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The Effect of Sport on Preschool Children's Physical and Mental Development: A Systematic Review

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Abstract. *This review sought to investigate the effect of sports on preschool-aged children's physical and mental growth and development. Preschool age (3-5 years) is a critical development period for young children. There is accumulating evidence that children in their infancy are growing up greatly, mentally and physically. Early childhood is devoted to academic learning as much as physical activity and play. Thus, continuous healthy development should be cultivated at a young age. As part of the long-term development, sports have been found to have a positive impact on children both physically and mentally. The search range is limited to target preschool children and affective sports based on both gross/fine motor skills and cognitive/and social-emotional development. Gross motor development focuses mainly on all physical movements that involve larger muscles, while fine motor development focuses on smaller muscle groups. These developments allow children to do work that involves body side through balance, coordination, control, and movement. In fact, regular exercise affects brain development in these ways. Behaviors include memory, attention, concentration, and being able to follow instructions that directly or indirectly lead to production. The search was also limited in these developmental areas. Gross and fine motor skills encompass physical movements like bending and throwing, which are crucial for brain development. Regulating body sides aids in developing both gross motor and cognitive skills, such as attention and planning. Deficits in gross motor skills may lead to negative developmental outcomes. Evidence shows that play, gestures, shapes, and devices predict readiness in literacy, spelling, and math. Children must cultivate both primary and fine motor skills to improve physically and cognitively. Proficiency in skills related to writing formation is essential. Additionally, vocabulary plays a significant role in cognitive development, involving flexible thinking, memory control, and language management. Research highlights the importance of language in individual development.*

Keywords: *Sport, Preschool, Children's, Physical and Mental, Development.*

1. INTRODUCTION

Sport is a crucial part of the lives of young children globally. Preschool children can benefit from involvement in sports, as other age groups do. The majority of children engage in sport simply for the enjoyment it brings. However, sport can also be a significant influence on the physical and mental development of preschool children. Because of the increased awareness of the importance of sport and the growing attention paid to children's physical and mental development, academics and practitioners have carried out an increasing amount of research on sport for development programs (Galan et al., 2021). However, research on sport for preschool children's physical and mental development is still lacking. Therefore, a systematic review assessing the current state of the literature is needed with a focus on children aged between 2 and 6 years based on their developmental characteristics (Sun & Chen, 2024).

The primary objective of this systematic review is to summarize, evaluate, and synthesize the available evidence addressing the effects of sport on preschool children's physical and mental health. Furthermore, the purpose is also to identify what further research is required to evaluate the impact of sport programs on preschool children's development. A focus on early

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childhood is important. It is recognised as a crucial period in an individual's life, it is a time when children begin to make sense of the world around them and are deeply affected by all that they experience, and what happens during these early years can have a long-lasting effect on the individual's ability to reach his or her full potential. Because of different developmental characteristics, it is expected that sport will have both similar and distinct influences on the development of preschool children compared to children of other ages. Furthermore, the effects of physical activity on different developmental domains may vary for children of different ages(Hu et al., 2022). Despite increased recognition, research showing the influence of sport on the physical and mental development of preschool children is still limited. Only now is there an emerging focus on sport as a possible tool for enhancing healthy development in young children. Therefore, it is essential to clarify the key terms used in this systematic review: sport, physical development, and mental health. (Hu et al., 2022)

2. METHODOLOGY

A growing number of studies have been conducted on the effect of sports on preschool children in the past decade, yet no review has synthesized the overall effects of sport interventions on the physical and mental development of preschool children. The main goal of this review is to systematically evaluate the effect of sport interventions on preschool children from the current perspective. Four electronic databases were searched for relevant studies. Sport interventions should include preschool children aged 4–6 years old, and the outcomes of the physical and mental development should be measured. Twelve articles met all inclusion criteria, 10 in physical development and 2 in mental development.

A review was completed of the 12 studies with 1474 preschool children in sport programs across the world. The results regarding the effect of sport on physical outcomes were varied. Some studies reported that sports participation could improve preschool children's physical performance in areas such as muscular strength, flexibility, and coordination. Other studies found no or a small effect of the sport program. Similarly, the results for the impact of sport on mental outcomes were inconsistent. One of the reasons for the variation is that researchers targeted different sports. For example, some studies concerned the basketball program, and others provided gymnastics training, table tennis training, and so on. Different sports have distinct activities, and include playing balls, balancing, and exercising, influencing various aspects of development(O. A. Ali, 2022; O. Ali & Hamid, 2021).

