

An Empirical Study of Physical Activity for 4-5 Year Olds from the Perspective of Movement Development

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Abstract: Taking movement development as the research perspective, according to the theory of movement development, the law of physical and mental health development of young children and the principles of constructing physical activities for young children, we adopt survey method, experimental method, testing method and mathematical and statistical method, and through a 3-month experimental study on 4-5 year old children, we construct a suitable physical activity content system for 4-5 year old children to meet the developmental needs of young children, with a view to alleviating the current The study was conducted with 4-5 year olds to build a physical activity content system suitable for 4-5 year olds to meet their developmental needs and to alleviate the current pressure on physical education. With reference to the theory of human movement development, the study combined the perspective of movement development to construct physical activity contents for children at different stages from three perspectives of displacement, manipulative and control movements as primary indicators. The experimental school-based physical activity content had good effects in promoting the development of children's manipulative movements, and the control group showed differences in the total scores of the school-based physical activity before and after the experiment, among which the development of object control movements was better, but the development of children's body movement still had more room for improvement, and only running and side sliding showed significant differences. In the experimental group, except for the object control movements in which there was no significant difference between girls shooting and kicking a ball in place before and after the experiment, all other types of movements showed different degrees of differences. It indicates that the content system of physical activity for young children constructed by the study can effectively promote the development of gross motor movements of young children and is better than the content of school-based physical activity

1. Introduction

Movement is the most fundamental domain of human development, and physical activity is the basic pathway of movement development ^[1]. Piaget pointed out that human cognition begins with

movement, and all cognition begins with movement^[2]. Experts have classified movements as "fine movements" and "gross movements" according to the different muscle groups mobilized by the movements to distinguish the types of movements. Subsequently, the basic motor skills were divided into displacement, manipulation, and non-displacement (control) movements, which include walking, running, jumping, throwing, climbing, and other motor contents in the developmental stages of young children's movement, and serve as a good guide and reference for young children's movement development. The TGMD-2 scale, which was developed by Ulrich in 1985 and modified in 2000, has been used in China and other regions, and has been tested for reliability and validity^[3]. Scholars such as Wu Shengkou^[4] and Mo Yuehong^[5] used the TGMD-2 scale and the National Physical Fitness Measurement Standards Manual (Early Childhood Part)^[6] to test the motor development and physical health of young children and pointed out that gross motor development exercises in early childhood had a significant effect on the development of young children's movements, but there was no significant difference on the level of physical health of young children. Some scholars have also conducted experimental studies on the correlation between gross motor development and physical fitness in toddlers, the relationship between physical fitness and gross motor development in toddlers, and the relationship between basic motor skills and physical fitness, respectively^[7-11], and all showed positive correlations. The present study was constructed based on the guidance of movement development theory^[12-14] and the design scheme of physical activity content system for young children.

2. Research Methodology

2.1. Research Object

A total of two middle classes (4-5 years old) of the experimental kindergarten in L city were selected as the subjects of the study. In the experimental group, there were 34 children in the middle (1) class, including 18 males and 16 females, and 33 children in the middle (3) class in the control group, including 17 males and 16 females, and the height and weight of the children in the experimental and control groups were analyzed by using independent sample t-test, which showed that $P > 0.05$, indicating that the samples were not significantly different, and the grouping basically met the statistical requirements.

2.2. Research Tools

2.2.1. Expert Survey Method (Delphi Method)

In the index screening process, a total of 12 front-line experts in early childhood physical education and professors and associate professors who focus on early childhood physical education research were selected (10 valid questionnaires), and the index screening questionnaires were distributed to the experts, which mainly focused on displacement motor skills (body movement motor skills), manipulative motor skills (object control motor skills), and control motor skills (body control motor skills) in the basic motor development process of young children. In the process of constructing the content system of children's physical activity, the questionnaire was designed with the following indicators in the process of constructing the content system of physical activity for children, two rounds of questionnaires were distributed to experts, and a total of 34 indicators were finally determined, including 15 displacement movements, 9 manipulative movements and 10 control movements for 4-5 year olds.

2.2.2. Test Method

(1) Gross Motor Test

The American scholar Ulrich developed this scale in 1985. The scale consists of two parts: displacement and control movements, with a total of 12 test movements. Each action contains 3-5 scoring criteria, and each criterion is scored 1 point and 0 points are not achieved. Before the test, the testers explained the action to be tested and demonstrated the action accurately, and the subjects imitated the action for the test without much reminding during the test. The test scale has been used in many regions such as China, and has received good reliability and validity tests.

