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Brain Gym as an Approach to Promoting Holistic Development in Early Childhood

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Abstract

Brain Gym is a movement-based cognitive approach aimed at improving learning through the integration of body and brain functions. This paper presents the theoretical foundations of the method, its key dimensions, and its application in early childhood education. It is based on a review of the literature and observations of exercise implementation with children.

The method is grounded in the assumption that movement stimulates the integration of brain functions and positively affects cognitive, motor, and emotional processes. It defines three core learning dimensions (laterality, centering, and focusing), which support better coordination of brain activity. In early childhood, movement plays a crucial role in development, as it enhances concentration, motor skills, social competencies, and reduces stress.

The results of the observations indicate that regular practice of Brain Gym exercises contributes to improved concentration, increased motivation, and better motor coordination. Children also demonstrated spontaneous use of the exercises and progress in spatial orientation. Despite these positive effects, the scientific basis of the method remains partially inconsistent, therefore it is recommended to use it as a complementary approach.

The paper highlights the importance of movement as a key factor in learning and holistic child development, and emphasizes the need for a critical and professionally grounded application of the method in educational practice.

Keywords: Brain Gym, movement, learning, preschool child, cognitive development, concentration