Abstract
The contemporary approaches in the development of preschool children are directed towards a comprehensive, holistic approach, which in itself includes all the aspects of the development of the personality. The most recent official documents, such as the Standards for Early Learning and Development, and the Program for Early Learning and Development of 2014, fully follow and support the holistic approach. In that direction, there have been offered certain domains that instigate the child’s development, such being: Physical Health and Motor Development; Socioemotional Development; Development of an Approach to Learning; Development of Language, Literacy, and Communication; as well as Cognitive Approach and Acquiring Basic Knowledge. In this case, children’s development should be done in a complementary manner, through connecting all the developmental domains, hence making the advancement of one domain represent a stimulus for the development of another domain. The needs of this research place the focus of attention on the first domain: physical strength and motor development, as one of the more significant domains in the preschool period. The research that was undertaken aimed to examine the competences, i.e. the skills of the kindergarten teachers for appropriate realization of the content in the framework of the domain of physical health and motor development. The initial assumption that is the starting point is the fact that teachers do not possess narrowly-defined professional competences and that they have the need for additional professional help for properly instigating preschool children’s development. The research was done in 3 kindergartens in the city of Skopje, with their additional clones. The working sample was the teachers from these kindergartens from the three age groups (infant, toddler, and preschool).

Key words: Competences, Kindergarten Teachers, Physical and Health Development, Kindergartens

Introduction
The physical development of children aged between 0 and 6 is undoubtedly characterized as being the fastest and highly expressed. In that sense this domain deserves to be suitably treated both on a theoretical-program level, and on the level of practical realization of its content. The key values that are expected from children between the ages of 0 and 6 years, representing the foundation in defining the standards of early learning and development in this domain, are:

1. “Physical competence and good physical condition, which provides a high level of preparation for attending school and actively participating in the learning process;
2. Active participation of the children in their surrounding environment;
3. Capability for applying healthy and safe practices in everyday activities.”

The physical development of children aged between 0 and 6 is visible through the way that children develop their ability to sit down, walk, or to use their senses, through feeling the space they move around, through using a pencil, paintbrush, and other materials. It is precisely the domain of Physical Health and Motor Development, as a chief domain in this research, that has been analyzed in the framework of its subdomains, which are: Gross Motor Development, Fine Motor Development, Healthy and Safe Behavior, and Sensorimotor Development.

The key subjects that connect the theory and practice of the physical development of preschool children are the kindergarten teachers and their competences for realizing the content of this domain.
Methodology

The issue of the research is directed towards studying the competences and skills of the kindergarten teachers for appropriate realization of the content in the framework of the domain of physical health and motor development. The research included the use of a qualitative and quantitative approach: the research technique of surveying in order to come to relevant data. The teacher’s survey consisted of several questions, for example: Do you think that you are skilled enough to successfully realize the program for Early Learning and Development; For which domain of development do you feel the need for further professional training; Have you noticed any exceptions in the group motor development of the children from your group; Have you noticed any difficulties in the fine motor development in your work with the children from your group; Do the children from your group have a habit of healthy and safe behavior; How do you stimulate the sensorimotor development in the work with children from your group; Do you feel the need for professional support in the realization of the content regarding the segment of physical education. In order to study the attitudes of the teachers regarding their skills for realization of the content in the domain of health and physical development, a working sample of kindergarten teachers were surveyed. This research included 105 teachers from 3 kindergartens in Skopje.

<table>
<thead>
<tr>
<th>Name of Kindergarten</th>
<th>Municipality</th>
<th>Number of Kindergarten Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prolet</td>
<td>Karposh</td>
<td>32</td>
</tr>
<tr>
<td>Rosica</td>
<td>Gjorche Petrov</td>
<td>38</td>
</tr>
<tr>
<td>Srnichka</td>
<td>Aerodrom</td>
<td>35</td>
</tr>
</tbody>
</table>

\[ N=105 \]

Data Analysis

The research undertaken concluded with the following data:

Graph 1: Do you think that you are skilled enough to successfully realize the program for Early Learning and Development?

(77.27%) of the participants answered that they were skilled enough to successfully realize the program, (15.9%) of the participants answered that they were not skilled enough to successfully realize the program, and that they feel the need for further attending seminars, while (6.82%) of the participants stated that their practical work on an everyday basis helped them develop the skills for realizing the program, or as some of them explain: “Aside from the training for Early Childhood Development, our everyday activities with the children have additionally helped us to become even more skilled in our realization of the program.”
Table 2: Which domain of development do you feel the need for further professional training?

