

## **Opinion of preschool teachers in the children's graphomotoric development**

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### **Annotation:**

Authors of this article present research findings on the views of preferred strategies in teaching of preschool teachers in the children's graphomotoric development. They present research findings obtained by summary analyses of necessary statements of teachers mentioned in the questionnaire.

**KEYWORDS:** children's graphomotorics, graphomotoric development, preschool teacher

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### **Introduction**

The children's graphomotoric development is quite often done by recording of the pre-marked shapes in graphomotoric sheets (exercise books). The children's ability to imitate shapes from graphomotoric sheets is not dependent on repeatedly imitating of pre-marked shapes. It depends on the level of psychic development, development of motor skills and maturity of the central nervous system. Systematic children's graphomotoric development through creative activities thus appears to be the most acceptable way of achieving adequate graphomotoric skills related to the capability of writing in the elementary school.

For this reason, we believe that if a teacher is supposed to successfully implement the graphomotoric development of pre-school children, he should first of all understand the basic terms of graphomotorics, graphomotoric habits and skills. Also to know the basis for the graphomotoric development, to accept the process of their development and improvement and to apply adequate pedagogical principles and strategies.

### **The research**

The goal of the research was to identify the methods of teaching to achieve correct children's graphomotoric development.

#### **Research question**

How do preschool teachers perceive the graphomotorics and possibilities of its development?

#### **Research sample**

With a view to achieving the desired objective we selected a research sample consisting of preschool teachers both with secondary and tertiary education with the number of 5 to 34 years of experience.

### **Tools and the research process**

To what extent are children's graphomotoric development strategies common to preschool teachers and to what extent they identify with them, we investigated through a questionnaire which we have chosen as the research tool.

We administrated 200 pcs of questionnaires. They included a cover letter. The return of administrated questionnaires reached 71%, ie 142 pcs.

By formulating the questionnaire we had in mind the target group of respondents and also that it should meet by its form and content our objectives. An important factor was the emphasis on clarity, simplicity and meaningfulness of items concerning direct questions.

### Interpretation of research findings

By analyzing the responses on items of the questionnaire we investigated a more detailed guidance of teachers in this issue and we expect that we are partly uncovering strategies of their own educational practice in the children's graphomotoric development.

Through the replies of the questionnaire which was for us primarily an instrument presenting the teacher's interpretation and understanding the construct of graphomotorics, we gained valuable research findings.

The following charts and brief comments indicate, with respect to the examined issues, the most important results of our research.

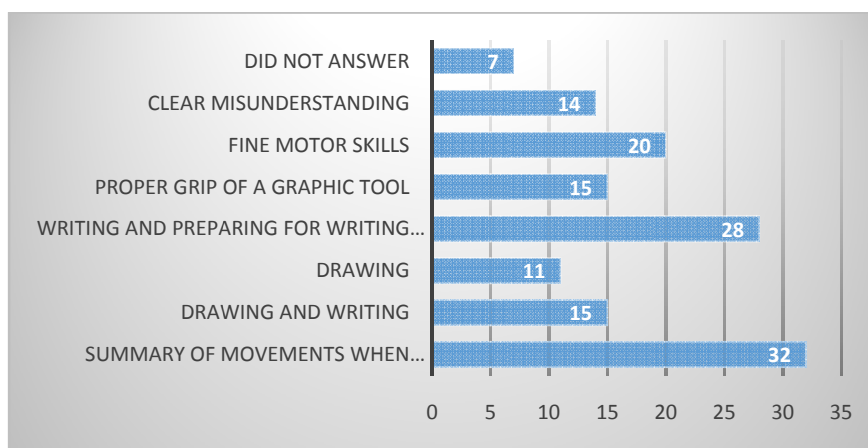


Image 1: Understanding the term of graphomotorics

#### Comment:

We note that the term of graphomotorics is by analysis understood of 32 respondents, thus about one quarter of teachers in our research sample. The very term “graphomotorics” suggests its importance based on the composition of the term. Grapho (font, symbol, sing...) and motorics (motor skills, movement...).

