

Sociological Influencing Factors of Preschool Children's Motor Skill Development Level

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Abstract: As people's living quality improves and their concern for health deepens, the spiritual and intellectual growth of children of pre-school age is receiving more attention. This paper analyses the sociological factors affecting the growth level of preschool children's motor skills, points out the influence of preschool children's motor skills, explores the sociological factors of motor skills development, and finds that the development level of preschool children's motor skills is affected by a variety of factors. Through targeted motor skills training for children, it is found that professional training can improve children's basic motor skills and comprehensive motor skills. The experiment shows those children's motor skills score has increased by about 7.6%. Family background has the greatest influence on children's motor skills development, followed by educational resources and social environment, and policy environment has the least influence on children's motor skills development. By focusing on these sociological elements in child sport skill on development, problems in sport skill development in children can be better understood and addressed, providing targeted recommendations for policy development and practice.

1. Introduction

The impact of sociology on the level of preschoolers' motor skill developed is very important. Preschool children are the cornerstone of future social growth, and their physical and locomotor skill development has far-reaching implications for personal and social development [1-2]. The issue of the sports skill developed by children of pre-school age has gradually received widespread attention with the socio-economic development and the improvement of living standard [3-4]. But in fact, many children's motor skill development level is still insufficient, which is closely related to many factors such as family, school and social environment, it is need to study the effect of sociology on the motor skill development level of preschool children.

The physical and mental development of preschool children, as the mainstay of our future society, is of even greater concern. E. Kipling Webster examines associations between basic motor skills, bodily mobility in preschool children. The main study reports baseline cross-sectional data from 126 children with intact basic motor skills and surface timed data [5]. Kara K. Palmer examined the

impact of a 5 week long locomotor skills intervention on preschool children's motor skill abilities and their motor behavior while participating in a locomotor skills intervention or outdoor free play. All children showed significant improvements in locomotor skills from essentially baseline to the posttest, and children in the locomotor skills innovation demonstrated higher rates of variability and better scores on all locomotor skills at the posttest when measured against a larger set of skills [6]. The goal of the Thanda Aye was to assess and explore gendered disparities in the development of gross motor skills in 5-year-old Japanese children. Sixty healthy 5-year-olds were recruited, and the majority of subjects were at average levels of overall athletic skills. Boys had clearly greater skill in control of objects [7]. Ruri Famelia investigates the feasibility of collecting data on basic motor skill ability, perceptual motor skills and school sports program for preschool children in Indonesia. He emphasized the imperative of intervention in early locomotor skills and motor physical inactivity and stressed the significance of perceptual-motor competence [8]. The motor skill acquisition of preschoolers is of great importance to their physical and mental health, their learning ability and their social adjustment.

The level of motor skill progression in preschoolers is influenced by a variety of factors, with sociological factors being an area of research interest. The motor skills of preschool children refer to the ability to coordinate, flexibly and nervously all parts of the body through movement and training. Luciana Ferreira aims to study how the home setting impacts the athletic growth of children of primary school age, and mediating and modulating analyses have shown that motor development increases with socioeconomic status [9]. Fabio Saraiva Flores provides a descriptive layout overview of the diverse offerings of children's motor development. Prior research on school and physical education environments has not focused specifically on those features of the milieu that facilitate or impede motor learned outcomes, implying that past studies should assess these associations by manipulating features of the milieu in these different microsystems [10]. The development of locomotor skills is essential to a child's quality of life, mental health and future development. However, the motor skill progression among preschoolers varies from person to person, and these differences may be influenced by a variety of sociological factors such as family environment, educational resources, and sociocultural factors.

This article helps to improve the quality of family education. Family environment is the first social environment for children's growth. Family education has a significant impact on the way children develop locomotor skills. By analyzing the influence of the home environment on the social activities of children's learning, it can provide parents with scientific educational guidance and help them care more about and support the progress of their musical skills, so as to improve the quality of family education.