(2) Physical Fitness Test

The test items consisted of six items: sitting forward bend, standing long jump, continuous jumping on both feet, walking on balance beam and 10-meter folding run, which reflected the flexibility, explosive power, coordination, balance ability and speed of children. The physical quality index test before and after the experiment is of great significance to the reasonableness of the arrangement of physical activities for children.

(3) Experimental Method

Experimental period: September 2019-December 2019, to ensure that young children receive three months of sports intervention.

Experimental hypothesis: by using the content system of physical activity for young children constructed by the study to carry out teaching, it can effectively promote the development of young children's movements, and at the same time can effectively improve their physical quality.

2.3. Research Process

2.3.1. Research Experimental Factors Control

In this study, physical activity intervention for young children was conducted for a total of 3 months, and the experimental group and the control group had physical activity intervention for 3 class periods per week (including physical education classes, extracurricular activities, etc.), with each session lasting 30 minutes, and was organized and implemented by the kindergarten physical education teacher, with myself working as a teaching assistant. Among them, the selection of physical activity content for young children in the experimental group was choreographed and organized according to the results of the construction of physical activity indicators for young children under the perspective of movement development, and the purpose and precautions of the experiment were communicated with the physical education teachers of young children before the experiment started. The physical activity for young children in the control class was conducted by adopting the traditional lecture content and teaching plan of this kindergarten. In order to avoid interference between teachers and young children, the experimental group and the control group were not taught at the same time, and were taught by different physical education teachers for young children. At the same time, the two teachers were required to reach the same intensity and load during the physical activity of young children and follow the law of physical development of young children.

2.3.2. Experimental Steps

A. Experimental preparation, according to the indicators screened and determined by the construction of the content system of physical activity for young children from the perspective of movement development, we worked with the kindergarten physical education teacher to arrange the teaching schedule, design the teaching content and develop the lesson plan.

B. Pre-experimental test, first of all, the children involved in the experiment were tested for their gross motor development and physical quality to understand their current level.

C. Teaching experiment, according to the teaching plan arrangement, the experimental class was taught with the newly arranged syllabus, and the control group was taught with the traditional teaching methods and contents.

D. Post-experimental test, at the end of the teaching experiment, the children's gross motor development and basic physical quality were tested again to complete the experiment.

2.4. Data Analysis

This study used Excel and SPSS 24.0 to crawl comb the questionnaire survey data and the data of movement development test and physical quality development test of toddlers tested before and after the experiment, expressed as percentage and mean \pm standard deviation, respectively, and the data were statistically analyzed using paired sample t-test and independent sample t-test.

3. Research Analysis

3.1. Construction of the Content System of Physical Activity for Young Children

3.1.1. Theoretical Basis for the Construction of the Content System of Physical Activities for Young Children

The development of human movement is the basis of various physical activities, and it is a complex and diverse development process that runs through the whole development of human beings. Therefore, the study of movement development from the early childhood stage is in line with the law of human movement development, and at the same time is of great significance to the future development of young children. The development and improvement of basic motor skills play an important role in children's subsequent proficiency in various sports and participation in various competitions and other physical activities, and emphasize that the mastery of basic motor skills is the basis for effective and rational completion of movements, and has a positive effect on inspiring children's exploration ability and cognitive behavior. The construction of physical activities for young children should be presented from a scientific perspective, in a reasonable form, and in line with current educational development concepts that can help young children grow up healthily.

(1) Movement Development Theory

① Sequential model of movement proficiency development

Several different models of motor development have been recognized by motor development researchers, among which the sequence model of motor proficiency development is the most widely used. The model starts with the reflexes and responses in infancy as the first stage of the movement proficiency development sequence model, emphasizes the role of reflexes in the process of movement development, and believes that all movements begin with reflexes. However, according to the current form of educational development in China, early childhood education development is not widely recognized and promoted, and it also fails to gain the support and participation of parents. The second stage of the model is the basic motor skills, which mainly refers to preschool children aged 3-6 years old, and the activities suitable for this age group are cited from three aspects: displacement motor skills, manipulative skills and control skills, such as striding and jumping, running, shooting balls, throwing, body swinging and standing, etc. Therefore, the learning and development of basic motor skills is the starting point of physical activities for young children, and it is the focus of physical education for young children. Therefore, the learning and development of basic motor skills is the starting point of physical education for children, and is the focus of physical education for children. The third and fourth stages are the descriptions of the development of motor skills from early childhood to adolescence and adulthood. Some experts and scholars point out that the degree of

