Chapter 10

Comparative Study of Movement Development Programmes in Preschool Review: The Case of Slovakia, Slovenia-Turkey

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Introduction

The purpose of preschool education is to contribute to the physical, emotional, and cognitive development of children while preparing them for primary education (Demiral & Dindar, 2020). The Turkish National Education System aims not only to equip children with academic skills but also to improve their physical abilities and soft skills. Likewise, the founding principles of preschool education align with a vision that supports the multifaceted development of children across various factors, including physical, emotional, cognitive, social, cultural, language, and mobility (Özyürek et al., 2015).

Mobility is a central aspect of a child's life. Through movement, children learn to observe, behave, interact, and react, which is fundamental for researching, exploring, and understanding the world around them (Özmen, 2005). While movement and physical activity are essential for children's

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development (Özbar et al., 2004), the most sensitive period for the development of these skills is between the ages of 6-12 (Live et al., 2021). Applications related to coordination, strength, reaction, attention, speed, balance, and flexibility abilities, which increase in moderate gain importance by the age of 5 (Sunar, 2019), and they maintain their importance until the age of 12. Therefore, children should develop a habit of regular physical activity during the preschool period as it is much easier to establish this habit than in adolescence. According to Gallahue and Donnely (2003), fundamental movement skills are an indispensable element of learning and communication in children, and during early childhood development, they are most receptive to acquiring new motor skills (Kerkez, 2012).

The objective of motion training is to define and strengthen the potential of each student's mobility. As students become more physically active, they are able to undertake more tasks in physical activities (Özmen, 2005). Movement training during the preschool period contributes to the development of a robust skeletal and muscle structure, as well as to the healthy development of the cardiovascular system. As a result, it enhances resistance to potential physical or mental problems later in life (Güç, 2020). Children who acquire basic movement skills will be prepared to develop specialized skills and transfer these skills to lifelong recreational, sports, dance, and play activities. The preschool and primary school years are crucial for the specialization of fundamental movement skills (Karaman & Suel, 2020).

Despite the importance of meeting the movement needs of preschool children from an early age, a significant portion of the literature lacks focus on educational activities (Özyürek et al., 2015). This study examines the preschool movement development programs of respective educational systems in Turkey, Slovakia, and Slovenia. The literature of these countries was examined descriptively using the prism method.

Education System in Turkey

The Turkish education system is governed by the Law No. 3797, which outlines the management structure framework. This law comprises the Ministry of National Education, provincial organizations, and affiliated institutions. Preschool education in Turkey is not compulsory and depends on parents' choice. Primary education is compulsory, aiming to foster positive habits and develop individuals in early childhood. It aims to prepare students for higher education by imparting basic skills, knowledge, and behavior aligned with the national moral understanding of the country. The secondary education level focuses on preparing students for higher education, offering various courses and abilities (Official Gazette, 1973).

Education System in Slovakia

In 2008, the Ministry of Science, Research, and Sports in Slovakia presented a new educational law approved by the Council of the Slovak Republic on May 22, 2008. On June 19, 2008, the Ministry of National Education approved the National Education Program (NP) (Bendíková, 2012). The NP aims to provide opportunities for children to rediscover their culture and cultural structures, enhance their imagination and creativity, recognize themselves, and actualize their cognitive abilities. The general objective of education is to promote critical and creative high-level thinking skills, develop both soft and academic skills, improve sensitivities, and create settings that make children more active. The preschool education system in Slovakia has an integrated structure and a non-compulsory educational approach. Primary education is a gradual starting point for students to develop their skills. Preschool education aims to support family growth, raise the welfare levels of parents, and promote the child's mental and physical development (Krajčovičová, 2011).

The Slovak preschool education system is integrated and has a non-compulsory approach. Primary education is a gradual starting point for students to develop their skills. Preschool education improves the well-being of parents by enhancing their children's mental and physical abilities and providing support for the family (Devjak et al., 2011). In recent years, the rate of attending pre-primary education has increased. Between 2019 and 2020, 87,708 children received preschool education, representing 87.7% of children aged between 1 and 5. Moreover, 94.1% of 4-year-old and 5-year-old children received preschool education (S.O.R.S.A., 2022).

