on the growth and development of children, both preschool and younger school age. Therefore, it can be concluded that proper posture is one of the important factors in the physical education of children of preschool and younger school age.

The basics of kinesitherapy and corrective gymnastics were dealt with by in their textbooks M. Radisavljević 1992; D. Ulić, 1997; Živković, D. 1998, Protić- Gava, B., & Šćepanović, T., 2016, who agreed that the goal of the same prevention and correction of poor posture and body deformities, and state body movement as the basic means. The concept of kinesitherapy is broader than corrective gymnastics, because it deals with treatment with the help of movement and is part of rehabilitation, while corrective gymnastics is one of the types of kinesitherapy, which is used in correction of initial stages of poor posture and prevention (Radisavljević, 1992).

UVOD

Obezbeđivanje pravilnog držanja tela je nezaobilazni deo uticaja fizičkog vaspitanja na rast i razvoj dece, kako predškolskog tako i mlađeg školskog uzrasta. Stoga se može zaključiti da je pravilno držanje tela jedan od važnih činilaca fizičkog vaspitanja dece predškolskog i mlađeg školskog uzrasta.

Osnovama kineziterapije i korektivnom gimnastikom su se u svojim udžbenicima bavili M. Radisavljević 1992; D. Ulić, D, 1997; Živković D. 1998, Protić-Gava B. i Šćepanović T., 2016. koji su se složili oko toga da je cilj istih prevencija i korekcija loših držanja tela i telesnih deformiteta, a kao osnovno sredstvo navode telesni pokret. Pojam kineziterapije je širi od korektivne gimnastike, jer se bavi lečenjem uz pomoć pokreta i predstavlja deo rehabilitacije, dok je korektivna gimnastika jedan od vidova kineziterapije, koja se koristi u korekciji početnih stadijuma loših držanja tela i prevenciji (Radisavljević, 1992).

“Poor behavior is acquired in the earliest youth, mostly in the school period. That is why it is most important to start with exercises in that period, which mobilize the entire locomotor system” (Živković, 1998, 97). The causes of poor posture are mainly bad habits such as improper sitting, standing and carrying a school bag, as well as inappropriate footwear (B. Protić-Gava, T. Šćepanović, 2016). Many authors deal with the preservation of the health of children from three to ten years of age, because it is generally known that significant attention should be paid to the comprehensive motor preparation of this age. The child acquires the most lasting experiences in the earliest periods of his life, and then it continues through planned organized programs in educational institutions (G. Ákoshegyiné Hild & A. Simonné Christián, 1995). From the above, it can be concluded that it is not enough just to influence the correct posture of the body, but it is also necessary to shape it correctly from the earliest days, that is, from preschool age. Therefore, there is a need for the implementers of activities in preschool institutions, as well as physical education classes at a younger school age, to be adequately trained for the realization of the set tasks, which are set before them by the curriculum. It is not enough to mention in the methodology of physical education what are bad postures and that preventive action should be taken to prevent their occurrence, it is necessary for educators and teachers to gain knowledge about the causes of their occurrence, as well as their prevention, in order to they could more successfully realize the tasks set before them. Of course, teachers and educators will not deal with the diagnosis, because it is the job of a specialist doctor, they can only assess, based on observation, the child's posture, give their opinion on it, and refer the child to a specialist doctor, and after determining diagnoses, by applying a certain program of corrective exercises, help to eliminate the resulting poor posture.

Therefore, the problem of work is the place of corrective gymnastics in the program of education of educators and teachers.

The aim of this paper is to point out the importance of introducing corrective gymnastics as a compulsory subject in the programs of pedagogical and teaching faculties and higher vocational schools for the education of educators.

The review of previous research aims to point out the need to introduce this subject in the education of teachers and educators, and therefore previous research is based on the posture of children of preschool and younger school age, as well as the need for preventive and corrective programs in educational work of these age groups.