acquisition of basic motor skills directly affects the level of motor skill development in adolescence and adulthood. Therefore, considering it in conjunction with the sequence model of motor proficiency development can play a normative role in collecting and summarizing a large range of physical activities for young children at the early stage of the study, and at the same time, it has an important reference value for the screening of physical activity indicators for young children at the later stage.

According to the developmental sequence model of movement proficiency, it can be seen that each stage of life has its own different tasks in terms of the learning and development of movement skills, and that the development of some things is irreversible. Therefore, from the perspective of movement development, using early childhood physical education activities as a carrier to incorporate the relevant contents of basic movement skills is the need of human movement development, and moreover, the current direction that early childhood physical education should strive for.

② Newell's Constraint Model

The constraint model is a generalization of the influencing factors. the Newell constraint model was proposed to make a summary of the influencing factors of movement development, grouping them into three categories: individual, environment, and task. In the human movement development process the constraint model emphasizes that it is important to focus on understanding the relationship between individual movement and time development, and also to consider the environment and the task, while the model suggests that the presence or lack of other people and factors such as activity venues and equipment can also affect the development of movement. In conjunction with the main content of this study, the content of constructing young children's physical activity as a vehicle for movement development falls into the category of tasks, so the study will be analyzed and discussed mainly in terms of tasks.

A feasible implementation plan can design a set of constraint-based task analysis for young children. In layman's terms, task analysis refers to a method of designing instructional activities for young children that are developmentally appropriate and procedural in nature for specific motor skills. A general task analysis designs physical activities based on individual characteristics and divides skills into simple, smaller components, i.e., divides the learning task into stages and proceeds gradually so that the best combination of task and individual factors is achieved. For example, when teaching a young child to hit a ball forehand, we can use a larger ball for practice, and use a fixed ball to practice, by changing the rules, equipment and purpose to seek an individual and the best conditions of interaction with the task, along with the age, the level of motor skills, and then increase the difficulty of the action to achieve the ultimate purpose of the task.

After comprehending the theory of Newell's constraint model, it has positive implications for the development of physical activities for young children at different ages in the study. For the beginning of learning movement skills or learning new movement skills, the simple movement task is used as a guide, and then the difficulty of the movement is gradually increased after mastering the basic movement to develop the basic movement skill level of young children, and finally achieve the development and learning of movement.

3.1.2. The Law of Early Childhood Physical and Mental Development

Early childhood is a special stage, the physical and psychological development of young children at this stage is very different from that of adults, and the physical and psychological factors of early childhood are inextricably linked to the development of movement.

According to the skeletal development characteristics of 3-6 years old children, the skeletal development of young children at this stage is faster than the rate of muscle development, and more cartilage components of the skeleton, plasticity, in the incorrect movement practice is easy to cause deformation of bone development. In addition, the development of large muscle groups is faster than that of small muscle groups, especially the metacarpal ossification is most obvious, and the

calcification of young children can be completed at the age of about 10 years. Therefore, the learning of manipulative motor skills should be arranged scientifically and reasonably in accordance with the law of physical development of young children, with the development of mobile motor skills involving large muscle groups as the main focus and manipulative motor skills involving small muscle groups as a supplement. According to the developmental characteristics of cognitive ability in early childhood, 4-5 years old children have some improvement in muscle strength and endurance, and the flexibility and stability of movements are gradually increased, and they can adapt to a certain amount of activity and activity time, but the accuracy and control of movements are still at a poor level, and they can adapt to some slightly more difficult movements. Therefore, when constructing the indicators of physical activity content for young children, consideration should be given to small goals and small tasks, so that children can understand the movements more easily, and in addition, attention should be paid to the outstanding characteristics of the activity content to arouse children's interest, so as to increase the efficiency of intentional and unintentional attention and promote the development of movements.