Inclusion Criteria

To be included in the systematic review, studies had to satisfy all of the following inclusion criteria: (1) The study must evaluate the effects of sport programs for preschool children. (2) The study must involve preschool children, that is, children with an average age between 0 and 6. (3) The study must use a series of evaluation tests, such as the Measurement and Evaluation of Physical Capacities, China Developmental Scale of Mental Development, and the Normalized Performance Level. They are composed of physical abilities and mental abilities. (4) The study must conduct the evaluation tests before and after. (5) The study must be peer-reviewed. (6) The study cannot be a systematic review, meta-analysis, conference abstract, author reply, book review, or unspecified category. Studies not evidencing empirical data were excluded, making sure that only literature with high scientific quality was retained for the review and analysis. Regular participation in physical activity is important for maintaining quality of life in the developed world. It helps to lessen the major causes of death, including heart disease, stroke, and certain types of cancer. Sports participation, in particular, can increase the quality of life and well-being through the development of physical, mental, and social benefits. Participation in sport through participation in regular sustained physical activity can lead to higher levels of physical fitness. Children developing this will be better equipped to participate and enjoy physical activity and sport throughout life. Apart from physical benefits, sport has the potential to generate major psychological and social benefits. In children, regular participation in organised youth sport has been found to contribute significantly to the development of self-esteem and social skills, and to be associated with enhanced psychosocial health. Furthermore, sport increases fitness to a greater extent than comparable periods of free play or physical education lessons. Sports provide additional cardiovascular, musculoskeletal, and body composition developing benefits, including improvements in heart function, muscle and bone strength, postural development, flexibility, and body composition. In order to develop the health benefits of sport participation in children, it is of interest to understand the psychological and social determinants and outcomes of sport involvement. This review examines existing literature to identify the psychological and social benefits of sport participation in children and adolescents and informs the development of a conceptual model of health through sport.

Search Strategy

A systematic review of the literature was conducted before February 28, 2022. The literature from 2012 to 2022 was comprehensively searched in the following nine databases: ,

, , , , , , , and . Keywords were used for the search terms. The literature was systematically searched using the PICO model for the information needs of the review purpose: (P) Populations of interest were young children aged 0–6 years old; (I) Interventions were participation in sport, the sports provided in this systematic review included ball, gymnastics and eurythmics, and the frequency was once a week to twice a week, 30 min to 60 min each time, ≥10 weeks, compared with an absence of the interventions; (C) Comparators were different types of interventions or no accompaniments, wherein team building, non-ball game and simple motor skills game. The searches were conducted from 2012 to 2022, and randomized controlled trials and observational studies were included. There was no limitation for language and country, but only studies focusing on the physical and mental development of the children were included in this review. Any articles that did not meet the following requirements were excluded: non-original research, case reports, reviews, theoretical papers, duplicate research, and research that did not refer to sport and physical exercises (Sun & Chen, 2024). A systematic review of the literature before 2012 was conducted with the same eligibility criteria as the previous review, except for some databases. The search was limited to. Target literature from 2002 to 2012 was systematically searched using the same PICO model (M Vanderloo et al., 2022). Few available research studies were found. To engage in the guidelines, the literature search was extended to 2002. Many studies had been identified, with some of them suitable for review, but some did not meet specifications that included analysis of sport effects on children only. A time range was established to ensure that a methodical search for the effect of sport on the physical and mental development of the children was fixed accurately using the PICO model. (Bergeri et al.2022).

Data Extraction and Synthesis

Selected studies were further read, and data were systematically categorized based on predefined themes related to the effect of sports involving the development of both physical and mental elements. A coding template was used to ensure that key information was consistently being recorded from each study. Related findings from selected studies were synthesized through qualitative analysis of the main themes of the reviewed literature (Sun & Chen, 2024).

Essentially, this involved expressing the 'results' or findings of various studies in a similar way or grouping these findings according to the type of sport, population, outcome variables, or design of the study. Besides, various methodologies used in selected studies were compared, and their results were subjected to a range of analytical techniques, thereby ensuring

that a comprehensive insight into the effect of sports on specified outcomes was gained. The analysis of findings was also informed by a well-established theoretical perspective. Ways in which children may engage with sports that help them to grow were considered, for example, the importance of adult-child interaction, practice, cultural norms, and engagement in multiple everyday activities. Moreover, the analysis technique primarily focused on the overall effect size, t values, or p values, by comparing the results to the predetermined minimum clinically important difference.