2. Sociological Factors Affecting the Development of Preschool Children's Motor Skills

2.1. Influence of Motor Skills of Preschool Children

Preschool is one of the most critical stages in the human life cycle, a period of physical, intellectual and social development, which can lay the foundation for children's future development [11-12]. Motor skills are one of the most important skills that children need to master at this stage, including physical coordination, strength, balance and flexibility [13-14]. The development of motor skills has a profound effect on mental health, social adjustment and physical well-being of children.

Developing motor skills is very important for children's physical health. Preschool children can strengthen their health through physical exercise and prevent chronic diseases such as obesity and cardiovascular disease. In addition, good motor skills can help children participate more in outdoor activities and improve immunity and endurance. The development of motor skills has a positive

impact on children's psychological quality. Through physical exercise, children can learn to face challenges and overcome difficulties, thereby developing psychological qualities such as self-confidence, perseverance and self-discipline [15-16]. At the same time, physical activity can help alleviate the anxiety and stress of preschool children and promote emotional stability and mental health [17-18]. The development of motor skills helps to improve children's social adaptability. By participating in sports activities, children can learn to cooperate, compete and communicate with their peers, and cultivate team spirit and social ability [19-20]. In addition, the increased sense of physical achievement and self-esteem helps children to build good interpersonal relationships in society.

2.2. Sociological Factors of Motor Skill Development

Family environment is the first social environment for children to grow up, and family members' parental concepts, parenting styles and family economic conditions would affect the development of children's motor skills. Children with better family economic conditions often have a higher level of motor skills development, and differences in family rearing styles may also contribute to disparities in child locomotor skill developed. Therefore, an in-depth study of the effects of the home environment on the desirable behavior of preschool children's locomotor skill is helpful for parents to obtain scientific educational guidance to better focus on and support their children's locomotor skill development.

Educational resources are another major player in the effect of movement skill development in preschoolers. The quantity, quality and equity of educational resources affect the motor skill profiles of children. In areas with abundant educational resources, children's motor skill development level is higher, while in areas with uneven distribution of educational resources, children of disadvantaged groups have limited motor skill development level. Therefore, the study of the influence of educational resources on the motor skill development level of preschool children can provide a strong basis for policy makers to promote the rational allocation of educational resources and ensure that all children have equal opportunities for motor skill development.

Social and cultural factors are also an influential role in the evolution of motor skills in preschoolers. Different social and cultural backgrounds have different understanding and emphasis on sports, which affects the evolution of children's locomotor skills. Examining the effects of socio-cultural factors on preschoolers' locomotor skill progression levels can inform policy makers and the community, and promote the formation of a sociocultural atmosphere that attaches importance to physical exercise and pays attention to children's health.

3. Sociological Influencing Factors

3.1. Experimental Purpose

This paper aims to explore the sociological factors influencing the development level of preschool children's motor skills, in order to provide useful reference for early childhood education and family education.

3.2. Experimental Subjects

In this study, 100 preschool children aged 3-6 were selected and divided into 2 groups on average. The first group received targeted motor skills training, and the second group maintained normal living and learning arrangements. The specific data of the experimental subjects are shown in Table 1.

Table 1: Specific data of experimental subjects

Gender	Number of people						Total
	Group 1			Group 2			
	[3.0,4.0)	[4.0,5.0)	[5.0,6.0)	[3.0,4.0)	[4.0,5.0)	[5.0,6.0)	
Male	6	7	11	9	5	15	53
Female	7	12	7	4	6	11	47

3.3. Motor Skill Test

Before the experiment, all the participating children were tested on their motor skills, including basic motor skills (running, jumping, throwing, catching) and comprehensive motor skills (balance, coordination). Basic motor skills and comprehensive motor skills were scored. The full score was 10. The basic motor skills and comprehensive motor skills levels of the children in the two groups were observed before the test and the average scores of the children in the two groups were recorded, as shown in Figure 1.