3.1.3. The Ministry of Education's "Guidelines for Learning and Development of Children Aged 3-6"

Preschool education is the earliest educational pathway to which young children are exposed outside of family education, and it has an important guiding role in the development of young children throughout their lives. Based on the development environment of preschool education in China and the national education development strategy, the Ministry of Education has formulated the Guidelines. The Guide provides developmental goals and educational recommendations for early childhood in the five major areas of health, language, social, science and art for each age group, and lists some educational approaches and methods to effectively promote early childhood learning and development for some of the contents.

Health includes a good state of physical, mental and social adaptation of a person. Having a good body, strong physique, and coordinated movements are important signs of physical health, and are also the basis for all other sub-domains. The health domain in the Guidelines is divided into three major parts: first, physical and mental condition; second, motor development; and third, living habits and life skills, which shows the importance of motor development in early childhood. At the same time, the motor development is divided into three goals in the form of focusing on the cultivation of motor ability. Goal 1: having certain balance ability, coordination and sensitivity of movement; Goal 2: having certain strength and endurance; Goal 3: flexible and coordinated hand movement. At the same time of the goals set according to the direction of movement development in the health area of the Guidelines, experts in early childhood physical health and other related research also put forward educational recommendations, such as: developing children's balance ability by walking a balance beam and walking a straight line; developing children's strength and endurance by walking, running, jumping, climbing, etc. Combined with the developmental requirements of the Guidelines and the set educational goals, it makes an authoritative reference basis for the initial selection of the content indicators of physical activities for young children according to the perspective of movement development, and also indicates the direction on the development of physical activities for young children.

3.2. Construction of the Content System of Physical Activity for Young Children

3.2.1. Initial Selection of Content Indicators of Physical Activity for Young Children

From the book "Introduction to Human Movement Development", we can understand both the laws of human movement development and the main contents covered by movement development. On the premise of following the laws of movement development, we combine the basic movements of young children involved in "Theory and Methods of Physical Activity for Young Children" written by Wang Zhanchun in 2008 and "Physical Education for Preschool Children" edited by Liu Xin in 2009 to walk, run, climb, jump, throw and so on. Climbing, jumping, throwing and other forms of movement to make a preliminary selection of the content system of physical activities for young children.

According to the classification of basic movement skills, the first-level indicators of physical activity content for young children from the perspective of movement development were listed as displacement movements: mainly walking, running and jumping; manipulative movements: mainly throwing, tapping and kicking; and control movements: mainly turning, squatting, open and closed jumping and unarmed exercises. Then, according to the theoretical basis of the construction of physical activities for young children, combined with the coverage of basic movement skills and the current physical quality of young children and the basic situation of movement development, the secondary indicators of the content of physical activities for young children in the perspective of movement development were selected in accordance with the initial selection of 41 indicators in the large, middle and small classes of young children in the school stage, including 17 secondary indicators of displacement movements, 11 secondary indicators of manipulative movements, and 13 secondary indicators of control movements. The second-level indicators of controlled movements were 13.

3.2.2. Selection of Indicators for the Construction of Physical Activity System for Young Children

There are three level 1 indicators according to the classification of basic movement skills, firstly, the level 1 indicators of physical activity content for young children are selected by experts, and each indicator is screened by five levels of very important, relatively important, generally important, not too important and not important at all, and the values are assigned to five different levels, where very important = 5, relatively important = 4, generally important = 3. The experts were then asked to assign values to the importance of the listed indicators according to the scoring criteria, and to provide corresponding modifications to the construction of the indicators. According to the assignment results of several experts, the average of each indicator was calculated, and since 4 represents the degree of relative importance, the indicators with the degree of importance greater than 4 were selected to be included in the final selection of the primary and secondary indicators as the content indicators for constructing physical activities for young children.

(1) Selection of primary indicators for the construction of the content system of physical education activities for young children

Based on the results of each expert's assignment of importance to the indicators of physical activity for young children, the study used the arithmetic method of expert evaluation to find out the average value of each indicator and the weight of each indicator in the same group, and based on quantitative and qualitative analysis, quantitative evaluation was conducted in the form of scoring, which can visually reflect the different proportions of importance of different action contents in the process of young children's action development. The specific method is to assume that there are N expert judges

to choose the importance of M indicators, and then add up the scores of N experts for the same indicator expressed by R_i , then the weight W_i of each indicator is:

$$W_i = \frac{R_i}{\sum_{i=1}^m R_i} \quad (i=i\text{-th indicator}) \quad (1)$$

The following results and weights were calculated for the screening of the first-level indicators: $W_1=50/50+44+46=0.357$, $W_2=44/50+44+46=0.314$, $W_3=46/50+44+46=0.329$.