„Loše držanje se stiče u najranijoj mladosti i to najviše u školskom periodu. Zato je najvažnije da se u tom periodu i počne sa vežbama, koje mobilizuju čitav lokomotorni sistem“ (Živković, 1998, 97). Uzroci nastanka loših držanja tela su uglavnom loše navike kao što su nepravilno sedenje, stajanje i nošenje školske torbe, kao i neodgovarajuća obuća (B. Protić-Gava, T. Šćepanović, 2016). Mnogi autori se bave očuvanjem zdravlja dece od tri do deset godina, jer je opštepoznato da treba posvetiti značajnu pažnju svestranoj motoričkoj pripremi ovog uzrasta. Dete najviše trajnih iskustava stiče u najranijim periodima svoga života, a zatim se to nastavlja kroz planski organizovane programe u vaspitno-obrazovnim institucijama (G. Ákoshegyiné Hild & A. Simonné Christián, 1995). Iz ranije navedenog se može zaključiti da nije dovoljno samo uticati na pravilno držanje tela, već je neophodno i oblikovati ga pravilno od najranijih dana, to jest od predškolskog uzrasta. Stoga se pojavljuje potreba da realizatori aktivnosti u predškolskim ustanovama, a i časova fizičkog vaspitanja u mlađem školskom uzrastu, budu na adekvatan način osposobljeni za realizaciju postavljenih zadataka, koje pred njih postavlja nastavni program. Nije dovoljno da se u sklopu metodike fizičkog vaspitanja spomenu koja su loša držanja tela i da treba preventivno delovati da ne bi došlo do njihovog pojavljivanja, potrebno je da vaspitači i učitelji steknu znanja o uzrocima njihovog nastanka, kao i sa prevencijom istih, da bi što uspešnije mogli realizovati zadatke koji su pred njih postavljeni. Naravno, učitelji i vaspitači se neće baviti postavljanjem dijagnoze, jer je to posao lekara specijaliste, oni mogu samo da procene, na osnovu posmatranja, držanje tela deteta, da daju svoje mišljenje o istom, i da upute dete kod lekara specijaliste, te nakon utvrđivanja dijagnoze, primenom određenog programa korektivnih vežbi, pomogne u otklanjanju nastajućeg lošeg držanja tela.

Prema tome, problem rada predstavlja mesto korektivne gimnastike u programu obrazovanja vaspitača i učitelja.

Cilj ovog rada je da se ukaže na značaj uvođenja korektivne gimnastike kao obaveznog predmeta u programe pedagoških i učiteljskih fakulteta i visokih strukovnih škola za obrazovanje vaspitača.

Pregledom dosadašnjih istraživanja želi se ukazati na potrebu uvođenja ovog predmeta u obrazovanje učitelja i vaspitača, pa se zbog toga dosadašnja istraživanja baziraju na držanju tela dece predškolskog i mlađeg školskog uzrasta, kao i potrebu primene preventivno-korektivnih programa u vaspitno-obrazovnom radu tih uzrasnih grupa.

There is a large presence of kyphotic and scoliotic posture in primary school children and corrective activities and preventive work are needed to prevent the occurrence of postural disorders and body deformities in the frontal and sagittal plane. "In addition to physical education teachers, educators in preschool institutions, as well as teachers in lower grades of primary schools, should be maximally educated in order to recognize certain postural disorders and physical deformities in the population of students they encounter in their daily work." (Bogdanović i sar., 2010,408).

In their paper, the authors state that 30% of children have the first degree of foot deformity, and 6.7% degree of foot depression - flat feet, which should not be neglected, but special attention should be paid to the importance and need for organized physical education of preschool children. To improve postural status, they recommend the introduction of targeted activities in all age groups, which would include prevention and correction of the feet, as well as that "In addition to physical targeted activities, which should be carried out daily, postural status can be influenced by other activities and forms of work such as moving games and morning physical exercise, and if necessary to conduct individual work with children with postural disorders." (Stanišić, Đorđević, Maksimović 2014, 68).

Sabo (2006) in a study assessing the postural status of 1259 preschool children in Vojvodina, says that a large number of children have functional stages of deformity in almost all body segments and that there is a danger that they will undergo structural changes that can affect health, functioning of the organism and its working ability. Since in most cases they are functional deformities, they can be eliminated by corrective exercise in preschool institutions and schools.