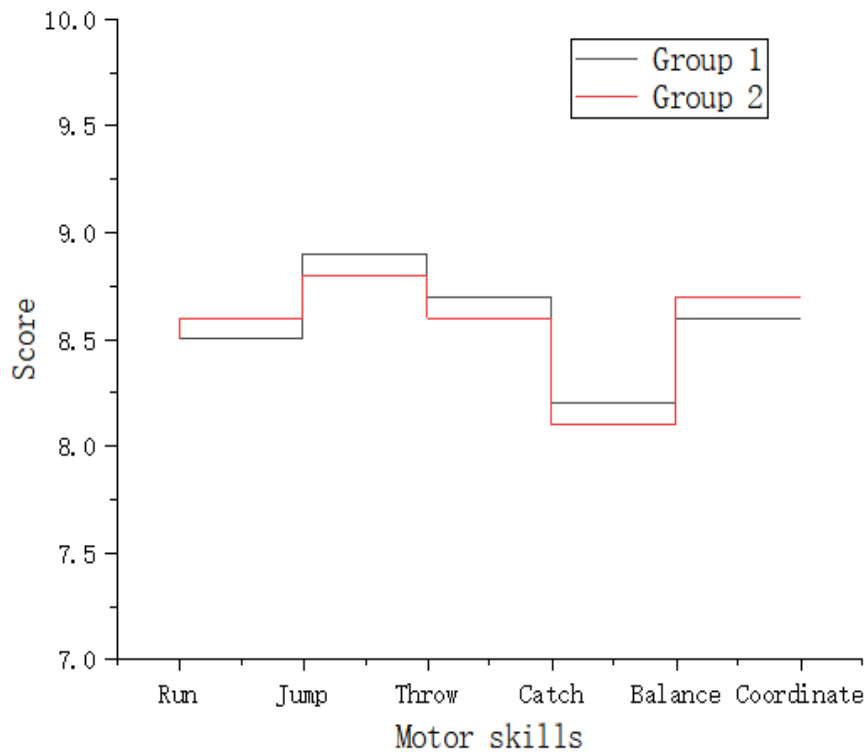


Figure 1: Test results of children before the experiment

As can be seen from Figure 1, the children's "throwing" motor skill score is high, the test result of children in group 1 is 8.9, the test result of children in group 2 is 8.8, and the children's "balance" motor skill score is low, the test result of children in group 1 is 8.2, and the test result of children in group 2 is 8.1. There is no obvious disparity in the test results for the two groups of kids, which is consistent with the results of the experimental test.

Children in group 1 were trained for 12 weeks, receiving targeted motor skills training 3 times a week. The training lasts for one hour. The training includes basic motor skills and comprehensive motor skills training. Children in Group 2 would maintain normal living and learning schedules without additional motor skills training. The training is listed in Table 2.

Table 2: Training contents of children’s motor skills

Skill	Training content
Run	Train children’s speed and endurance through sprints and relay races.
Jump	Through the Standing long jump and one foot jump, children’s explosive power and coordination are cultivated.
Throw	Develop the strength and accuracy of children’s upper limbs by throwing solid balls and frisbees.
Catch	Cultivate children’s reaction speed and hand eye coordination skills through ball catching and frisbee activities.
Balance	Improve children’s balance ability by standing on one leg, walking on the Balance beam and other forms.
Coordinate	Improve children’s overall coordination ability through skipping rope, kicking shuttlecock, and other forms

After the training was completed, the basic motor skills and comprehensive motor skills of the two groups of children were scored again, and the scoring results were shown in Figure 2.

