

PSYCHOMOTOR DEVELOPMENT OF CHILDREN AND DEVELOPMENTAL STIMULATION

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ABSTRACT: Family is the primary community and environment that provides unconditional love and attention to the child. Parenting is an extremely serious and responsible mission that promises many different and unpredictable situations where it is necessary to know how to react correctly. To justify the mission of parenthood, it is necessary to be educated in that sphere of life. For persons who have not encountered this topic through schooling and practice, there are numerous useful programs for collecting basic information related to this topic (education, seminars, lectures, workshops...). The most important thing is to be involved and be aware of your task, but also to be aware of the responsibilities that this task entails. Child development is one of the most important segments of parenting. The word development is extremely extensive and an important term that has multiple areas. We will be mostly based on psychomotor development. The psychomotor development of a child implies proper coordination of the brain and body (body parts). The most important period for the development of psychomotor skills in the early period of childhood a period that begins at birth and is reflected throughout life. It is the task of the parents related to monitoring and emphasizing the child's movements and his proper development. If parents notice certain deviations, irregularities, or stagnation in the progress of their child, it is necessary to ask for help from professionals. After some time, it is also necessary to involve other institutions which will certainly contribute to the development of the child.

Keywords: *family, child, psychomotor development, parents, educational institutions*

INTRODUCCION

The family is the initial and most important segment in child development. It can be bigger or smaller, depending on how many members there are, but its main actors are parents. They are the leaders and managers of an institution. We know that the early period of life is the most precious time to encourage the development of cognitive, but also all other abilities of the child, which obliges us to act in a timely manner. A competent parent who understands his role responsibly from the very beginning can stimulate his child's development in the right way. This means the following: educating oneself, following the child, encouraging his development (through games, tasks, responsibilities), noticing certain changes (irregularities), and reacting in time. This largely reflects the stimulation of development. Also, over time, the child reaches a stage when it is necessary to involve other institutions in his development process, which further contributes to his development. In all this, the most important thing is to establish balance and harmony and try to create stable, supportive interactions with the appropriate number of adults, professionals, and peers, but also various stimuli of all the senses through their own activity.

PARENTING

The family is the basic cell of human society, created as a social need and a necessary condition for survival and development, and over time it has transformed into the personal choice of each individual. The term society lets us know that it is a community and the family community is usually made up of parents and children. Maleš and Kušević (2011) believe that living together is primarily a consequence of the emotions of love and attachment to a partner and the desire to share everyday life with him. Equally, parenting is increasingly a matter of individuals' personal choices, with individual needs and goals more important than environmental expectations (according to Sinan,

2020). In addition to its wider social significance, its activities represent an extremely important stage in children's development. The main employees of this social community are parents. Their basic task is presented through the establishment and execution of basic family principles, but also the expansion of their own community. However, the most responsible and demanding task is reflected in the upbringing of children. "Throughout history, the family has been and remains an unavoidable educational factor, a new man is born in it, the process of education, its psychophysical development and shaping begin" (Musić, Musić, 2018). A stable family and a healthy family climate are necessary for the proper growth and development of children. Most realistically described as a pillar and support for every child, the family also represents the environment in which he spends most of his childhood, that is, the fundamental part of development. In addition to the basic, existential conditions, parents should provide their child with a sufficient dose of love, attention, empathy, security, support, help and provide an opportunity for a beautiful and productive future. Ogris (2016) states that the role of parents is to provide support to the child so that he grows into a responsible member of society, develops a sense of empathy and sensitivity to the needs of others. A nicely built relationship with children in early childhood contributes to the achievement of parental goals. Čudina-Obradović and Obradović (2006) point out that parenting refers to a series of processes that consist of tasks, roles, rules, communications, and interpersonal relationships that adults have in contact with their children (according to Bešić, 2020). What we want to emphasize is that the basic role and task of parents is reflected in the proper upbringing of children and their preparation for adulthood, or by creating a responsible member of society.