In the territory of Novi Sad, 70% of preschool children have a deviation from the correct posture of the spine and 60% of children have lowered feet, so it is recommended that children at that age be included in corrective treatment and that "Implementing corrective work in the program of daily preschool activities institutions would significantly contribute to the prevention of functional disorders, ie their growth (at a somewhat later age) into structural disorders" (R. Romanov i sar. 2014, 135).

In the results of research conducted on the posture of preschool children, aged four to seven years in Vojvodina, which were published in the research monograph "Anthropological characteristics and abilities of preschool children", V. In the discussion, Djordjic states that the segments for which the musculature is properly held have a higher prevalence of poor posture, so the em-

Postoji veliko prisustvo kifotičnog i skoliotičnog držanja kod dece osnovnoškolskog uzrasta i da su potrebne korektivne aktivnosti i preventivni rad koji ima za cilj sprečavanje pojave posturalnih poremećaja i telesnih deformiteta u frontalnoj i sagitalnoj ravni. "Potrebno je da pored pedagoga fizičke kulture, vaspitači u predškolskim ustanovama, kao i učitelji u nižim razredima osnovnih škola, budu maksimalno edukovani u cilju prepoznavanja pojedinih posturalnih poremećaja i telesnih deformiteta kod populacije učenika sa kojima se u svom svakodnevnom radu susreću." (Bogdanović i sar. 2010,408).

U svom radu, autori navode da 30% dece ima prvi stepen deformiteta stopala, a 6,7% stepen spuštenosti stopala – ravna stopala, što ne treba zanemariti, već se posebna pažnja treba posvetiti značaju i potrebi organizovanog fizičkog vaspitanja dece predškolskog uzrasta. Za poboljšanje posturalnog statusa preporučuju uvođenje usmerenih aktivnosti, u svim uzrasnim grupama, u sklopu kojih bi se radilo na prevenciji i korekciji stopala, kao i da „Pored fizičkih usmerenih aktivnosti, koje svakodnevno treba sprovesti, na posturalni status može se uticati i drugim aktivnostima i formama rada kao što su pokretne igre i jutarnje telesno vežbanje, a po potrebi sprovesti i individualni rad sa decom sa posturalnim poremećajima.“ (Stanišić, Đorđević, Maksimović 2014, 68).

Sabo (2006) u istraživanju koje se bavi procenom posturalnog statusa 1259 dece predškolskog uzrasta u Vojvodini, govori da veliki broj dece ima funkcionalne stadijume deformiteta u skoro svim segmentima tela i da postoji opasnost da oni pređu u strukturalne promene, koje mogu uticati na zdravlje, funkcionisanje organizma i njegove radne sposobnosti. Pošto su u većini slučajeva funkcionalni deformiteti, oni se mogu otkloniti korektivnim vežbanjem u predškolskim ustanovama i školama.

Na teritoriji Novog Sada kod 70% dece predškolskog uzrasta postoji odstupanje od pravilnog držanja kičmenog stuba i 60% dece ima spuštena stopala, te je preporučljivo da se deca već na tom uzrastu uključe u korektivni tretman i da „Implementiranje korektivnog rada u program dnevnih aktivnosti predškolske ustanove značajno bi doprineo predupređivanju funkcionalnih poremećaja odnosno njihovom prerastanju (u nešto kasnijem uzrastu) u strukturalne poremećaje“ (R. Romanov i sar. 2014, 135).

U rezultatima istraživanjima koja su sprovedena o držanju tela dece predškolskog doba, uzrasta od četiri do sedam godina na području Vojvodine, koja su objavljena u istraživačkoj monografiji „Antropološke karakteristike i sposobnosti predškolske dece“, V. Đorđić u diskusiji

phasis in preventive programs for preschool children is on “establishing the optimal balance of muscles responsible for holding the anterior abdominal wall, shoulders and shoulders.”, and the arches of the feet.”, as well as that “In addition to strengthening the abdominal muscles, shoulder-scapular muscles and deep back muscles and the muscles of the feet and lower legs, their antagonists should be stretched” (V. Đorđić, 2007, 191).

