Book of Abstracts

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BOOK OF ABSTRACTS

Edited by:
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PHYSICAL ABILITY AND READING AND WRITING SKILLS OF PRIMARY SCHOOL GRADE I -- III SCHOOLCHILDREN WHO HAVE CLASSES WITH EDUCATIONAL BALLS 'EDUBAL'

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Introduction
A cognitive aim of this study was to recognize and assess changes which take place during a three year long course of training which is conducted with the use of educational balls 'edubal'. Recognition and assessment were made in the context of changes which occur in the development of physical ability of the examined children as well as their reading and writing skills.

Methods
In our examinations we employed the method of a pedagogical experiment with the use of a parallel groups technique. The experimental factor, i.e. an independent variable was a physical activities curriculum integrated with the contents of the program which was carried out in an experimental group with the use of educational balls 'edubal' twice a week 45 minutes each time. Dependent variables were as follows: children's physical ability and reading and writing skills. The level of physical ability was assessed on the basis of the results which were obtained by the children in the tests of International Physical Ability test while reading and writing skills were assessed by means of Pedagogical method. The examinations were longitudinal and were conducted six times. They were always executed at the beginning and end of each school year during the years 2004 -- 2007.

Results
Changes in children's physical ability do not occur due to their participation in the classes where educational balls 'edubal' are employed. Differences between the majority of the results of children's physical ability from experimental and control groups were statistically insignificant. Increased acquisition of reading and writing skills does take place when children take part in the classes where educational balls 'edubal' are employed. Experimental groups children (girls and boys) at the end of grade III of primary school were much better as reading than their peers from control groups.

Discussion
Many authors indicate the fact that motor development, especially the level of coordination abilities, is strictly connected with acquisition of reading and writing skills. Therefore, distant importance of educational balls 'edubal' seems to be a very good idea. On the one hand, a child has the possibility of having many balls at a time, which, as it appears, is a rare thing in school education at a 7-9 year old child. On the other hand, a child is enabled to perfect their reading and writing skills [Goczyński, Dabrowski 2005].

References

PHYSICAL ABILITY AND READING AND WRITING SKILLS OF DYSLEPTIC CHILDREN OF GRADE III OF THERAPEUTIC PRIMARY SCHOOL WHERE CLASSES WITH EDUCATIONAL BALLS 'EDUBAL' ARE CONDUCTED

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Introduction
An early school age is a time when children learn how to read and write. The students who have specific difficulties in those skills are called dyslectic and they require treatment. Our study is aimed at explaining connections existing between participation of dyslectic children in physical classes with educational balls 'edubal' and their reading and writing skills as well as their physical ability.

Research Methods
We carried out a pedagogical experiment by means of the technique of parallel groups in natural conditions. In the experimental group we conducted a physical classes program integrated with the contents of the program and pedagogical therapy twice a week 45 minutes each time. The level of physical ability was assessed by means of the International Physical Ability Test [Rokita et al, 2004]. Whereas reading and writing skills were assessed by means of the psychological method of examination of reading and writing skills for grade III primary school children [Dabrowski, 1980].

Results
A comparative analysis of the average of our examination results proved that in the experimental group the increase of skills in a letter reconstruction test, reading words within one minute, reading comprehension, dictation taking and repeating was greater than the increase in the case of a control group. The obtained physical ability results do not indicate a significant improvement or deterioration in both groups.

Discussion
The research carried out so far has shown that the employment of educational balls enables the process of carrying out the program of physical classes which is integrated with the program contents without deterioration of physical ability [Rokita, 2004]. We can also notice a dependency between 'edubal' balls and the children's ability to write evenly along lines [Rokita, Miklasik - 1980]. According to the conducted examinations, 'edubal' can be an innovative method in the pedagogical therapy of