The education system in Slovenia is managed by the Ministry of Education, Science, and Sports, which oversees a range of institutions including those under the jurisdiction of the Ministry of Science and Technology, the Ministry of Labor, Family, and Social Affairs, the Ministry of Finance, and the Ministry of Interior (Eurydice/cevedop, 2003a). The system covers children aged 1-6 years old who attend basic education institutions, although preschool education is not compulsory and is offered on a voluntary basis. The aim of early childhood education is to foster the cognitive, psychomotor, and other skills of children in the best possible way. Compulsory education in Slovenia spans from ages 6 to 15, and aims to support the social, emotional, and spiritual development of children, while also contributing positively to their personalities (Eurydice/cevedop, 2008a). In the 21st century, constant development and innovation are becoming increasingly important to enable individuals to renew themselves and adapt to changing environments.

Educational philosophies are shaped by the unique characteristics and perspectives of each country (Tutkun, 2010).

Education is a crucial aspect of any country's identity, and the development of motor skills is as significant as academic development. Motor skills refer to movements learned through experience and behavior, such as walking, running, and jumping, which are important for a child's basic development. The acquisition of new motor skills and learning behaviors continues throughout an individual's life (Sayı, 2011).

The development of movement skills during the preschool period and motor skills related to object movement can benefit sports and playground activities during childhood (Guven, 2005). Basic movement skills and games are integrated into the curricula of basic education institutions (Duman, 2014). Motor skills are an essential area that influences a child's overall development. As such, this literature review aims to comparatively analyze pre-school movement development programs in Turkey, Slovakia, and Slovenia using the prism method.

Methodology

As part of the qualitative research methodology, this study employs document analysis. We conducted the systematic review in accordance with the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) and the Institute for Scientific Information (ISI) Web of Knowledge database. We scrutinized the literature published between 2009-2022 for keywords such as Slovakia, Slovenia, Turkey, movement, sports and movement, sports and family, preschool movement education, and preschool motor skills. For screening purposes, we used ProQuest, EBSCO, Google Scholar, Dergipark, Web of Sciences, and PubMed. We classified studies that satisfied all inclusion criteria based on their study design, as descriptive, comparative, or predictive. The search terms yielded 158 studies, out of which we identified 42 conducted in Turkey, 58 in Slovakia, and 58 in Slovenia. We selected 30 articles (10 from each country) dealing with family participation or movement education in preschool for analysis by adhering to the inclusion criteria.