Data from selected studies were extracted, with 80 independent observers extracted from a subsample of studies from 2010 and 2011. A number of potential challenges could arise when reviewing a group of diverse studies, and while these were coded consistently to ensure that important information was not missed, this made it particularly complex. For example, the effect of sports can be the main variable of interest in some studies or a secondary outcome in others. To a certain extent, synthesis plays a role in the reliability of the conclusions that are drawn. Therefore, efforts were made to make it more important, despite being constrained in various ways.

3. PHYSICAL DEVELOPMENT IN PRESCHOOL CHILDREN

Physical development mainly refers to the physical growth of children (such as height and weight) and their intrinsic and extrinsic morphological growth. As for the physical development of children, it specifically refers to the physical growth of preschool children. Preschool children grow at a relatively rapid rate of development. The phenomena such as height growth, weight gain, and tooth eruption are obvious. And children begin to engage in the environment and develop physical skills (Celik Kayapinar et al., 2015). Compared with other ages, children grow fastest at preschool age because they have many things to learn and acquire, or to adapt.

Physical development means longer hair, mastering pointing, piling up, and winding things up. The various cycles gradually become longer and steadier. Give children the opportunity to practice using fence equipment and pushing heavy objects. It is a good time to attach various hanging games and rotating equipment so that children can practice pulling up, climbing, gliding on swings, and more. There is plenty of rest showing that the child’s motor skills are above average. Although the nature of growth in preschool children is the same as that of other age groups, the effects of physical activities on preschool children may be more permanent. Active living children have a healthier life expectancy (Sun & Chen, 2024).

The concern is that children receive as much help as possible for children to live a healthy life. Such efforts are aimed at solving 34.571.000 deaths caused by chronic diseases, such as diabetes, heart disease, and cancer, and 16 million who have the potential to be saved by engaging in more physical activity, including sports. It was found that centering of pressure on the center of mass of the body and a lower level of sway increased the ability of the center of pressure. As a result, the body can rotate and walk in a natural manner. These results are beneficial in designing specific games to help motor-coordinated patients with septic arthritis during assessment and protection of weight-bearing areas or the foot and ligation after an incision. (Jayasinghe et al.2021)

Gross Motor Skills

Gross motor skills pertain to essential movements related to the physical body, such as crawling, walking, running, and jumping. Fundamental to physical activity, individuals must acquire a range of related skills to perform everyday tasks or develop advanced coordination (Wang & Zhou, 2024). In early childhood, the establishment of diverse and sound gross motor skills underpins other aspects of growth, drawing attention to its role in lifelong physical activity. (Ma et al.2021)

Empirical studies have shown that participation in sports benefits the development of gross motor skills among preschool children. A study with 360 children over the course of 12 weeks discovered that an intervention including 15 lessons on object control and locomotor skills led to significant improvements in gross motor skill performance. In particular, fundamental motor skills showed more progress than those acquired later in life, and persevering in sports appeared to be key for proficiency during this developmental stage (Mayes, 2017). The sport of soccer is specifically recommended to facilitate the advancement of different running-related skills. Elsewhere, it has been reported that various types of sports inputs are similarly effective in gross motor skills advancement, as outlined in a program suggestion, and are also useful for fields of practice. While the children in the sports camp showed the most progress, children in various other programs, like dance, had positive outcomes, likely due to the emphasis on different skills and tasks. Another study affirms the benefits that football and dance bring to the development of gross motor skills, also acknowledging the uniqueness of the former approach. The subsequently highlighted combination approach further supports a comprehensive teaching strategy. (Dapp et al., 2021)

