

MOVEMENT PROGRAMMES AS A MEANS TO LEARNING READINESS

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ABSTRACT

Movement is a prerequisite for learning readiness. There continues to be growing research that movement and bodywork improve brain function and learning. Learning readiness requires the effective functioning of lower level systems in order for the higher level systems to perform adequately. The aim of this study was to determine whether a specifically designed movement programme, which includes activities for developing the sensory-motor system, can help the educator to improve the child's learning readiness. The systems specified in this study include the vestibular, proprioceptive, tactile, visual and auditory systems. A one-group pre-test/post-test design was selected to obtain data before the implementation of a movement programme regarding Grade 2 learners (N=14) who experienced barriers to learning, as well as to determine the impact of the movement programme. After applying the t-test in the different subtests, no significant differences between the pre-test and post-test were found. However, the significant results that were obtained must be considered with caution because of the size of the sample.

Key words: Movement intervention programme; Learning readiness; Sensory motor system development; Movement and scholastic achievement; Far senses; Near senses.