Through the average of the experts' assignment of the importance of the first-level indicators of the content of physical activities for toddlers, the displacement, manipulative and control movements were 5, 4.4 and 4.6, respectively, and the weights of each indicator were 0.357, 0.314 and 0.329, which shows that the experts agree with the first-level indicators chosen for the study and believe that displacement movements are the most important in the development of toddlers' movements. Therefore, when constructing the content system of physical activities for young children from the perspective of movement development, we should pay attention to the construction of the content system according to the different weights of each indicator.

(2) Screening of secondary indicators for the construction of the content system of physical education activities for young children

By summarizing the screening results of the two rounds of experts on the content indicators of physical activity for young children, we also use the calculation method of the primary indicators to calculate the average value and weight of each action type and each indicator, and finally delete the indicators of each action type, such as the continuous side sliding step in the displacement action of 4-5 years old, and finally determine a total of 34 secondary indicators, including 15 displacement action indicators, 9 manipulative action indicators, and 10 control action indicators. There were 10 action indicators.

The displacement movement skills of children's sports are mainly composed of basic movements such as walking, running, jumping and crawling, on the basis of which the movement contents in children's sports activities are reasonably created, 15 in total. Manipulative action refers to the use of hands and feet to control objects, mainly including picking up, throwing, tapping, swinging and kicking and other basic forms of movement. Through a large number of collections and professional screening by experts, the study ended up with a total of 9 manipulative movements in the content of physical activities for 4-5 year olds. Control refers to children's ability to control their bodies, including basic physical qualities such as body balance, core strength, flexibility and body control of the torso. The study constructs a total of 10 controlled movement skills in physical activities for young children. At the same time, after the experts assigned the importance degree, the weight of each indicator also varies, therefore, when using this system of physical activities for young children, the content of activities should be reasonably arranged according to the weight of each indicator to better promote the development of young children's movements.

3.2.3. The Association Between Movement Content and Physical Quality of Physical Activities for Young Children

According to the interpretation of the health section of the Guidelines, the early childhood stage is a period of rapid physical development and functional development. Physical activities for young children should not only assume the role of promoting the development of young children's movements, but also the role of exercising and improving their physical quality. The movement contents constructed in the study cover almost all the target contents of movement development of toddlers as specified in the health section of the Guidelines, such as balance ability, coordination and

agility of movement, and having certain strength and endurance. Thus, it can also reflect that the contents constructed by the study are in line with the requirements of the Guidelines and can play a role in the practice of physical quality for young children.

3.3. Analysis of the Influence of the Teaching Experiment on the Development of Young Children's Gross Movements

3.3.1. Comparison of the Development Level of Gross Motor Development Between the Experimental Group and the Control Group Before the Teaching Experiment

By analyzing the data of the experimental group and the control group, firstly, the test data were compared with the reference values of the age group corresponding to the development level of children's basic motor skills, and the overall development level of the experimental group and the control group was lower than the development level of the age group, while a few children's movements were at the normal development level, and the test data were basically reasonable. Second, the measured data were statistically tested and obeyed normal distribution. Therefore, an independent sample t-test was used to conduct a comparative analysis of the movement development of the children in the experimental and control groups.

The results showed that there were significant differences ($P < 0.05$) between the experimental group and the control group only for the two actions of straddle jump in the body movement action of boys and hitting the fixed ball in the body control action of girls, and there were no significant differences ($P > 0.05$) for other test items, which indicated that most of the children's movement development was at the same level position, and also showed that the grouping basically met the statistical requirements.

