

ZIYATOV MUHAMMAD NAMAZOVICH

CHILDREN'S PHYSICAL EDUCATION

(IN PRESCHOOL EDUCATIONAL
ORGANIZATIONS)



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HEALTHY
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**MINISTRY OF HIGHER EDUCATION, SCIENCE AND
INNOVATION OF THE REPUBLIC OF UZBEKISTAN**

SAMARKAND STATE MEDICAL UNIVERSITY

Ziyatov Muhammad Namazovich

**CHILDREN'S PHYSICAL EDUCATION
(IN PRESCHOOL EDUCATIONAL
ORGANIZATIONS)**

Study guide

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This textbook covers the stages, methods and tools of theoretical teaching of children's physical education in preschool education. The textbook consists of eight chapters, each of which is aimed at improving the professional skills of the specialist who organizes the physical activity of preschool children.

The textbook contains more than 70 topics, more than 30 pictures, more than 15 tables. It is intended for students of preschool education, advanced training, retraining, employees of preschool education and physical education specialists.

Chapter 1 describes the goals and objectives of physical activity in children aged 3-7 years, reveals the principles of physical education in preschool children, as well as the means and methods of physical education used in the lessons with preschool children. based on.

Chapter 2 provides a system of physical education and health in preschool organizations, describes the program "First Step", which is the main document of the MTT today, and describes the activities of preschool professionals in the organization of sports and health with children.

Chapter 3 describes the basics of teaching children's movements, developing their motor skills, as well as cultivating positive, moral qualities.

Chapter 4 describes the different forms of exercise with preschool children.

Chapter 5 describes the technology of organizing the educational process in physical education in preschool education, in particular, the technology of planning physical education and health activities and the technology of monitoring the physical condition of preschool children.

Chapter 6 describes in detail the developmental features of the child's body and the stages of formation of movements in children.

It also describes the monitoring and analysis of the health of preschool children during exercise.

The topics in Chapter 7 introduce children to the possibilities of implementing an individualized approach to exercise and how to organize rehabilitation (rehabilitation) and correctional work in special preschool institutions.

In Chapter 8, the order of organization and conduct of research in this area of science, the topics of this chapter prepare students for course and qualification work.

In the textbook the manual reflects the theoretical and methodological developments aimed at the physical fitness of preschool children, the formation of motor skills, the development of physical, mental, moral, aesthetic and spiritual qualities. The description of gymnastics and movement games and their positive significance in the upbringing of children are also described in detail.

Study guide we are grateful to the authors who have conducted research in some areas on this topic.

Dear readers, experts and students, we look forward to your feedback on some of the shortcomings of the textbook, and we would like to express our gratitude.

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O'zbekiston Respublikasi Prezidenti administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan chop etishga ruxsat berildi.

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***“For our children spirituality, knowledge
Health the most important issue”.
Sh.M. Mirziyoyev***

INTRODUCTION

The course of Theory and Methods of Physical Education (in preschool organizations) is aimed at training future professionals in the effective use of various national and foreign experience of physical education, their implementation in accordance with the priorities of state policy in the field of physical education. consists of teaching.

Further improvement, development and radical reform of the preschool education system, strengthening the material and technical base, expanding the network of preschool education institutions in accordance with the requirements, meeting the need for qualified personnel, preparing children for school education In order to radically improve the plan, to introduce modern educational programs and technologies in the educational process, to create conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, Law of the Republic of Uzbekistan "On Preschool Education and Training" - No. 595. O'RK (16.12.2019) "On measures to further develop the activities of non-governmental educational services" PP-3276- Resolution No. PQ-3261 "On measures to radically improve the system of preschool education" (09.09.2017), "School of the Republic of Uzbekistan" Resolution No. PP-3305 "On the organization of the activities of the Ministry of Education until 30.09.2017", "On measures to radically improve the management of the preschool education system" PF-5198 Decree No. (30.09.2017) approved the Concept for the development of preschool education until 2030 and (09.05.2019), the Concept for the development of physical culture and mass sports in the Republic of Uzbekistan for 2019-2023 (13.02.2019).

The current documents provide for the creation of conditions for the comprehensive intellectual, moral, aesthetic and physical development of children in preschool education, taking into account

the best international practices; Improving the quality of preschool education, radically improving the quality of preparation of children for school in preschool education, the introduction of modern educational programs and technologies that are widely used in world practice in the educational process.

The professionalism of future professionals is reflected in the multifaceted and creative work of children, their parents and the team of professionals. Prospective specialists will diagnose the child's mental and physical development, physical fitness, as well as understanding the development of children, understanding the process of growth, increase physical activity, and knowledge of the specific functions of the human body, understanding the program content of play and movement training. They must have the skills, as well as be aware of modern methods and techniques of education.

This textbook not only informs students about the modern forms and means of organizing physical education, but also helps children to develop skills and abilities in physical education in a beautiful, elegant, unique way, to love sports. Helps to create features such as teaching.

Symbols and abbreviations

P.E.O. - Preschool education organization

P.E. - physical education

g.l. - gymnastics lessons

P.e.o - physical education outside

P.e.s. - Physical education specialist

S - specialist

M.f.o - is a method of frontal organization

I.p - individual performance

G.e - game exercises

O. g. - Outdoor game

E.g - early gymnastics

G.d.e - is a general developmental exercise

s.e - a set of exercises

r.r - relay race

c - competition

d.a - development of agility

w- walk

a /g - action games

b.m.s.- base-motion system

m.a. - motor activity

c.p.a. - children's physical activity

CHAPTER I. THEORY OF PHYSICAL EDUCATION IN PRESCHOOL EDUCATION AS A SUBJECT

Keywords: Preschool education, Law, Decision, Decree, physical education, education, upbringing, system, modern education, technology.

Further improvement, development and radical reform of the system of preschool education, strengthening the material and technical base, expanding the network of preschool education organizations in accordance with the requirements, meeting the need for qualified personnel, preparing children for school education. In order to radically improve the plan, to introduce modern educational programs and technologies in the educational process, to create conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, "Further improvement of the preschool education system in 2017-2021 Resolution No. PP-2707 of 29.12.2016 "On measures to further develop the activities of non-governmental educational services" PP-3276- Resolution No. PQ-3261 "On measures to radically improve the system of preschool education" (09.09.2017), "School of the Republic of Uzbekistan" Resolution No. PP-3305 "On the organization of the activities of the Ministry of Education until 30.09.2017", "On measures to radically improve the management of the preschool education system" PF-5198 Decree No. 30.09.2017 approved the Concept for the development of preschool education until 2030 (09.05.2019), the Concept for the development of physical culture and mass sports in the Republic of Uzbekistan for 2019-2023 (13.02.2019).

Current documents The creation of conditions for the full intellectual, moral, aesthetic and physical development of children in preschool education, taking into account the best international practices; Improving the quality of preschool education, radically improving the quality of preparation of children for school in preschool organizations, modern educational programs and technologies that are widely used in the world practice in the educational process is one of the current requirements.

It is very important for a specialist of a preschool organization to acquire theoretical and methodological knowledge for physical

education of preschool children. This guide focuses on the full development of the child in the process of physical activity based on his physiological characteristics and morphofunctional abilities. The purpose of teaching the subject of the theory of physical education is to improve the health of each child independently, to improve their physical condition, to engage in their needs for physical activity and favorite exercises with the help of developed exercises, to teach them positive ideas about sports.

Based on the data of medical and psychological diagnostics, the manual is designed primarily to understand the abilities of each child in situations that correspond to the skills and actions that help him to maintain and protect his health throughout his life. systematizes tools and methods.

1.1. Goals and objectives of the theory of physical education in preschool education.

Key words: continuity, consistency, individual, task, knowledge, development, healthy lifestyle, psychological, pedagogical, children's sports, health, educational, pedagogical.

Ensuring the continuity and consistency of the stages of training, the creation of a modern methodology of education, the development and implementation of a new generation of educational and methodological complexes, the implementation of measures to improve the quality and development of preschool education further improvement of the system of professional retraining of employees.

It is very important for a physical education specialist of a preschool organization to have theoretical and methodological knowledge for physical education of preschool children.

In the process of physical education activities of the child it is necessary to take into account the comprehensive development of the child on the basis of his physiological characteristics and morphofunctional abilities.

The purpose of physical education in preschool education is to improve the health of each child independently, to improve their physical condition, to enrich their needs for physical activity and

favorite exercises, their perception of sports with the help of developed exercises.

Based on the data of medical and psychological diagnostics, the manual is primarily designed to help each child to find himself in situations that correspond to the motor skills and actions that help him to maintain and protect his health throughout his life. and systematizes methods.

In order to ensure the interdependence of physiological growth, physical, psychological and intellectual development of the child, various stages of physical education for all age groups have been developed and implemented. Creative approach based on observations based on children's sports and physical education, physical activity and independent activity of children and includes the following tasks.

1. Apply an individual approach to physical development based on the definition of the level of physical education and health, and identify the individual physical interests and actions of each child.

2. To determine the physiological and psychological adaptability of each participant to a particular sport.

3. To form the child's stable skills for self-analysis, to set the next goal and to observe the results achieved through physical and mental development.

4. Creating an evolving environment for the implementation of minimum and maximum programs through play activities.

5. Develop children's sustainable body management skills to maintain safety and health in the event of unforeseen situations in their lives.

6. To form the child's opinion about a healthy lifestyle and to develop sustainable skills in the organization of hobbies in children's activities, to make children's favorite sports an integral part of the agenda.

7. These tasks are solved on the basis of an in-depth analysis of the physical and psychological characteristics of each child. This should be done by psychologists and parents through the mandatory involvement of medical professionals (pediatricians, orthopedists and similar specialists). Given the need for serious individual work

with children, the distribution of training materials by age is one of the important tasks.

Ensuring the safety of each child in the performance of activities should monitor the qualifications of the specialist, the quality and stability of sports equipment, the readiness of the gym before the start of training. Each physical education class must be attended by two specialists, a physical education specialist and an educator. In order to effectively implement an individual approach to the individual characteristics of each child, it is necessary to organize on the basis of the principle "**Every child, regardless of physical shape, age, from small to large, develops.**" Independent choice of exercise allows children to express their individual interest in self-assessment of the results.

By supporting children in the realization of their individual interests, helping them to gradually acquire new movements and physical education and sports, to conduct training in a high positive mood, the physical education specialist in accordance with his individual abilities contributes to the maximum development of each child. Therefore, although motor skills are distributed by age, all motor guidelines are selected from the age group (from 3 years) on the basis of children's age, sex, special abilities.

Based on the tasks set for the development of children's creative abilities, special attention is paid to the organization of the environment, the development of games with simple (everyday) objects. In particular, the organization of the child's preschool education and the family environment are closely linked. Parents should help each other in solving the tasks assigned by the physical education specialist, and the whole team of the preschool organization should create the necessary conditions for the implementation of these tasks.

The upbringing of children is closely linked with their physical and psychophysiological condition. Therefore, the development of creative abilities in the process of asceticism (acceleration of growth and development) requires the child to help himself to find the actions he wants.

In the process of training, the child's favorite exercise or sport of his choice of age and gender helps to improve the body's need for

regular and purposeful physical activity throughout life, which is an important factor for the child's physical development and formation.

Positive emotional diversity of physical activity, increasing the effectiveness of training, with a special emphasis on the most interesting assessment of training. Given these processes, it is possible to effectively use a wide range of activities, primarily in the form and content of various games. In particular, games that increase movement activity, and restorative, developmental, action are widely used. "Ball games" and "Moving games" are described in the sections of the manual. The main purpose of the organization of physical education is to improve children's physical activity on the basis of meeting the need for movement in children, to study the child's physical development, to increase adaptability to the external environment, to feel the child's body, basic movements and skills. Acquisition of skills, acquisition of skills of physical activity and enjoyment of it; to get acquainted with the mysterious world of sports, to help them find activities that suit their environment and physical abilities: to bring up a healthy, cheerful, physically developed child, who has knowledge of physical education appropriate to his age, gender and individual characteristics and is interested in exercise raising children as a harmoniously developed generation.

Health tasks.

The main task of the staff of preschool education is to protect and improve the lives and health of children. The main reason for this is that preschool children often become ill quickly due to the fact that their organs and functional systems are still imperfect, the body's defenses are not fully developed, and children have difficulty adapting to adverse environmental conditions.

Poor development of thermoregulation (heat exchange) in preschool children requires increasing the body's resistance to adverse environmental conditions, so physical training is one of the most optimal (convenient) means to respond to the above discomfort and increase endurance and fitness. Physical training should contribute to the prevention of the formation of physiological curves of the spine in children (scoliosis), flat feet (flat feet), the

harmonious and balanced development of all muscle groups.

Preschool children solve tasks that develop physical qualities, basic movements, motor activity, so that they acquire life skills necessary for life. Great attention should be paid to the formation of hygiene skills during exercise. Children's health in many respects depends on the observance of the rules of personal hygiene.

Educational tasks. The laws of education are didactic and goal-oriented in the learning process: they are important in that they focus on the formation of motor skills and the development of specialized knowledge.

Many activities (walking, running, jumping, throwing, moving games, cycling, gymnastics, swimming, etc.) are performed by children in everyday life under the supervision of adults, which facilitates communication with the environment and "enters" society. contributes to the development of his knowledge and skills.

The use of well-formed skills and tools, especially in the course of the game, allows you to understand the tasks that arise in unexpected situations. The motor skills developed in children under the age of seven are the basis for their further improvement in school, help them to master more complex movements, and then serve as a key factor in achieving high results in sports.

Preschool children should be taught the existing knowledge related to exercise in an integrated sequence. Children need to know the importance of exercise to stay healthy.

The names of children's body parts, direction of movement (up, down, forward, back, right, left, etc.), the name and purpose of physical education equipment, keeping them clean, care skills, clothing and footwear rules and so on.

Educational functions. It is important for children to develop an interest in exercise and sports from an early age.

In the process of teaching children in the field of physical education, there are great opportunities for the implementation of moral, intellectual, aesthetic, labor education. Children should strive to show activity, independence, agility, intelligence and ingenuity in the positive use of acquired knowledge and skills in life.

The process of teaching physical education in preschool children should be structured in such a way that, in addition to performing the tasks in the classroom, such qualities as courage, patience, patriotism, team spirit are formed, and the educational tasks of physical education are health and to be in harmony with the limiting functions.

1.2. Basic concepts and terms

Key words: Physical rehabilitation, physical education, physical training, discipline, values, healthy lifestyle, psychological, pedagogical, children's sports, health, educational, educational competitions

In the education system, concepts are considered as a general information system about a particular phenomenon, which reflects the important features that distinguish this phenomenon from other information. Each scientific direction covers a unique set of concepts, ie basic concepts.

The theory and methodology of physical education for preschool children is part of the general theory and methodology of physical education, and it uses the concepts accepted in this subject.

Physical rehabilitation - the restoration (correction and compensation) of impaired or temporarily lost functions of the child's body and the ability of the disabled and other children with disabilities to social and professional activities through the use of physical culture and sports;

Physical education is the values, norms and norms created and used by society for the purpose of physical and intellectual development of children through physical education, physical development and physical training, improvement of their abilities and physical activity, formation of healthy lifestyle skills, social adaptation. part consisting of a set of knowledge;

Physical education - a process aimed at educating the individual, developing children's physical abilities, gaining their skills and knowledge in the field of physical culture and sports in order to form a comprehensively mature and physically healthy children with a high culture;

Physical training is a pedagogical process aimed at the formation of motor skills and the development of children's mobility.

Organizer of a physical culture or sports event - a legal entity or individual who conducts a physical culture or sports event on his own initiative and (or) provides organizational, financial and material support for the preparation and conduct of such an event;

Physical training and health-improving facility - a closed or designed for public physical culture and physical education activities, which meets the norms and requirements and has the appropriate passport. open type construction;

Mass physical education activities - activities aimed at involving children in physical education and the formation of a healthy lifestyle among the population;

Mass sports event - a part of sports related to physical education, health, development and involvement of children in physical culture and sports through organized and (or) independent training, as well as mass physical culture and sports events;

Professional sports is a part of sports related to the organization and conduct of sports competitions, in which athletes receive awards and (or) salaries for their participation and preparation for their main activities;

Sports - amateur and professional activities of people, children, organized according to certain rules, comparing their physical and intellectual abilities, as well as the preparation for this activity and the relationship between children and people in the process of this activity. ;

Athlete - a child or an individual who regularly engages in the chosen sport or sports, constantly improving their sports skills and participating in sports activities;

Sports agent - a person acting on behalf of the athlete and in his interests on a contractual basis, monitoring compliance with the terms of contracts and the rights of the athlete;

Sports competition - a competition between athletes or teams of athletes in accordance with the rules (regulations) approved by the organizer of physical culture or sports event in order to

determine the best participant in the competition in various sports (sports disciplines);

Sports facility - designed for sports events and public sports events, training sessions and training sessions on sports, meeting the norms and requirements closed or open specialized construction with a relevant passport;

Athlete's sports disqualification is an appropriate type of sport in which an athlete is disqualified from participating in sports competitions for violation of the rules of the sport or the rules (regulations) of sports competitions or anti-doping rules approved by international sports organizations or norms approved by national sports federations (associations). Exclusion by the International Sports Federation (Association) or the Republican Sports Federation (Association) in the relevant sport;

Sports network (discipline) - a part of a sport that has distinctive features and includes the types of programs of one or more sports competitions;

Sports events - events that include sports competitions, training process and other activities to prepare for sports competitions with the participation of athletes;

Sport is a type of activity in the field of physical culture and sports, which is characterized by a person's specific preparation for sports competitions, the rules, regulations that determine the requirements, procedures and conditions for the conduct and participation in sports competitions. (Regulation);

Sports Federation (Association) - organized on the basis of membership for the development, promotion of one or more sports, as well as the organization of sporting events and the training of athletes - members of national sports teams of the Republic of Uzbekistan in the relevant sport established and state-registered non-governmental non-profit organization;

Sports referee - an individual authorized by the organizer of physical culture or sporting event to ensure compliance with the rules of the sport and the regulations of the competition, specially trained and received the appropriate qualification category;

Technical and practical sports - are of practical importance, in which, in addition to the general set of exercises to achieve sports

results, the athlete uses skills and abilities in the field of use and management of sports equipment, devices or technical means, as well as from various sports. Sports that use a combination of exercises. Technical and practical sports are an integral part of preparing young people for service in the Armed Forces of the Republic of Uzbekistan;

Coach - a natural person who has a license to engage in coaching activities and conducts training, mass physical culture activities, as well as directs the activities of the competition to achieve sports results;

National sports and folk games of Uzbekistan - sports and games that have a national socio-cultural orientation and are developing in the territory of the Republic of Uzbekistan;

National teams of the Republic of Uzbekistan - teams of athletes, coaches, scientists and other specialists in the field of physical culture and sports, medical specialists and other specialists of different age groups to prepare for and participate in international sports competitions on behalf of the Republic of Uzbekistan;

Amateur sports - a part of sports aimed at strengthening the health of people and children by involving the population in mass sports on a voluntary basis;

Military-practical sports - sports, which consist mainly of special actions (including methods) related to the performance of their duties by servicemen and persons serving in special services.

Motor skills are the ability to control movements in the process of motor activity, based on knowledge and experience.

Motor skills are a combination of natural and acquired motor skills that allow the most successful and high-quality performance of individual and motor functions.

Motion ability can be defined as a feature or set of features that exhibits little in the way of motor activity and determines its effectiveness.

In some sources or literature, the term "physical attributes" is used in scientific and methodological manuals.

Often the words "physical abilities" and "physical qualities" are used in the same sense.

1.3. Preschool education tools in the theory of physical education

Basic terms: engine, exercise, sun, air, water, agenda, rest, sleep, meal schedule, room, hygiene, child, sports field.

The main tool for the development of physical education for preschool children is exercise. Hygienic factors and the natural forces of nature are one of the types of tools that increase the effectiveness of exercise use.

1.3.1. Exercise

Exercise is a movement activity created and used for the physical development of a person, aimed at solving pedagogical problems and following pedagogical principles.

Exercise affects a person in many ways: they develop the physical condition of children, as well as help to solve problems of moral, mental, aesthetic and labor education.

Identifying the characteristics of physical exercises, dividing them into interrelated groups (classifications) will help the specialist in the process of searching for exercises that are more suitable for pedagogical tasks. As the science of physical education is constantly enriched with new information, modern pedagogical technologies, the classifications may change, and over time they will be improved.

Each of the exercises has not one, but several characteristic features. Therefore, the same exercise can be demonstrated in different classifications.

There are currently several classifications of exercise in physical education theory:

- Historical foundations of existing physical education systems (gymnastics, moon, tourism, sports);
- on the basis of priority development of individual muscle groups (arms and shoulder girdle muscles, torso and neck muscles, leg and pelvic muscles, etc.).

1.3.2. Healing forces of nature

The natural forces of nature (sun, air, water) increase the effect of exercise on the child's body.

During outdoor exercise under the influence of sunlight, children experience positive emotions, receive more oxygen, increase the metabolic process in the body and increase the functional capacity of all organs and systems.

Sun, air and water are used to harden the body, increase the body's adaptation to high and low temperatures. As a result, in the process of thermoregulation, the human body is able to respond in a timely manner to abrupt and rapidly changing external temperature conditions. At the same time, combining the natural forces of nature with exercise enhances the effect of exercise.