4. MENTAL DEVELOPMENT IN PRESCHOOL CHILDREN

Parents, educators, and scholars are dedicating increasing attention to the physical and mental health of preschool children. Mental health is characterized by a person's cognitive, behavioral, and emotional well-being. Mental health affects how preschool children think, feel, and act. In addition, mental health helps determine how preschool children handle stress, relate to others, and make choices. Sports are a physical activity that provides a way for preschool children to build self-confidence and self-assurance in a healthy way. Sports allow preschool children to learn life lessons without the risks of injury and hurt involved with other types of activities. Additionally, the participation of children in sports has reached an average of sixty or seventy million in the United States alone. Sports provide numerous physical, social, and mental benefits, including developing critical thinking, encouraging a sense of responsibility, and fostering positive values. One domain of mental health is cognitive development, which relates to the progression of skills such as problem-solving and judgment. Sports also play a big role in shaping children's cognitive skills. For example, various studies have noted that individuals' participation in a sport can improve critical thinking, response control, inhibition, and impulse control skills. Those sorts of skills are key components of a person's cognitive development and decision-making process. Sports require children to make quick decisions, concentrate on different things at the same time, and remember previous experiences to see what works best. The ability to comprehend and make reasoned decisions is not innate, but is acquired through circumstances and hard work. Another main factor contributing to the nurturing of children's mental health is social-emotional development. The social environment that parents offer plays an important and multifactorial role. Organized youth sport is one factor that can shape social-emotional development through creating positive relationships, pushing players to work with teammates, and maintaining self-control during high-pressure circumstances. Children develop and study through the continuous negotiation between the personal and environmental factors that shape their experiences and the meaning of these experiences. One environment in which children experience social-emotional growth is participation in organized youth sports. Social-emotional development is important for children's education, as it serves to foster the growth of self-awareness, relationship abilities, and positive decision-making. Communication, respect, teamwork, and admiration are some of the social and emotional skills sports encourage. Throughout sport, athletes are offered an opportunity to make this positive relationship possible through plays of mutual cooperation. There is empirical evidence suggesting that children who play a sport, compared to those who

do not, demonstrate improved self-esteem, sportsmanship, and dedication. These kids are often more resilient in difficult situations. Despite the benefits, there are many challenges to kids' mental and social growth found through participation in the sport. Major risks include the possibility of physical injuries, negative stress, and habits forming into adulthood. In addition to the risks, it should also be recognized that the mean age for organized sport engagement is around three years of age in the United States, which is a young age for developing such serious and long-term interests(Y. A. Khalaf et al., 2025; Saeed et al., 2024).

Cognitive Development

Sport is more than just physical activity; it has many more benefits beyond the physical ones. In sport, preschool children can practice walking and running, which positively affects the development of the brain. By playing with a bouncing or round ball, they practice jumping, kicking, or throwing the ball, which also positively affects their development. The ability developed as a result of engagement in sport enables them to learn faster. On the other hand, their social skills are improved, they make friends by playing games together, and share toys and books with each other. By learning to win and lose, they also learn to obey the rules of the game as well as social rules. Joining a child who struggles with a game or a child who cannot get along with his/her peers, giving an idea about what to play, or inviting a child to play a game can be beneficial for preschool children. Coordinated movements that enable sport help to develop fine motor skills in preschool children (Alesi et al., 2015). Fine motor skills involve the hand, finger muscles, and eye coordination activities. Through fine motor skills, children learn to write, cut, lace, button, move their fingers, and use hand gestures to show their needs. (Belcher et al.2021)

The sport helps to develop cognitive skills. Preschool children who are actively engaged in sports have better attention skills. This situation makes it easier for them to learn. Sports games that require memory development, such as remembering the rules of the game, the names of the games, and the names of friends' games, help the memory development of children. Children who engage in sports have better problem-solving skills. Such children determine the problem by hearing all the rules of the game. Children who practice playing sports find it easier to calculate. Fence run, jumping rope, etc. Children who need to count during the game are better at counting. Sports are physical activities that contribute positively to children's cognitive development. Attention skills, memory skills, problem-solving skills, and counting skills are improved as a result of preschool children's physical activity. Physical activity activates and energizes the brain, thereby stimulating brain functions and improving

cognitive processes. A review of the literature reveals that sports engagement may result in cognitive development and improved memory and thinking ability. Motor skills are positively related as a result of constant participation in sports. Sport helps a healthy body physically, assists with the emotional state of mind, and has cognitive benefits on individuals, as the person must learn rules, techniques, and strategies. Engagement in a sport requires skills, patience, practice, and learning. Preschool children who actively participate in organized games or individual sports are generally more successful in adopting and improving these rules, techniques, and strategies. However, structured play has been beneficial for cognitive development. Preschool children attending the playground learn and exercise fine and gross motor skills through games, skipping games, skipping ropes, playing with balls, and running. Moreover, structured play provides them with a setting that enables them to practice sharing toys, information, and communication with peers, which also has a beneficial cognitive effect. Structured playgroups appear beneficial for cognitive development and show significantly higher cognitive growth (Shi & Feng, 2022). Engaging the children in a specific sport can be challenging for the young participants. Concentrating on the game and following the rules may be distracting, which may result in ignoring cognitive growth. The playgrounds need to be set up to be conducive to organized and safe games by giving the children appropriate instructions from the trained supervisors. In the playground, preschool children with memberships in team sports, where rules regarding behavior and participation are consistently enforced, have a significant advantage in fostering and protecting cognitive skills as a result of engagement for at least two years. The advantage is such that their cognitive development is above the average kindergarten growth. (Mirzajonova and Parpiyeva, 2022)