S. Simov i sar. (2011) conducted a study, which assessed the posture of the bodies and feet of 968 preschool children aged six and seven. The results of the research show that 36.16% of children do not have postural disorders, 54.54% have one deformity, and 9.30% have children with two or more deformities. Of this number, according to the type of deformity, most children 30.78% have a lowered arch of the foot, 5.88% have chest deformities, 10.03% have spinal deformities.

Practice shows that early diagnosis of poor posture of children of younger school age is not given enough attention, they are only included in systematic examinations. The postural status of younger school-age children is deteriorating due to a sedentary lifestyle and this is noticeable in both urban and rural areas, among which there is not much difference in the occurrence of poor posture. (Vukićević i sar., 2018).

With the arrival of the child in primary school, proper posture “The teacher, for his part, can contribute in such a way that during work, when all the child’s attention is focused on mastering reading and writing, so he often does not take into account the position of his own body, to warn him in relation to the way of sitting, to the position of the head, arms, shoulders and back and legs” (Živković, 1998, 88-89). According to the child, it would be a “sin” when in this period of his biological development, in which he has the greatest motor activity, when his need for movement is most pronounced, and his motor activities are most intensively developed, enough stimuli are left out, because that would lead to the appearance of negativity, which would primarily manifest itself in posture, endurance, strength, coordination of movements, etc. (Ákoshegyiné Hild, G. & Simonné Christián, A. 1995). However, not every movement can be used for prevention and correction. The movement should be targeted, to act on certain muscle groups that need to be strengthened, toned or stretched at a given time in accordance with the characteristics of a certain poor posture or deformity, and “Many authors believe that good postural status depends on health the condition of the individual (Lj. Radojčić - Finkelstein)” (D. Ulić, 1997, 51). The same author states that improper posture

navodi, da je kod segmenata za čije je pravilno držanje odgovara muskulatura, veća zastupljenost loših držanja tela, pa je zbog toga akcenat u preventivnim programima za predškolsku decu na „uspostavljanju optimalnog balansa mišića odgovornih za držanje prednjeg trbušnog zida, ramena i lopatica, te svodova stopala.“, kao i da „Osim jačanja trbušnih mišića, rameno-lopatičnih mišića i dubokih mišića leđa i mišića stopala i potkolenice, treba istezati njihove antagoniste“ (V. Đorđić, 2007, 191).

S. Simov i sar. (2011) su sproveli istraživanje, u kome je ocenjivano držanje tela i stopala 968 dece predškolskog uzrasta od šest i sedam godina. Rezultati istraživanja govore o tome da 36,16% dece nema posturalnih poremećaja, sa jednim deformitetom je 54,54%, a sa dva i više deformiteta je 9,30% dece. Od ovog broja prema vrsti deformiteta, najviše dece 30,78% ima spuštenu svod stopala, 5,88% ima deformitete grudnog koša, 10,03% ima deformitete kičme.

Praksa pokazuje da se ranom dijagnostifikovanju loših držanja tela dece mlađeg školskog uzrasta ne pridaje dovoljna pažnja, ona se jedino konstatuju na sistematskim pregledima. Posturalni status dece mlađeg školskog uzrasta je sve lošiji zbog sedentarnog načina života i to je uočljivo kako u urbanim tako i ruralnim sredinama, među kojima ne postoji velika razlika u pojavljivanju loših držanja tela. (Vukićević i sar., 2018)