The natural forces of nature are also used as an independent factor of hygiene. Water is used to cleanse the skin of impurities, to dilate and narrow blood vessels, to have a mechanical effect on the human body. The air of forests, plants, gardens, which contain special substances (volatile), helps to kill germs, enriches the blood with oxygen. Sunlight synthesizes vitamin D, which protects a person from disease. It is very important to use all the natural forces of nature, the rational use of which is one of the important factors in the health of children.

1.3.3. Hygienic factors

Hygienic factors (routine, rest, sleep and diet, room hygiene, playground, clothing, footwear, exercise equipment, etc.) Increase the effectiveness of exercise on the body.

Hygienic factors are conventionally divided into two subgroups, which are divided into personal hygiene of the child and public hygiene.

In addition to exercise, the first subgroup includes the child's routine, diet, rest and personal hygiene. For example, a healthy and regular diet ensures the timely supply of essential nutrients to all organs, promotes normal growth and development of the child, as well as has a positive effect on the digestive system and prevents disease. Normal sleep provides rest and increases the efficiency of the nervous system.

Adherence to the agenda teaches children community, discipline.

The second subgroup includes the tools included in the exercise process: improving the exercise and rest schedule in accordance with hygiene standards, creating external conditions for exercise. If the exercise is carried out in a clean, bright room, then children will have positive emotions, their physical activity will increase, it will be easier to master the exercises and develop physical qualities. The agenda teaches children cleanliness and discipline. Proper lighting of the room prevents the development of eye diseases (myopia, etc.) and creates the most favorable conditions for targeting children.

Cleanliness of premises, physical education equipment, inventory, toys, attributes, clothing, footwear, hygiene and cleanliness prevent various infectious and allergic diseases in children. A necessary condition for a complete solution of the problem of physical education is the complex use of all means in their correct proportions. Thus, in the first three years of a child's life, hygiene factors and the natural forces of nature, the agenda is of great importance. Then, in the first year of life, massage, slow, passive-active exercises, basic movements (crawling, etc.) are used. As the child gets older, the role of hygienic factors, the rational use of natural forces does not lose its importance, but less time is spent on sleep and food, and conditions are created for the use of relatively complex types of exercise.

1.4. Principles of comprehensive training in the system of physical education

Basic terms: preschool pedagogy, development, child psychology, physiology, anatomy, medicine, biology, pediatrics, neuropsychology, biosocial.

Physical education for preschool children is based on certain principles. All principles can be divided into three groups:

1) General principles of physical education of preschool children

2) The principles of organization of the pedagogical process in the field of physical education in the organization of preschool education;

3) Principles aimed at performing physical exercises with preschool children.

These principles are required to be followed by any educator, physical education specialist, MTT educator group that organizes the active activities of preschool children.

1.4.1. General principles of teaching physical education in preschool children

Key words: integration, development, sociology, sports metrology, advanced pedagogical practice, pedagogical observation, neuropsychology, biosocial, comparative analysis.

The general principles of preschool education in the field of physical education include the following principles: humanization of education, democratization of education, variability of education, regional specificity of education, the nature of the development of education and Continuity of learning. Along with the physical education and health work carried out in the preschool organization, the physical, mental and social well-being of every child is the basis of any pedagogical process.

It is obvious that all the work included in the program of physical education creates a positive feeling of communication with peers, a sense of "enjoyment of exercise", overcoming failure, a very important process for his health. based on the understanding that education is an integral part of the agenda.

When planning to work with preschool children, the specialist should take into account the individual characteristics of each child.

The principle of liberalization of preschool education in the field of physical education gives the specialist the right to freely choose the forms, means and methods of working with children. However, such a right must ensure that the chosen forms, means and methods are appropriate to the physical condition of the children and the tasks of preschool education in the field of physical education. According to preliminary data, high final indicators of children's health, physical development, readiness for physical activity can be obtained only through a comprehensive analysis of the motor skills of children of this age.

The principle of humanization of education is aimed at helping professionals and parents to form an understanding of the role of preschool children in the world of movement during the movement; to acquaint them with the values of physical education and create conditions for them to know their potential in the world of action; to maintain a sense of fairness in the evaluation of the results of competitions and games. The child should feel at the center of attention of the pedagogical system.

The principle of variability of education includes the use of various programs to improve the physical condition of preschool children, including their state of health, the tasks of the educational process, children's mobility, the characteristics of the environment of preschool education , depending on the wishes of parents and others.

The principle of regional specificity of education includes the physical education of children, taking into account the climatic, mental, and geographical conditions and national traditions of the region, as well as ethnic characteristics. All this helps to improve the socio-biological adaptation of children. The implementation of this principle is associated with the achievements of national, worldview, traditions, regional research in the field of ethnopedagogy of physical education and physical education.

The principle of continuity in the process of physical education of preschool children is one of the principles that reflect the basic laws governing the quality of physical training, which is an integral, systematic process.

This principle means that in the field of physical education is applied as a long-term process of physical development of the child, the impact on the manifestation of physical development of children is not immediately expected, but over time, specific features of the child's body and mind and children's ability to perform is approached. Continuity of education in the process of physical education ensures its level and multifaceted movement of children in the field of education.

1.4.2. Principles of organizing the pedagogical process of physical education in the organization of preschool education

The principles of organizing the pedagogical process of physical education in preschool education are: orientation to health, socialization of the child, comprehensive development of the child, cooperation with the family and preparation for school.

The principle of health-oriented means that preschool professionals are responsible for the life and health of every child. They are responsible for ensuring the general, movement and agenda of preschool children, creating optimal conditions for children's games and activities. The appropriateness of any pedagogical activity should be considered in terms of the health of each child. When introducing new innovations in the pedagogical process, it is necessary to keep in mind the basic rule "Do not harm the health of children."

Specialists should organize exercise in such a way as to perform preventive and health-improving tasks: **firstly**, to eliminate the problem of inactivity in modern life, to increase children's physical activity; **secondly**, to improve the functional capacity of the child's body, increase its performance and resistance to external influences.

Through games, competitions, and interaction, children learn movement techniques, their interactions, following an agenda, and some movement skills. These types of activities help to enrich the emotional and volitional sphere of children and develop their relationships and organizational skills in the community.

The principle of comprehensive development of the child emphasizes that in solving the specific problems of preschool education in the field of physical education, the tasks of mental, moral, aesthetic and labor education are also solved. In any exercise, the specialist should try to increase the mental activity of children, to create conditions for the child to behave independently, to choose the most rational way of working, to pay attention to colors, environmental forms, emotional perception of music. need

The content of exercise should be adapted to ensure that all the physical qualities of children are coordinated, balanced

development, the development of motor skills and the acquisition of special knowledge by children.

The principle of unity and cooperation with the family is the correct upbringing of a healthy child, the organization of preschool education and family upbringing, health, daily activities, physical activity, hygiene procedures, the formation of cultural and hygienic skills and the development of children's behavior. This means that it can grow properly only if the uniform requirements are met. Therefore, it is very important to give parents the necessary advice, to involve them in physical education classes together and to improve the physical culture of parents.

The principle of school readiness Considers that school enrollment is one of the most important moments in a child's life, and the rapid increase in motor activity formed in the preschool period coincides with the period of schooling. The success of children's adaptation to training and endurance to the difficulties of training depends on the desire of the child's body to try to learn in a systematic way. The more the child's body is ready to overcome the difficulties associated with going to school, the easier the process of adaptation will be.

Among the many factors that affect the learning process at school, health, the development of physical activity play a leading role, and abilities and physical indicators are not excluded. Only healthy, physically and mentally well-developed children can successfully perform mental tasks.

Thus, the implementation of the principle of school readiness is carried out through health, development, which contributes to the smooth transition of the child to systematic education; Ensuring a high level of development of physical qualities and the formation of motor skills, which will help the child to successfully master the school curriculum in physical education; development of qualities through physical exercises, which ensure the success of educational activities, even in subjects not related to physical education in general; formation of the order of effective use of leisure time and organization of leisure time in children with the help of exercise.

1.4.3. Principles of teaching physical education to preschool children

The principles of teaching physical education to preschool children are: scientific, independent, systematic and consistent, conscious and active, observational, repetitive, individual.

The scientific principle of science includes a scientific approach to the physical education of preschool children, teaching exercises in accordance with the laws of socialization, mental and physical development of children.

The principle of independence means that during the lessons children have tasks that correspond to their level of social, mental and physical development and self-determination, anticipate what the specialist will teach them and master the programmed exercises in practice independently.

The free implementation of the lessons learned by the children increases their self-confidence, which guarantees freedom of education, and at the same time encourages the child to mobilize his energy.

The principle of gradual increase of requirements determines the need to increase the tasks from top to bottom in the exercise: from known to unknown; from simple to complex; from easy to difficult; rather, from less interesting to more interesting. The same principle can be applied to the volume and intensity of the load.

In the formation of the principle of system and consistency, this principle requires consistency and continuity in the teaching of knowledge and skills to preschool children. Systematicity is based on the laws of adaptation of children to difficulties. For preschool children, it is advisable to use a series of short lessons in different forms.

The principle of awareness and activity In the process of **physical education**, the specialist should not only support the constant interest of children in learning, but also to form a conscious attitude to all the processes that make up the content of the group. Regular involvement of children in systematic activities is one of

the main tasks of physical education in the family and in the organization of preschool education. In the future, following this principle, parents and professionals should teach children the ability to analyze actions, evaluate their emotions and control their condition. Preschoolers need to pay close attention to themselves, constantly evaluate their performance, and constantly promote successful actions. Thus, when working with children, it is necessary to invent different forms of incentives for their activities.

The principle of observation is based on a high level of use of the child's ability to perceive primary information through the world. The use of the principle of observation allows children to successfully form a variety of mastered movements, their rhythmic image, spatial, temporal and dynamic properties, rational techniques and tactics of movement. The principle of observation provides activation not only of children's visual analyzers (intuition), but also other sensory organs, which provide much more information about the material being studied.

The principle of repetition is to teach preschool children to perform repetitive actions. It is known that only in this case it is possible to achieve the required level of automation of motor movements and turn them into motor skills. However, it is important to keep in mind that multiple actions for children are very similar and boring. Therefore, when teaching preschool children new movements, it is recommended to create an appropriate emotional environment, to conduct it in a certain form of play or to include elements of play in the process of mastering motor activity.

The principle of individualization includes: the organization of the educational process, in which the choice of methods, techniques and speed of education, upbringing and development is determined by the age, health, individual, and other characteristics of children. An individual approach to education is inextricably linked with all the principles of teaching, as it is a one-on-one work with children, in the process of which can be considered as an independent, integrated pedagogical technology during the lesson.

1.5. Teaching methods in the process of physical education

Basic terms: knowledge, skill, qualification, method, methodology, classification, regularity, rigidly organized exercises, image, conversation, analysis, story, command, demonstration, word, practice, competition, action, regulation, game.

Ways of imparting knowledge and skills to children, methods of exposure of children to the specialist, methods of children's learning - all this is a set of methods.

The methods used in the exercise are developed in accordance with the pedagogical laws of the system of physical activity of the specialist.

Targeted use of methods allows to organize the theoretical and practical activities of children in a certain way, to ensure their development of movement, the development of motor skills and the formation of the child's physical education.

In accordance with the conditions of performance of certain tasks and exercises, each method is carried out using methods that are part of these techniques. There are so many methodological methods that they are not listed in any strictly limited way. Some of them lose their significance over time, change, and those that are important continue to improve as we work with children. The difference in the teaching process depends on the application of teaching methods used by specialists and the skills of the specialist.

A system of special methods and teaching methods designed to solve a particular problem, for forms of teaching, development, and sometimes group organization.

Classification of methods

Table 2

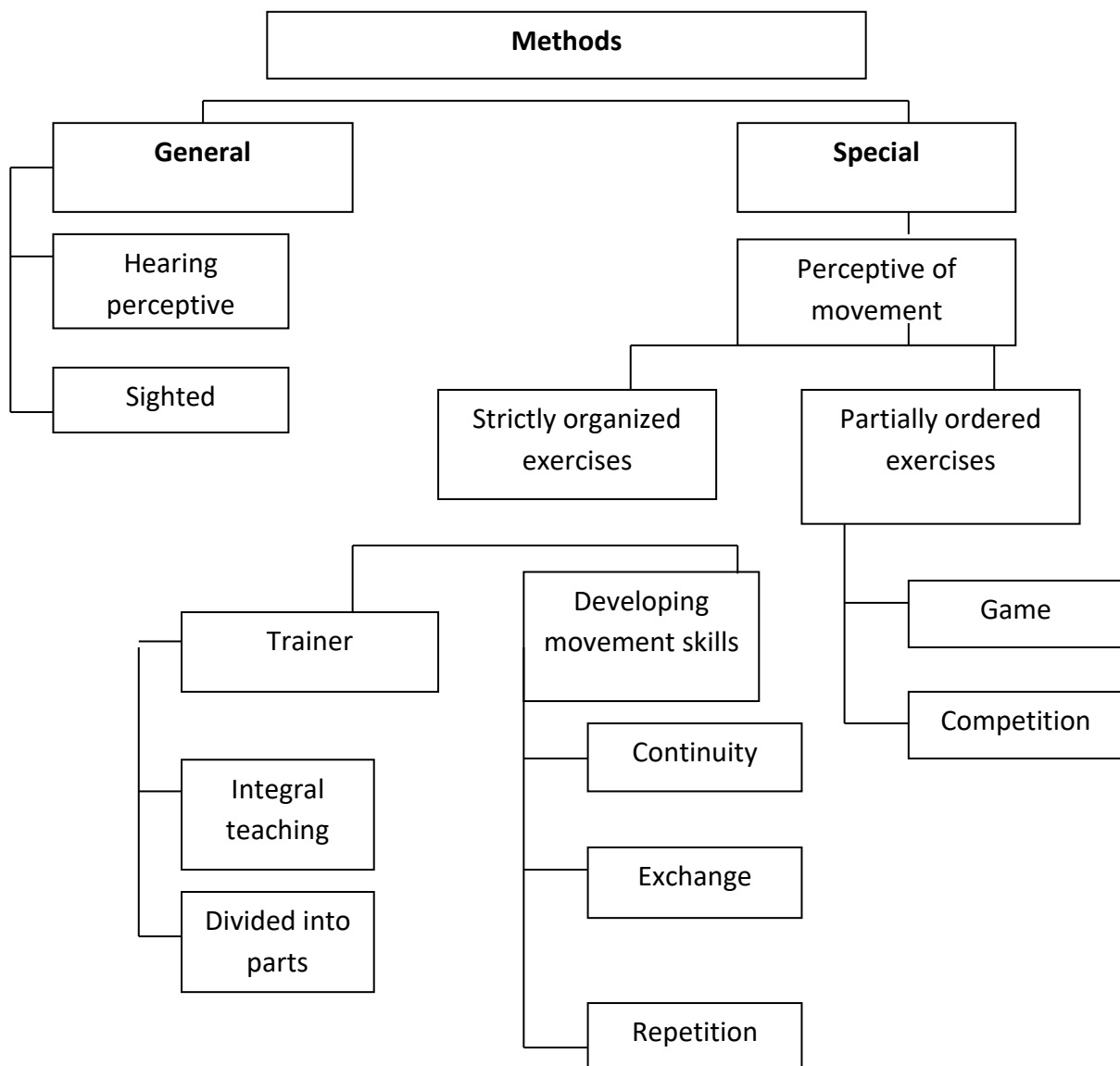


Table 2. Classification of methods used in physical activity with preschool children

In preschool education, in connection with the specifics of physical education and health, methods are used that reflect the characteristics of the upbringing, teaching and development of preschool children.

The classification of methods used in physical activity with preschool children reflects the child's ability to perceive information.

All methods used in physical activity with preschool children can be divided into three groups: auditory perception, visual perception, and movement perception.

At the same time, the methods of hearing and seeing information are used not only in the practice of physical education, but also traditionally in other educational processes. Methods of perception of movement are unique (Table 2).

1.5.1. Methods of perception of hearing

Methods of perceiving hearing are based on the use of words by a specialist. In this way, the child acquires new knowledge and concepts through words, which largely determines his attitude to physical exercises, and especially to the exercises being studied. The specialist has the ability to use two functions of the word: the semantic and emotional content of the taught material, which allows to influence the feelings of the child.

Creative works invented by an expert or a story from a book are used as a means to arouse children's desire to get acquainted with exercise, their interest in performing the given tasks. The figurative (thematic) story can be used in direct lessons. For example, the specialist uses imaginative words about nature trips, forest trips, etc., and children perform exercises in appropriate role-playing roles. In the group room, he uses poems, puzzles and riddles.

In addition, the conversation helps to clarify and expand knowledge, skills and ideas about the method of exercise. The description needed to create a general understanding of the movement is commonly used in the upbringing of preschool children. Verbal expression is often supplemented by demonstrations of exercises.

Explanation is used to teach the introductory part of the exercise. The note uses new pedagogical technologies that are important in the exercise and need to be focused on in this exercise.

The explanation should be short, clear, understandable, figurative, enjoyable. Preliminary exercises should be used in the explanation. Thus, when teaching target throwing, the expert in the explanation, based on the knowledge of distance throwing, draws on the knowledge and makes a comparison, showing the same initial position, the reversal. Speech is used effectively as an oral means of explaining physical exercises to children.

The conversation is often in the form of questions and answers. The interview helps the specialist to understand the interests of children, their knowledge, the level of learning of educational movements, the rules of active play and children - their emotional experiences. In addition, the conversation helps to clarify, expand knowledge, ideas about the rules of exercise.

Conversations can include reading a book, looking at pictures, getting to know a sports field, learning about sports equipment, cycling, throwing a ball, and more. Interviews can be held before, during walks, excursions and after training.

The specialist pre-selects the topics, explains the questions and connects the conversation style (encouraging children to be active and other methods) to the lesson.

The analysis differs from the interview only in that it is performed after completing a task (for example, a game). The analysis can be one-sided, if it is carried out only by a specialist, or two-sided - in the form of a conversation with children.

The command (or order) requires a short and unconditional execution. Commands can be used to define a task; notes on how to continue training; prevention and correction of errors in children; assessment of exercise performance (with and without approval); and incentives.

1.5.2. Demonstration method

This group of methods provides perception by seeing the action being studied by a specialist or another child. In these cases, visual aids can be used. Visual perception helps to learn quickly and imaginatively, increases interest in learned actions.

Demonstration exercises are used to introduce children to new, unimaginable actions. The exercise is demonstrated several times. When mastering the exercises (if possible) it is necessary to make it possible to watch them on monitors, that is, it is an effective tool to show the new element being mastered in this exercise. Video images, pictures, visual aids, multimedia tools help children to develop the ability to see as an additional tool to perform the tasks assigned to them in the lesson.

The specialist should carefully prepare for the demonstration of the exercise. It is important to choose a comfortable place so that the exercise is visible to all children. Shoulders, legs, arms should be shown in different genres in difficult exercises (throwing, jumping, etc.) to get an accurate picture of the condition.

Visual aids in the form of posters (pictures, visual aids, photographs, videos, inventory), as well as demonstrations of movies and cartoons are used to explain the technique of exercise.

Demonstration weapons should be displayed in their spare time. When analyzing them, children identify visual images of physical exercises, perform them correctly in physical education classes, and a clearer picture emerges in their memory.

1.5.3. Methods of perception of movement

These methods are based on the active movement activities of children. Depending on the degree of regulation of exercise conditions, these methods are divided into two groups: strictly regulated exercise methods and partially regulated exercise methods. These differences are relative. Both methods have their own laws. Only the level and content of regulation differs. Under certain conditions, two methods of different groups can be combined: the same action can be studied at the same time.

For example, it is closely related to the method of learning in parts and as a whole.

Strictly regulated exercise methods are characterized by the repetition of an action (or parts of it) with strict regulation of the shape of the movement, the size of the load, its magnification, rest, etc., so that you can choose individual movements that consistently form the necessary movements. ladi.

Strictly regulated exercise techniques can be used to teach motor movements (general and partial) and to develop motor skills (uniform, variable, repetitive).

The method of studying actions in parts involves studying the actions in separate parts, and then combining them into the desired integrity.

The holistic method of teaching generally involves learning in the form in which it is presented as the ultimate task of learning the movement.

In preschool, imitation is often used to teach simple exercises. *Imitation* of animals, birds, insects, natural phenomena and social life play an important role in teaching children to exercise. For example, by imitating the movements of animals such as rabbits and bears, children enter the image and perform exercises with pleasure. In general, it is possible to address situations where it is difficult to master the movement and systematize the basis of the leading exercises. Equipment is used to study physical activity, but in preschool organizations it is often used to develop physical qualities. The methods of using auditory and visual cues are often referred to as the combined use of visual and auditory cues. However, the main feature is the direct reference to the methods of practical training of the child in the process of exercise.

The method of access to images is widely used in general developmental exercises and walking, running, etc., the use of images is more effective in all age groups. However, it is often used when working with children in small age groups.

The use of visual aids is often done through the perception of sound, sound. Hearing methods are used to master the rhythm and control the speed of movement, as well as to perform the exercise correctly: to bend under the rope tied to the bell, (the child bends to touch it) to start the movement and used as a signal to finish. The sound of music, drums and drums, applause, etc.