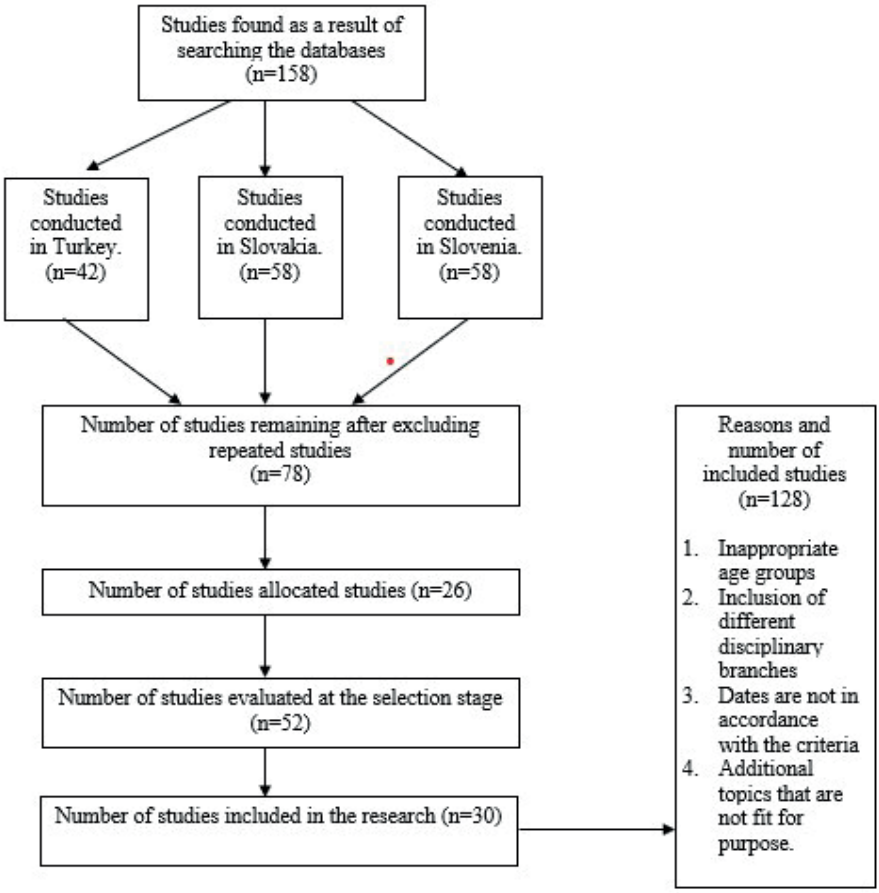

Figure 1. PRISMA notification

Results

After examining case studies based on movement development in preschool, it was observed that the implementation of movement education and basic gymnastics education programs contributed to the motor development in children, albeit in a limited number of studies. Based on these promising findings, it is imperative to increase both the number and quality of motor skills programs in preschool (as summarised in Table 1). The holistic development of children's skills is feasible through the adoption of appropriate educational programs that support their growth. The effectiveness of these programs is contingent not only on their content but also on their implementation, highlighting the impact of schools on education. The inadequacy of motor skills programs in preschool education has been a subject of concern among researchers (Demiral & Dindar, 2020).

When analyzing case studies centered on family support and preschool participation in Turkey, it becomes apparent that the involvement of the family holds equal importance to the child's eagerness to engage in sports activities. As families attain higher education and income levels, there is a parallel increase in their children's participation in sports at a young age, as well as the parents' knowledge and awareness of physical activity and sports. Additionally, a significant relationship exists between the parents' athletic status and their children's inclination towards sports at an elite level. In general, individuals or parents who engage in sports activities are more likely to encourage their children to pursue sports or support them in becoming elite athletes. This is largely due to their families' concerns for protection and the values offered by defensive sports. (Tablo2).

Examination of studies on early childhood movement development in Slovakia reveals that motor performance test results vary based on gender, and that there exists a significant positive relationship between the duration of physical activity during leisure time and basic motor skill performance. General physical performance levels of children show a positive correlation with increasing age, and children have been noted to possess motor skills that are suitable for their developmental age range. In object movement activities, boys tend to perform better than girls, while girls exhibit greater success in self-movement activities. Literature studies further indicate that the overall physical development level of children in the region is lower for families with insufficient financial resources (Table 3).

When examining movement development-based studies in preschool education in Slovenia, it is emphasized that movement-based programs have led to increased walking and running behaviors in children, with variations observed based on gender. Furthermore, the studies highlight the importance of at least one hour of outdoor physical activity activities in preschool education, and indicate that 1.9% of children are not completely physically active when compared to their active peers. Sedentary behavior is observed to increase during weekends and holidays, with children engaging in more sedentary activities outside of the structured school system. Moreover, there is a significant difference in motor skills between children who attend preschool and those who do not. According to available documents, children show a particular preference for natural playgrounds that offer diverse play and learning opportunities and are observed to play games using various natural materials in playgrounds such as forests. Additionally, chase games are popular among children, with boys being more active in forest playgrounds than girls. Urban children in Slovenia have been found to be more physically active than their rural counterparts, with positive effects on their academic performance noted in literature studies. (Table4)

Table 1. Preschool Movement Development Based Studies in Turkey

Researcher, Year	**Name of the Study**	**Purpose of the Study**	**Research Approach**	**Participants**	**Main Findings**
Altınkök, Vazgeçer and Ölçücü, 2013	Investigation of the effect of special physical education programme design including the development of basic motor movements on the development of basic motor movements of 5-6 year old children	It was aimed to investigate the effects of 16-week physical education programmes on the physical fitness of preschoolchildren aged 5-6 years.	Quantitative Pattern	Child (n:60)	It has been concluded that children aged 5-6 yearscan reach a mature form in all basic skills if they continue their movement education programme.
Ibis, Aka, Kurt &Aktuğ, 2014	A Study on the Investigation of Physical Activity Level, Motor Skills and Attention Levels in Children	The aim of this study was to determine 11-year-old children's motor skills (MB), physical activity level (PA) and attention levels (AD) and to examine the relationship between these variables.	Quantitative Pattern	Male Child(n:101) Girl Child(n:121)	According to the results of the analyses, it was determined that 78.2% of the males and 74.4% of the females were in the below average, bad and very bad categories in the categorisation of MBs; 49.5% of the males and 20.7% of the females werebelow the limit in the categorisation of DDs. Whilethere was no significant relationship between the participants' FAS and DDs, a significant positive relationship was found between FAS and locomotor skill. In addition, a significantrelationship was found between MB and DD parameters.
Durukan, Koyuncuoğlu andŞentürk, 2016	Investigation of Basic Gymnastics Programme in Preschool Children in Terms of Motor Development	It was aimed to investigate the effect of 16-week basic gymnastics training programme on motor development in 6-year-old children.	Quantitative Pattern	Child (n:54)	No significant difference was found between the experimental and control groups in the motor development of preschool children in the basic gymnastics training programme.
Çelebi, Bayazıt, Tuncil, & Yılmaz, 2018	The effect of movement education activities on motor development in preschool period	It was aimed to examine the effect of movement education activities on motor development in preschool.	Quantitative Pattern	Child (n:20)	It was concluded that directing children to activities that develop movement skills by educators in the preschool period has a positive effect on them by enabling them to discover their movement potential.