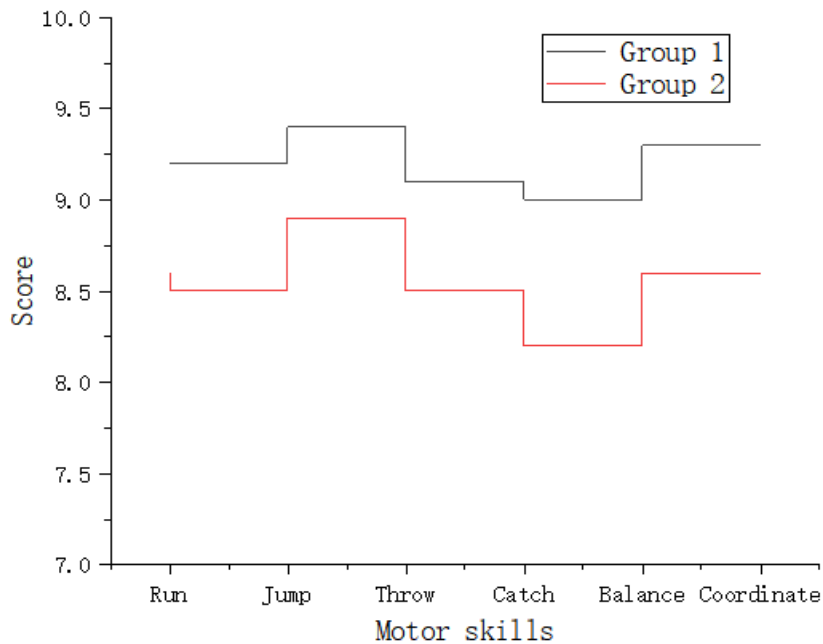


Figure 2: Test results of children after the experiment

As can be seen from Figure 2, children’s "jumping" motor skills score is higher, children’s "balance" motor skills score is lower, group 1 children’s basic motor skills and comprehensive motor skills scores have been significantly improved, while group 2 children have no significant change. The average score of the children in group 1 was 9.2, and the average score of the children in group 2 was 8.55, and the children’s motor skill scores improved by about 7.6 percent.

3.4. Investigation of Sociological Influencing Factors

In order to investigate the extent to which sociological factors affect the movement skill developed by children, the children tested were investigated and the results of the investigation are presented in Figure 3.

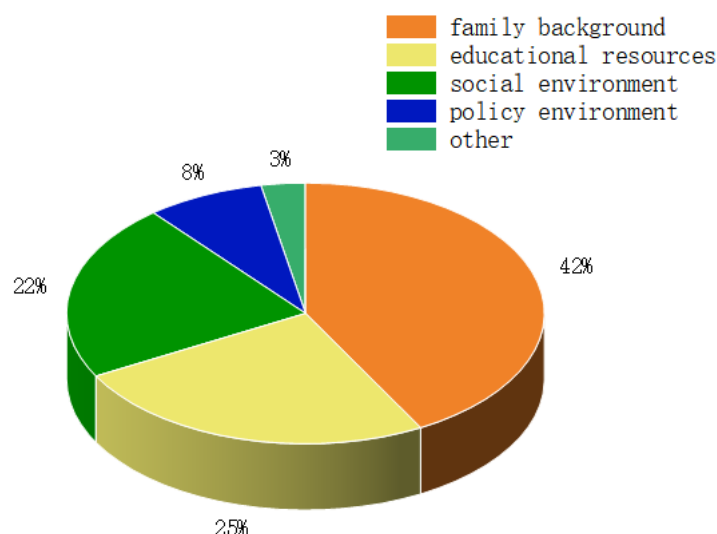


Figure 3: The influence of sociological factors on children's motor skill development

As can be seen from Figure 3, the results show that family background, educational resources, socio-cultural environment and policy environment all have significant effects on children's motor skills development. Family background had the greatest influence on child locomotor skill to develop, followed by educational resources and social environment, while policy environment had the least effect on child locomotor skill to develop.

Children from wealthier families have better access to sports equipment and track resources, which gives them greater access to sports activities and the development of better motor skills. Parents' education level and views on sports play an important role in children's participation in sports and skill development. High-quality physical education programs can give children more access to sports and professional teaching, so as to better develop sports skills. A positive socio-cultural environment contributes to children's increased participation in sports and the development of skills. Good policies can provide better sports environment and conditions for children and promote the all-round development of motor skills.

4. Conclusion

Motor skill development is critical to a child's emotional, social and physical well-being. The purpose of this paper is to examine the sociological elements that influence the level of motor skill development in preschool children. By analyzing the literature and collecting the data, this paper discusses the various sociological factors affecting the development of preschool children's motor skills. Family environment is a key factor affecting the development of preschool children's motor skills. Factors such as family economic status, parents' education level and exercise habits all have an impact on children's motor skills development. In addition, educational resources and social and cultural environment also have an impact on the motor skill to develop in children.

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