Support Exercise training is necessary to protect children from dangerous situations, to determine the state of physical development of individual parts of the body, to create the right muscle sensations, to improve "positive memory" in the muscles.

In the first year of life, the individual parts of the body and the general body movements of the child are first "controlled" by adults, and then with some help, for example, when learning to crawl, it is necessary to protect the first steps. The specialist prevents a large group of children to keep their body straight during exercise, to prevent the child from falling and losing balance while walking on a bench.

In climbing the wall of gymnastics and long jump, the specialist performs such functions as protection and assistance to children.

The purpose of the method of continuity is that children try to keep the exercise constant, at a constant intensity, timbre, rhythm, amount of movement and range of motion.

The method of permanence is mainly used for exercise in cyclical nature (running, skiing, swimming), in the gym, in natural conditions, in places rich in oxygen (forest, park, river). This method is aimed at developing endurance and involves performing exercises with moderate intensity. Helps to increase the vital capacity of the lungs, strengthen the respiratory system.

The method of *rotation* is characterized by a series of changes of load during constant exercise, changes in speed, speed, duration, rhythm, amplitude of movements, magnitude of movement, technique of movement. This helps the specialist to develop the child's agility, agility skills and endurance, coordination of movements, and the formation of willpower qualities.

In the method of rotation, cyclic and acyclic exercises are exchanged (running with acceleration, stopping, movement at different speeds, etc.).

The effect of *repetition* training is observed as a result of repeated intensive exercises in full recovery.

Partially regulated exercise methods. Partially regulated exercise methods allow the child to choose relatively free movements to solve a task. These methods, as a rule, are used at the stage of development, when children have enough knowledge and skills. The methods included in this subgroup have different characteristics and have similarities: there is always an element of competition among children in their use.

Game style. The style of play has its own characteristics in the process of physical education. The game as a method is carried out not only through traditional but also non-traditional modern games. In the field of education, the concept of game style refers to the methodological features of the game, that is, the aspects that differ from other methods of teaching (in terms of features such as the organization and management of activities).

It should be noted that one of the most popular types of game style: it can be associated with certain games (for example, the element of volleyball, relay, action games).

The most characteristic features of the style of play are:

Organization of activities on the basis of figurative or conditional plot (purpose, plan of the game), which involves the achievement of a specific goal with constant and often unexpected changes in the situation.

The variety of ways to achieve the goal and the complex nature of the activity, the ability to achieve the goal in the game, as a rule, is not strictly related to any method of action. There are different ways to win under the rules of the game.

The conditions of wrestling in the game are extremely changeable. This means that players have to learn different ways to solve problems. The skills developed in them should be different in that they adapt to changing conditions.

A complex manifestation of different movement skills and qualities. To be successful in the game, the child has to use a number of actions (running, jumping, throwing, etc.).

All this provides a complex effect on the body of the player.

In many cases, the interaction between children is an object, for example: a ball, a flag, etc. is done with the help of.

The correct use of the game style is of great importance in the development of conscious discipline, self-control, courage, perseverance, initiative, activism and public qualities.

Competitive method The competitive method has many features characteristic of competition, but is used in a broader sense. The competition method can be used in any form of training for the purpose of conducting competitions in all physical exercises.

This method has many similarities with the game method. However, there are some differences between them. In the style of competition, it is basically a matter of winning, and the process of performing any action is completely subject to the task of winning the competition in accordance with predetermined rules.

Caution is required when using the competition method in the training of preschool children. Improper organization of the method

leads to strong nervous excitement, which can negatively affect the psychological feelings and behavior of preschool children.

Note! in particular, relay races: children's long stay in the audience's attention, complex exercises in extreme situations stimulate children's nervous system.

The competition method is used when children master the movements.

1.5.4. The importance of using techniques

Teaching methods are selected depending on the tasks of children, their age, their preparation, the complexity and nature of the exercises, the stage of training.

In the first stage of the exercise, the initial study of the exercises is generally done to create a correct picture of the movement in children.

Demonstrations, explanations and practical actions are used for this purpose.

In children, there is a connection between sight, image, technical words and muscle sensations.

With the increase in motor experience in children, explanations are used more sequentially. Oral methods are used as brief instructions.

In preschool, when exercising, they mainly use monitors, images and plots, visual and auditory methods. Oral methods can be used in conjunction with the demonstration method and help children to develop motor skills.

Exercise training methods are relatively different in different age groups. Children in the younger age group do the exercises with the help of adults. Gradually, children's independence increases and they perform exercises with the help of adults or by holding equipment. At this age, the ability to see takes precedence, which encourages children to perform actions. The word style is mainly used to form a positive attitude in children during exercise.

In small preschool age groups, they mainly use demonstration, imitation, sight, hearing methods in physical activity. Oral methods, combined with demonstrations, help to clarify exercise techniques.

With the expansion of movement experience in middle and older preschool children, the role of verbal style (explanations, commands, etc.) increases with the demonstration method, more sophisticated visual aids (photographs, drawings, films and videos) are used. Exercises are mostly in the form of competitions.

Control questions and assignments

1. Describe the role of children in the field of physical education in preschool education.

2. Describe the principles of teaching children in the field of physical education in preschool education.

3. What tools are used for physical education of children in preschool education?

4. Classify the methods used in physical activity with preschool professionals.

5. What are the features of the use of demonstration methods in preschool children?

6. What are the differences between the method of play and the method of competition?

CHAPTER II. SYSTEM OF PHYSICAL EDUCATION AND HEALTH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Keywords: public education, law, education, health, recreation, program, health day, organization.

The upbringing of preschool children in the field of physical education consists mainly of public education and non-governmental education services. In the field of physical culture and education, the Law of the Republic of Uzbekistan "On Education", "National Training Program" "Law of the Republic of Uzbekistan on Physical Culture and Sports" " The decision "On further improvement of the system of preschool education" includes the basic legislation. Source. *Lex.uz*

Primary education in the field of physical education for preschool children is the responsibility of the preschool education organization. The organization of additional educational services in the field of physical education for children is determined by the capabilities of the preschool education organization and the wishes of parents.

The quality of physical education in preschool children is ensured by the creation of good conditions for children to exercise, the professionalism of the specialists who organize their physical activity, as well as the content of programs used in preschool children.

The effective functioning of the system of physical education of preschool children is ensured by the staff of preschool education organizations in close cooperation with the family.

The program, as a rule, includes daily physical and recreational activities (morning gymnastics, classroom exercise, movement games and walking exercises between classes, post-sleep exercises). Physical education classes are held twice a week, outdoor classes and gym classes.

In addition to classes, it is possible to implement traditional "health day" activities aimed at increasing the psycho-emotional and intellectual load and deterioration of health of preschool children, on the other hand, the rest and recovery of children.

In a modern preschool organization, additional educational services and physical education play an important role in the process of children's physical health.

The activities of sports clubs and sections allow children and their parents to choose the most attractive type of physical activity.

However, in carrying out these activities should not interfere with the working order of the preschool organization.

The organization of additional educational services in the field of physical education should take into account the readiness of the specialist to work with preschool children and create a training program that will benefit the health of children.

Additional training programs should be developed taking into account the basic physical education programs in the preschool organization.

2.1. In the field of "Physical development and the formation of a healthy lifestyle" in preschool education on the basis of the program "First Step" and "State Requirements"

Key words: First step, state requirements, competency approach, physical development, healthy lifestyle, recommendations, play activities, child development map.

Due to the social changes taking place in our society in recent years, extensive reforms are being carried out to further develop preschool education institutions. The decision "On further improvement of the system of preschool education" allows employees of the system of preschool education to choose the principles of education and training of preschool children, the use of different methods of education and upbringing.

1. At present, pre-school education is conducted in accordance with the state requirements for the development of primary and preschool children of the Republic of Uzbekistan. The new programs, which implement the principles of collaborative pedagogy, provide for the introduction in preschool education organizations of a focused approach to the interaction of specialists with children. Along with such rules, modern programs of preschool education organizations have their own peculiarities in the

approaches to the organization and conduct of physical education and health work, and it is advisable to take them into account in the selection. [2]

In this program:

- The program includes 5 areas of compulsory education, called the competency approach to preschool education.

- Competences in the field of "Physical development and the formation of a healthy lifestyle."

- A child aged 6-7 years after the completion of educational activities in the field of "Physical development and the formation of a healthy lifestyle":

- Demonstrates physical activity in accordance with the standards of physical development, depending on their capabilities and age;

- knows how to perform various mobility activities in a consistent and targeted manner;

- uses fine motor skills in various life and learning situations;

- controls its actions with the help of sensory and sensory organs;

- Uses child hygiene skills;

- knows the basics of a healthy lifestyle and nutrition;

- Follows the rules of safe living activities.

Recommendations for the development of the MTT curriculum

Curriculum (below - Program) - is an important document that serves to implement the educational process in a particular age group, based on the MTT State Curriculum, which should ensure the achievement of the objectives.

The program is an important tool through which specialists (specialists) learn the most appropriate and effective forms, methods and ways of organizing the educational process for children of a certain age group in accordance with the State requirements for the development of primary and preschool children in the Republic of Uzbekistan. they define.

The program consists of a compulsory part and a part formed by the participants of the educational process. Both sections are complementary and necessary in terms of implementation of the

State requirements for the development of primary and preschool children.

The mandatory part of the program includes all five areas of education: physical development and a healthy lifestyle; speech, communication, reading and writing skills; development of the cognitive process; provides a comprehensive approach to socio-emotional development and the implementation of creative development.

The program should show how the specialist (specialist) creates an individual pedagogical model of education, taking into account the specific conditions, needs and characteristics of children's development, based on the State requirements for the development of primary and preschool children.

The program covers three main sections:

- **Target** - a section containing an explanatory letter and the planned results of the program;

- **meaningful** - this is a section that reflects the general content of the Program and ensures the full development of the child;

- **Organizational** - this is a section that includes a description of the material and technical support of the Program, the provision of teaching materials and tools, the agenda, as well as events, celebrations, development environment.

The program is discussed at the pedagogical council of MTT and approved by the order of the director.

A typical group agenda for a full day of children's activities

Table 3

1	Agenda	3-4 young	4-5 young	5-6 young	6-7 young
2	Admission of children, independent activity, games, morning physical training	7.00 – 8.20	7.00 – 8.25	7.00 – 8.30	7.00 – 8.30
3	Breakfast preparation, breakfast	8.20- 8.50	8.25 – 8.50	8.30 - 8.50	8.30 – 8.50

4.	Independent activity, games	8.50 – 9.00	8.50 – 9.00	8.50 – 9.00	8.50 – 9.00
5.	Playful educational activities	9.00-9.40	9.00-9.50	9.00-10.00	9.00 – 10.50
6.	Didactic games, independent activity	9.40-10.00	9.50 – 10.00	10.00 - 10.35	-----
7.	Preparation for a trip, a trip	10.00 – 12.00	10.00 – 12.10	10.35 – 12.25	10.50 – 12.35
8.	Return from a trip, games	12.00 – 12.20	12.10 – 12.30	12.25 – 12.40	12.35 – 12.45
9.	Lunch preparation, lunch	12.20 - 12.50	12.30-13.00	12.40-13.10	12.45-13.10
10	Preparing for sleep, daytime sleep	12.50-15.00	13.00-15.00	13.10-15.10	13.10-15.10
11.	Refreshing gymnastics, air and water treatments	15.00-15.10	15.00-15.10	15.00-15.10	15.00-15.10
12.	Sleepless time Sleepless time	Erkin faoliyat 13.00-15.10	Erkin faoliyat 13.00-15.10	Erkin faoliyat 13.00-15.10	Erkin faoliyat 13.00-15.10
13.	Preparation for the second lunch (poldnik), the second lunch	15.15-15.30	15.15-15.30	15.20-15.30	15.20-15.30
14.	Additional education, reading fiction, independent play activities	15.30-16.30	15.30-16.30	15.30-16.30	15.30-16.30
15.	Travel, independent play activities	16.30-17.45	16.30-17.45	16.30-17.45	16.30-17.45
16.	The children go home	17.45-18.00	17.45-18.00	17.45-18.00	17.45-18.00

Note: each MTT can develop its own agenda based on the number of hours children spend in the organization and in accordance with the requirements of Sanitation and Hygiene. It should be borne in mind that recreational activities, excluding daytime sleep, account for at least 38%, children's outdoor activities

at least 38%, independent play activities at least 24%, the formation of a healthy lifestyle (sanitary and hygienic skills) at least 20%, informing parents about the development of children at least 3%.

Development map of a child from 3 to 5 years

Child's last name, first name _____

Date of birth _____

Date of admission to MTT _____

Date of observation _____

Age at the beginning of the follow-up _____

Date of observation _____

Table 4

		Youth								
		4-year				5-year				
		3 years 3 months	3 years 6 months	3 years 9 months	4 years	4 years 3 months	4 years 6 months	4 years 9 months	5 years	
1	Physical development and formation of a healthy lifestyle									
1.1	Great motor skills									
1	Moves in different ways (straight, free, in the specified direction)		✓							
2	Runs while maintaining balance		✓							
3	He jumps on both feet in his place		✓							
4	Jumping while moving forward		✓							
5	Crawls under the bow		✓							
6	Returns exercises during exercise			✓						
7	He rides a tricycle			✓						
8	Up and down the sports ladder			✓						
9	The column			✓						

	can be aligned with the circle									
10	Walks on tiptoes, heels, back, outside of the soles of the feet and with the knees raised.									
11	Maintains balance while moving on the rope									
12	He runs with his knees raised									
13	He jumps over low obstacles						✓			
14	He tries to jump through the skipping rope						✓			
15	He crawls on his stomach on a gymnastic bench with his arms pulled									
16	Climbs the gymnastics wall									
17	It flies on a scooter									
1.2	Small motor skills									
1	Inserts the rope into the loop									✓
2	Takes small objects in a certain order									
3	He puts the toys in the box independently and takes them out of the box		✓							
4	With the help		✓							

	of adults, he threads large beads									
5	Puts objects from one container to another									
6	Wears and removes buttons, clothing and shoe hooks independently									
7	Transfers small, medium and large beads to the thread according to the pattern									
8	The lock opens and closes the hooks, using a wrench									
1.3	<i>Sensomotorics</i>									
1	He rolls big balls with both hands while sitting and standing	✓								
2	Shoots the object at the specified target		✓							
3	He rolls or throws the ball to another child		✓							
4	Can distinguish smooth and rough texture		✓							
5	Determines the taste		✓							
6	The dolls fly off the stroller		✓							
7	With his right and left hands he hits the ball									

	alternately on the ground									
8	Rotates left and right alternately									
9	Distinguishes different structures and surfaces									
10	Holds small flying and swimming small objects with a matrap.									
11	Releases soap bubbles									

Map of developmental achievements of children from 5 to 7 years

		Age (in months)							
		6-years				7-years			
		5 years 3 months	5 years 6 months	5 years 9 months	6 years	6 years 3 months	5 years 6 months	5 years 9 months	7 years
1	Physical development and formation of a healthy lifestyle								
1.1	Great motor skills								
1	He walks from heel to toe		✓						
2	Crosses or goes around obstacles		✓						
3	Walks on a gymnastic bench while maintaining balance			✓					
4	Performs a variety of running techniques (snake, curve, snout, overcoming obstacles)								
5	He jumps in different ways								
6	Lying on his stomach, he crawls with his hands								

7	Climbs along the gymnastics wall								
8	One, two, four walks in the column; walks in a circle, in a circle								
9	Executes various commands while walking								
10	Runs lightly, quickly, over obstacles, maintaining direction and balance								
11	He turns around and jumps with his legs to the right and left								
12	He jumps in different ways								
13	The rope is crawling along the rope								
1.2	Small motor skills								
1	Draws different lines on the surface (asphalt)								
2	Divides large, medium and small toys into boxes of appropriate size								
3	Assembles complex structures								
4	Can feel the toys in the bag								
5	Cuts the paper along the line								
6	Demonstrates imitation objects (flower, bird, butterfly, lock) with hands, fingers								
7	Ties various ties from ropes								
8	During the game								

	he plays with small toys								
9	Tears the paper along the marked line								
10	Assembles mosaics and puzzles consisting of small parts								
1.3	<i>Sensomotorics</i>								
1	He throws the ball up and catches it again								
2	He catches the ball in different ways								
3	He spins the ball on the ground with a stick, going around the obstacle								
4	He throws a bag of sand at the target								
5	Standing in the main position, he passes the ball to another child with both hands at chest height								
6	Checks objects using various analyzers (closed eyes, palpation, taste detection)								
7	He shoots the ball from below, from behind the head								
8	It spins the ball around the ground in the shape of a snake								
9	Skiing, rollerblading, riding a two-wheeled bicycle								
10	Turns the ball over (bowling)								

11	Chambarak (obrukh) rotates with arms, legs, waist								
12	Throws the rings in the designated place								

6-7 YEAR OLD CHILD PREPARATION FOR SCHOOL MAP

№	Expected result of development	Done			
		Always	Often	Sometimes	Never
1	Physical development and formation of a healthy lifestyle				
1.1	shows physical activity in accordance with the norms of physical development, depending on their capabilities and age				
1.2	knows how to perform various mobility activities in a consistent and targeted manner				
1.3	uses fine motor skills in a variety of life and learning situations				
1.4	controls its actions with the help of sensory and sensory organs				
1.5	The child uses hygiene skills				
1.6	adheres to the principles of safe living activities				

Map of developmental achievements of children from 5 to 7 years

		Age (in months)							
		6-years				7-years			
		5 years 3 months	5 years 6 months	5 years 9 months	6 years	6 years 3 months	5 years 6 months	5 years 9 months	7 years
1	Physical development and formation of a healthy lifestyle								
1.1	Great motor skills								
1	He walks from heel to toe		✓						
2	Crosses or goes around obstacles		✓						
3	Walks on a gymnastic bench while maintaining balance			✓					
4	Performs a variety of running techniques (snake,								

	curve, snout, overcoming obstacles)								
5	He jumps in different ways								
6	Lying on his stomach, he crawls with his hands								
7	Climbs along the gymnastics wall								
8	One, two, four walks in the column; walks in a circle, in a circle								
9	Executes various commands while walking								
10	Runs lightly, quickly, over obstacles, maintaining direction and balance								
11	He turns around and jumps with his legs to the right and left								
12	He jumps in different ways								
13	The rope is crawling along the rope								
1.2	Small motor skills								
1	Draws different lines on the surface (asphalt)								
2	Divides large, medium and small toys into boxes of appropriate size								
3	Assembles complex structures								
4	Can feel the toys in the bag								
5	Cuts the paper along the line								
6	Demonstrates imitation objects (flower, bird, butterfly, lock) with hands, fingers								
7	Ties various ties from ropes								
8	During the game he								

	plays with small toys								
9	Tears the paper along the marked line								
10	Assembles mosaics and puzzles consisting of small parts								
1.3	<i>Sensomototics</i>								
1	He throws the ball up and catches it again								
2	He catches the ball in different ways								
3	He spins the ball on the ground with a stick, going around the obstacle								
4	He throws a bag of sand at the target								
5	Standing in the main position, he passes the ball to another child with both hands at chest height								
6	Checks objects using various analyzers (closed eyes, palpation, taste detection)								
7	He shoots the ball from below, from behind the head								
8	It spins the ball around the ground in the shape of a snake								
9	Skiing, rollerblading, riding a two-wheeled bicycle								
10	Turns the ball over (bowling)								
11	Chambarak (obrucl)								
12	Throws the rings in the designated place								

6-7 YEAR OLD CHILD PREPARATION FOR SCHOOLMAP

№	Expected result of development	Bajaradi			
		Always	Often	Sometimes	Never
1	Physical development and formation of a healthy lifestyle				
11	shows physical activity in accordance with the norms of physical development, depending on their capabilities and age				
12	knows how to perform various mobility activities in a consistent and targeted manner				
13	uses fine motor skills in a variety of life and learning situations				
14	controls its actions with the help of sensory and sensory organs				
15	The child uses hygiene skills				
16	adheres to the principles of safe living activities				

Primary and pre-school education in the Republic of Uzbekistan for the development of children of all ages STATE REQUIREMENTS

These state requirements of the Republic of Uzbekistan for the development of primary and preschool children (hereinafter referred to as the State requirements) Law of the Republic of Uzbekistan "On Education", President of the Republic of Uzbekistan 29 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. PP-2707 of December 21, 2017 "On measures to further improve the system of preschool education in 2017-2021" Comprehensive development of primary and preschool children (hereinafter referred to as children), education determines the state requirements for preparation for school education.