Dolaskom deteta u osnovnu školu, pravilnom držanju tela „Učitelj sa svoje strane može da doprinese na taj način, što će za vreme rada, kada je sva pažnja deteta usmerena ka savladavanju čitanja i pisanja, tako da često ne vodi računa o položaju sopstvenog tela, da ga opomene u odnosu na način sedenja, na položaj glave, ruku, ramena i leđa i nogu“ (Živković, 1998, 88-89). Prema detetu bi bio “greh“, kada se u ovom periodu njegovog biološkog razvoja, u kome ima najveću kretnu aktivnost, kada mu je potreba za kretanjem najizraženija, a i kretne aktivnosti mu se najintenzivnije razvijaju, izostaviti dovoljno podsticaja, jer bi to dovelo do pojave negativnosti, koje bi se prvenstveno manifestovale na držanju tela, izdržljivosti, snazi, koordinaciji izvođenja pokreta pokreta itd. (Ákoshegyiné Hild, G. & Simonné Christián, A. 1995). Međutim, ne može se svaki pokret koristiti u cilju prevencije i korekcije. Pokret treba da bude ciljano odabran, da deluje na određene mišićne grupe koje je u datom momentu neophodno jačati, tonizirati ili istezati u skladu sa karakteristikama određenog lošeg držanja tela ili telesnog deformiteta, a i „Mnogi autori su mišljenja da od dobrog posturalnog statusa zavisi zdravstveno stanje pojedinca (Lj. Radojčić – Finkelštajn)“ (D. Ulić, 1997, 51). Isti autor navodi da nepravilno držanje tela dovodi

leads to fatigue, mood swings, headaches, and all this can have an impact on the individual's psyche.

From the above, it can be concluded that the disturbed postural status is present in children already in preschool age, that it can be corrected by regular corrective exercise and that this exercise should be present in everyday activities of children from preschool age.

Insight into the programs, basic academic studies of the faculties of sports and physical education, pedagogical and teacher training faculties, as well as vocational colleges for educators, we can conclude that Corrective Gymnastics or Kinesitherapy appears in some pedagogical and teaching faculties and vocational colleges for educators. as an elective subject, and even less often as a compulsory subject, while at the Faculty of Sports and Physical Education Corrective Gymnastics or Kinesitherapy appear as compulsory subjects in undergraduate studies. Therefore, we can conclude that at pedagogical and teacher training faculties, as well as vocational colleges, students who have opted for this elective subject, or if some have a compulsory subject, learn more about the importance of proper posture and its impact on proper growth and development and general health of children, as well as contents that can be applied as preventive, both as part of activities in preschool and in physical education classes at a younger school age. In addition, within the subject Methodology of Physical Education, there is not enough space to deal with this issue, because the contents of this subject are focused primarily on planning, organization and implementation of targeted activities and classes of physical education.

In accordance with the above, there is a need to introduce Corrective Gymnastics at pedagogical and teacher training colleges, as well as high schools of vocational studies for educators. Within this course, basic knowledge in this very important area would be acquired, which directly affects the proper growth, development and health of preschool and young school children, because as can be seen from previous research and previously analyzed literature, this period of child growth and development represents a period in which the foundations of proper posture can be laid in the best way, and in later ages when some deviations from proper posture have already appeared, we must painstakingly eliminate them with corrective exercise, which involves a very long process of exercise.

During the lecture, students would get acquainted with the correct posture and its preservation, as well as with the locomotor system and its parts, then with the impact of exercises on muscle groups that ensure proper posture in standing position and in a sitting position, and

do zamora, neraspoloženja, glavobolja, a sve to može da ima uticaja i na psihu pojedinca.

Iz navedenog se može zaključiti da je narušen posturalni status prisutan kod dece već u predškolskom dobu, da se on redovnim korektivnim vežbanjem može korigovati i da bi to vežbanje trebalo da bude prisutno u svakodnevnim aktivnostima dece već od predškolskog uzrasta.