Pişkin, Şengür &Aktuğ, 2020	Investigation of the effect of summer sports schools on motor skills in children	The aim of this study was to investigate the effect of training on motor skills of children participating in summer sports schools.	Quantitative Pattern	Child (n:117)	As a result of statistical analysis, it was determined that DMT 20m sprint, DMT side jump, DMT flexibility, DMT long jump, DMT sit-up, DMT balance and DMT push-up values increased significantly in the post-test. In addition, although there was no statistically significant difference in the DMT 6-minute run test, it was determined that the post-test values were better. According to the categorisation of children's motor skills, while there were 66 children in the very low and low category in the pre-test, this number decreased to 19 in the post-test. While there were 7 children in the good and very good category in the pre-test, this number increased to 32 in the post-test.
Mülazımoğlu Ballı and Hürmeriç Altunsöz, 2022	Motor Skill Practices in Preschool Period in Turkey	The aim of this study is to determine the motor skills practices offered to preschool children in Turkey and toinvestigate the results.	Qualitative Design	Child (n:1419)	Despite the small number of motor skills programmes in Turkey, the contribution and diversity of the studies to the field is promising. This study reveals the necessity to increase the number and quality of motor skills programmes implemented in preschool.

Table 2. Family Support and Participation in Preschool in Turkey Movement Development Based Studies

Researcher, Year	**Name of the Study**	**Purpose of the Study**	**Research Approach**	**Participants**	**Main Findings**
Dinç, Uluöz, & Sevimli, 2011	Ailelerin çocuklarını spor ve fiziksel aktiviteye yönlendirmelerine ilişkin görüşleri	The aim of this study is to determine the factors affecting theparticipation of parents in sports intheir children's lives, their views on the conditions in the sports environment and their awareness of the benefits of sportive activities.	Mixed Pattern	Parent (n:161)	In participation in sportive activities, it is important that the family is interested as well as the child's willingness. According to the increase in the level of education and income of families, participation in sports at an early age and the levelof knowledge and awareness of parents about physical activity and sportive activities are parallel.
Gülay & Mirzeoğlu, 2012	Çocukları Spor Yapan Ailelerin Psikolojik Kazanımlarının Çeşitli Değişkenlere Göre Karşılaştırılması	To examine the psychological gains of parents whose children participate in sports as competitors according to various variables.	Quantitative Pattern	Parent (n:195)	In the study, when the psychological gains of the parents were compared according to their gender, male parents had significantly higher gains than female parents in the sub-dimensions of gaining status and self-esteem. It was determined that the differences obtained were between primary school + secondary school graduates and university and master's + doctorate graduates. According to this result, as the educational level of the parents increases, the psychological gains of the families decrease, and as the educational level decreases,the psychological gains increase significantly.
Ascend, 2019	The relationship between family participation in sport and their children's orientation towardselite sport	The aim of this study is to reveal the attitudes of those who do sports and those who do not do sports towards their children's aspirationsto become elite level athletes.	Quantitative Pattern	Parent (n:1000)	A highly significant relationship was found between parents' sporting status and their children's orientation towards elite level sport. When we evaluate the results in general, it is seen that individuals or parents who do sports direct their children to sports more or support their children to become elite level athletes.
Tekçe & Çoban, 2022	Expectations offamilies in directingtheir children to Taekwondo/kick boxing branch	The aim of this study is to examine the reasons and opinions of thefamilies for directing their children to Taekwondo and kick boxing sports branches.	Qualitative Design	Parent (n:15)	Since Taekwondo and kick boxing are defencesports, families want their children to be disciplined in their lifestyles because they want their children to be disciplined in their lifestyles because Taekwondo is also about discipline, and because these branches provide self-confidence.