Requirements for the development of young children

Table 5

PHYSICAL DEVELOPMENT AND HEALTHY LIFE STYLE FORMATION		
Small field: Large motor skills		
Requirement: The child controls his body and its organs, moves purposefully		
0-1 years	1-2 years	2-3 years
Expected results		
raises the head and chest; from the back to the abdomen and back; sits without help; searches and finds his feet and pulls them to his mouth; crawls in different directions;	walks in different directions without the help of adults; sits on his knees; runs; bends over and picks up toys;	maintains balance while standing on one leg; rises and falls independently of the stairs; slides down the hill; jumps with both feet in one place, jumps forward;

moves on all fours; stands on a pole; stands up with and without the help of an adult; begins to walk; over small obstacles.	step by step up the stairs.	jumps over small obstacles; opens a closed door, enters and exits through the door; flies on a three-legged bicycle.
Subsector: Small motor skills		
Requirement: The child coordinates and uses the hands and fingers for different purposes		
0-1 years	1-2 years	2-3 years
Expected results		
catches objects; takes objects from one hand to another; holds several objects at once; rotates various toys with fingers; disassembles and assembles simple toys; claps; shakes hands.	often skips a few pages and turns the pages of a book; collects and combines objects (pyramid, etc.); twists and turns objects; Plays a "finger game"	Divides and assembles 5-7 ring pyramids; places objects of flat and volumetric shape corresponding to the shape of the hole; passes the rope to the ring; collects large volumes of simple mosaics; builds easy building structures; with the help of adults threads large beads.
Child development activities		
show the action with a clear explanation of each action; play with devices; giving the child toys and allowing them to explore; giving the child safe objects, rattles, small pyramids, and other objects to select and sort under adult supervision.	Provide the child with toys and objects that can be opened / closed (jars with unbreakable lids, pots).	Regular activities with the child: jointly make animals, household items (plates, bowls, spoons) from clay or plasticine, draw all these objects; it is possible to play with a child in the sandbox, to hide small toys in the sandbox, and the child will look for them himself; Conducting tying games to develop sensory coordination of fine motor skills of the hands allowing the child to collect cubes, close and open locks, etc.
Subsector: Sensory motor		
Requirement: The child is able to control their movements with the help of sensory organs		
0-1 years	1-2 years	2-3 years
Expected results		
learns the environment with his hands and mouth; hits objects together; applause; strives for the object of interest.	stretches out his hand to his favorite food and other things; grabs a plate (bowl) and drinks from it; pours water from one container to another; throws the ball with both hands; rolls and shoots the ball; pushes the ball with his foot; drives a wheelchair or machine tied to a rope.	rolls the ball to others; throws a ball to adults; throws a ball over a pulled rope; assembles the pyramid according to its color, shape and size; can determine the taste of familiar vegetables and fruits; distinguishes between low and high voices; moves his arms and legs in unison.

Child development activities		
Schedule meals and snacks give the child a box and ask him to collect his toys; offering the child their favorite food; to help the child understand the connection between what he sees and the action (look, the ball is rolling, go, grab it); to encourage every success of the child.	allowing the child to choose one of several dishes; encourage the child to drink from an independent bowl during the day; offer the child the opportunity to perform exercises that combine movement with intuition (play of shadows, drawing with the feet, movement on the signal); offer and name objects and toys of different materials and shapes.	to be in constant contact with the child, to play with him, to disassemble cubes, pyramids, matryoshka dolls, to assemble, to put objects in the corresponding hole of boxes; when preparing salads, allow the child to taste and identify vegetables by taste and smell; "Slow and loud," "Find out what's ringing," "Let's step and dance," "What do you hear?" play games such as.
PHYSICAL DEVELOPMENT AND HEALTH LIFESTYLE FORMATION		
Sub-sector: Healthy lifestyle and security		
Requirement: The child demonstrates health skills, has an understanding of the rules of safe healthy eating and life		
from birth - 1 year	1-2 years	2-3 years
Expected results		
has a good appetite and sleep; tries to eat independently with a spoon; squeezes the sponge using all the fingers of his hand; wipes face, mouth and hands; drinks from a bottle; splashes water while bathing.	cleans teeth with a toothbrush with the help of adults; independently increases the face, mouth and hands; tries to take off his clothes; mimics wiping tables and floors.	rubbs his hands with soap, washes foam and wipes with a towel; eaten with an independent spoon; uses hand towels (napkins) during meals; has a positive attitude towards water treatments.

It is aimed at the development of preschool children REQUIREMENTS

PHYSICAL DEVELOPMENT AND HEALTHY LIFE STYLE FORMATION		
Small field: Large motor skills		
Requirement: The child controls his body and its organs, moves purposefully		
0-1 years	1-2 years	2-3 years
Expected results		
raises the head and chest; from the back to the abdomen and back; sits without help; searches and finds his feet and pulls them to his mouth; crawls in different directions; moves on all fours; stands on a pole; stands up with and without the	walks in different directions without the help of adults; sits on his knees; runs; bends over and picks up toys; step by step up the stairs.	maintains balance while standing on one leg; rises and falls independently of the stairs; slides down the hill; jumps with both feet in one place, jumps forward; jumps over small obstacles; opens a closed door, enters and exits through the door;

help of an adult; begins to walk; over small obstacles.		flies on a three-legged bicycle.
Subsector: Small motor skills		
Requirement: The child coordinates and uses the hands and fingers for different purposes		
0-1 years	1-2 years	2-3 years
Expected results		
catches objects; takes objects from one hand to another; holds several objects at once; rotates various toys with fingers; disassembles and assembles simple toys; claps; shakes hands.	often skips a few pages and turns the pages of a book; collects and combines objects (pyramid, etc.); twists and turns objects; Plays a "finger game".	Divides and assembles 5-7 ring pyramids; places objects of flat and volumetric shape corresponding to the shape of the hole; passes the rope to the ring; collects large volumes of simple mosaics; builds easy building structures; with the help of adults threads large beads.
Child development activities		
show the action with a clear explanation of each action; play with devices; giving the child toys and allowing them to explore; giving the child safe objects, rattles, small pyramids, and other objects to select and sort under adult supervision.	Provide the child with toys and objects that can be opened / closed (jars with unbreakable lids, pots).	Regular activities with the child: jointly make animals, household items (plates, bowls, spoons) from clay or plasticine, draw all these objects; it is possible to play with a child in the sandbox, to hide small toys in the sandbox, and the child will look for them himself; Conducting tying games to develop sensory coordination of fine motor skills of the hands allowing the child to collect cubes, close and open locks, etc.
Subsector: Sensory motor		
Requirement: The child is able to control their movements with the help of sensory organs		
0-1 years	1-2 years	2-3 years
Expected results		
learns the environment with his hands and mouth; hits objects together; applause; strives for the object of interest.	stretches out his hand to his favorite food and other things; grabs a plate (bowl) and drinks from it; pours water from one container to another; throws the ball with both hands; rolls and shoots the ball; pushes the ball with his foot; drives a wheelchair or machine tied to a rope.	rolls the ball to others; throws a ball to adults; throws a ball over a pulled rope; assembles the pyramid according to its color, shape and size; can determine the taste of familiar vegetables and fruits; distinguishes between low and high voices; moves his arms and legs in unison.

Child development activities		
Schedule meals and snacks give the child a box and ask him to collect his toys; offering the child their favorite food; to help the child understand the connection between what he sees and the action (look, the ball is rolling, go, grab it); to encourage every success of the child.	allowing the child to choose one of several dishes; encourage the child to drink from an independent bowl during the day; offer the child the opportunity to perform exercises that combine movement with intuition (play of shadows, drawing with the feet, movement on the signal); offer and name objects and toys of different materials and shapes.	to be in constant contact with the child, to play with him, to disassemble cubes, pyramids, matryoshka dolls, to assemble, to put objects in the corresponding hole of boxes; when preparing salads, allow the child to taste and identify vegetables by taste and smell; "Slow and loud," "Find out what's ringing," "Let's step and dance," "What do you hear?" play games such as.
PHYSICAL DEVELOPMENT AND HEALTH LIFESTYLE FORMATION		
Sub-sector: Healthy lifestyle and security		
Requirement: The child demonstrates health skills, has an understanding of the rules of safe healthy eating and life		
from birth - 1 year	1-2 years	2-3 years
Expected results		
has a good appetite and sleep; tries to eat independently with a spoon; squeezes the sponge using all the fingers of his hand; wipes face, mouth and hands; drinks from a bottle; splashes water while bathing.	cleans teeth with a toothbrush with the help of adults; independently increases the face, mouth and hands; tries to take off his clothes; mimics wiping tables and floors.	rubbs his hands with soap, washes foam and wipes with a towel; eaten with an independent spoon; uses hand towels (napkins) during meals; has a positive attitude towards water treatments.

It is aimed at the development of preschool children REQUIREMENTS

PHYSICAL DEVELOPMENT AND HEALTHY LIFE STYLE FORMATION			
Small field: Large motor skills			
Requirement: The child controls his body parts, moves purposefully			
3-4 years	4-5 years	5-6 years	6-7 years
Expected results			
walks in different ways (straight, free, in the specified direction); column, can be arranged in a circle; runs in balance;	on the tip of the foot, on the heel, on the side of the soles of the feet and with the knees raised; maintains balance on the rope; runs with knees raised; jumps over low obstacles; tries to jump on a rope;	walks from toe to toe; goes around or overcoming obstacles; walks step-by-step while maintaining balance on a gymnastic bench; walks straight and sideways on a sloping board; performs various types of	one, two, four, in a circle, in a row; performs various tasks while walking; runs lightly (fast, overcoming obstacles, maintaining

moves up and down the sports ladder; jumps on two legs in one place; jumps forward; crawls under the arc of the circle; repeats exercises during physical training; flies on a three-legged bicycle.	pulls on the abdomen on the gymnastic bench with his hands; moves on the gymnastic ladder; flies on a scooter.	running (snake, zigzag, mokisimon, overcoming obstacles); jumps in different ways; crawls through several objects; lying on his stomach, crawling with his hands; climbs the gymnastic ladder.	direction and balance); jumps around in one place, shifts his legs to the right and left; jumps on the rope in various ways; rope ladder, climbs up on a thick rope; flies on a two-legged bicycle.
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**PHYSICAL DEVELOPMENT AND HEALTH
LIFESTYLE FORMATION**

Subsector: Small motor skills

Requirement: The child uses his hands and fingers for various purposes

3-4 years	4-5 years	5-6 years	6-7 years
inserts the rope into the ring; stacks small objects in a certain order; independently places and removes toys from the box; with the help of adults threads large beads; places items from one container to another.	sews and removes independent buttons, puts on hooks for clothes and shoes; collects small, medium and large beads on the thread on the basis of the pattern; opens and closes locks, uses a key; twists and connects small objects (constructor parts); makes various objects from large and small parts of the constructor; draws a straight line and a circle on the basis of the pattern; folds the paper, cloth and napkin along the indicated line; cuts the paper with scissors along the indicated line.	draws different lines on surfaces (classic game on asphalt); places small, medium and large toys in the box according to their size; assembles complex structures; can feel the toy in the bag and say its name; cuts paper independently in a straight line.	shows imaginary objects with his hands (flower, bird, butterfly, tower); finished various knots from the ropes; plays with small toys during play activities; can tear the paper along the marked lines; collects small pieces of mosaics and puzzles.

Expected result

**PHYSICAL DEVELOPMENT AND HEALTH
LIFESTYLE FORMATION**

Subsector: Sensomotorics

Requirement: The child is able to control their movements with the help of sensory organs

3-4 years	4-5 years	5-6 years	6-7 years
Expected results			
throws large balls into the distance, with both hands, sitting and standing; throws the object to the target;	hits the ball on the ground with his right and left hands alternately; alternates left and right; goes to different textures and surface differences; catches small flying, floating	throws the ball into the sky and catches it; hangs the transmitted ball in various ways; passes the ball between the bar with a stick; shoots a sandbag;	from below, throws a ball over his head; throws the ball across the ground like a snake; sledding,

throws or shoots a ball to another child; goes to the difference of smooth and uneven texture; determines the taste; pushes the puppet wheelchair.	objects with a matrap; blows soap bubbles.	passes the ball to the other child from the main position with both hands; examines the subject with the help of various analyzers (blindfolded, depending on taste, palpation).	rollerblading, two-legged cycling; hits the target with a ball (bowling); turns the ring on his hands, feet, waist; shoots the rings on the ring column.
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2.2. How to help the child? (observation of children)



Picture 1 *Collaboration of a specialist and a doctor in physical education classes*

Basic terms: intellectual, artistic, orthopedic, specialist, control, corrective exercises, gymnastic elements, diagnosis, physical qualities, balance, mobility, approximate plan.

Today, there are employees of preschool organizations in different types and specialties, working on new programs aimed at developing the intellectual, artistic and other abilities of children. However, in some cases, some specialists do not pay enough attention to physical education activities. The close connection between the child's physical education and mental state is not taken into account. According to statistics from medical practice, these conditions lead to functional disorders in the body in many children: that is, the level of development and growth efficiency of the skeletal muscles decreases. Incompatibility of movements, endurance, flexibility and strength, poorly developed qualities lead to the fact that in time they lag behind the normative development. Prolonged loss of motor activity (incorrect movements) increases

the static load on certain muscle groups, which leads to scoliosis, obesity, the formation of fat in the body, etc. rsatadi. As far as possible, all MTTs, which have a good sports base, should actively organize physical education work, depending on the conditions.

The strengthening of the musculoskeletal system under the supervision of a qualified orthopedist, the implementation of corrective and corrective exercises aimed at correcting its shortcomings (Figure 1) shows the positive effect of cooperation between a specialist and a doctor in physical education. Before each lesson, the educator, specialist should be informed about the medical condition of children.

The analysis of existing programs for children's physical education and their implementation in practice has raised a number of questions among the authors: Why are the program tasks of physical education in preschool organizations in relation to the natural needs of children? - Why is the study of many types of movements (climbing, balancing, throwing, etc.) carried out in large groups?

Practice shows that children under 3-4 years of age have the opportunity to engage in more physical activity and movement. Most children over the age of 3 climb independently on the gymnastic wall, while some move upwards, hanging on a horizontally mounted piece of wood, holding various balls, balls and balls, (30-60 cm height), independent climbing, jumping from chairs and benches, can do most of the exercises on the sports field.

The question arises: why give up the natural desires of children by artificially restricting their physical development?

The study of motor activity of children of preschool age is carried out in the basic movement system without taking into account their natural desires and abilities. As a result, all children are brought up according to one program, that is, the requirements for each child are the same! At the same time, each child has its own characteristics, physical qualities, flexibility, plasticity, a sense of rhythm. It depends on the level of intelligence of the physical education specialist to find the hidden abilities and give the right direction by observing these natural tendencies in children. In the development of a physically fit child, it is necessary to take into

account its peculiarities. If a child is not able to express himself in any way, we must help him.

In most children, some physical abilities may not be fully developed. As mentioned above, the same exercises are performed en masse for the whole group. However, each child needs an individual set of corrective, corrective exercises. For example, in the "airplane" exercise (lying on his stomach), the legs and arms try to resemble the wings and tail of an airplane, and children lift their heads, shoulders, arms, and legs slightly off the ground. or it is difficult to determine the damage. What about children who are prone to scoliosis, lordosis, kyphosis, flat feet, etc.? Here, training without the participation of an orthopedic doctor can cause accidents. For example, if a 3-year-old has already learned to crawl on a rope, a 5-year-old is now learning to crawl. In this case, the specialist and the specialist can perform various scratching movements on the first child in the manual position. If the child does not have any difficulties with these exercises, he can move on to the next more complex exercises shown in the program. Based on the annual plan and the approximate list of groups, each specialist, depending on the conditions in which they are organized, can create their own programming system for the development of children's movement in preschool education.

Thus, in this manual, the division of training into age groups is rejected, because we believe that if they reward a child with innate abilities, no one should artificially slow down their development. However, the manual does not set the goal of achieving high results with the mandatory formation of certain skills. The most important thing is to help children show their potential and natural abilities. And it is present in every child. Timely recognition of abilities and talents should be carried out by a specialist and a specialist, parents in a comprehensive manner.

In order to work successfully in the program, the staff of the preschool organization must work actively and constantly in the performance of their duties. The doctor (pediatrician) must monitor the observance of physical activity for the health of each child, his physical development, and so on. Orthopedist - the doctor should monitor the condition of the musculoskeletal system; musical leader

- musical singing, physical education of children and dance movements should be carried out in harmony. In addition, the role of the head of the preschool organization should ensure the interdependence of the pedagogical process and the necessary conditions in the work of the whole team.

This manual summarizes the whole set of activities for the harmonious development of children in one system and is reflected in the complex tables. Composition and structure of physical education classes, types of movement, basic movements, game exercises and games; movement and national games, gymnastics and more. This allows each type of action to be analyzed depending on the complexity and level of performance.

During physical education, the specialist should constantly monitor the safety of the child during exercise to help him or her maintain physical activity or motor skills. In the expression of a particular movement, this or that game, the methods of their organization, the location of the projectiles, the direction of children's movement are taken into account. Before the start of the lesson, children are required to get acquainted with the selected area, and sports equipment. It is necessary to coordinate and strengthen the work of children and the specialist, and to teach children the methods of performing the exercises familiar to them in physical education.

In preparation for competitions and events, children perform a variety of acrobatic exercises, the use of which is also used in physical education. Gradually, the lessons will be enriched with elements of acrobatics on the gymnastic ladder, sticks, rings, ropes, hanging rings and carpets, with the help of elements of rhythmic gymnastics with appropriate music.

While increasing the physical activity of preschool children, the implementation of holiday and competition nights helps them to realize their high physical potential. Extracurricular excursions, outdoor walks, nature walks show their high results.

During the summer health month, sports games with children, "cheerful starts", gymnastics, competitions and water events are one of the main factors in the healthy development of children. At the end of April, competitions for gymnasts under the motto "Young

Athletes" and "Healthy Wrestler" will start for pupils. In the competition, each child demonstrates his abilities, he is given the opportunity to choose actions, exercises and even music. The training will end at the end of May as part of the summer sports festival, where participants will be awarded diplomas, demonstrate specific exercises in sportswear, such events will clearly demonstrate the abilities of children, the results will be recorded.

Objective: To help each child develop basic motor and physical qualities by knowing their abilities and talents. This is done taking into account the needs of movement and play, taking into account the individual psychophysiological characteristics and physical qualities, as a result of which the child's body recovers and grows well.

Diagnosis Physical qualities: balance, mobility, muscle strength, speed, endurance, jumping ability, targeting, development of the vestibular apparatus, flexibility, flexibility, coordination of movements are improved.

Health status

The pediatrician examines the health of each child and advises physical education specialists and educators on how to implement a special approach to children in physical condition and physical activity, depending on the health of each child.

The orthopedist examines the condition of the musculoskeletal system and gives him recommendations for individual rehabilitation for each child.