<table>
<thead>
<tr>
<th>Domains of Development</th>
<th>answered</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health and Motor Development</td>
<td>30</td>
<td>29%</td>
</tr>
<tr>
<td>Socioemotional Development</td>
<td>19</td>
<td>18%</td>
</tr>
<tr>
<td>Development of an Approach to Learning</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>Development of Language, Literacy, and Communication</td>
<td>16</td>
<td>15%</td>
</tr>
<tr>
<td>Cognitive Development and Acquiring Basic Knowledge</td>
<td>22</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to the data from this Table, the participants felt the need for further professional training in the domains of Physical Health and Motor Development, and Cognitive Development and Acquiring Basic Knowledge, while they felt the least amount of need for further training in the domain of Socioemotional Development.

In the framework of this question, there have been observed several attitudes that the kindergarten teachers noted in regard to their additional professional advancement: “My views are that in our profession there has been a need for additional professional improvement and enhancement of our knowledge through seminars, professional guest lectures, etc.”; “I think that for all the domains we need additional training aimed at expanding our knowledge”; “I feel that I need such professional improvement and enhancement of all my knowledge.”

Graph 2: Have you noticed any exceptions in the group motor development of the children from your group?

(68.18%) of the participants answered that no exceptions have been noticed in the group motor development, (31.81%) of the participants answered that only with a certain number of children in the group have there been noticed exceptions in the gross motor development, especially regarding jumping on one foot, throwing a ball, walking on a balance beam, controlling one’s balance, and body coordination.

Considering the question Have you noticed any difficulties in the fine motor development in your work with the children from your group the kindergarten teachers stated that: “With certain children in my group I have noticed difficulties in the fine motor development, not being able to properly hold a spoon or highlighter, or to button/unbutton clothing”; “some children still can’t use scissors on their own, or tape/untape”; “I have noticed these difficulties in the fine motor development with those children who spent a shorter amount of time in kindergarten (for example, difficulties in holding a highlighter or crayons with their forefinger and thumb, holding a spoon, etc.).”
(52.27%) of the participants gave an affirmative answer: “Yes, in accordance with the program” or “Yes, the children are able to wash their hands, wipe their nose and throw away the waste on their own, they know the traffic light colors and they recognize signs of danger and dangerous situations”, while (20.45%) of the participants answered that “A larger part of the children have habits of healthy and safe behavior”, and (18.18%) of the participants answered that “At that age the children are beginning to acquire those habits” or “Thanks to the domain of physical health and motor development, the children are slowly getting used to healthy and safe behavior, and attentiveness”, while (9.09%) of the participants answered “In this age group (2-3 years old) children still don’t have a habit of healthy and safe behavior”.

Regarding the question as to **How the kindergarten teachers stimulate the sensorimotor development in the work with children**, the following answers were given: (75%) of the participants in their answers noted play as a way in which they stimulate sensorimotor development. “Through everyday activities: observation both inside and outside the building, various games with a variety of materials, walks and outdoor activities” or “Through games (mobile, musical, competitive, discovery)” or “…the children actively participate in a range of didactic games with visible visual and auditory perception”. (25%) of the participants mentioned the following: practical work, research experience, observation, using their senses, etc. “I stimulate the children’s sensorimotor development through games in which the senses of sight, hearing, touch, smell and taste are used; through toys with small parts, thread of beads, assembling and disassembling.”

(65.9%) of the participants answered that “…I do not have any need for professional support, but if it is for the children’s sake, for them to acquire new skills and knowledge, I most certainly accept the support.” (22.73%) of the participants answered “Yes”, and some other answers are: “It would be of great...
help”, “I think that professional support is always helpful”. (11.36%) of the participants answered “Yes, I do feel the need for it, but only if there are novelties”.

**Conclusion**

At the end of the research, it can be concluded that the kindergarten teachers who include activities for the children in the kindergartens in general feel more skilled to realize the program for early learning and development. But their competences for the narrowly-defined activities should be even further developed in the context of their further advancement. Aside from the initial education, with the help of which they have acquired basic competences, in their professional work the kindergarten teachers should be given support for development and improvement of their knowledge, competences and skills.

In that direction, one should consider models of professional improvement of the teachers, as well as models of support in the realization of the more specific program content, especially since the domain of Health and Physical Development has its own significant specificities, yet it is often put aside, away from the activities with an academic or cognitive streak. This is how an appropriate stimulative environment can be enabled – an environment in which the children, being the primary creators of the educational process, would be given the chance for development, in the framework of their individual opportunities.

**Literature:**


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