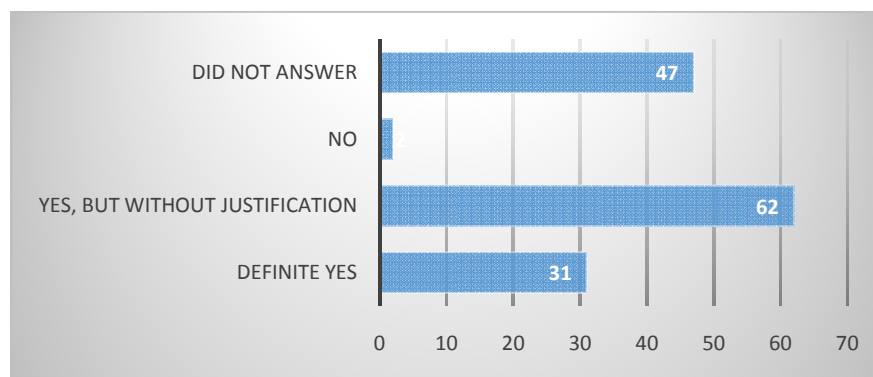
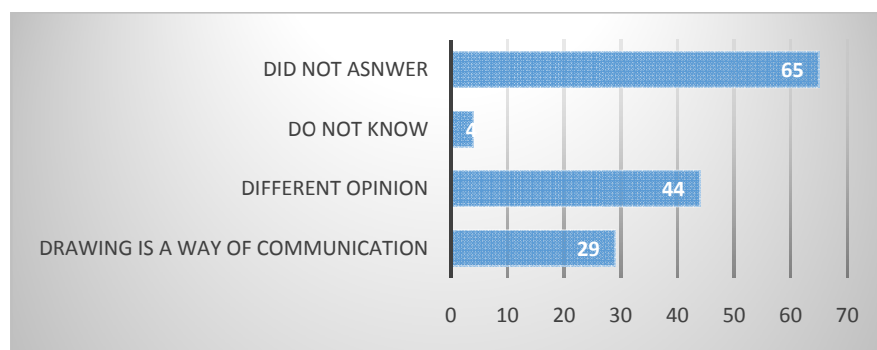


Image 2: Justification for reasonableness of the targeted graphomotoric development

**Comment:**

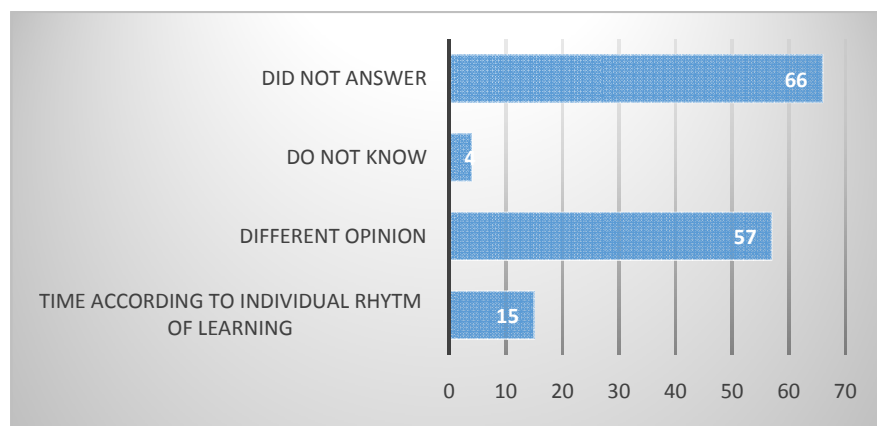
Relevant reasonableness of significance is stated by 31 respondents. Again, this is less than one quarter of respondents. Even 62 respondents consider the targeted graphomotoric development important, but does not provide any justification. This response is not enough for us, because we can identify the persuaded goal only by justifications. Research findings suggest that teachers do not know what is the term of graphomotorics and so are not able to provide the reasonableness of its development in preschool children.



*Image 3: Understanding of children's drawings and initial font*

**Comment:**

We identify proper understanding in 29 respondents in case when the children's drawing is considered as a way of communication with its surroundings. This statement declares that teachers understand that also a graphic expression of a child as a possibility of interpretation of own experience, knowledge and also understanding of what is going on around it through drawings (initial font) is one of the ways how to interpret its surroundings.

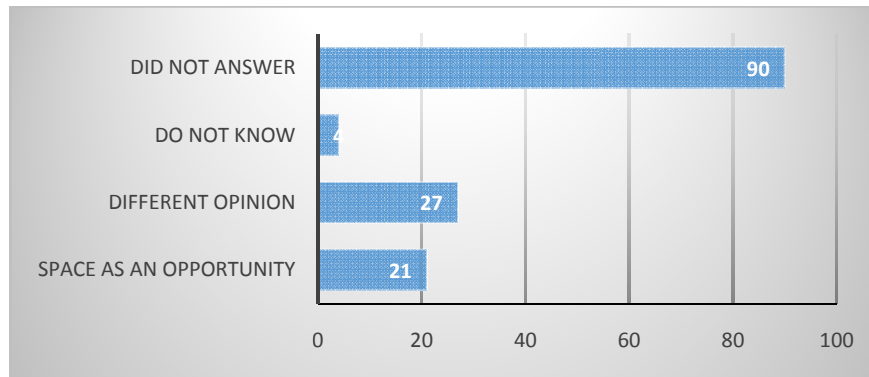


*Image 4: Understanding of "time" in the graphomotorics implementation*

**Comment:**

In question number 4, respondents stated how they perceive "time" as a necessary condition in graphomotoric development. According to the analysis only 15 respondents from a total of 142 in our survey understood the term and stated a satisfactory answer – a teacher in the process of graphomotoric development should always respect the individual rhythm of learning development of each child (age,