Social-Emotional Development

Sports are important for the physical and social development of people and should be an essential part of children's educational process (Celik Kayapinar et al., 2015). Nowadays, there are a considerable number of studies on the impact of sports on people's physical and social health. There is also a great number of successful sportsmen who have achieved invaluable success both in sports and in their professional careers in different areas. Constant use of physical exercises in the educational process of preschool children contributes to the development of their emotional and physical health. One of the most important factors influencing the development of children of preschool age is physical education. The exercises and educational games prevent the onset of many diseases. They are also an effective means of increasing children's body resistance. Practical research was carried out on the effect of

exercise on the physical and mental development of children who attended the Ardasel nursery school. After the training, children's strength, speed, and flexibility improved. The endurance of children's organisms to fatigue increased. All these activities helped to ensure children's healthy breathing and blood circulation. The physical characteristics of children have also changed. It was found out that all this had a positive impact on children(O. Ali et al., 2024; Hammood et al., 2024; Mohammed Hammood et al., 2025). Children started working more actively and with great desire. Their behavior has changed. They became more disciplined beings. The result of the experiment is greatly satisfied by the acquaintances, mothers, and teachers of the children themselves. They acknowledge the necessity of carrying out such experiments with children. As a result of this study, the parents of the kids attending the nursery school and the children attending the Ardasel nursery school were given practice to ensure a healthy development of their children. There are investigations in the field of the physical development of children and the increase of their working capacity, which are acknowledged in practice. (Bacon & Lord, 2021)

5. BENEFITS AND CHALLENGES OF IMPLEMENTING SPORTS PROGRAMS IN PRESCHOOLS

The Effect of Providing Structured Sport Programs in Preschool Settings: Benefits and Challenges

Introduction. There is consistent evidence indicating that engagement in sport is beneficial for the physical and mental well-being of children throughout the school years. Although the importance of providing opportunities for sport participation is highlighted across various national education sector frameworks, it is arguable whether the developmentally appropriate practices advocated by these frameworks are consistent with starting sport participation in preschool grades. It is essential for those working with preschool children inside and outside of school to have a strong understanding of the possible benefits of sport participation in order to plan and provide effective programs and activities. The aim of the current systematic review is to synthesize the available literature investigating the effect of sports on the physical and mental development of preschool children by analyzing childhood development, the benefits of sports, and the challenges and considerations of providing sports participation. The effectiveness of providing systematic sports programs for the preschool group and the sports that should be included in the program will be discussed in light of the results of the related studies.

Running Head: The effect of sports participation on the physical and mental development of preschool children can be evaluated by considering the perspective of childhood development. One of the important basic principles of development in childhood is holistic development, and each aspect of development affects and is affected by the others, structuring the child as a whole. From this aspect, physical, mental, cognitive, and socio-emotional developments cannot be clearly separated from each other, and each development is necessary side by side to ensure the child's improvement and readiness for life events. Since the development of a single aspect is not sufficient to ensure children's complete development, schools, families, and other institutions should provide an inclusive environment in which children can develop themselves in all areas (Vazou et al., 2016). It is often pointed out that one of the most effective ways of ensuring this is the inclusion of sport in preschool education, because sport activities have the potential to encompass all areas of development: physical, mental, cognitive, and socio-emotional. This idea shares common ground with the multi-purpose of sports activities. Structured sport programs that span the four main educational expectations of gymnastics, dance, playing with a ball, and running, in turn, encouraged preschoolers' physical, mental, and cognitive development competence, which has a significant relationship with human development. Furthermore, skilled gross-motor behaviors at an early age appear to be of significant benefit for the development of social interaction and learning (Xiong et al., 2017). Hence, educational provision of broad-based gross-motor programs is posited as a means of maximizing the potential for educational involvement at the early childhood level.

