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## Abstract

The aim of this investigation was to study school children's motor skills in relation to Physical Education considering two main questions:

- \* Is quantity of Physical Education of any importance to school children's motor skill?
- \* Is it important that school children have educated P.E. teachers?

204 pupils, age 7-12 years, from different parts of south Sweden were observed in motor skills using MUGI observation record. Difficulties in performing a movement were noted and all data was statistically analysed. 17% of the observed children had grave difficulties in performing MUGI movements and 25% had slight difficulties. Girls had better motor proficiency than boys, specially in lower ages. 65% of the pupils who had grave motor difficulties were boys.

Education time for Physical Education varied from 30 min/week to 120 min/week. 70% of the oldest pupils received Physical Education the longest time and they also had the best results in the motor tests, if they were educated by qualified P.E. teachers. Almost 50% of the observed pupils were educated by not qualified P.E. teachers and 60% of those showed grave or slight motor difficulties. For pupils educated by qualified P.E. teachers the correspondent result was 24%.

Despite that many scientists and educators agree on the fact that movement and motor development are of great importance to children's whole development, their self confidence and indirectly even their learning ability, P.E. education in Sweden has been reduced to 30 min/week for some pupils and only about 50% are educated by qualified P.E. teachers. The results from motor observations in this study indicates that both quantity and P.E. teachers' education are of importance to school children's motor skills.

## Key words

Motor skill observations, MUGI observation record, Physical Education, qualified P. E. teachers