Uvidom u programe, osnovnih akademskih studija fakulteta za sport i fizičko vaspitanje, pedagoških i učiteljskih fakulteta, kao i visokih škola strukovnih studija za vaspitače, možemo zaključiti da se Korektivna gimnastika ili Kineziterapija na ponekim pedagoškim i učiteljskim fakultetima i visokim školama strukovnih studija za vaspitače pojavljuje kao izborni predmet, a još ređe kao obavezni predmet, dok se kod fakulteta za sport i fizičko vaspitanje Korektivna gimnastika ili Kineziterapija pojavljuju kao obavezni predmeti na osnovnim studijama. Stoga možemo zaključiti da se na pedagoškim i učiteljskim fakulteta, kao i visokim školama strukovnih studija za vaspitače studenti koji su se opredelili za ovaj izborni predmet, ili ukoliko kod nekih postoji obavezan predmet šire i detaljnije upoznaju sa značajem pravilnog držanja tela i njegovim uticajem na pravilan rast i razvoj i opšte zdravlje dece, kao i sadržajima koje mogu primenjivati kao preventivne, kako u sklopu aktivnosti u predškolskim, tako i na časovima fizičkog vaspitanja u mlađem školskom uzrastu. Sem toga, u sklopu predmeta Metodika fizičkog vaspitanja, nema dovoljno prostora da se bavi ovom problematikom, jer su sadržaji ovog predmeta usmereni pre svega na planiranje, organizaciju i realizaciju usmerenih aktivnosti i časova fizičkog vaspitanja.

Shodno ranije navedenom, pojavljuje se potreba uvođenja Korektivne gimnastike na pedagoške i učiteljske fakultete, kao i visoke škole strukovnih studija za vaspitače. U sklopu ovog predmeta bi se stekla osnovna znanja iz ove veoma važne oblasti, koja direktno utiče na pravilan rast, razvoj i zdravlje dece predškolskog i mlađeg školskog uzrasta, jer kao što se vidi iz dosadašnjih istraživanja i ranije analizirane literature ovaj period dečijeg rasta i razvoja predstavlja period u kome se na najbolji način mogu postaviti temelji pravilnog držanja tela, a u kasnijim uzrastima kada su se već pojavila neka odstupanja od pravilnog držanja tela, njih moramo mukotrpnim radom otklanjati korektivnim vežbanjem, koje podrazumeva jedan veoma dugotrajan proces vežbanja.

Studenti bi se u toku predavanja upoznali sa pravilnim držanjem tela i njegovim očuvanjem, kao i sa lokomotornim aparatom i njegovim delovima, zatim sa uticajem vežbi na grupe mišića koje obezbeđuju pravil-

in during movement. She would gain basic knowledge about poor posture and the causes of their occurrence, with special emphasis on acquired poor posture and deformities, as it is known that one of the "critical" periods for the occurrence of poor posture is the period of children's departure to school. He spends in a sitting position, both at school and at home while doing homework, all of which reduces the time he has left for physical activity. Then they would get acquainted with the harmful influences of the modern way of life on the movement of children and hypokinesia, as a consequence of the same. During the exercises, students would get acquainted with the contents used in the prevention of poor posture, as well as body deformities, with the impact of specific exercises on certain muscle groups, as well as with exercises and games that can be applied in daily activities and physical education classes. Then they would be introduced to exercises that serve to correct certain bad postures of the spine, chest, legs and feet, which are most common in children. They would get acquainted with the ways and possibilities of correcting posture and other activities and classes during their stay in preschool institutions and schools.

Addressing this issue would draw the attention of educators and teachers to the importance and significance of physical education of children, as well as proper posture, which has a direct impact on the proper growth, development, and thus the health of children.

CONCLUSION

By studying previous research on the posture of children of preschool and primary school age, we can conclude that a large percentage of children of this age have incorrect posture, which is alarming, because it is known that posture takes shape at these ages. Therefore, there is a need for educators and teachers, both in activities and physical education classes, and during the stay of children in kindergartens and schools, to take care that the process of forming body posture runs in the direction of proper. In addition, it is known that during the day, children spend most of their time in kindergartens and schools, and especially in school in a sitting position. Therefore, teachers should take into account how children sit during classes and instruct them with their suggestions on proper posture, while it would be desirable for educators, in kindergartens, to teach children to sit properly before going to school. In addition to working with children, educators and teachers could include parents, i.e. to draw their attention to correct the posture of their child during their stay at home and to include him