CHILD DEVELOPMENT

Looking at global development represents the growth and maturation of a particular species, organ, system, individual. To achieve proper development, each area that is in the process needs to meet certain conditions and requirements. Child development is certainly one of the most demanding processes. The very fact that there is physical, intellectual, moral, emotional, social, cognitive, aesthetic development gives us a clear enough picture of its severity, and that parenting is one of the most difficult tasks speaks to the fact that the parent is considered the most responsible person for this process. Man is a living being who learns throughout life but lays the most important foundations in early childhood. Musić and Musić (2018) states that one of the basic requirements of proper psychophysical development is education in early childhood. Childhood is accompanied by upbringing, and upbringing is presented as a support and encouragement to development, therefore, upbringing and development are one unique whole. The World Health Organization emphasizes that early physical, socio-emotional, and cognitive development is a critical factor in future health and overall well-being. The quality of the environment in which a child grows directly affects the shaping of the brain. Never later, during life, is the brain more sensitive to stimuli from the environment that shape the fundamental patterns of social, emotional, and cognitive functioning, as in the first years of life (according to Ćosić, Jaška, et al., 2019). All these facts confirm the importance of early childhood education and testify to how desirable it is to grow up in a productive and healthy environment. Different types of development are just meaningful and connected parts, none of which we can single out as irrelevant or less important, just as different factors of education itself are meaningful and connected. In addition to parents, the environment in which the child spends a certain period (extended family, society, various institutions) also plays a major role in the development of children. Schaffer (2000) states: "The diversity of family structures does not mean that all family structures meet the needs of the child with equal quality. However, some research shows that psychologically healthy people can develop into more social groups. Likewise, research shows that compliance with a specific norm is not crucial for a child's well-being" (according to Ogris, 2016). It is innate for a child to strive for something new and different and to contribute to his development through new experiences. In addition, there is a growing need to involve various institutions in the upbringing and development of children, because over time the structure, role but also the way of life changes, which brings with it many consequences (among them problems in psycho-physical development). Ogris (2016) points out that the increasing involvement of institutions in the educational process also affects changes in parents' attitudes towards education and the quality of education itself.

Psychomotor development of children

The psychomotor development of children represents only one area in their complex development. It means the driving force in humans and the culmination of psychomotor development occurs in early childhood. This development implies mobility and proper use of the whole body. Motor abilities and the brain represent one unique and inseparable whole. Krmpotić (2015) defines the development of motor skills in a child as his increasing ability to use his own body and handle objects. Our activity is a mirror of the development of our motor skills and our body is a means for activities that are a product of our brain. One without the other simply cannot function. Psychomotor development has its course. The child uses the whole body primarily during movement and action, then larger parts (limbs) and then the smallest parts of the body (fingers). "The development of motor skills is monitored through its phases which are visible in the improvement of posture (postural control), movement (locomotion) and handling of objects (manipulation)" (Peternel, 2015). Every movement in the earliest period can tell us a lot. The way he uses his body and body parts is one big indicator. Deviations from proper development can be noticed very early and therefore it is very important to constantly monitor children's development and react in time. Observing certain deficiencies and irregularities in psychomotor development in early childhood and responding adequately (activating experts) can be of great help and importance. "Due to the unpredictability of psychomotor development of a child with neurodevelopmental risk, early diagnosis of neurodevelopmental disorders, interdisciplinary monitoring, and early habilitation are important" (Peternel, 2015). Development goes its course, in every child about the same and there should be no big deviations if everything is fine. "Monitoring growth and development can detect different deviations in time. Variations in growth and development are possible because each child is an individual, but also monitoring can detect larger deviations that could affect the further development of the child" (Benčić, 2016).

