

Chapter 6

Influence of a Program Based on Aquatic Motor Stories on the Self-Esteem of Students Aged 3 to 6 Years: Self-Esteem, Education, Swimming, Physical Education

Juan Ángel Simón-Piqueras

 <https://orcid.org/0000-0002-5851-523X>

University of Castilla-La Mancha, Spain

Cristina Núñez-Tébar

University of Castilla-La Mancha, Spain

ABSTRACT

This document presents a way of knowing the influence between the aquatic environment and the stage of early childhood education. In it, an “IMA” program has been implemented for children between 5 and 6 years old, based on motor stories with themes close to them, to promote self-esteem. This program has been carried out with two groups, an experimental group where stories have been developed in the water and a control group developing traditional classes and where only the students were observed. In these groups, the authors wanted to value body and socio-affective self-esteem through Edina self-esteem booklets individually and anonymously. With the data obtained through the questions raised, results have been achieved with which to assess the self-esteem of children of these ages, highlighting benefits through the implementation of motor stories unlike traditional classes in which the results worsened, so it is demonstrated that the aquatic environment is an ideal place to work aspects related to emotional education at an early age, through playful aspects such as motor stories.

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INTRODUCTION

The topic to be dealt with in this work focuses on the influence of the aquatic environment in the Early Childhood Education stage, trying to give knowledge of the importance that this environment has in the global development of students at an early age. That is why the choice of this topic is framed in the ignorance of the adult population about the great benefits that water can bring to their sons and daughters, or even in the evolution that they may have in aspects such as their self-esteem or even the knowledge of their own body. Furthermore, as Cirigliano (1989) argues, “Aquatic practices provide the child with better development in gross motor skills, fine motor skills, cognitive, communication and socialization”, so there is a great binding importance between the aquatic environment and the smallest, offering this means innumerable benefits that, both in the short and long term, will serve as a positive instrument in their future behaviors.

It is also important to highlight the demand for different sports among boys and girls, in which many of their benefits are unknown at the time of their practice. For this reason, we cannot forget that in addition to the game in the land environment or the concepts worked in the classroom on the desk, there are different work models in which even more concepts can be worked than out of the water. Movement is a form of knowledge that, in an environment such as the aquatic one, as Diem, Franco, and Navarro (1980) argue, produces higher levels of personal, social and motor development among children aged 4 to 6 years, and that it can be worked in turn in the water.

Certain aspects that have been worked on throughout the degree in Early Childhood Education is the importance of starting to work with infants at an early age, where their maturational level begins to develop, along with the development of skills such as learning to learn., “The sooner they begin to learn to learn, the sooner they will develop abilities such as concentration, autonomy, self-esteem and motivation for learning” (Osse and Jaramillo, 2018). So early childhood education is a place where you also learn to develop an education in which the student develops globally, learning present aspects that may be of help in the near future. That is why the choice of the subject of this work has been selected to uncover milestones where it is only believed that learning should take place within the classroom, somehow detracting from teaching outside of it, the aquatic environment being a ideal place for the global development of apprentices in different aspects of their lives.

As the author Prieto (2012) points out, working in the aquatic environment serves as stimulation for the child where important benefits are provided in different areas of this such as at a psychological, intellectual, emotional, socio-affective or motor level, among others. With the following work, an attempt is made to make known in a more specific way the great relevance existing between the aquatic environment, the global development of the student and the benefits that this can bring in their practice. Highlight the link that both land and aquatic environments can have, when working on concepts closely related to the lives of infants, learning to develop relevant aspects for them and that can be diverted to future situations.

For this justification, data collected in the swimming pool will be provided, where real data have been obtained on aspects related to self-esteem and aspects at the level of body schema, among others, in boys and girls of 5 and 6 years of age in a real situation within an aquatic environment such as a swimming pool.

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