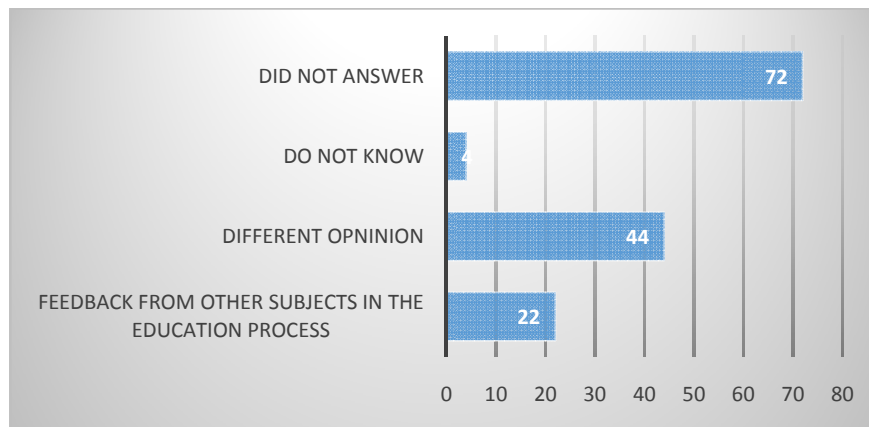
children experience, pedagogical diagnostics, purposefulness, adequacy, internal motivation...).



*Image 5: Understanding of “space“ in the graphomotoric development*

Comment:

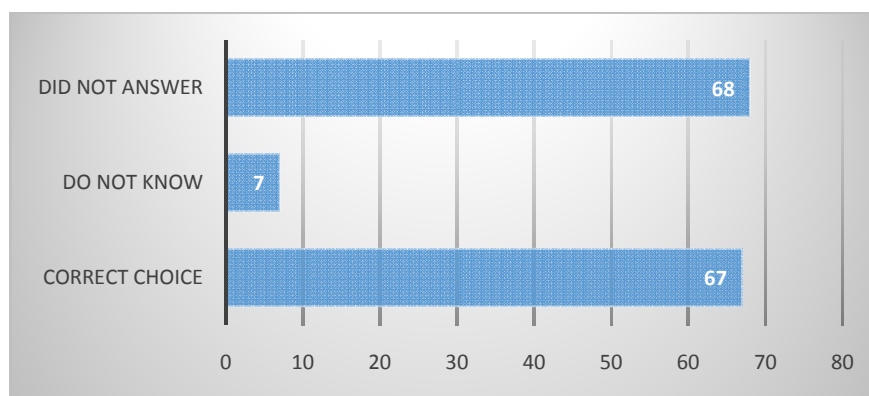
Information about understanding of “space“ as a further condition in the process of the children's graphomotoric development indicates that 21 respondents accept the fact that drawing is a game for children and the space in the process of the preschool children's graphomotoric development is understood as an opportunity to enable the child to graphically speak.



*Image 6: Understanding “feedback“ in the graphomotoric development*

Comment:

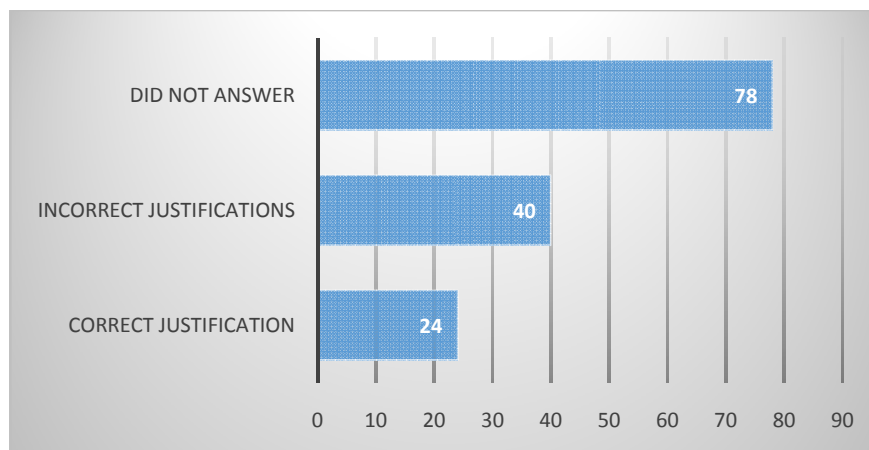
The analysis of the question number 6 shows that 22 respondents understood feedback in the process of the preschool children's graphomotoric development as a very important part for children – from other children and teachers. They realize that feedback is for children in the process of acquiring graphomotoric skills irreplaceable.



*Image 7: Choice of suitable approach in the graphomotoric development*

Comment:

In the chart number 7 there are evaluated data related to the selection of suitable pedagogical approaches and processed in the children's graphomotoric development. Respondents selected proper (suitable) answers from a total of six suitable and unsuitable development principles. It is clear that teachers know important principles and processes in the children's graphomotoric development, as evidenced by the relatively high number (67) of correct answers.



*Image 8: Justification for the choice of suitable approaches in the graphomotoric development*

Comment:

When analyzing question number 8, which relates to the above selection, we found out that respondents are not able to justify the choice of suitable approaches in graphomotoric development. Acceptable justification is provided by total of 24 respondents. We believe that to characterize the concept with own words of a respondent is probably a more difficult task, than what is to him spontaneously in connection with.