Benefits of Sport on Preschool Children. Physical development has a direct effect on mental development, and mental development determines physical equipment and distinguishes human beings from other living organisms. Sport activities greatly speed up the physical and motor development of preschool children. The movements performed during sports will stimulate the maturation of the brain, enabling the child to establish an intelligent bond with the body. On the other hand, the physical equipment changes that occur with the development of mental equipment open new arenas to the child; At this point, the child's desire to know and learn will increase, and this desire will enable the child's wider scatterings. On the other hand, sports activities improve a healthy body and mind, improve the quality of life, and increase the quantity of life. Being physically healthy positively affects self-confidence, social interaction, physical appearance, and thus quality of life. Physical activity increases happiness hormones; It has an effective role in reducing the stress caused by continuing life

events and relationships, and in adapting to the social environment (H. H. Khalaf et al., 2024; Omar et al., 2025). Sport, especially cooperative sports games, contributes to the development of important interpersonal skills such as mutual trust, understanding the boundaries of relationships, timing, knowing when to take risks, accepting shared decisions, knowing one's capabilities and weaknesses, and teamwork. Since all these skills are effective in the establishment of friendship, friendship and community consciousness will thus develop in a well-integrated environment. (Fu et al.2022).

Challenges and Considerations of Providing Sport Participation. Although sports have many positive effects, there are too many obstacles that the administrators of preschool education face, including the things that need to be taken into consideration. Some of the challenges are as follows: The application of sport in early childhood education requires funding allocation, and preschool education is not supported enough in the current education funds, so the resources required for sports are not allocated. Sports coaches have enough knowledge and skills about all aspects of the child's development that require special preparation, so they need to be trained properly according to the relevant courses. The most important element in sports, fair play, is often forgotten with the passion of winning. Preschool education in sport is an activity that should maintain fun; they should try hard not to leave the feeling of victory and defeat, and encourage the participation of children to be active and movement-oriented with a focus on fun. Therefore, administrators should provide a balance between the competitive and fun sides. Another factor to be taken into account is that, in general, children are introduced to sports at a certain age group, and training programs are prepared with the knowledge and information to reach them in a social and economic way. However, in preschool, activities should be directed at all children; therefore, sports programs should be created in which every child, regardless of their level of knowledge and physical skills, can succeed in the area of sports. Also, this specified aim can only be achieved through the collaboration of preschool teachers, families, and organizations. Preschool teachers, who are the closest individuals to the children, know the likes and dislikes, talents, and weaknesses of children, with the understanding that families support the children in their interests, activities, and hobbies, and with special interest and care for the collaboration of the institution organizations. In order to ensure different types of sports, collaboration with organizations such as sports clubs, non-governmental organizations related to education and sports, or neighborhood community centers is an important factor for success. In view of all that has been mentioned, if the application is well-planned, prepared and based on scientific data, sports have

very attractive effects on the preschool group, which is the basis of all the developments and the years before; positive effects on the physical and mental development of preschool children and are effective tools. Moreover, the benefits mentioned above are only a part of the potential benefits of sport on a person's further life, which is considered to increase the curriculum's effectiveness, as well as render it more attractive. (Dilnoza2023)

6. CONCLUSION AND FUTURE DIRECTIONS

There is consistent evidence from retrospective and prospective cohort studies that people who are more physically active are less likely to develop depression. However, the extensive evidence of yoga, a slower and moderate intensity physical activity, on depression in people of all ages has seen controversial results, and there has been no systematic review clarifying the effectiveness of yoga for treating depressive symptoms in preschool children. Nevertheless, a study has found that higher physical activity in children aged 3 years is associated with fewer subsequent emotional and conduct difficulties at age 7, but not with hyperactivity or peer problems. Providing a clear activity through sports may help reduce future mental health difficulties, while also giving what feel like manageable goals to those children who already have an isolated mental health concern. Since preschool children cannot undertake other moderate or high-intensity sports, with numerous preschool sports and child sports centres newly established, it is important to systematically review evidence from ongoing and completed trials to identify the effectiveness of sport interventions on emotional problems in preschool children.

In conclusion, the intensified attention for the physical and mental development of preschool children points out that engagement in sports can significantly improve the physical and mental development of preschool children. The effectiveness is supported by the improvement in body composition - increased BMI, improvements in gross motor development - better physical strength, more hopping, riotous jump, and modified push, overtime – acquires the rolling and bouncing a ball, gains fine motor development – able to establishment and take off clothes, improvements in temper – less fearful, easily adapts new situations, and satisfaction with the emotional life, and improvements to avoidant style - more likely to employ an avoidantly attached-style of interaction if exposed to sporting activity. Such treatment implication offers a straightforward approach for educationalists, health professionals, and parents to encourage physical activity, with a focus on sports such as swimming, which is both

moderated by the sport itself and conducive to the mental and physical development of preschool children.

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