2.3. Physical development of children throughout the year in the organization of preschool education and in the family and an approximate recovery plan (out of class)

Table 6

Month	Events	Medical supervision	Specialist	Educator	Parents	Methodical recommendations
September	Identification of children with health problems. Creating a set of	The pediatrician and nurse examine the children, identify the	According to the results of the survey, health and prevention of various	During physical activity, the child's level of health is regularly	At the beginning of the year, doctors and nurses at the preschool	At the pedagogical council, the nurse or doctor provides

	exercises for each child according to the results of the medical examination Outdoor walks.	groups that need to be rehabilitated, and prescribe medical advice to children with a predisposition to disease. A medical examination book will be created for children, staff, educators and specialists. Doctors and nurses consult with educators and specialists on the results of follow-up. Note: If there is no doctor, this can be done by a nurse.	diseases will be carried out in consultation with the staff of the doctor and the nurse. In order to improve health and prevent disease, physical education, together with medical staff, determines the level of physical development of children in the process of exercise. Develops a route plan for walking for children aged 3-5 and 5-7 years, as well as a program of action programs that provide a demonstration of the physical and mental qualities of children of different ages.	discussed with a specialist. Participates in physical education, wellness, treatment and physical education classes in conjunction with health workers to improve children's health and prevent disease. On the advice of an orthopedist or specialist, she helps her children identify interests and skills in gymnastics and acrobatics.	board will present the results of observations on prevention work for each group and for the whole kindergarten. The above training and re-planning work is carried out with the participation of parents. At the staff meeting, the parents present their suggestions and comments on the analysis and implementation of the plan and scenario for the implementation of the program of health measures.	information on the general health of the orthopedist. When necessary, children describe a plan of action to change or correct the musculoskeletal system. It is recommended to regulate the conditions and procedure for the organization of physical culture and recreation.
October	General and individual approach to physical education. The positive significance of health measures.	An orthopedic doctor, nurse educator and specialist will examine the child. After an individual examination, the orthopedist immediately	He actively participates in the examination of each child, systematizes the results, as well as analyzes all the recommendat	The educator accompanies the specialist in conducting health and therapeutic gymnastics. Consult a specialist and a doctor to increase the	Whenever possible, seek advice from an orthopedist or specialist with questions of interest during or after the	At the teachers' meeting, the educator submits a report on the results of the study of each age group and a plan for the

		makes a recommendation. After inspections in all groups, as well as follow-up inquiries from parents, corrective exercises are carried out to correct the deafness and musculoskeletal system. In the absence of an orthopedic doctor, each procedure is performed by a nurse based on medical findings.	ions of the orthopedist, provides physical training and special correction from surveys conducted in all groups. An exercise plan will be developed. Observing the children in the classroom records the dynamics of each positive growth. Additional classes will be conducted with the children left behind, taking into account their individual approach.	effectiveness of gymnastics. Systematically implements an individual approach to each child. Health activities select topics for: "Creating a favorable environment for the development of children's play activities" "The effectiveness of the use of animated games with a plot", etc.	examination . Get acquainted with the diagnostic cards of educators, nurses or specialists and their child's performance and results during the training. Follow the advice of an orthopedist and physical education specialist in the family, at home.	development of a tool program to determine the physical fitness of children and the results of children's physical development. , programs and plans will be updated, taking into account the recommendations of doctors and psychologists
November - December	MTT and parent collaboration. Examination of motor activity and identification of physical qualities.	The pediatrician and medical nurse conduct a medical follow-up and compare the results. It is necessary to work individually with children with health problems. Participate in the training process in the use of tools and manuals for each age group.	Creates a plan and scenario of the competition. Acts as the main leader or active assistant during sports events. Duties of a physical education specialist: Regular disclosure of children's abilities in various sports.	The educator, together with the specialist and parents, conducts a survey among children. Fills in the diagnostic card. Based on the results of the survey, in consultation with parents, make appropriate recommendations for improving physical	Participation in surveys and questionnaires. Participate in a questionnaire, which, if necessary, can be conducted by a psychologist on the topic of preparation for school, when the child is brought to	Organization of medical and pedagogical control. Regulation of the daily routine of the day, methods of games and play activities using various physical education equipment and items, adherence to safety measures and individual

			Organizing performances of children with different sports abilities and creative tendencies on different holidays. It consists of directing them to additional clubs in the sport of interest.	fitness, taking into account the individual characteristics of children. The results are as follows.	the preschool organization Psychological indicators of the child with the advice of a psychologist to receive advice on the proper development of the child.	approach to each child.
January - February	Physical training in the open air and in the gym. Diagnosis of the condition of the musculoskeletal system. "Events under the motto of sports-loving children and passionate parents"	According to the results of the survey, an analysis of the dependence of health on the development of physical qualities of children (comparative analysis of the results at the beginning and end of the year) will be conducted. After the examination, compares the dynamics of changes in health status compared to the beginning of the year. Determining the extent to which physical activity affects children's health throughout	Together with the educator, he helps each child to show their abilities. It prepares each child to work independently on all sports equipment and acrobatic exercises to develop their physical abilities. Together with the educator determines the degree of development of physical qualities through the flexibility, elongation and mobility of the joints; Performs a set of exercises in children that	During the inspection, compiles a list of children with a predisposition to diseases of the musculoskeletal system, and less active children, and records its results on the diagnostic map. Consult an orthopedist, nurse or specialist to correct the musculoskeletal system. Parents are informed of the results of the examination and the orthopedist sends recommendations for	Parents take an active part in organizing and conducting sports day. Assists in the organization and distribution of children's games. Board of educators and experts to analyze the creative activity and methodology of children and parents. On the advice of an educator or specialist, they help their children develop interests and skills in gymnastics	At the beginning of the year, the Board of Teachers, doctors and nurses will present the results of examinations for the prevention of various diseases in each group and in kindergarten in general. Groups of children registered for any disease will be identified, and an action plan for health and fitness in the context of MTT will be developed, taking into account the individual circumstance

		the year. Medical examination of medical participants in the events held under the motto "Sports-loving children and passionate parents".	develop speed, agility, muscle strength from physical qualities. In each exercise it is possible to carry out only one exercise aimed at developing physical qualities.	diagnosis. Based on the results of the plan and the tasks assigned to children, together with a physical education specialist determines the level of complexity of actions and game exercises.	and acrobatics. Parents explain to their children the importance of developing physical qualities to promote physical fitness and health through the example of famous athletes.	s of children. Specialist to the action plan under the motto "Sports-loving children and passionate parents." estafetalar,
March-April	Examination of physical activity and development of physical qualities. Conducting health-improving gymnastics classes. Conducting WTO trainings	The pediatrician and medical nurse conduct a medical follow-up and compare the results. It is necessary to work individually with children with health problems. Discuss actions and skills for each age group and make suggestions and recommendations. In the implementation of health-improving gymnastics and therapeutic physical training, the educator and	Preparation of sports equipment on the topic of training in accordance with the plan. Carrying out of sports actions, including elements of competition with games and game lessons, basic actions with elements of sports. Selection of a set of age-appropriate gymnastics and exercises for children. In order to develop children's sense of self-defense and the ability to control their own bodies,	Control of regular physical training. Makes suggestions to increase the effectiveness of gymnastics. Based on the results of the survey, parents receive recommendations and make appropriate recommendations to improve physical fitness, taking into account individual characteristics. The results are summed up. Together with a physical	At their own request or at the suggestion of the MTT, non-parents take an active part in health and preventive gymnastics classes. In order to increase children's resistance to various diseases, in consultation with the educator and a physical education specialist, they will continue to conduct home-based counseling. Consultation on	At the meeting of teachers, a nurse or orthopedist will report on all THT (musculoskeletal system) diseases in children. At the Board of Teachers, a specialist or educator submits a report on determining the physical fitness of children on the basis of individual examination of each child and a plan of action program development, taking into account the results of research,

		the specialist should make changes or additional recommendations to change the set of exercises, taking into account the functional, physiological, physical characteristics of children.	children's health, educational and upbringing tasks are carried out through extracurricular activities and movement games. solution in flour.	education specialist, he actively participates in all the minutes of physical education, rhythmic gymnastics for children aged 3-7 years.	rehabilitation and correction of the child's psychological, physiological, functional condition and continuing at home in the family.	recommendations of doctors and psychologists . discusses.
May	Means of hardening and rehabilitation.	Children are observed in collaboration with an orthopedic doctor, nurse educator and specialist. Correction of groups of children diagnosed with scoliosis, flat feet, malformations of the legs with the advice of an educator and a specialist in the correction of the musculoskeletal system. exercises and therapeutic exercises. An orthopedic doctor or ophthalmologist participates in outdoor exercise and makes recommendations.	In order to increase the child's body's resistance to colds and infectious diseases, gradually increase the time of outdoor training in light sports at different times of the year, taking into account the individual characteristics of children. According to the recommendations of a pediatrician, orthopedist, psychologist, if necessary, change the composition of the complex of health-improving and therapeutic physical	Selection of a set of exercises for exercise in consultation with a doctor and a specialist, based on the individual characteristics of each child. Creating a route plan for children on outdoor trips, ordinary tourist trips. Carrying out step-by-step training measures to prepare children for the summer health month	Parents of children with health problems, and children with weak immune systems, especially those prone to frequent colds, are regularly alert and aware of exercise and health measures. She observes her child during lessons. Consult an expert and make suggestions. They buy a set of sports equipment for their children It will work closely with MTT under the slogans "My well-groomed,	Implementation of physical education and training activities in an integrated manner. For example, relay training on a sand-filled field prevents flat feet in children. Outdoor exercise in the sun improves the synthesis of vitamin D in the skin of the child, strengthens bones and increases the ability to fight disease.

			training. Use as a means of natural factors, ie sun, water and air during hardening activities. Implementati on of water measures on hot days.		healthy child", "The availability of a sports complex in the family and the effectivenes s of healthy developmen t of comfortable clothing" and others.	
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2.4. Activities of employees of preschool educational institutions on the organization of physical training with children

Keywords: manager, staff, stylist, exercise therapy, physical education specialist, assistant educator, professional skills.

Physical education and health work with children is carried out by the whole staff of the preschool organization.

The director of the preschool organization creates the necessary conditions, manages and controls the overall quality of physical education and health activities.

The methodologist (methodologist) of the preschool organization provides methodological guidance to the work of specialists. Provides the necessary methodological literature for the organization of various training for professionals in the field of physical education of preschool children. [14]

Methodist (methodologist) analyzes the effectiveness of physical education work carried out by specialists.

Its role is very important in the organization of physical culture and health, in preschool organizations that are not specialists in physical education. In this case, it manages all physical activity: physical education classes, daytime physical education and fitness activities, physical education and recreation activities, children's independent movement activities, and more. The methodologist (methodologist) regularly studies the most interesting experience of other preschool educational institutions (foreign experience), the use of non-traditional equipment, the use of innovative health technologies. [14,29]

Medical staff conducts treatment and prevention:

Comprehensive assessment of children's health: collection of social anamnesis, examination of physical development and health, preparation of individual recommendations, etc .;

- exercise procedures;
- creation of optimal sanitary and hygienic conditions: provision of sanitary and hygienic conditions for storage of rooms, observance of air-thermal regime, quartzation of rooms, prevention of overcooling and overheating of rooms, formation of cultural and hygienic skills;
- treatment measures;
- Medical monitoring of children's health during exercise:

Admission of children to exercise after illness, recommendations on the choice of exercise for children with health abnormalities, qualitative and quantitative assessment of the effectiveness of exercise.

The educator works closely with a physical education specialist.

She plans, organizes and conducts daily physical and recreational activities (morning gymnastics, exercise, movement games and exercises and walking exercises, refreshing gymnastics), as well as children's independent movement activities. The educator monitors the health of children, ensures compliance with hygienic standards in the building and the site, the cleanliness and safety of physical education equipment and items, forms a sports corner in the group, promotes a healthy lifestyle among parents ib.

The assistant educator monitors the cleanliness and air of the group room, helps to prepare children for physical education classes, participates in the maintenance of physical education items and equipment during the training.

The music director and other specialists cooperate with the physical education specialist in the organization of complex exercises, such as a set of children's health-improving exercises, rhythmic gymnastics, participate in the preparation and conduct of physical education holidays.

The physical education specialist (head of physical education of the preschool organization) is responsible for the organization of

all physical education and health work in the preschool organization.

Its tasks are: to define and implement the goals, content and methods of education of preschool specialists in the field of physical education; Uses tools and methods to determine and assess the physical condition of children in preschool education. Advises parents and specialists of children in preschool education on the problems of education, upbringing and development of preschool children in the field of physical education. Physical education of preschool children; use of tools and methods of rehabilitation of children with health problems in the field of health; provides the organization of the process of education, upbringing and development of preschool children in the field of physical education.

The activity of a physical education specialist takes place in conditions specific to the activities of other specialists (stress associated with physical activity and environmental factors, outdoor training).

Additional factors of mental fatigue of a physical education specialist are: from children's noise; the need to move from one age group to another (changing roles that require the specialist to act, taking into account the psychology of children of different ages); speech strain is a heavy load (it is necessary to speak loudly in the noise created by children during exercise); responsibility for the life and health of children, etc.

The great physical load of a physical education specialist is: the need to exercise; the need to provide protection and assistance to children during exercise; the need to be in constant motion throughout the day; the need to maintain a stable physical form at all times to overcome the negative pedagogical consequences of physical exhaustion, and so on.

The activity of a physical education specialist involves a long stay in the open air, which requires a certain amount of training. [13,14,29]

2.5. Preschool education and family cooperation in the physical development of children Keywords: family, preschool organization, society, future, gene pool, sports corner, parents, personal example.

Today, the most successful development of a child is the interaction of two institutions - the family and the organization of preschool education.

At a time when the country's economy is booming, some parents have little contact with their children. Some preschool education organizations are responsible for organizing family vacations, communicating with adults, and working with children to share their childish interests.

The health of preschool children is largely determined by the attitude of parents to the physical education of the child in the family. The low level of physical development of children is due to the fact that parents do not pay enough attention to the use of physical education in the family. It is known that in society, the attitude of parents to physical education is reflected in the degree to which they treat their children with exercise.

Fathers know that physical development is less important to a girl than mothers. In many cases, parents pay more attention to the physical education of boys than girls. (This misconception guarantees the physical health of girls - the health of the future gene pool, although girls should also be involved in sports clubs).

According to experts, the most effective factor in the physical education of preschool children is the personal example of adults.

Unfortunately, some parents do not always have enough knowledge and skills to work with children to ensure their normal development, and face the following reasons and difficulties: not knowing the age characteristics of children and not taking into account their individual abilities; incorrectly chosen compulsory method, communication with the child; lack of movement and activity, etc .;

According to the authors, for a long time there has been an opinion about the need to actively involve parents in the physical education of their children.

Experience has shown that preschool education organizations, especially physical education specialists, can organize this work.

Preschool staff help parents to educate their children about physical education. To do this, organize corners for parents, open classes, conversations, consultations, a list of special literature on various forms of organization of the child's physical activity, recommendations, guidelines, brochures for preschool Mechanisms to improve the process of training to increase children's physical activity in educational institutions should be put into practice. (G. Ibroimova diss. 2020.) Proper physical education of the child in the family should enrich the knowledge of parents about the specifics of the use of preventive and corrective, health, exercise, movement and sports games.

From observations, it can be said that the joint efforts of families and professionals have a more effective impact on children's health and physical development. [18]

Preschools help parents learn about their child's physical education.

Parents, in turn, need to create conditions for the full physical education of the child: with children (scooter, bicycle, balloons, kegli, tennis, badminton, ball, rope, etc.) It is necessary to buy physical equipment for exercise, equip a sports corner at home, as well as help the child to master various physical exercises (cycling, skating, somakat, movement games, swimming, movement games, etc.).

Joint participation of children and parents in sports holidays improves their motor skills, character, will, perseverance, self-confidence, closeness to parents and the desire to win, as well as physical education of the family. allows you to improve the environment.

In recent years, some preschool organizations, together with parents of older, middle and younger preschool children, have organized competitions such as "My father and mother and I am an athlete" and "Family of athletes." The organization of joint physical education classes of parents and children allows parents to provide qualified assistance to strengthen the health of children in the family.

It should be noted that another positive result of such events is that the parents who participate in them, as a rule, are sincere supporters and active supporters of the preschool organization.

The organization of family and preschool education has its own functions and can not replace each other. An important condition for interaction is the establishment of close and permanent cooperation between the family and the organization of preschool education, and, as a result, the regulation of the educational process of parents and professionals.

Most parents are ready to take an active part in the physical health of their children, but this is hampered by a lack of necessary knowledge and skills. Therefore, planning to work with parents is an important area of activity for a physical education specialist. Properly organized work with the family helps to increase the knowledge of parents in the field of physical education. Parents were conducted in a preschool organization will have important information about physical education and health, its results and ways to improve it.

When planning the topic of activities, the specialist should indicate the optimal ratios of general data (especially children's physical development, motor skills, etc.) and specific data on the results of children's physical activity (Table 7).

Parent meeting. For parents, meetings with a physical education specialist are a necessary and important part of this process. When parents bring their children to MTT, they do not always have the opportunity to discuss all of the children's problems. In addition, in some cases, information about the child should be discussed only with the parents. (Children are often brought by close relatives) Personal counseling serves this purpose. Often, parents of children are invited to a meeting in a situation that, for any reason, worries the specialist (inadequate response to physical activity, low level of physical fitness, lack of regular sports uniform, etc.). The reason for inviting parents to meetings may be that the child is significantly behind in physical education or that the child is not able to adapt to the community.

MTT and family planning

Table 7

Term	Group	General question	Special question
September	All groups	Features of physical development of small (medium, large) preschool children.	Diagnostic results on the physical condition of children.
January	Small group Secondary, preparatory group	Organizing the child's physical activity in the family. Peculiarities of boys and girls.	A set of joint activities for children and parents. Analysis of changes in the physical condition of children during the year
May	Small, medium, large, preparation	Organizing the activities of the child's motor activity in the summer. Selection of sports clubs.	Physical fitness of children.

The task of ensuring the organization of basic physical education classes for preschool children is the joint organization of education and upbringing. The organization of additional educational services for children in the field of physical education is determined by the capabilities of the organization of preschool education and the wishes of parents.

The quality of education of preschool children in the field of physical education is ensured by the creation of good conditions for physical activity, the professionalism of specialists in the organization of their physical activity, as well as the content of programs used in preschool education.

The effective functioning of the preschool education system in the field of physical education is ensured by the staff of the preschool education organization in close cooperation with the family.

Basic education of preschool children in the field of physical education is carried out in accordance with the program selected by the preschool organization. The program, as a rule, physical education and health activities (morning gymnastics, physical education classes, movement games and exercises between classes and walks, exercises after a nap), 2 times a week for 1 month 8 times and 72 times a year.

The purpose of the joint organization of physical education is to realize the physical, psycho-emotional and intellectual abilities of preschool children and strengthen their health, on the other hand, the

traditional "recreation" aimed at rest and well-being of children. "Preparation for school" led to the need to include in the educational process:

2.6. Use of inventory and equipment in physical education classes.

Keywords: tools, gymnastic stairs, stands, ladders, barriers, balls, bags, small balls, cubes, swimming equipment, life jackets, shallow walkways, long rope, pool, rubber toys.

The effectiveness of the implementation of the tasks of preschool education in the field of physical education depends in many respects on the favorable conditions created in preschool education organizations. The most important factor in the formation of the child as a harmonious human being is the influence of the environment and the achievement of positive results in physical activity are the rooms and equipment in which his activities are organized.

The exercise room should be large enough to accommodate the number of children. If the room is small, the number of children attending at the same time should be limited according to these criteria.

However, these requirements are not always met in preschools. This is due to the fact that many MT organizations do not have halls for standard physical education. It is advisable to organize small group rooms for exercise or gymnasiums with auxiliary windows.

It is known that the rational painting of the walls of the room affects the effectiveness of the child's activities, improving the quality of training. When choosing a color, psychologists advise children to use a combination of colors from yellow-green to yellow-orange in the room. At the same time, blue and green colors, especially the window frame, are very suitable for children's rooms facing south to the sun, because these colors create a feeling of coolness.

It should be noted that the equipment used in the physical education of preschool children is usually painted in different bright colors. Thus, it is recommended that the walls and equipment in the

gym should not be in negative colors so that children can clearly see the objects they are engaged in.

Sometimes you can see that the gym is covered with a large brightly colored carpet. This color carpet prevents you from seeing the signs and equipment, which negatively affects the child's ability to see. The use of synthetic flooring in the hall limits the physical movement of preschool children. For example, when performing exercises in the "kneeling" position, rubbing the skin of a child with a synthetic rug can cause redness of the knee part of the foot. In addition, such a coating requires particularly careful cleaning.

The appearance of the gym should create a positive mood for the child for future activities. In this regard, the use of pictures of fairy-tale characters on the walls applies to many rooms of the preschool organization (dressing rooms, hallways, etc.). Using simple painted walls to display hanging pictures makes it easier to change the subject of the lesson. One of the most common shortcomings in preschool education is that you can see the curtains on the windows of the gym that do not meet the standards of hygiene (dust, obstructing light).

In gyms, windows should be covered with protective bars. To do this, use a variety of grids, grids. Fluorescent lamps protected by nets or nets are suitable for lighting the gym.

At present, due to the lack of centralized supply of sports, play and physical education equipment and facilities, every preschool organization is obliged to fulfill this task.

Its obligation in the selection of physical education equipment is its compliance with pedagogical and hygienic requirements.

In preschool education, a sufficient number of different sports and activities are provided to ensure that all children participate in groups (small groups), that they participate in physical education and outdoor play, as well as in children's leisure activities. yin equipment.

It is very important that the dimensions of the equipment correspond to the anthropometric parameters of children: the length of the body in an upright and sitting position, the length of the arms, legs, chest, head are taken into account. Only in this case it is possible to achieve the convenience of motor movements in sports

and play environments. The size and weight of each piece of equipment should be commensurate with the children's capabilities and should not be a burden for the children to relocate by themselves.

One of the necessary requirements is to ensure the safety of children when using the equipment. Each piece of equipment must be comfortable, reliable and usable: ladder rails - sufficient thickness and strength; reliability of connection nodes of different parts, without sharp corners and sharp-pointed parts; It is advisable to make it out of wood.

It is necessary to ensure the reliability and stability of large aids (gymnastic ladders, stands, ladders, barriers and other equipment for children). To ensure safety, there should be large and small mats or mats to prevent injuries in the gym.

Sports equipment for preschool children is made of different materials. It is important that these materials have a certificate of demand and do not have a harmful effect on the body of children.

The availability of sets of different types of equipment depends on the structure and composition of physical education and other forms of training, which means that different forms of exercise and games can be used in accordance with each type. The use of equipment for the proper organization of the process of physical education is selected based on the training. The principle of placement of equipment in accordance with its specific characteristics should be taken into account when storing certain conditions. Physical and sports and playground equipment (sports and fitness rooms, swimming pool, group rooms) and room equipment (sports grounds, group playgrounds and other playgrounds) should be kept separate for the premises. Equipment for the organization of sports games (basketball, badminton, campus, football, hockey) and equipment for exercises such as skating, cycling, skiing should pay special attention to the rules of storage.

2.6.1. Equipment and supplies for the gym

As a rule, most sports equipment is used in gyms. The efficiency of operation of the equipment, the condition of which is

significantly improved by its reasonable placement. The location of different devices depends on their size and purpose. Thus, it is important that the gymnastics wall is firmly attached to the wall. Ropes, poles, ropes are mounted on the ceiling using special tools. Gymnastic benches, large balls, cubes, chairs are placed along the walls of the room.

It is recommended to place small exercise equipment - balls, bags, small balls, cubes - on sectional shelves, special shelves, cabinets along the walls of the gym. Rings, ropes, jump ropes are hung on special hooks and loops on the walls in different parts of the hall. The devices are placed according to the size, geometric shape of each device, without interfering with each other, for the effective use of children. The middle of the hall should be left free. It should not interfere with games and activities organized by specialists and children.

Today, modern production technologies and materials further increase the possibility of changing the look of a modern gym

Equipment and facilities for swimming

When organizing swimming lessons for children in the pool, it is necessary to have protective equipment to ensure the safety of children in swimming and swimming. They include life jackets, life jackets, shallow walkways, long ropes and more.