KNOWLEDGE OF CHILD DEVELOPMENT

Each parent, treating their role, gradually becomes aware that there are different stages of parenting that are marked by many ups and downs and that ultimately result - a well or less well-behaved child. There are different types of parents. Responsible, resourceful, interested, patient, familiar with the stages of child development, and ready to face all challenges. These are parents who are fully prepared to justify the role of a true parent. They are accommodating, wide-eyed, know their goal well and it is very easy to work with them. On the other hand, there are those with opposite characteristics (disinterested, careless, carefree, with limited views ...), which represent a problem for the child and the environment. Parents are the people who spend the most time with their child and to get to know him fully, they must be involved in the whole process of his development. It is very important to be able to notice and recognize if something is wrong and seek

adequate help. Sometimes children need help and sometimes parents themselves. Several ways can be of great help. Among other things, various workshops, lectures, educations, etc. can be of great help to parents, and when it comes to children, the parent should try to stimulate his development in many ways and, if necessary, including professional associates in preschool and school period (speech therapist, psychologist, special educator, pedagogue, etc.). Only an educated and competent parent can properly monitor their child's development. We must understand education as a form of helping parents who want to achieve 'good parenting' and stimulate children's development. Parents often make mistakes when not knowing their role, they reflect their mistakes on their children, so it often happens that they rely too much on other institutions or blame children and society as a whole, but also resort to various forms of punishment and neglect of children. Yet some of such parents feel the need to seek help and are willing to participate in various programs to encourage successful parenting. Programs can be important to all parents, however, it would be most desirable to include those parents who need help the most (parents with lower education, lower economic status, single parents, unemployed, overworked, etc.). It is very difficult to activate such parents, so the programs must be well organized, widespread, and attractive in terms of content (Bešić, 2020). It is very important to try to be a conscious and conscientious parent and not allow resentment and pride to be greater than taking adequate steps to seek professional help and support.

The importance of inclusion of other institutions

The primary community in every child's life is the family. As we have stated, the child in the family acquires the first steps and learns the first life lessons. Therefore, it is the first and most important community in his life, but not the only one. Over time, the child feels the need to expand that community and it is in the child's nature to want something new and something more. The desire for new experiences, knowledge, challenges is growing. Therefore, it is necessary to gradually include the wider community, peers, but also various institutions in his life to complete his development. Among other things, it is about kindergartens, playrooms, various schools, etc. By attending these institutions, the child develops his intellectual, physical, social, and other values. What is important to emphasize is that by including the child in a new sphere of life challenges, parents do not lose their status, their role, and their task, on the contrary, they become part of these institutions. For the child to accept the new and different, to be accepted, to achieve optimal development and expected results, parents should be in constant contact (communication, interaction) with these institutions to have full insight into the child's progress and development, exchange information. Rosić (2005) states that as a child grows up, he expands his educational environment and the parental home is not

a closed educational environment but operates in a social environment (according to Bešić, 2020). In this case, the most important task for parents is to include the child in institutions that will contribute to his development, paying attention to creating good relationships with people involved in the process. In addition, it is necessary to pay attention to the child's interests, abilities, and burden on the child, and the most important thing is to know how to strike a balance.

CONCLUSION

The main actors in child development at an early age are parents. These are the people who are most attached to their child and with proper work and upbringing can contribute the most to his development. The most important task is to be a good parent. If we were to describe a good parent, we would say that it is a person who provides his child (in addition to basic existential needs) with unconditional love and attention, security, which imposes moral and aesthetic values, a person who is fully involved in the child's development (from birth) and which encourages the same. This is the person who, even if he does not know, wants and tries to learn to justify the role of a good parent, all for the benefit of his child. Simply, to stimulate the psychomotor development of a child, we must have a good knowledge of the course and process of child development, the child and his possibilities, as well as the ways of adequate action. Psychomotor development is an extremely sensitive area of development in a child and therefore it is important to pay special attention, especially in the earliest period (up to the third year of life). This period needs to be marked by various stimuli, experiences and forms of play because these are the basic elements that contribute to psychomotor development. The involvement of other persons and institutions also makes a great contribution. The first years of life are indeed a period of immense vulnerability, but also enormous possibilities. The child needs a person who will guide, teach, stimulate and help him to do it himself, to eventually become a person who will manage his body and brain without any problems and in the right way, and nurture his acquired and built psychomotor functions.

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