Table 3. Studies on Preschool Movement Development in Slovakia

Researcher, Year	**Name of the Study**	**Purpose of the Study**	**Research Approach**	**Participants**	**Main Findings**
Ruzbarska, Piątkowska, 2008	Condition and co-ordination abilities in motor performance of preschool children	To evaluate motor skills of preschool children and the hierarchy of motor and physical variables.	Quantitative Pattern	Child (n:124)	According to the results of motor performance tests, a significant difference was found according to gender.
Odraska et al.2021	Relationship between leisure physical activity time and basic motor skill performance in younger school aged children	The aim of this study was to investigate the relationship between physical activity time in leisure time and basic motor activity.	Quantitative Pattern	Child (n:91)	According to the results of the study, a significant relationship was found between physical activity time in leisure time and basic motor skill performance.
Willweber, Čillík, 2017	Physical development and generalphysical performance ofchildren at the age of 5 -10 years	To reveal the general physical performance levels of school-age children depending on the age of the children.	Quantitative Pattern	Child (n:80)	The overall level of physical performance in the individual experiences of children's lives showed a positive difference in physical performance with increasing age.
Pasichnyk et al.2018	Prerequisites for the physical development of preschool children for the realisation of the tasks of physical education	To learn about the physical fitness and level in children aged three to six years.	Quantitative Pattern	Child (n: 1188)	It was found that children had motor skillsappropriate for age development.
Róbert et al, 2018	Structure of Talent and IndividualSports Profiles in Late Childhood	To determine the individualsports prerequisite profiles of 6-7 years old children, to recommend sports according to test scores and individualsports profiles.	Quantitative Pattern	Child (n:45)	The individual motor tests applied to determine the suitability of the prerequisites of sports activities for a particular sport showed that the sports that children practised and the sports in which they showed ability differed significantly.
Macura et al.,2019	Basic motor competencies in the 1stand 2nd grade elementary children in Slovakia)	to improve the understanding of the level of basic motor competences.	Quantitative Pattern	Male Child (n:156) Girl Child (n:151)	In object movement activities, boys performed better than girls. The situation is the opposite in self-movement activities.

Šimonek, Norahalmova &Vojtikova, 2020	Testing motor predispositions andcompetences of primary school children in the Czech and Slovak Republics	In 2020, to compare the resultsof participation and fitnesstests of children's movement competences at the beginning of school with the results of genetic analysis for the purpose of sports ability.	Quantitative Pattern	Child (n:271)	When the gender differences in the Slovak sample were analysed, it was found that girls showed highervalues in jumping, broad jumping and sliding tests, while boys showed higher values in the rest of the movement tests and all object control tests. When the gender differences in the general test results of motor skills were analysed, a statistically significant difference was observed.
Borzíková et al,2020	Development of basic motor competencies among standard population during the prepubertal period	To determine the motor skills of 6-7 year old children and tosupport their physical and sportive development.	Quantitative Pattern	Child (n:88)	As a result of the study, it was determined that therewas a significant difference between the control andexperimental groups. The effect of the programme had a positive result.
Peric, Ruzbarsky &Tufano, 2021	Relationships between Socioeconomic Indicators and Motor Performance of Schoolchildren in Slovakia	Among the many factorsaffecting the amount of physical activity in children, socioeconomic status, type of school and the area where they live is to reveal the relationship with physical development.	Quantitative Pattern	Child (n:31620)	If the family does not have sufficient financial resources, the general physical development level ofchildren in that region is lower.
Leutterova, etal. 2022	Basic Motor Competencies in 6- to8-Year-Old Children from Slovakia	It aimed the relationship between motor competence levels and gender variables.	Quantitative Pattern	Child (n:285)	It was observed that boys scored higher than girls in object movements. In self-control movement skills,girls were found to be higher than boys.