In order to effectively organize swimming lessons for various exercises and games in the water, it is necessary to have a variety of equipment and toys. These include: toy boats (toys in the form of rubber circles, balls, fish, crocodiles, etc.), thick rubber small toys (underwater to search for them), immersed in water non-sinking toys, etc. The number of such fun toys should correspond to the number of children participating in the pool at the same time. They should be colorful, bright, and able to engage children in water activities.

In addition, the pool should have devices that allow you to control and maintain the proper sanitary condition of the room and the water, the temperature.

2.6.2. Sports and game equipment for group rooms

Group rooms should have a separate set of physical education equipment for playing games. This is especially important for young and middle-aged children. In groups for young children, in addition to the areas for (small group), depending on their age, it is very important to have a strong installation for the use of artificial "mountain" and stair attractions, stairs, gymnastic wall poles of two or three heights. Here, wooden items should have a smooth and shiny surface. The group's equipment also includes boxes, baskets, massage tracks and aisles, as well as balls, balls, rings, swings, sets of game attributes, etc. formed. The soft attributes are very comfortable and safe for children. Various modules, rollers, bicycle paths, cubes, footballs, all kinds of toys, moving hammers increase children's interest in learning.

In addition to small equipment (balls, ropes, sticks, cubes, etc.) in groups of older children, equipment for the organization of movement and sports games (skates, scooters, swings, badminton, basketball, table tennis, etc.) - have equipment and tools. With this equipment, children can play and exercise independently during training. For children, there should be free space in the locker room. If a gymnastics wall is installed in the group room, children will be able to perform various sports. A basketball court will be installed at a height appropriate to the height of the children. However, it should be borne in mind that during the games and exercises on this equipment should be supervised by a specialist for children of all age groups.

Approximate list of sports equipment for the group room

- Gymnastics wall height 1.5 m; The height of the wall from the floor to 20 cm.
- 1.5 m long gymnastic bar
- Stairs.
- Matt
- Rope (thick)
- The gymnastic wall is 2 m high.
- Ball, wall-mounted net for throwing,
- Table tennis and balls.

- Badminton - racket, flywheel, net.
- Basketball hoop and net.
- Volleyball and netting.
- Artificial mountains
- Balls of different sizes.
- Table tennis racket, ball, board.
- Handmade toys.
- Ropes (suitable for children).
- Small guides: hoops, skittles, sticks, ribbons, sticks, gymnastic sticks, etc.
- Bags
- Swings
- Flags, etc.

2.6.3. Outdoor equipment and inventory

In pre-school educational institutions, the playground should be well equipped for the full physical development of children. This is especially important for optimizing children's physical activity in the summer.

The sports ground should consist of the physical education and sports ground itself and a number of sports and playgrounds: jumping arenas, badminton field, relay barriers, townhouses, futsal, hockey, basketball, volleyball courts, etc. Sports and play areas can be located directly on the sports field or in a convenient area. Such a versatile distribution of sports fields allows you to simultaneously organize games and activities with many children of different ages and physical fitness. In winter, they should have skating rinks, a skating rink, sledges, and a place to play hockey. A corridor should be laid along the boundaries of the kindergarten.

If necessary, small inventory for sports games (nets, rackets, flywheels, balls, etc.), attributes for gymnastic exercises (jump ropes, hoops, hoops, poles, balls, etc.) are brought to the field. .

If there is enough space around the physical training ground, it is recommended to equip a treadmill with a width of at least 1.5 m. If there is enough space around the gym, it is recommended to equip a treadmill with a length of at least 1.5 m, with a flat natural ground

with a length of at least 40 m very important, it helps to do not only running exercises, but also the ability to watch.

Control questions and assignments

1. How do employees of preschool education interact in the process of physical education and health?
2. What are the forms of interaction between the organization of preschool education and the family for the physical education of preschool children?
3. Describe the main programs of physical education for preschool children.
4. List the stages of continuous training of preschool children in the field of physical education.
5. What are the features of the activities of a specialist in physical education for preschool children?
6. What are the requirements for buildings, equipment and facilities for physical activity with preschool children?

CHAPTER III. PHASES OF PRESCHOOL CHILDREN'S PHYSICAL EXERCISES

Basic terms: physical ability, basic movements, walking, running, jumping, throwing, climbing, physical qualities, strength, agility, flexibility, acyclic movements, cyclic movements.

In the process of exercise, the process of upbringing and development of preschool children is carried out step by step. These processes are interrelated. It is determined by the level of development of new motor skills in children (eg, walking, running, jumping, climbing, throwing and balancing, etc.), as well as the development of skills and abilities necessary for life.

At the same time, it is important to develop a wider range of actions performed by children to develop motor skills and to form in them not only stable but also flexible motor skills. The more types of children's movements, the higher their chances of expressing motor activity in different forms. At the same time, the individual abilities of the child are formed during exercise, so the specialist must take into account the age, sex, characteristics of children.

3.1 Teaching preschool children basic skills

Due to the high mobility, agility and flexibility in preschool children, as well as the high flexibility of the musculoskeletal system, it is possible to perform more complex movements than adults.

It is very important for children to develop motor skills immediately and correctly, because it is very difficult to retrain them. Therefore, teaching children the rational techniques of exercise expands the range of different skills that can be performed in later life.

High mobility and reactivity in preschool age, as well as high flexibility of the nervous system, contribute to the rapid assimilation of more complex movements than in adults.

Immediate and correct formation of motor skills in children at this age is very important, because over time, as a result of increased bone stiffness in children, a process of "delay" can be observed.

Therefore, it is necessary to gradually teach children to exercise, to expand the range of different skills that can be used in later life.

Traditionally, all exercises in teaching the movements of preschool children are divided into four groups: gymnastics, games, sports exercises, simple tourism.

Basic actions. Basic movements are an integral and important part of children's movement skills: walking, running, jumping, throwing, climbing; and a constant, necessary integral part of action is to maintain balance. The main activities are the main content of the department of physical education. The main movements are dynamic and are divided into 2 categories, cyclic, and acyclic. Represents a constant return of the cycle.

They contain many muscle groups and increase the motor activity of the whole organism, activating all physiological processes. The development of basic movements in preschool education is associated with the education of mental processes: cognitive, sensory, imaginative, thinking; strong will, attention, conscious actions of the child, attentiveness, ability to coordinate their actions in the team, the rational performance of all tasks; positive qualities, raising their emotional mood, cultivating their feelings, interests and a certain attitude to their activities.

Basic activities contribute to the development of children in a variety of behavioral skills. All this helps to cultivate the ability to take into account environmental conditions and act in accordance with the purpose. The main actions are important in the development of aesthetic feelings; they help to develop beautiful, correct posture, accuracy, movement skills, ability to move in a team and make full use of children's inner potential.

The main actions are a set of complex conditioned reflexes that are gradually formed in the process of education and upbringing.

Walking is the basic, natural way of moving a child, a type of cyclic movement. Many natural movements that seem very simple at first glance mean that it is difficult for preschoolers to coordinate exercises

It is necessary to observe the correct posture of the child's gait: the head should be lifted forward with the body raised, which helps to breathe properly. Involving the p-number muscle group enhances

the activity of the cardiovascular and respiratory systems, which usually increases the metabolic process.

Walking provides movement of many muscles and increases the motor activity of the whole organism, accelerates all physiological processes. Despite the active work of the muscles, free walking at a certain speed does not tire the child. It activates all physiological processes and increases the vital activity of the whole organism. Thus, the main actions contribute to the physical development and health of the child and have a holistic effect on the body. Gradual organization of trainings will improve the basic movements.

The task of exercises that develop the ability to walk correctly is to help the child to maintain the correct posture, step forward, balance the body, the formation of the heel dome, to cultivate the harmony of arm and leg movements. When stepping normally, the foot is placed on the ground with the heel part, then, as the center of gravity of the body is moved forward, the weight gradually passes from the heel to the tip of the foot. It is necessary to monitor the position of the chest when the child walks: it should be forward-facing; it is also necessary to remove obstructions to breathing in the lower part of the body. The head should be in front, as this will help you to breathe properly.

Running is a type of movement. Like walking, it is characterized by the repetition of cycles, which are performed with the exchange of the musculoskeletal system, alternating forward and backward rotation of the legs, the harmony of hand movements. But running is significantly different from walking. During the run, the flight phase occurs when the runner is disconnected from both legs.

The flight phase increases a person's running speed. Extends the stride, allowing you to move forward with the muscles relaxed under the influence of inertia.

During running, the requirements for rhythm increase, more stable dynamic balance, consistency and flexibility of limb movements develop. Running increases energy expenditure, so breathing, blood circulation speeds up. Properly balanced running promotes overall physical development, improves central nervous system function, and strengthens the cardiovascular and respiratory systems.

Other types of running are also used in the study of the elements of running technique - high-rise, "touching" the knee to the back, running, etc. In various programs, exercises that help children develop agility and agility. It is recommended to: overcome obstacles, run backwards, run in different positions, etc.

Jumping is an acyclic type of movement. It has no repetition of cycles and the whole process of jumping is a complete movement. [15]

The physiological effect of jumps on the body is very large, so when exercising with children, it is necessary to follow the established norms, use preparatory exercises and carefully monitor all children. Jumping has a positive effect on the whole body of engaged children. During these exercises, blood circulation and respiration are increased, the muscles of the legs, abdomen and whole body are developed, and the tissues and blood vessels of the legs are strengthened. Jumping exercises play an important role in developing children's jumping skills, making them mobile, agile and agile.

The various types of jumps included in the morning gymnastics and physical exercises enhance the physiological effect of these exercises.

There are different types of jumps

1. Jump in standing position.
2. Jumping while walking.
3. Jump forward from a standing position.
4. Running and long jump and high jump.
5. Jumping down from the top or into the depths, and so on.

With a rope that is considered one of the types of jumping jumping is common.

The jump consists of four stages

1. The preparation stage is to get up in the starting position or run.
2. The main stage is depressing.
3. Flight.
4. The last stage is to land. [16]

The preparation phase for jumping from a standing position is as follows: squatting, lowering the overall center of gravity of the

body, the arms are stretched back for a very strong jerk, and the leg muscles are stretched for better contraction in the next stage. [15]

In running and jumping - accelerated running, one-legged push-up method is used. The main stage is pushing and flying. Pushing is associated with a strong contraction of the writing muscles, which provides the initial speed and correct direction of flight; gives the body the necessary position in preparation for take-off and landing. The final step is to land without any sudden jolts or shocks. This requires coordination of all actions to maintain balance. From a standing position (not less than 100 cm) and running (not less than 180–190 cm), in the long jump on both feet, from the tip of the foot to the whole palm falls to the ground. [11]

When jumping from a standing position (on a rope, a small cube) and running (not less than 50 cm), first land on the tip of the foot and then the sole is completely pressed, which acts as a cushioning role of the sole. allows When jumping to a depth (jump), first fall on the tip of the foot, then the foot is completely pressed. In a half-bent leg, a gentle drop allows the movement of the thrust to pass from joint to joint, protecting the internal organs and the brain from concussion, as well as the sole of the foot from a hard blow. In the process of systematic exercise, children gradually develop the necessary coordination of movements. Proprietary sensory, vestibular apparatus, conditioned rectal motor reactions associated with vision play an important role. Jumping requires a certain level of development of the cerebral cortex, the strength, flexibility and focus of the bones of the legs and arms. The development of all these qualities takes place during exercise: they strengthen the motor centers of the cerebral cortex, they improve their function and, at the same time, their ability to control movements. The development of jumping skills begins before it is fully formed: at the age of one, children, with the help of adults, begin to climb rhythmically on both feet without leaving the ground, and then begin to jump rhythmically. At the age of 2, children acquire the skills of independent squats, spring movements, light jumps with their legs slightly off the ground. Children are more likely to do deep jumps (jumps) and long jumps (jumps over two ropes or two lines lying on the floor) than high jumps. Children under the age of

3 rarely jump correctly. To do this, they do not yet have the necessary coordination, balance, training of the musculoskeletal system (musculoskeletal system and joints are not well developed, the dome of the heel is not fully formed) and therefore lack the spring-like properties. [11]

As a result of systematic training, one third of 2.5-year-old children will be able to jump more precisely on tiptoe and jump from a height of 20 cm. By the age of 3, 90% of children acquire this skill, but when jumping from a height, all of them completely cover the soles of the feet. At the age of 3, children are not able to learn the skills of long jump while standing. If this movement is specially trained, children will learn it very quickly. At 2.5 years of age, children jump from a height of 10 cm to 25 cm, and at 3 years of age jump 25–40 cm. When learning to jump, the main focus is on a gentle landing. Simple exercises that prepare children for future jumping techniques will be gradually introduced (initially, placing the legs parallel, bending the legs at the knees, "spring-like", free movement of the arms). The jumping distance is also extended (not less than 70 cm).

Later, at the age of six, children learn the elements of the technique of jumping from a standing position (running not less than 100 cm) and height (30-40 cm), moving their arms and legs in a more appropriate way. However, the pushing situation is not active enough and sharp enough. When learning to jump, the emphasis is on running, pushing in time and force, and falling as softly as jumping from a standing position. Includes a set of exercises performed with long, short and rotating ropes.

By the age of seven, children will have mastered a variety of jumping techniques. They show lightness, rhythmicity of movement of arms and legs, a slight strong push, increase in flight distance, softness of landing. Exercises with short, long and rotating ropes to improve the jump, jumps on one leg in turn, light jumps with the legs straight and mixed, jumping on the floor in a row; jumps with turns and different hand movements; jumping forward, backward to the sides, etc. are recommended. During the rope jumping exercises, children's ability to adapt to movements is improved, because jumping rope requires precise coordination of arm and leg

movements, jumping at the same pace, movement in accordance with the direction and speed of the rotating rope. . Rope jumping exercises are performed in a variety of excitement. Jumping is taught from jumping forward. In the standing position, after walking forward and running, jump backwards, jump sideways, jump diagonally. Rope jumping is widely used during the holidays, during children's gymnastic performances.

Throwing is an acyclic type of action. For preschool children it is better to throw up, forward, down. It helps to develop all muscle groups, especially the shoulder girdle muscles, as well as to develop agility, flexibility, agility, balance, vision. Throw away and hit the target. The first move should be useful for the second, because the main force in long-distance throwing is mainly focused on mastering the correct throwing techniques; at the same time the children practice throwing at a distance. When throwing at the target, the child's attention is drawn to the object in accordance with the target. In this case, the willpower is combined with the concentration of attention, attention, goal-orientation and coordination of actions in visualizing the distance. When dealing with preschool children, different methods of long-distance and target throwing are used: "throwing back over the shoulder", "throwing with the right hand from below", "throwing with the right hand from above", "o`ng hand

throwing with the side "(M.Kh. Tadjiyeva, S.I. Khusankhodjayeva).

The technique of "throwing from behind with the right hand over the shoulder" is as follows: in the initial position, the right leg is pulled back, the shoulder is slightly stretched, the torso is slightly turned to the throwing arm, the right hand is to the chest. the front is bent in half, the left arm is lowered to the side. When shaking, the torso is turned to the throwing arm, thrown back and the weight of the torso is transferred to the retracted leg, the right arm is transferred to the back.

When throwing, the right leg is straightened, the body is straightened; In the final stage of the throw, the weight of the body is transferred to the front leg. The right foot is placed next to the left

foot. Left-handed throwing is also performed using this method. [15]

The method of "throwing from below with the right hand". In the initial position, the legs are placed wider than the shoulders, the right leg is pulled back, the right arm is bent halfway to the front of the chest. When shaking, the right hand is moved back and forth as far as possible, and the throw is made by moving the hand back and forth.

The method of throwing "from above with the right hand". In the first position, the legs are placed wider than the shoulders, the right leg is pulled back. The right hand (holding the ball or bag) is next to the body. When shaking, the right hand is moved back and forth, then forward and the bag is thrown.

The method of throwing "from the side with the right hand." The first position - the legs are slightly wider than the shoulders, the right leg is pulled back, the right hand holding the object is held near the torso. When shaking, the torso is bent to the side, the right arm is extended as far back as possible, the weight of the torso is taken from the knee to the bent right leg. When throwing, the right foot is straightened, the body is turned to the left and forward, the right hand moves forward and throws the object. Throws in all methods are performed in place. It is also advisable to teach older children to walk four steps and throw.

Climbing. Crawling is a complex conditioned reaction formed by repeated repetitions. It involves a large part of the muscles, and at the same time helps to strengthen the functional activity of the whole organism of the child, as well as the formation of the correct posture.

Cramps are characterized by alternating contraction and relaxation of muscles. This allows you to restore the energy lost during the movement and show physical strength for a longer period of time. Climbing exercises improve coordination of movements, improve respiratory and circulatory function, increase metabolism.

Crawling belongs to the type of cyclic movements. Climbing and descending have a short repetition of movement elements similar to running: leaning on the ladder on each leg and leaning on both legs, the arms and legs move alternately.

Preschool children learn the following types of climbing: crawling, jumping, crawling, crawling on all fours in a horizontal and inclined plane (on the floor, on a gymnastic bench), vertical wall (gymnastic wall), stairs, climbing on a rope ladder, rope and anchor.

At the age of 8-9 months, the muscles of the back, abdomen, legs and arms are strengthened, as in the case of crawling on all fours. In addition, when crawling, the weight on the spine is reduced due to the support of the legs and arms, which is very important for the growth of the child. Such exercises help to form the correct posture. Children crawl first on their stomachs, then on all fours, leaning on their palms and knees. The educator makes the exercises more and more complicated - he offers to crawl on a horizontal and inclined board, then on a bench, on a pole. In addition, they practice crossing gates, cords, crossing gates, poles, benches. After these exercises, children are offered to throw and hang the ball, raise the flag, etc. in order to straighten the spine. When the child is able to move independently, he is instructed to climb a tight and upright ladder with a height of 1 meter. Scratching occurs in the second year of a child's life. Crawling movements become more cyclical, the amplitude and movement of arm and leg movements are determined. Initially it is controlled by a visual analyzer, then by kinesthetic analyzers. Side-by-side steps are alternated first with a mixed step and then with a step in turn. In fact, only 20% of two-year-olds and 40% of three-year-olds have taken an interchangeable step in learning to climb a steep ladder. (M.X. Tadjiyeva, S.I. Khusankhodjayeva).

At the age of five, the alternating step occurs spontaneously without change. This type of step is used by most children aged 6-6.5 years. However, 40% of 7.5-year-old boys and 47% of girls use a mixed step when climbing stairs, and especially when descending, mostly using an extra step. There is no cross-coordination of legs and arms.

Significant increase in the speed of climbing is observed at the age of 5-5.5 years, for example, boys are able to climb faster, and this quality reaches a high level at the age of 7-7.5 years. (M.Kh. Tadjiyeva, S.I. Khusankhodjayeva). Practicing crawling and

climbing for young and old children of preschool age, fosters coordination of movements in children. Crawling exercises are very useful in developing the strength of the arms, shoulders and torso.

Children crawl happily and learn the movements performed on the floor, benches, stairs and other equipment. Crawling and climbing exercises are often performed in conjunction with other movements. For example, children can crawl on a bench parallel to each other, stand up, turn around and jump over benches, go back, or crawl under two wooden ropes, stand up, run, and so on. It is recommended to jump over the rope. When crawling on a gymnastic bench, children try to hold the edge of the bench. When moving on a sloping board, children should not only crawl on it, but also crawl back down.

Children in the adult and preparatory groups are able to perform climbing exercises quickly when they are trained systematically. For example, when doing rope climbing exercises with children of this age, the child stands close to the rope, grabs the rope with his raised hands, then hangs on his hands, pulls his bent legs up from his knees and leans on the rope with his palms. Straighten your legs, the torso rises, the elbows bend. Only then do the arms rise above the rope, which is moved over the head in turn.

Prolonged hanging is not recommended for preschool children: it leads to prolonged muscle tension, very early elongation of joints and joints, exhausts the nervous system. This means that from the age of 3, you can use a horizontal bar of different heights, 1-1.5 seconds on the gymnastics wall. In the process of climbing, such volitional qualities as ingenuity, courage, agility are nurtured. In the preparatory group, they also learn to climb to the top of the gymnastics wall and climb to the other side. Crawling and climbing skills are improved in moving games. Daily climbing exercises develop the necessary life skills in the child and develop coordination of movements.

3.2. Development of physical qualities of preschool children

The formation of motor skills of preschool children is carried out in accordance with the laws of growth and development of children's bodies.

The main environmental factors that affect the growth and development of preschool children are: nutrition, adequate physical activity, normal sleep, the absence of acute and chronic diseases, climate and geographical conditions.

The development of physical qualities Although children are the same age, the development of their motor skills has different indicators. This is due to natural factors, such as genetic predisposition and environmental factors.

For example, speed and power abilities depend on the speed of excitation and nerve impulses, the ratio of white and red muscle fibers in the muscles.

The readiness of the child's body for various motor activities, its resistance to various external factors is determined by the degree of maturity of the relevant functional systems.

Morphological, psychophysiological, mental, biochemical, biomechanical, individual and other components are distinguished in the structure of motor skills. Thus, for example, speed and power abilities depend on the strength of excitation processes and the speed of nerve impulses, the ratio of white and red muscle fibers in the muscles.

There is a clear sequence of formation of mechanisms involved in controlling the movement of the child. The first period of rapid development of motor skills is observed at the age of 3-3.5 years. This is due to the expansion of the child's range of motion. The second stage of active development of motor skills is from 5 to 7 years.

