

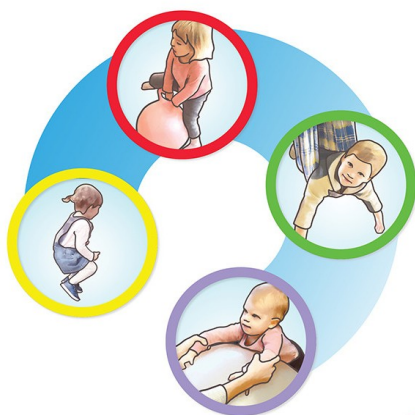
“Movement therapy overview in relation to school readiness”

Oravecz Adrienn

a Semmelweis Egyetem Szaknyelvi Intézetének tudományos munkatársa
Research fellow at the Department of Languages for Specific Purposes of
Semmelweis University
oravecz.adrienn@semmelweis.hu

*Nagyné Klujber Márta (2021). (Mozgás) Terápiás körkép az iskolaérettség kapcsán. Líce-
um Kiadó. ISBN 978-963-496-219-9*

DOI: 10.37205/TEL-hun.2023.3.09



Nagyné Klujber Márta

**(MOZGÁS)TERÁPIÁS KÖRKÉP
AZ ISKOLAÉRETTSÉG KAPCSÁN**

The book reviewed was published in 2021, by Liceum Publishing House in Eger. It is based on the doctoral dissertation of the author, and focuses on two dimensions of movement therapy in Hungary: the current situation of movement therapy services and the assessment of needs for such services in the country. The author is a qualified special education teacher, so she has extensive knowledge of various movement therapies. The book is a total of 195 pages, which suffices to provide the reader with an overview of recent research results in addition to theoretical information. Authoritative figures of the profession, such as Éva Feketéné Szabó from András Pető Faculty

of Semmelweis University promotes the book on its back cover, claiming that it is a systematizing and gap-filling piece of work, which can provide assistance to movement therapy specialists. The author of this review shares Feketéné's opinion, but after a profound study of the book, she believes that Nagyné's work can also be useful for parents who are confused about the functions of different kinds of movement therapy, and about the age group each is recommended for.

The theoretical introduction of the main topic is rich and diverse. The first major chapter highlights the important role of movement in the development of learning abilities, summarizing recent research results regarding movement therapies. The author presents the importance of movement in the course of a child's development, describing its relationship with the development of cognitive functions. After narrowing down the broad topic, i. e. the connection between movement development and learning, she scrutinizes the relationship between different disorders, and then continues by discussing the effect of motor skills development on school learning. The author adopted an interdisciplinary approach when selecting her sources from the relevant professional literature. In her presentation of therapeutic options, the perceptuomotor one plays a prominent role, i.e. she mentions basic methods that are commonly used. The objective of this approach is to develop perception and movement, in support of the effectiveness of the learning process. In addition to verbal and nonverbal psychological therapeutic activities, speech development and logopedic methods, she also includes in her review play therapy and other forms of therapy. However, the reviewer feels that more attention could have been paid to movement therapies of Hungarian origin, mainly because the book is primarily intended for movement therapy professionals working in Hungary. A more detailed description of András Pető's approach would have been in order, partly because Pető's conductive pedagogy has gained international recognition, and partly because in addition to special education teachers, conductors also have a prominent role in early childhood prevention and intervention. At the end of the literature review, the author formulates a piece of subtle criticism: in her view, it is difficult to navigate among the rich variety of movement therapies, because professionals working in different sectors and with different qualifications are all classified under the umbrella term 'movement therapy specialist'.

The author presents her research from page 61, and she documents it very precisely. She organized her research around two main issues. One dimension of the study was intended to provide an insight into the situation of movement therapy care in Hungary today, while the other dimension sought to provide an insight into the needs for movement therapy services in the country. Using data from between 2016 and 2018, she mapped the situation in Hungary at the national level, as well as provided a detailed picture of the situation in Heves county. To establish movement therapy needs, she used Heves county data, the results of the

2016/17 academic year school-readiness assessment. Relevant data from the “Examination procedure for assessing school readiness” and the MSSST screening test for movement development were used in the statistical analysis. The Heves County data are from 291 children, based on their school readiness assessment results. The author compared the participating children's performances with the data from a standard sample. The comparison clearly shows that the performances of the children in her research sample fall significantly short of the performances of the standard sample. It is unlikely that this holds exclusively for Heves county. Another valuable element of the research work carried out by Márta Nagyné Klujber is that she considered it important to involve movement therapy specialists and to explore their points of view on the topic. The author presents data from the professionals' perspective, regarding their job satisfaction, their professional communication skills, and their views on the quality of the service they provide.

The most interesting part of the book is the description of the findings, starting from page 73. In terms of proportions, this part is the most elaborate, because the author facilitates the readers' understanding and interpretation of her wide-ranging research by including end-of-section summaries. However, it is not only these summaries that render the research findings more accessible, but also beautiful figures and tables. Well-chosen graphs make the research data even more vivid for the readers. The visual appearance of a book also carries some importance, not only its contents. The cover of the book is very creative: the colour scheme is baby blue, and it depicts the full panorama of a small child's movements. These visual elements draw the reader's attention to the title of the book and its contents, and make it a very inviting and tempting reading.

Nagyné's book can serve as an invaluable compass for parents who feel lost among the domestic movement therapy offers. It can also be useful for special education teachers and conductors who feel they need to improve their professional knowledge. It may also provide a good starting point for a professional discussion on the current situation of movement therapy services in the country.

References

- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
- Byram, M. & Fleming, M. (Eds.) (1998). *Language learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge University Press.
- Government of Hungary (1996). *National Core Curriculum*. The Ministry of Education.
- Government of Hungary (2005). *National Core Curriculum*. The Ministry of Education.
- Government of Hungary (2012). *National Core Curriculum*. The Ministry of Human Resources.
- Government of Hungary (2020). *National Core Curriculum*. The Ministry of Human Resources.
- Holló, D. (2017). Teaching intercultural communication in English major programmes- the practitioners' voices. *NYELVVILÁG/Language World*, 19, 70–79.
- Hymes, D.H. (1972). On Communicative Competence. In Pride, J. B. & Holmes, J. (Eds.), *Sociolinguistics. Selected Readings*, Part 2 (pp. 269–293). Penguin.