Table 4. Studies on Movement Development in Preschool in Slovenia

Researcher, Year	Name of the Study	Purpose of the Study	Research Approach	Participants	Main Findings
Pisot et al. 2010.	Fundamental motor patterns in children aged 4 - 7 years	To identify and analyse the presence of selected basic elements in Slovenian children aged 4-6 years.	Quantitative Pattern	Student (n:107)	No significant difference was found in motor skills movements. Differences were found between the variables in walking and running behaviours.
Pisot, Planinšec, 2010	Motor Structure And Basic Movement Competences In Early Child Development	This study was conducted to determine the adequacy of the development of motor skills in early ages.	Quantitative Pattern	Child (n:603)	A significant difference was observed between motor skills and gender variable.
Zurc, 2011	Physical Activity of Slovenian Children	to analyse the structure and character of Slovenian children's physical activity in late childhood.	Quantitative Pattern	Child (n:1660)	It was concluded that children (46.0%) were physically active in their free time for one hour a day. It was concluded that 89,1% of ten-year- old Slovenian children were active outdoors for one hour at least twice a week and for one hour at least four times a week; 9% of children were physically active irregularly and 1,9% of children were completely physically inactive.
Volmut, Pišot, Šimunič, 2011	Objectively measured physical activity in children aged from 5 to 8 years	To analyse intra- and inter-day physical activity in children aged 5-8 years.	Quantitative Pattern	Child (n:97)	Gender only significantly influences moderate and moderately tovigorous physical activity. More or less than 21% to 67% of all children achieve more than the recommended 60 minutes of moderate to vigorous physical activity for a healthy lifestyle. A linear downward trend was modelled for boys and girls aged three to eighteen years. At 18 years of age, the decline in overall physical activity was found to be 45% for boys and girls.
Jurak, Cooper, Leskošek, Kovač , 2013	Long-term Effects of 4-year Longitudinal School-based Physical Activity Intervention on the Physical Fitness of Children and Youth during 7- year Follow-up Assessment	This is the first assessment of the Republic of Slovenia's efforts to synthesise and report on physical activity (PA) standards for children and young people, following the model of the Global Alliance for Active Healthy Children rating system.	Quantitative Pattern	Child (n:324)	Over an 11-year period, the PA intervention group differed significantly in all motor tasks, but not in anthropometric measures or body mass index, after controlling for year of measurement and sex. Differences between the control and intervention groups appeared to diminish over time.

Sember, Starc, Jurak, Golobič, Kovač, Samardžija & Morrison, 2016	Results From the Republic of Slovenia's 2016 Report Card on Physical Activity for Children and Youth	This is the first assessment of the Republic of Slovenia's efforts to synthesise and report on physical activity (PA) standards for children and young people, following the model of the Global Alliance for Active Healthy Children rating system.	Qualitative Design		In Slovenia, sedentary behaviour is higher on weekends and holidays. Children are involved in sedentary activities when they are outside the structured school system.
Salaj, Krmpotic, Stamenkovic, 2016	Are Specific Programmes A Threat To Overall Motor Development Of Preschool Children?	differences in motor skills in children enrolled and not enrolled in preschool institutions in the organised exercise programme (multilateral exercise programme, football programme, rhythmic gymnastics programme).	Quantitative Pattern	Child (n:78)	There is a significant difference in motor skills between children attending preschool and children not attending preschool.
Torkar, Rejc, 2017	Children's Play and Physical Activity in Traditional and Forest (Natural) Playgrounds	Early childhood is a very important period for children's physical and cognitive development. A child's exposure to nature has proven to be beneficial during this period of human life. The aim of this research is to investigate children's play and physical activity in a traditional playground and a forest (natural) playground.	Qualitative Design	Child (n:25)	The children chose natural playgrounds that offer a wide variety of play and learning opportunities that are not available in other playgrounds. In the forest playground, they mostly played with different natural materials and preferred different chase games. Boys were found to be more active than girls in the forest playground. The study concluded that it is important for preschool teachers to use natural playgrounds frequently and regularly.
Volmut et al. 2009	Physical Activity Drop After Long Summer Holidays In 6- To 8-Year-Old Children	To examine the effect of long summer holiday (LSV) on physical activity (PA).	Quantitative Pattern	Child (n:68)	There are significant differences between genders. Differences were found in motor skill movements of children during holidays.
Sember, Morrison, Jurak, Kovač , Starc, 2018	Differences in physical activity and academic performance between urban and rural schoolchildren in Slovenia	In Slovenia, existing studies on the relationships between physical activity (PA), academic performance (AP) and degree of urbanisation have used subjective self-report instruments to assess physical activity, which often leads to an underestimation of actual PA. The aim of this study is to investigate whether this may have different implications.	Quantitative Pattern	Child (n:356)	It showed that urban children in Slovenia were more physically active and achieved better AP (maths grades) than rural children. Children who were active between 60 and 120 minutes MVPA/ day (physical activity) had higher AP than their peers who were active for less than 60 minutes or more than 120 minutes, while the latter groups did not differ in academic performance.