The physical qualities of preschool children are formed and developed in a variety of movement activities. The younger the child, the more integrated they are. The peculiarity of the manifestation of age-related physical qualities increases.

The best conditions for development are determined when the amount of physical strength corresponds to the functional capabilities of the growing body of a child of any age, age, sex. If the amount of physical activity corresponds to the functional capabilities of the growing organism of a child of any age, the best conditions for development are created.

The development of any movement ability in preschool children is achieved through a targeted pedagogical process. The sequence of systematic training has a positive effect on the development of other physical qualities. In preschool children, the formation of the qualities of agility and speed is clearly visible. Against the background of their purposeful formation, innate abilities and endurance develop naturally.

The most effective way to increase the level of physical fitness of preschool children is to perform exercises that require a complex demonstration of the qualities of speed, endurance, agility, strength and flexibility, but their implementation is aimed at developing only one of these qualities. There are currently six main types of physical attributes:

- speed (speed quality);
- speed-power quality;
- durability;
- agility and coordination qualities;
- strength quality (muscle strength);
- flexibility.

Each of them has different forms of manifestation in different movement activities.

Speed. It is the ability to perform the actions of actions in a short and minimal time. Given the speed of movement and the many forms of manifestation of their specificity, the term is now being replaced by the term "agility".

There are simple and complex forms of high-speed qualities.

Simple forms include:

- normal reaction time responds to a signal that is expected of a predetermined action, but suddenly appears;
- speed of movement - the maximum speed of movements performed in a given time;
- ability to move quickly (accuracy).
- speed of actions - the maximum number of actions performed in a certain period of time;
- ability to start moving quickly (tension).

Complex forms include:

- ability to start quickly;

- ability to maintain a high level of speed for a long time;
- Ability to move quickly from one action to another.

All forms of manifestation of speed ability differed from each other.

The action reaction can be simple or complex.

A simple reaction is a response to a pre-determined signal. Examples of simple reactions are games, the rule of which requires the performance of actions familiar to the signal: running the content, walking in a circle with exercises in a circle. Keep in mind that if children's attention is focused on the approaching action, then the response time will be less than the perception of the signal. In addition, pre-training exercises increase the response response.

In complex motor reactions, the following are distinguished:

- reactions to a moving object;
- selection reactions.

Reaction rate exercises are performed in a light, as competitive and flexible environment as possible. For example, you can use different starting positions to develop the speed of a movement reaction: The greatest development of a single movement speed is provided by the co-development of power abilities. The greatest increase in the speed of a single movement is achieved through the joint development of the qualities of power. For example, it is recommended to throw a tennis ball after throwing sandbags. Increase different movement speeds using light execution conditions. The highest growth rates by all indicators of speed were observed in children of both sexes from 4 to 5 years. This age can be considered a sensitive age.

Fast-power skills. They determine the manifestation of force in a minimum of time. Fast-power ability is directly important for the manifestation of speed of movement. The child's quick-strength skills develop gradually. Explosive power is manifested in preschool children in the form of throws, jumps, starts.

The method of dynamic movements and the method of "shock" are used to develop the agility of preschool children.

The dynamic movement method involves performing the exercises at maximum speed with a relatively small amount of weight. The number of repetitions of the exercises in one approach

is 10-15 times. In each exercise, the weight of the load should not change the structure of the movement technique and should not lead to a slowing down of the speed of the movement task. For example, you can use sandbags weighing 150-200 to develop throwing power. The "shock" method is used not only to develop agility, but also to increase the reactivity of the musculoskeletal system.

An example of the use of the "blow" method to develop the "explosive" power of the leg muscles is the up or long jumps. The runway must have a shock-absorbing coating, the vehicle must be intact. The transition from damping to landing should be very fast, during which the pause reduces the external impact of the exercise.

According to the results of jumping in boys and girls, the largest increase was observed in the period from 6 to 7 years. It is necessary to provide rest between series, which is supplemented by game exercises or intermediate recovery games, actions. For preschoolers, two or three series may be considered acceptable, with each exercise performed 4-6 times.

It should be noted that preschool children, especially in the younger age group, are not able to realize their potential in the short term by maximizing the mobilization of muscle efforts.

Endurance. It is the ability of children to perform a certain physical activity without reducing their effectiveness. There are two main types of endurance in physical education practice - general (aerobic) and special. General endurance refers to the ability of a person to perform long-term physical activity with optimal functional activity of organs and body systems that support basic life. Strength for a particular type of activity is called special endurance. are exercises that lead to maximum performance of their systems. Some preschool children are characterized by a well-developed general resilience, but the formation of high resilience has not reached the level of full development in children.

In the development of endurance in preschool children is understood to be exercised for a long enough period of time (according to the age norms of physical activity), but in certain types of movement, such as running, swimming, targeted development of endurance is not allowed. To develop general endurance, it is advisable to use continuous long-term work

performed at a single or variable speed. The development of endurance requires many repetitions of the same exercises. Exercises of the same form cause children to lose interest in this activity. Therefore, it is effective to use a variety of dynamic exercises in preschool age, especially in the open air: walking, running, cycling, swimming, etc. Various regular exercises are used to develop static endurance. Static exercises have the same appearance, require significant mental stress, are boring and quickly lead to fatigue. In preschool children, exercises and loads should be used with caution, as they can lead to "psychological agitation". The inclination is high.

1. Use cyclic exercise to develop general endurance.

2. Static exercises should be replaced by: stretching muscles, movements that organize children's voluntary play, and breathing exercises.

3. The higher the standard of static exercise, the longer the rest period.

4. Dynamic exercises are usually distributed for the main part of the training, and static exercises are used in the final part.

The resilience of 7-year-olds is 60-70 percent of the resilience of 10-year-olds. Necessary conditions for the development of special endurance aerobics, rhythmic gymnastics, exercises are being developed today in preschool organizations.

Agility and coordination skills.

Agility and coordination skills. To develop the quality of agility in preschool children is to develop the ability to perform variable movements accurately and in a short time.

Agility is the ability to quickly resume movement and learn new movements in the face of unforeseen circumstances that arise during the activity. Training in agility is based on the development of coordination of movements, their speed and scale, the degree of muscle tension and relaxation, as well as the ability to adapt to time and place.

There are many types of agility quality development, but there are three main groups, which include:

- ability to maintain static and dynamic balance;

- Ability to accurately measure and perform spatial, temporal and dynamic parameters of motion;
- Ability to recover muscles.

Agility is seen as a leading function in the development of motor activity in preschool children.

Exercise is used as a means of developing agility, in which it is desirable to use interesting exercises, at least in part, unusual for the participants, based on the excellent requirements for the combination of new pedagogical technologies and movements. Especially in this regard, the combination of gymnastics and movement games is very optimal.

Agility is a very active stage of development in the first 7 years of a child's life. Ability to improve the quality of a child's movement is the basis for mastering his technique. Compared to other abilities, the quality of agility does not depend much on genetic factors, and the means of development is regular exercise.

In children aged 3 to 6 years, agility is 52-57% in the composition of basic motor skills. [8]

Strength The ability to overcome external resistance or to resist it through muscle tension is called strength. It differs in absolute and relative forces, taking into account the dependence of the body on its own weight in the performance of mechanical weight in appearance. Absolute force, for example, represents the maximum force measured by a dynamometer.

The relative strength of a person is the ratio of his body weight.

The absolute strength of preschool children is moderately developed. The average strength of preschool children is 1.5-1.8 conventional units. This means that a preschooler is able to lift more than his body weight.

The relative strength of preschool children almost does not change, because the increase in muscle strength does not exceed the increase in body weight.

Only from the age of 6 to 7 years, when the rate of tension begins to exceed the weight, the relative strength of children begins to increase.

Power quality is divided into the following types: self-regulation and strength endurance (static and dynamic). In preschool

children, the strength of the shoulder girdle muscles is more developed than the strength of the muscles of the legs and arms. Between the ages of 4 and 7, the strength of various muscles increases approximately 1.5-2 times.

From the age of 6 to 7 years, the strength of the supporting muscles of the shoulder, hip and leg muscles develops significantly.

Girls between the ages of 7 and 9 have much lower shoulder girdle strength than boys.

Static movements are not recommended for preschool children because they lead to adverse reactions of the cardiovascular system, the performance of static movements (exercises that require the same inactivity for a long time) between exercises requires long-term recovery. Resistance exercises are used to develop the strength of preschool children. They are divided into three groups:

- 1) External resistance exercises;
- 2) Exercises to overcome the weight of the body;
- 3) Muscle strengthening exercises.

Exercises with external resistance include:

- Exercise with heavy objects;
- Exercises for resistance to elastic objects;
- Exercises that eliminate the resistance of the external environment

For preschool children, it is advisable to choose a set of exercises to resist elastic objects and overcome the resistance of the external environment. Elastic objects can be rubber balls and toys of different sizes. Squeezing rubber balls in the palms of both hands, moving the ball between the legs, carrying the ball on the ground.

- Examples of exercises that overcome the resistance of the external environment:

Running up a hill, jumping up, pulling up on a bench, scratching, arms up, pulling on a horizontal bar. Exercises aimed at overcoming the weight of your body are divided into the following types:

- Gymnastics exercises that develop the quality of strength, bending and stretching the arms while lying down, climbing on a rope, hanging on a ladder, bending the legs, etc .;

- Jumping exercises in athletics (jumping on one or both legs, combined with different movements, jumping from a height on one leg, then jumping upwards);

- Exercises with alternating movements over obstacles.

It should be borne in mind that the listed exercises should be adapted to the age and sex for use in physical activity with preschool children, and carefully selected exercises that may adversely affect the child's body.

Flexibility (flexibility of joints). This is the ability to perform movements at high amplitudes due to the morphological and functional properties of the locomotor system and its flexibility. Flexibility is divided into 2 types: active and weak elasticity. Active flexibility is manifested in movements due to the activity of the corresponding muscles. Weak flexibility is the ability to perform movements due to external forces (partner effort, inventory, external factors, etc.) that support the moving part of the body. Depending on the form of appearance, flexibility is divided into dynamic (in motion) and static (at rest) types.

Depending on the order of the muscles, all stretching exercises can be divided into three groups.

- 1) dynamic;

- 2) static;

- 3) mixed.

In one of them the main tension is exerted by the independent flexibility of the muscles, while in the others the flexion is effected by means of external forces.

Dynamic active exercises include various bends, springs, forceful lifting of the legs, vibrations in the abdomen, jumping.

Examples of dynamic sluggish exercises are exercises against external resistance with the help of the partner's movements, using additional support or self-weight (posture).

Static active exercise involves maintaining a certain position of the body with maximum stretching of the muscles due to the contraction of the muscles surrounding the joints and the performance of movements. In this case, the muscles stretch for 5-10 s.

Static sedentary exercise involves maintaining the position of the body or its individual parts with the help of external forces.

Static slow exercise is less effective than dynamic exercise.

After static active exercise, flexibility lasts much longer than with strenuous exercise. In children aged 4-6 years, the rhythm of physical development changes dramatically. During this period, the development of some parts of the musculoskeletal system and skeletal ligaments of the joints is noted. As a result, there may be cases of malformation of the musculoskeletal system, flat feet, C-shaped curvature of the spine.

The change in flexibility in different parts of the body is due to the development of muscle groups that provide movement, not to the movements performed in harmony.

It is the period when the flexibility in 6-year-old children reaches its peak. The age of 4 to 6 is the most favorable age for the rapid development of many physical qualities.

The development of coordination and agility, endurance and agility elements is especially important in preschool age. [11,21,17]

3.3. Methods of forming the knowledge of preschool children in the field of physical education

Keywords: training, exercise, specialist, morning gymnastics, relay, active movement, physical activity, Olympic medals, fun physical education.

In preschool education, physical education is often associated with children's physical activity.

At the same time, the whole system of preschool education in the field of physical education should be aimed at solving the most important tasks of the formation of knowledge in the field of physical education of preschool children, as well as solving the problems of children's health. They can learn the necessary knowledge about, understand the importance of exercise, know the rules of hygiene and apply them in practice.

Mastering this theoretical knowledge will help children to have a conscious attitude to physical education and independent use of physical activity.

However, in order for a child to acquire the necessary knowledge, it is necessary to teach it skillfully. In order to avoid inaccuracies in the information received by the child, the information should be provided.

Each age has its own characteristics, so it is not enough to show only theoretical material. The information should correspond to the level of children's cognitive abilities. In this regard, theoretical information should be adapted to children's perception.

The system of knowledge formed in the child helps to solve many problems:

- firstly, knowledge affects the motivation to exercise;
- secondly, it affects the effectiveness of the development of motor skills;
- third, to form the basis for independent exercise;
- fourth, to create the necessary conditions for better mastering of other sections of the preschool education program.

Sources of knowledge in the field of exercise and the data of the specialist, children's movement activities should be closely linked.

The most difficult problem is the need to quickly check the quality of knowledge acquisition. In this regard, the effective organization of the formation of children's knowledge and control over their development without reducing the intensity of training can serve as an indicator of the competence of the specialist.

In preschool children, interest in a particular sport begins to increase. The following activities can be used for this purpose: excursions on the studied sports, demonstration of the pictures shown in the excursions; read stories about sports, look at examples of sports, play the game "Guess the sport", play the game "Dress the athlete", watch TV shows about sports with parents watching, meetings with athletes, physical culture holidays "Dad, Mom and I - a family of athletes." As a result of such work, children's interest in physical activity increases significantly. They become interested in sports competitions held in preschool organizations and begin to share their impressions. Specialists of the preschool organization can explain not only the names of the prestigious winners, but also how they won such a high title.

The systematic organization of educational materials is grouped on the basis of the homogeneity of its components. It is recommended to divide the number of these groups into eight types.

The first group "History of Physical Culture" provides theoretical information that introduces children to the history of various sports and the Olympic Games.

Topics are sports that the child faces only in his active movements (running, jumping, ball games, cycling, etc.).

The second group, "The human body," combines topics that explain the differences between the structure and function of the human body and the motor skills of boys and girls.

The third group "Fundamentals of Personal Hygiene" includes topics of physical education hygiene.

It is designed to teach children to use physical education tools such as hygienic factors and natural forces of nature.

The fourth group of topics "Exercises" not only introduces children to various exercises, but also explains the reasons for the study of specific features of exercises for children.

The fifth group of topics, combined with the title "Health", selected information on how to avoid a situation that endangers the health of the child, what physical actions a child should perform if he has a disease.

The sixth group of topics is called "Education of the person" and combines knowledge about the role of physical culture in the mental, moral and aesthetic education of the child. Children are taught what exercises to do to be not only healthy, but also beautiful, cheerful and smart.

The seventh group, "We play ourselves" program summarizes the above topics, as it is implemented as an independent modeling of the child's knowledge based on previously obtained information.

These groups are designed to help the child understand that he is ready to organize independent movement activities. Therefore, the group specialist invites children to talk about how to exercise independently. The physical education specialist in the group invites children to act as organizers of morning exercises, physical education, movement games.

Topics of the eighth group "Fun physical education" are designed for leisure activities (meaningful leisure) and children's independent activities (manual labor, board games). Elements of Olympic education can be used to solve the problem of increasing the positive attitude of preschool children to physical education. The formation of ideas about the Olympics can become part of not only physical, but also aesthetic and moral education. Pierre de Coubertin, the founder of the modern Olympic Games and the Olympic movement, emphasized the educational mission of the Olympic movement, its ideas and values. General aspects of patriotic education, as well as the formation of a sense of involvement of children in the struggle of our athletes on the world stage can be successfully addressed.

Theoretical information for preschool children should be based mainly on Olympic legends, traditional ceremonies of the Olympic Games, the history of Olympic medals, which best describes the following moral qualities of athletes: honesty, victory, o`mutual assistance and others. In the process of exercise, the study of theoretical knowledge is of great importance, in addition, physical activity plays a leading role in the formation of physical culture of preschool children. Therefore, teaching children theoretical knowledge is reflected in the motor intensity of training should not. Theoretical information is provided outside of class or in the preparatory part of the class, so that children can set goals for future movement activities (for example, data from the history of physical education) or in the process of direct exercises (for example, the direction of movement). concept, the concept of speed of movement). In the final part, the basic rules of the subject are repeated, exercises are performed to calm the child's body.

3.4. Methods of education and upbringing of preschool children in the process of exercise

Key words: moral education, leadership, kalonna, motivation, attention, memory, re-purification, stature, features of the psyche, diagonal, series, row, side, row exercises, team.

Preschool is the most important period in the moral formation of children. In the formation of moral education of preschool children, physical education as part of compulsory education, as well as other activities organized in children's circles, field trips, create great opportunities for creating a positive environment for children. Children to form moral values It requires a special study of the conditions in which the team, peers, leaders actively demonstrate their attitudes. In such conditions, pedagogically strong relationships develop depending on the skills of the specialist, his knowledge of teaching methods.

The basis of successful organization at the intra-stage level is the development of children's discipline, organization and a sense of responsibility in group exercises through exercise, movement games, where individual actions affect the results of all team activities. This stage of education should be based on the interests of children, their desire to achieve the best results in this task. Thus, it is recommended to divide the whole group into two or four teams for quick cleaning. These teams can be maintained temporarily (for one session) or for the entire training period (six months, years), and both methods have their advantages and disadvantages. With a one-time division, you can form a team equal to the number of children, which in turn is very convenient for relays. Leaders are involved in the team, which helps to develop the ability to evaluate their friends objectively. In the first session, the leaders usually choose their friends, regardless of their ability to compete in the team, but their goal gradually changes in the desire to win. They try to pick participants who are quick and quick to make no mistakes, fight for victory in a team game and call the offenders to order, the teams get a warning card, and the kids don't want to get a red card. [11]

However, this method also has its drawbacks. First, you need to spend time organizing teams for each session; secondly, they confuse the teams due to the frequent changes in the composition of the children during the lessons; thirdly, active children who are the first to be selected for the team will not be among those who are left behind for any reason. Therefore, this method is not always appropriate and requires careful use. Another way to divide teams into teams is to change them, not the same for the whole period of

physical education. This allows the specialist to distribute the children, taking into account their readiness, learning objectives and other indicators. Dividing into permanent teams allows children to organize quickly. When assigning a permanent place in the hall for each team, they all know their exact location, and after 8-10 seconds of the "Stop" signal on the instructions of a specialist, the children stop in their seats and the next stands ready to perform the task. Leaders who have the ability to organize in a group are usually chosen by the children themselves. It is important to keep in mind that children of this age often want to establish order in the eyes of their peers and overestimate their abilities. Often the expert "Who do we choose to be the leader"? Almost every child offers himself. Almost every child has a desire to be a leader, and despite being a leader, children need to be taught humility, the ability to objectively assess their abilities. In order not to worsen the relationship between the children and to prevent protests, inviting the children of group 1 to choose a leader from the children of group 2 and vice versa from the children of group 1 for group 2 will help to manage the situation fairly. When choosing a leader or leader, all children know each other well, and all children should be able to think freely about the question, "Do you think these children can be the leader of the group?" Usually one or two children are nominated at the request of the group.

With the help of this competition, the most disciplined and talented children will become leaders. Later, they maintain order in their teams and become professional assistants. Managers usually select assistants to distribute small inventories. Assistants can be assigned as facilitators for each session or on a regular basis.

Replacing assistants does not take much time and allows each child to take an active part in the organization of the lesson, which increases his responsibility. The downside of this command is that in some sessions, teams may not be equal, as several children may miss classes due to illness or other reasons, and the number of participants in each team may vary significantly. Children who are temporarily transferred from one team to another are usually less active and do not care about the "foreign" team.

Discipline is of great importance in solving the problems of moral education. In order to avoid confusion and complaints during the cleaning and re-cleaning process, it is necessary to determine the permanent position of each child at the beginning of the lesson. At this age, as a rule, children want to stand in front of a column or row. Determining the order of purification in teams determines the best leader. At the same time, sometimes it is not necessary to follow the rules of purification according to height. Children can use moving games to better remember their place: "Find your place", "Everyone is in their place" and so on.

It is very important to follow the rules in games and relay races. After a game or relay race, you should ask which of the children noticed the wrong move. If for some reason there are children who do not participate in the game, it is useful to appoint them as referees. The ceremonial awarding of teams and individual participants is highly effective as a means of moral education. And this process plays an important role in the further activation of the child. Children try to show their positive side in the eyes of their peers, to please the specialist, the educator, to be praised. The search for and identification of positive features of each child is the basis for shaping the learning process. The strengths and weaknesses of children's physical fitness are most evident in this process. Children need to be helped to form their own actions in a peer group. To do this, it is recommended to monitor and record their achievements. When all the children's surnames are written on the praise screen and a sufficiently high result is achieved, the conditional characters (often asterisks) are placed in front of the surnames, and the achievements encourage children's movement. Incentive stars do not have to be taken by the 1st, 2nd and 3rd place participants. These activities provide a comprehensive assessment of children's performance and cultivate not only the results of physical education, but also its positive qualities such as honesty, discipline, mutual assistance. As a rule, some children with less physical activity than children with less physical activity are left without stimulus stars and lose interest in training. In such cases, it is necessary to monitor them and determine the situation in which they may differ (accuracy of performance, sequence of exercises, passion, etc.). Care should

be taken not to devalue the stars. Children should be encouraged not only to complete the task, but also to achieve high results. During the lesson, the leader will announce for which achievements the children received a star, with the participation of children all the stars of the incentive will be summarized and the results of the screen will be discussed at the end of the lesson.

