



ajudar essas crianças ultrapassarem os obstáculos. Pelo contrário, repetindo inadequadamente o curso, os problemas respeitantes à aprendizagem infantil podem não ser realmente reduzidos mas aumentados, como por exemplo: baixar-se-á a motivação; enfraquecer-se-á a auto-confiança; as verdadeiras necessidades dos meninos serão ignoradas, resultante em perder uma boa ocasião de prestar apoio adaptado e efectivo.

Cada pessoa tem diferenças entre si o processo do desenvolvimento de capacidades tal como entre os pontos fortes e os fracos em todos os aspectos, adoptando o interesse, a atitude e os estilos de aprendizagem tudo diferentes, que por isso o resultado de cada um é evidentemente variável. Nós, sobretudo como os pais, temos de respeitar os nossos filhos com distinção entre os outros miúdos, não só acabando com essa comparação imprópria entre eles, como também depositando uma certa esperança própria neles. Sabe-se que a característica de impaciência leva só a cargas e a stress invisíveis para a família incluindo pais e filhos, levando por outro

lado, a atrasar o crescimento das crianças. Perante os aprendentes com variados potenciais e desempenhos reflectidos por competência individual, as exigências de aprendizagem devem ser ajustadas o mais possível associadas com treinos e ajudas correspondentes. No âmbito do jardim infantil, a prestação de apoio aos alunos e a flexibilidade aplicável são maior que nos ensinos primário e secundário. Na medida em que aproveitamos bem os recursos presentes para a formação mais adequada das crianças, quando avançarem mais para frente, já serão capazes de mostrar mais confiança e de desenvolver o seu próprio potencial interior.

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01 How to make kindergarten life more enjoyable?

Some people say that the happiest period in life is nothing more than the three years before entering campus. Whether this saying is correct or not depends critically on how children experience their kindergarten life.

Emphasis on kindergarten learning

What are included mainly in kindergarten life? Carrying school bags on both shoulders to school; interacting with schoolmates and teachers; playing games; having lunch, afternoon tea, nap, lining up to toilet, drawing pictures, coloring, writing; doing homework at home, packing things to school..... Through these activities, we hope the children to learn that the importance is neither to learn knowledge from books, to write smoothly nor to learn with a competitive mentality and to receive the honor for having the best academic performance in class. If parents can focus on the following aspects on children's learning, it will be helpful to the psychological development of children and reduce the psychological pressure on parents. These include:

1. To learn through playing games;
2. To develop good living habits;
3. To cultivate an appropriate interpersonal attitude;
4. To reinforce learning interest and positive attitude;
5. To promote psychological and social growth capacity.

In order to raise children's willingness to go to kindergarten, to make them have a better adaptability and happily enjoy kindergarten life, the following several cultivations are also very important:

1. The living habits of going to bed early at night and getting up early in the morning;
2. Basic self-care ability;
3. Able to follow rules;
4. Appropriate social skills and playing skills (listening to instructions, understanding, expression, imitation, queuing, coordinating ability etc.).

If parents can make plan for these children to cultivate the above abilities from the very beginning of children's daily life, their children will adapt in all aspects more easily and learn happily when they entering campus. All these are very helpful to the future development of children.

When to start writing?

Many parents are more concerned about children's future learning and eager to ask them to start writing in kindergarten stage. It is a controversial issue that when to start training children to write and the key issue depends on the

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when to start training children to write and the key issue depends on the individual development of each child. Some children may be ready to write at the age of four, and some may not be ready at six. Therefore parents need to understand the individual development of their children and respect their individual differences before allowing them to learn writing.

Drawing is the first preparation for writing. Parents should encourage their children to draw more in order to strengthen the basic writing ability. When children can accurately draw the nine basic graphics, including straight line, horizontal line, circle, cross, right oblique line, square, left oblique line, cross-line and triangle, it means they have been prepared with writing skills and are able to learn writing simple text. But parents need to go forward gradually and should not be hasty in order to avoid creating psychological resistance to writing for their children.

There are a number of factors affecting the writing ability of children, which includes psychology, physical movement control, joint stability and sensory perception etc. Writing involves the movement of upper limbs which controls the stability of shoulders, elbow, wrists and fingers etc. Parents may strengthen the stability and movement controls ability of children's upper limbs through daily simple activities. For examples, playing Hercules with elbow stretched straightly to push on the wall, using park facilities (climbing frame, horizontal bar and single ring etc.), lying on the floor supported with two elbows or kneading newspapers and magazine papers into small balls and so on. In addition, parents should allow children to participate in daily self-care activities, such as dressing and undressing clothes, self-feeding, unwrapping candy by themselves, twisting towels, opening doors with keys and helping to carry goods during shopping. Simply to say, as long as we allow children to participate activities using hands, it has certain help on the development and control of their upper limbs. Of course, if stability and control abilities of their upper limbs develop healthily, they can write smoothly with success when they start to learn writing and will overcome their homework effectively and naturally and be happily involved in kindergarten life.

To understand the causes of children problems

If your children's performance in kindergarten is not so good or when you feel they cannot keep up with the learning pace, what will you do? Many parents will be eager to let their children repeat class, thinking that this will solve the problems. In fact, children may have many problems: have parents ever thought that it is because the child lack learning motivation? Inappropriate social skills? Instable emotion? Behaviour problem? Slow language development? Hard to express, and comprehend? Or even unwilling to go to school? All these problems have their causes and solutions. Parents need to clarify the cause of problems and then find ways to cooperate with school staff, e.g. teachers, school counselors to overcome the difficulties with joined effort. Otherwise, inappropriate class repetition will aggravate learning problems and reduce learning motivation and impair self-confidence. The real needs of children will be ignored and it will delay the good time to provide proper and effective support.

Each person's capability development process as well as the strength and weakness are different. Each individual has different learning interest, learning attitude and learning way. Therefore learning performances are different too. We must respect and pay great attention to individual differences. Do not casually take a comparison of different children. Instead we should hold appropriate expectation from each child. We have to know that impatient heart will create invisible burden and pressure on children and parents and delay the development of children. To suit people with different potential and performance capacity, we should adjust the learning requirement as much as possible and make appropriate training and assistance. We can provide and apply more flexible support to students in kindergarten than secondary and primary students. If we can use the existing resources to cultivate our children appropriately, when they go to higher grades, they will be able to perform with more confidence and know how to exert their own potentiality.

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