Results and Discussion

In studies conducted in Turkey, it has been determined that programs for motor skills in the pre-school period have a positive effect on improving motor skills of children (Altınkök et al., 2013). It was emphasized that the programs should be written in accordance with the age and development of children and should be implemented for longer than 16 weeks (Durukan et al., 2016). It has been found that educators directing children as moderators to motor activities to be applied in the preschool period have a positive effect on their psychomotor development (Çelebi et al., 2018). Studies have shown that the gender factor affects motor skills (İbiş et al., 2021).

It has been proved by the studies that the studies on motor skills are quantitatively scarce but qualitatively positive contributions to the field (Mulazımoğlu Ballı & Hürmeriç Altunsöz, 2022). Similar results were seen in studies conducted in Turkey, Slovakia and Slovenia. In these results, it was observed that the gender factor had an effect on motor skills (İbiş et al., 2021; Volmut et al., 2008; Volmut et al., 2011; Jurak et al., 2013, Pisor & Planinsec, 2010; Flata Lutterova et al. , 2022; Ružbarská & Piątkowska, 2008; Macura, 2019; Simonek et al., 2020; Torkar & Rejk, 2017).

In Slovakia, it has been determined that as the age level of children increases, their physical maturation and experience improves their motor skill performance positively (Willwebwe & Čillík, 2017). It has been observed that the age ratio of children affects motor performance (Pasichnyk et al., 2018). It has been observed that there is a difference between children's abilities and motor skills, and the field of sports activity they choose is different (Róbert et al., 2018). It has been established that motor performance programs have a positive impact on children's development (BoržíKová et al., 2020). Moreover, it has been observed that families' socioeconomic and educational status has a positive effect on children's psychomotor development and sports participation (Peric, Ruzbarsky, & Tufano, 2021; Din., Cute, & Uluöz, 2011; Yüksel, 2019).

Gender is a significant factor in parents' perspective on sports (Gülay & Mirzeoğlu, 2012), and families' sports choices are prioritized when they contribute to the children's development in different areas (Tekçe & Çoban, 2022).

Studies conducted in Slovenia indicate that children do not engage in motor skill-related games during their leisure time, and there is a notable difference between age and motor performance (Zurc, 2011; Sember, Sember, Kovač, & Starc, 2016). However, contrary to this finding, some studies have reported

the opposite (Odráška, Krc, & Dolníková, 2021). Additionally, attending preschool education institutions has a positive impact on children's motor and movement skills (Slaj, Krmpotic, & Stamenkovic, 2016).

Gender is also a determining factor in children's preference for motor movement games (Sember, Sember, Kovač, & Starc, 2018). Furthermore, studies have revealed that systematic exercises improving motor and performance skills have a positive impact on motor performance tests and motor skills of children (Pişkin, Şengür, & Aktuğ, 2020).

As a result, intervention programs should be developed to enhance children's motor performance and psychomotor development. More emphasis should be placed on motor skill-related activities at school, and training programs on psychomotor development can be organized for families. Moreover, experts in motor skills can prepare training and certification programs for teachers, who can subsequently monitor the children's motor development at regular intervals using motor performance scales.

In conclusion, the development of children's motor skills is a critical aspect of their overall growth and well-being. Therefore, it is essential to consider various factors that contribute to children's physical activity levels and motor skill performance. Preschool teachers can play a crucial role in enhancing children's motor skills by frequently and regularly using natural playgrounds. Additionally, during holidays, it is recommended to create holiday routes based on the activities preferred by the children to ensure that their motor skill movements remain active.

Parents also have a significant role in promoting physical activity and effective use of leisure time for their children. Studies show that there is a strong relationship between physical activity time in leisure time and basic motor skill performance. Therefore, parents must encourage their children to engage in physical activities and utilize leisure time effectively. Furthermore, individuals or parents who are active in sports often direct their children towards sports or support them to become elite athletes. Thus, creating environments where families can easily access physical activity areas and activities is crucial.

Finally, studies in the literature reveal that children's general physical development level in regions with limited financial resources is lower. Therefore, public institutions and organizations should support social responsibility projects in these disadvantaged regions and contribute to implementing movement education programs in preschool children, ultimately promoting their motor skills development.

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