no držanje tela kako u stojećem stavu, tako i u sedećem položaju, a i u toku kretanja. Stekla bi osnovna znanja o lošim držanjima tela i uzrocima njihovog nastanka, s posebnim akcentom na stečena loša držanja i deformitete, pošto se zna da je jedan od „kritičnih“ perioda za nastanak loših držanja tela period polaska dece u školu, pošto dete sve više vremena provodi u sedećem položaju, kako u školi tako i kod kuće dok izvršava domaće zadatke, a sve to mu smanjuje vreme koje mu preostaje za fizičku aktivnost. Potom bi se upoznali sa štetnim uticajima savremenog načina života na kretanje dece i hipokinezijom, kao posledicom istog. Na vežbama bi se studenti upoznali sa sadržajima koji se primenjuju u prevenciji nastanka loših držanja tela, kao i telesnih deformiteta i to sa uticajem konkretnih vežbi na određene mišićne grupe, kao i sa vežbama i igrama koje mogu primenjivati u svakodnevnim aktivnostima i na časovima fizičkog vaspitanja. Potom bi bili upoznati sa vežbama koje služe za korekciju određenih loših držanja kičmenog stuba, grudi, nogu i stopala, koja su najčešće zastupljena kod dece. Upoznali bi se sa načinima i mogućnostima korigovanja držanja tela i na drugim aktivnostima i časovima u toku boravka u predškolskim ustanovama i školama.

Bavljenje ovom problematikom bi u većoj meri skrenulo pažnju vaspitača i učitelja na važnost i značaj fizičkog vaspitanja dece, kao i pravilno držanje tela, koje ima direktan uticaj na pravilan rast, razvoj, a time i zdravlje dece.

ZAKLJUČAK

Izučavanjem dosadašnjih istraživanja o držanju tela dece predškolskog i mlađeg školskog doba možemo zaključiti, da veliki procenat dece ovog uzrasta ima nepravilno držanje tela, što je alarmantno, jer se zna da se držanje tela uobličava u ovim uzrastima. Stoga se pojavljuje potreba da vaspitači i učitelji kako na aktivnostima i časovima fizičkog vaspitanja, tako i tokom boravka dece u vrtićima i školama, vode računa da taj proces formiranja držanja tela teče u pravcu pravilnog. Sem toga se zna, da u toku dana skoro najviše vremena deca provedu u vrtićima i školama, a pogotovo u školi u sedećem položaju. Prema tome, učitelji i u toku nastave treba da vode računa o tome kako deca sede i da ih svojim sugestijama upućuju na pravilno držanje tela, dok bi bilo poželjno da vaspitači, u vrtićima, decu pre polaska u školu nauče pravilnom sedenju. Pored rada sa decom, vaspitači i učitelji bi mogli da uključe i roditelje, tj. da im skrenu pažnju da u toku boravka kod kuće koriguju držanje tela svoga deteta i da ga što više uključuju u sportske ili rekreativne aktivnosti, kako bi sprečili pojavu hipokinezije, koja

as much as possible in sports or recreational activities, in order to prevent the occurrence of hypokinesia, which is gaining momentum in modern society and directly affects the health of children and adults.

Based on previous analyzes and findings, there is a need for the introduction of corrective gymnastics, as a compulsory subject, in undergraduate studies, so that students are introduced to ensuring proper posture and its significant impact on growth and development, and general health of the child. together with the acquired knowledge from the methodology of physical education could be very easily applied in practice. Thus, after the end of their education, educators and teachers could act preventively in their work in a timely manner, so that future generations would have the correct posture, and thus a better general health condition.

u savremenom društvu uzima sve više maha, a direktno utiče na zdravlje kako dece tako i odraslih.

Na osnovu prethodnih analiza i konstatacija pojavljuje se potreba za uvođenjem korektivne gimnastike, kao obaveznog predmeta, na osnovnim studijama, da bi se studenti pravovremeno upoznali sa obezbeđivanjem pravilnog držanjem tela i njegovim značajnim uticajem na rast i razvoj, a i opšte zdravlje deteta, što bi zajedno sa stečenim znanjima iz metodike fizičkog vaspitanja mogli veoma lako primenjivati u praksi. Tako bi po završetku svog obrazovanja, vaspitači i učitelji mogli pravovremeno preventivno da deluju u svom radu, pa bi nam buduće generacije imale pravilno držanje tela, samim tim i bolje opšte zdravstveno stanje.

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