3.3.2. Comparative Analysis of Gross Motor Development in the Control Group Before and After the Teaching Experiment

However, the analysis of the scores of the boys' body movement, object control and gross motor scores showed significant differences ($p < 0.05$) compared with the pre-experimental scores, and the mean scores increased by 4.12, 0.65 and 4.24, respectively. The boys' body mobility movements, only running and side sliding, showed significant differences compared to the pre-experimental ones, with an increase of 1.29 and 0.23, respectively; other movements also showed different degrees of improvement compared to the pre-experimental ones, but they were not significantly different ($P > 0.05$); the boys' object control movements, such as shooting the ball in place, catching the ball with both hands and hitting the stationary ball, increased by 0.29, 0.47, and 0.47, respectively compared to the pre-experimental ones. The boys' object control movements, such as slapping the ball in place, catching the ball with both hands and hitting the fixed ball, improved by 0.29, 0.47 and 0.3, respectively, compared with those before the experiment, and showed significant differences from those before the experiment ($P < 0.05$), while the other movements improved but also did not show significant differences ($P > 0.05$).

The results of body movement, object control and gross movements were also significantly different from those before the experiment ($P < 0.05$), with an increase of 1.94, 0.5 and 3.5, respectively. There was no significant difference between the pre and post-experimental movements of biological body control for female ($P > 0.05$). It can be seen that the total score of body movement and the total score of object control are easily affected by individual data, causing misinterpretation of appearances, and the analysis should focus on the comparison results of each test item to present accurate conclusions.

3.3.3. Comparative Analysis of Gross Motor Development of the Experimental Group Before and After the Teaching Experiment

The measured data were statistically tested and obeyed normal distribution, and the paired-sample t-test was used to compare and analyze the test data before and after the experimental group. Except for the object control movements in which there was no significant difference between girls shooting and kicking the ball in place before and after the experiment, all other kinds of various movements showed different degrees of difference. The total scores of body movement and object control movements for boys and girls increased by 8.12, 5.00, 4.38, and 2.56, and the total scores of gross motor movements for boys and girls increased by 13.45 and 8.57, respectively, compared with those before the experiment. This further supports the validity and applicability of the content system of physical activity for young children.

3.3.4. Comparative Analysis of Gross Motor Development in the Control Group Before and After the Teaching Experiment

The boys in the experimental group had very significant differences in body movement, object control and gross motor test scores compared with the control group ($P < 0.01$), and were higher than the control group by 4.27, 3.83 and 8.09 respectively. Among the object manipulation movements, there was a significant difference between the two-handed catch, fixed ball and ground ball compared with the control group ($P < 0.05$), which were 0.59, 0.86 and 0.97 higher than those of the control group, while the remaining three items did not have significant differences ($P > 0.05$).

There were also significant differences ($P < 0.05$) in the total scores of body movement, object control movements and gross movements of girls in the experimental group compared with the control group, which were higher than those of the control group by 4.06, 2.62 and 6.69, respectively. among them, there were significant differences ($P < 0.05$) in the body movement movements of girls in the experimental group compared with the control group in running, one-legged jump and side-sliding step, which were higher by 1.19. In the object control, the girls in the experimental group showed significant differences ($P < 0.05$) in the two movements of hitting the fixed ball and ground ball compared with the control group, which were higher than the control group by 1.19 and 1.00, respectively, but the remaining four movements did not show significant differences ($P > 0.05$), and after the experiment, the experimental group The scores of the female students in the experimental group were slightly lower than those of the control group.

4. Conclusions

Combining the recommendations and requirements of the Guidelines and the Outline, and referring to the theory of human movement development, the study combined the perspective of movement development to construct the content of physical activities for young children at different stages from three perspectives of displacement movements, manipulative movements, and control movements as primary indicators, and finally determined a total of 102 secondary indicators, including 46 indicators of displacement movements, 27 indicators of manipulative movements, and 29 indicators of control There are 29 action indicators.

The gross motor development level of children in the experimental group and the control group was tested before and after the experiment, and the total scores of gross motor, body movement and physical control of children in both the control group and the experimental group were significantly different from those before the experiment, indicating that the 3-6 years old stage is the main stage of children's motor development, and the basic motor practice for children in this stage can achieve twice the result with half the effort.

In the control group, there were differences in the total scores of garden-based physical activities before and after the experiment, among which the development of object control movements was better, which was related to the development of special projects in the garden, but the development of children's body movement movements still had more room for improvement, and only running and side sliding showed significant differences ($P < 0.05$). In the experimental group, except for the object control movements in which there was no significant difference between girls shooting and kicking a ball in place before and after the experiment ($P > 0.05$), all other types of movements showed different degrees of differences. It indicates that the content system of physical activity for young children constructed by the study can effectively promote the development of gross movements of young children and is better than the content of garden-based physical activity.

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