Children's victories in competitions can be celebrated in different ways: by showing their numbers (like real athletes), by raising red bracelets and ribbons of champions. This award is usually made at the end of training. Strict adherence to the rules of the competition. The names of the children who helped other children and fought for the victory of the team will be marked separately.

The individual and team presentation of the competition award helps to develop in children the qualities of perseverance and courage, but it is important not to create conditions for children to develop negative behaviors of selfishness, arrogance and pride. In addition to encouraging children, the specialist should understand that respect for other children can only be achieved through decent behavior, caring for others, empathy for not only the members of his team, but also all the children in the group.

3.5. General developmental exercises

General developmental exercises are movements designed specifically for the arms, legs, torso, neck and other parts of the body. URM can be performed at different muscle tensions, different speeds, amplitudes, different rhythms and speeds. The developmental and educational benefits of general developmental exercises are enormous. The use of these exercises allows to solve multidisciplinary pedagogical tasks. It is aimed at the formation of a culture of movement, the development of physical qualities, the preparation of the body, the musculoskeletal system for training to perform complex movements, the faster acquisition of motor skills of functional systems. 11, [16]

General developmental exercises have a number of features: they are clearly standardized, can be used in different options and combinations. It includes a selected set of exercises that affect

specific muscle groups and specific systems, and a specific set of actions for each body part.

Exercise provides specific effects on specific muscle groups and specific systems of the body. Most of the exercises consisted of simple movements. They consist of elements that can be performed separately.

The effectiveness of the use of general developmental exercises with the tone of music is further increased. Music contributes to the expansion of movements and the accuracy of rhythmic movements creates positive emotional feelings in children.

When performing general developmental exercises, the specialist should form in children the following culture of movement - the correctness of the line, direction and coordination of body movements with the movement of the limbs.

General developmental exercises are one of the most important motor exercises for the proper development of posture. For example: a cube, a ball, holding a gymnastic stick with both hands, bending the elbows, leaning forward, slightly bending the chest backwards, and a variety of other movements.

In addition to influencing the formation of the musculoskeletal system, general developmental exercises are an excellent tool for improving the health of the respiratory system, as each includes a special complex of exercises, strengthening the diaphragm - the main muscles of breathing, shoulder girdle, abdomen. It strengthens the muscles and contributes to deep breathing.

When performing general developmental exercises, the specialist should observe the correct combination of movements with breathing and exhalation exercises. For example: 1) D.x. Legs shoulder-width apart, arms at waist, 1 - bend to the left, 2 d.x. 3 - bend to the right, 4 - dx.

D.x Legs elbows wider than shoulder width bent in front of the chest, 1- We extend the elbow of the right leg to the elbow of the left hand, 2 - d.x. 3. Touch the elbow of the left foot to the elbow of the right hand, 4 d.x.

It is recommended that vital muscle tension be combined with breathing and breathing in the initial position, and then exhaling. It

is necessary to take a break at the end of the exercise, because at this time breathing returns to normal.

Depending on the grouping feature selected, there are several classifications of general developmental exercises:

- on anatomical basis (on the effect on certain parts of the body)
- exercises for the joints of the hands and shoulders; exercises for body parts, neck muscles; leg, pelvis, hip and knee exercises;
- Development of basic physical qualities - strength, flexibility, endurance, speed, agility, etc .;
- Development of mental properties - attention, memory, targeting, timing, etc .;
- The main effects on various systems of the body, respiratory system, cardiovascular system, etc .;
- Exercises without and without objects (sticks, balls, hoops, flags, ropes, gymnastic sticks, gymnastic wall, etc.);
- On the characteristics of row exercises: spread, sherenga, circle, rows, columns, etc.

The following guidelines apply to the selection and determination of the sequence of exercises.

1. The set of exercises should include exercises for different parts of the body, necessary for the development of various physical qualities.
2. Particular attention should be paid to exercises for the formation of the correct posture, strengthening the musculoskeletal system, breathing.
3. Exercises should be performed alternately for different muscle groups, otherwise the symptoms of local fatigue will occur quickly.
4. It is applied to different parts of the body on the principle of gradual increase of load.
5. Complex coordination exercises, which include complex elements and require complex movements, are initially performed after exercises that are simple in structure and warm up the local muscles.

Based on these rules, it is recommended to conduct a set of exercises for preschool children in the following order.

1. Initially, special breathing exercises (inclusion in the complex) require careful performance.

2. In addition, in cases where favorable conditions are created for the continuation of physical activity (without musical accompaniment).

3. Exercises for the muscles of the arms and shoulders, waist, forming a straight body.

4. When performed without coordination with special breathing exercises, if possible, breathing and exhalation exercises should be included at the end of the set.

5. Body part turns, side turns, or forward bending exercises.

6. Exercises in the initial position of the legs (max, turns, sitting, etc., exercises to develop coordination movements, exercises to develop balance function).

7. The body bends forward (in the standing position, the hands touch the toes, the hands stand upright at the waist, etc. The initial position is to keep the body upright).

8. Exercises for the legs and abdomen 1 - lying on your back, 2 - sitting 3 - lying down 4 - d.x, etc. During the exercise, the arms are joined behind the head.

9. Lying on the abdomen, arms behind the head 1 - bend forward 2 - d.x 3 - lie forward, 4 - d.x.

10. Replace jumping and walking exercises with running exercises.

Many general developmental exercises are performed with the help of objects. They significantly increase children's interest in the lessons. The equipment that can be given to the first age groups in kindergarten during general developmental exercises are toys.

Flags and cubes are mainly used in small and medium groups. Tapes and ribbons are used in small and medium groups, in large groups this type of material is not required. Exercises with large and medium-sized balls are carried out in small groups. In the middle and large groups, balls of different sizes are used. Gymnastic sticks and rings, jump ropes are given to children of the middle group.

When performing general developmental exercises with older children, it is advisable to use exercises on the gymnastics wall and the gymnastic ladder.

3.6. Line exercises.

Rowing exercises are usually based on children's teamwork. Proper performance of the exercises plays a very important role in the development of discipline, organization and adaptation of the child to the actions of the team. Each session begins with a series of exercises. Rowing exercises have an organizational function that allows children to manage a group of children with different physical fitness, level of intellectual development, educational value, good behavior and other individual characteristics. stands, turns. These exercises serve to place children in a rational and organized manner during the training and to perform walking movements. They are also a means of cultivating discipline, coordination, the ability to follow the instructions of a specialist, "row", "column", "circle", "snake trail", "diagonal", "section" (link).) and other concepts. Exercises performed in a row have a positive effect on the formation of upright, straight posture, light and beautiful gait.

The simplest cleaning exercises are conducted with preschool children.

Type of purification exercise

1. Purification in the form of one, two, several circles.
2. In the form of a semicircle.
3. Sequential purification.
4. Purification in a row.
5. Line up in two or three in a row.
6. Diagonal cleaning.
7. Purification in the style of chess.

Refinements

1. Create several circles from one circle.
2. Create 2 - 3 - 4 consecutive sequences [11,15]

Purification- is a type of purification in which the children stand side by side. The distance between them is the size of a palm. Children standing in a circle stand upright and are in the correct starting position (legs are small, the waist is straight).

The children stand in a row in the column. The distance between them is equal to the length of the transmitted arm. The

initial positions of the children while standing in the column are: the heels are joined; the toes are stretched, the torso is erect.

To clean in a circle or semicircle, the specialist suggests holding the children's hands. Such purification is mainly used in small groups.

In the first small groups, purification and re-purification are one after the other, and it is difficult for children of this age to be in circles and in pairs. Organizing in a large group makes them tired. Therefore, at the beginning of the cleansing exercise, children are divided into small groups of 6-8 people. In this way, gradually the whole group is involved in purification exercises.

All cleaning exercises are performed with the help of a specialist. He shows each child where he stands among the other children. For example, "Shaukat, stand next to Muslima. Naila, stay with them!" He says, and so on. If the child still does not get a good target during purification, the specialist will come to him, take him by the hand, lead him and take him to his place. In a small group, the children line up in pairs with the help of a specialist who they want to stand next to.

The following methods can be recommended for cleaning in a circle. At first, the children hold hands in a row. The specialist holds the circle in the hands of the first and last child in the line. The second method: a chair or some other visible object (kegli, cube, etc.) is placed on the floor, which represents the center of the circle. Children are asked to hold hands while looking at this object. Then take a wider circle and step back. The specialist is always in the circle with the children and makes sure that the children do not break the circle.

During the training, children should move from place to place in groups or walk to the target window (bell, bench, etc.) indicated by a specialist, or a specialist. they follow and do.

Children are lined up freely, regardless of their size. At the same time, it is important to teach children to stand without interfering with each other during exercise. To do this, the specialist suggests raising his arms to the side. When the children lower their arms, the exercise is continued without touching the hands of the child standing on the side. If children find it difficult to do this, they

should be approached and helped to stay away from each other. To make it easier to place children, dots or circles should be marked on the floor with paint or chalk, or with adhesive tape - plaster. At the suggestion of a specialist, each child chooses a destination (home) and goes to it.

In the second subgroup, children become more independent in purification and re-purification. According to the instructions of the specialist, they can easily form a circle, stand in pairs and in columns. Initially, they are allowed to line up in columns, regardless of height. Gradually, they are taught to take a certain place among other children. To achieve this, the expert always says that it is necessary to remember who is standing in the column, who is standing in the line, who is standing with whom when walking in pairs. If the child has difficulty finding a place, the specialist will tell him or her who to stand behind.

Children are taught to stand in a straight line, that is, they stand in a straight line next to each other, all parallel to one side. It is easier for everyone to move from one to another (as a column) to a line. The specialist suggests that the children in the column all turn to the right or left. Because the children do not yet know the right and left sides, the specialist stands in the middle of the column and tells the children to turn their faces to the specialist. Another way: children are in a series - sherenga. In this case, they line the toes on the floor in a straight line with paint or chalk.

To clean in a circle, you can throw a rope with two ends on the floor or draw a line in a circle. The children form a circle according to this line or rope. There is another way: the specialist takes a few steps away from the line of children, stands in the middle, and asks the children on both sides of the line to form a circle and walk towards him. Children perform this movement holding hands.

The specialist shows the children how to turn while standing. Visible objects (facing the wall, facing the window) are widely used as a target when turning.

The same methods used in the previous age group are used in the transition from one place to another.

In order to strengthen the skills of cleaning and re-cleaning in the middle group, independently in a circle, in pairs, in a row

(column), in a row, the specialist in the introductory part of the lesson gives children the following interesting tasks: cleaning in a certain order, then the signal is given to run to different parts of the hall, and depending on the repeated signal, the task is to take the place more often. Audible signals are often used for such tasks: clapping, playing the flute, speaking or stopping the music, and so on. You can also use visual gestures: raise and lower the hand, green and red flags, etc.

In middle groups, children are taught to line up in a row and in a row, depending on their height. They should be reminded frequently that they should be free to stand in line without hitting each other. The children are also taught to line up in a straight line (as a sheren), explaining that the toes should be straight, that is, the toes should be on the same line. Children move independently from one row to the next with their neighbors, or vice versa from one pair to another. In this case, the purification is carried out on the spot, as well as while walking. The specialist teaches children to regenerate into several groups, rather than in a row or in a row. To do this, he divides the children into groups in advance. The number of children in each of these links should be equal. A leader is assigned to each link. The starters follow the signal to the designated place, and the children follow them. [11,14]

Later, the children are divided into groups and re-arranged as they walk around the hall or follow each other around the hall. At the signal of re-purification, the starters go to the places indicated before, stop and turn to the specialist. The rest of the children line up behind the leader in their ranks. At the beginning of the lesson, beginners can be given flags or ribbons of different colors so that children can easily find their links. It is also possible to purify by making a few circles around the starters. The children disperse, surround the leader at the signal, hold hands and form a circle. Beginners can stand anywhere on the field. The specialist observes that the circle is of a certain size, that children do not get stuck and narrow it, and teaches children to do so. [11]

Children perform right, left and back turning exercises in a standing position without the use of special methods of purification.

When moving from one subject to another, children often move in a row.

The specialist gives instructions on how to clean and re-clean, how to turn, not in the form of a team, but in the form of a simple command (we turn to the right, we walk around the hall, as if the children follow your leaders in links).

Purification and re-purification In a large group, the skills and abilities acquired in the previous exercises are strengthened, some new exercises are taught. Children are taught to divide into two or more circles. The formation of a circle from a column consisting of two is carried out as follows: the couple turns to each other and grabs the hand of the child standing next to them, the sherenags hold hands and walk back, resulting in a circle. It is also possible to form two circles in pairs and in a column of two. In this case, according to the expert, the children do not turn away, but stand on their backs and shake hands with the children standing next to them. In the same way, several circles are formed from several links. During cleaning, children are taught to look in a certain order, to stand straight behind each other, to keep the toes flat on the floor.

Children in large groups are clearly and systematically rearranged. While walking around the hall, the specialist offers children to be divided into 2 - 4 sections. When the column leader goes to the middle of the hall, he steps in his place, at which point the specialist calls the link, the name of the starting children. The first link turns and runs around the hall, then the rest of the links go.

On the move, children learn to walk in the footsteps of a snake in all directions from the column, and then walk in pairs.

"Follow in the footsteps of a snake!" The snake follows in his footsteps. According to this order, the starter is the first to walk (left) on his shoulder and start moving towards the oncoming column, leaving a step in between.

Distribution from one column to another in each direction is as follows: the column travels from the center to the opposite side; "One to the right, one to the left." Then there are two columns moving in different directions around the hall. When they met in the middle of the opposite wall, the expert said: "Walk in pairs from the center of the hall!" he says. The children unite and walk in pairs.

Then they disperse again one by one or in pairs and walk around the hall.

Children also learn some ways of spreading. They open their arms in the column with outstretched arms. In this case, the leader stands in his place, and those behind him raise their hands forward and push back so as not to touch each other. Then they put their hands on their sides. In the circle and the circle, the children stretch their arms to the side and open them. All children are pushed to the right and left so as not to interfere with each other, stretching their arms to the side, according to the order of the specialist "open your arms to the side!"

The turn is made by the children in simple steps, as before. While moving around the hall, children are taught to reach the corners and turn to the center of the hall on tiptoes. However, all children in a large group are required to make the exact same turn. Purification and re-purification in preschool groups is more complicated than in previous groups. In this group, children learn the number "One, two". With the expert's command "Count in pairs", he stands on the right wing and says "one", and so on.

After the children have learned the number "One, two", they are shown to re-line from one to two. Re-purification "Those who stand second march two (three or more) steps back!" or "The first ones march two steps forward!" is carried out according to the command. In both cases, the children stand in a checkerboard pattern in the chessboard. If it is necessary to line up one after the other, one step is given to move to the right or left.

Walking exercises in the form of a snake trail are carried out in one or two columns. The children are scattered in one or two directions. After half of the hall, the specialist said: "A couple down, a couple to the right!" he commands. There are columns of children moving in pairs across the hall.

The children, who met in the middle of the opposite wall, shouted at the specialist: "Four - four, march in the middle of the hall!" That is, a pair of children from one column line up with the first pair of children from the second column and walk to the end of the hall. [15]

Here they are divided into pairs, left and right, or in groups of four, and continue to walk around the hall.

Children must learn to make the right turn when they reach the corner of the hall during the movement. Such a turn is made at the tip of the outer leg relative to the center of the hall, and then the step forward is performed with the other leg.

The children are also shown how to turn left and right using the number: "One" means to turn with the heel of the right foot and the tip of the left foot (when turning to the right). When "two" means the left leg is lifted and placed next to the right leg. Children are not required to perform turning exercises accurately and carefully while standing still. However, it is advisable to teach all children to stop at the same time after walking. Children love these simple exercises, which greatly increase the coherence of the exercises. Facilitates holidays.

3.7. The role of the music leader in the physical development of children

(Dance Exercise)

The basis of dance exercises are the simplest elements of folk dances. As a rule, their performance is accompanied by music. The most convenient movements of the dance character are rhythmic gymnastics (a set of game musical exercises consisting of both individual elementary movements and consistent rhythmic movements of the arms, legs, torso, head).

Dance, musical play and movement with music play an important role in the mental, aesthetic and physical development of music. These types of musical activities greatly contribute to the overall development of the child.

1. The child's musical reading, especially emotional feelings and musical memory are well developed, because any type of movement is performed under the rhythm and rhythm of music, and the musical tones associated with the movement are stored in the child's memory.

2. Dance and musical movements develop the child's mobility, agility and strengthen the body, greatly contribute to the proper growth of the body.

3. Musical works evoke different emotional feelings, create different moods and create unique images in the mind, which help the child to express the patterns of movement with artistic gestures. This means that movement with music is also important in the development of the child's mental and aesthetic abilities and will. For example, marching music gives a child energy and vitality. It's hard to imagine a holiday morning without march music, even a simple day in the life of a kindergartener. Dance melodies, on the other hand, create wonderful inner feelings and emotions in a child and encourage them to dance involuntarily. Movement and games under music have a rapid effect on young children. That's why cheerful, interesting musical games attract the attention of every child of kindergarten age.

The types of movements and games under music are as follows.

1. Physical training - mainly types of movement, such as walking, running, jumping.

2. Expression of children's actions based on impressions from staged subject games, various household activities performed by adults (driving a car, construction work, cotton picking, household chores, etc.), the expression of the sounds of various animals.

3. Simple actions suitable for children, which are formed under the influence of various dances. All three types of these movements form the basis of all movements performed with music in kindergarten and are the main elements of their expressive movement. These movement elements, all the games performed under the music are represented differently. Play is the most active form of creative activity of children of kindergarten age. The nature of the artistic content of musical works intended for games and the means of expression must correspond to the subject of the game. The plot of the game should be taken from kindergarten life. It should reflect the relationship of children with social life and nature, especially folk children's games. Thus, musical games are didactic games in terms of their purpose and tasks, which are mainly performed by means of action. Physical education is a practical action taken from childhood for a healthy generation, a healthy family, a healthy society. Physical musical movement, games, sports form the will, endurance, discipline. The child feels and is proud of

his strength, health, compactness, correctness of breathing movements. These qualities inadvertently cultivate an aesthetic taste, lead the child to the world of beauty. The athlete's well-developed stature is really beautiful. In fact, physical education is inextricably linked with music education.

Music is one of the means of physical development and improvement of children. Music that provides as much pleasure as possible develops the child's understanding of human values. For example, have you noticed how happy a boy and a girl are when they learn to work with their parents and help them? Yes, pleasant music will continue to explain the human world to the child. Such music should be distinguished from heavy, boring, hateful music. Our society cannot be indifferent to the fact that children grow up to be healthy, strong, hardworking, weak, impatient and unfit for hard work. That is why the upbringing of children is not only the personal work of parents, but also, above all, their duty to society. Parents are responsible for the physical and mental development of their children. They need to teach children that exercise is a source of longevity, physical education and sports, and that music is a source of health and fitness. Exercise: During the morning physical training, children's motor skills are strengthened, improved and restored. Running, jumping, gymnastic movements are performed simply and quickly. Such exercises are performed in the morning physical education classes. (Then we raise our hands and bend upwards, sideways, straight). There are exercises that need to be studied in advance (full sitting, jumping, exercises with objects, flags, sticks), such exercises should be included in the daily plan. Educational Exercises: With the help of morning physical education, we encourage children to be disciplined. They develop positive skills. morning physical training strengthens memory. Listening attentively, feeling and dancing to the music in combination with morning physical training strengthens aesthetic education.

3.8. Work on musical movements, elements of Uzbek folk dance and rhythmic movements for children in music lessons

Key words: game, exercise, dance, dance steps, rhythm, sophistication, musical reading, musical memory, gesture, expression, object, tape, gymnastics.

Musical games and classes in preschools include children between the ages of three and seven. Rhythmic movements can be studied more deeply in kindergarten, in middle groups and in music schools, at home.

Dance, musical games and musical activities play an important role in the mental, intellectual and physical development of children. At the same time, in music education classes, the following tasks are performed in accordance with the music:

- Children's musical reading, especially memory, sense of rhythm develops well with the help of musical movements. Any type of movement is performed under the speed and rhythm of the musical work, the musical tones associated with the movement are stored in the child's memory;

- Dance and musical movements help the child to develop mobility, agility, proper growth and strengthening of the body;

- musical works evoke different emotional feelings in children, create different moods, create unique images in their minds that children try to express the content of the work with different actions and gestures.

This means that musical-appropriate actions not only develop children's mental and emotional abilities, but also their will.

Marches, dances and games from musical works quickly affect children, so cheerful dances, fun musical games attract the attention of every child.

Rhythm plays an important role in the development of musical movements and aesthetic education in children. Kindergarten children jump and play from an early age, but this does not mean that the child moved rhythmically. During this period, children move emotionally under the music, their hearing develops. Moving under the music, small songs are sung together with the experts.

There are three types of movement.

1. Basic movements: walking, running, jumping.
2. Gymnastic movements: with objects, ie ribbons, hoops, flags and balls.
3. Dance movements: it is possible to gain theoretical knowledge about rhythmic movements under music.

It is impossible to imagine every morning and various events in school and kindergarten without music. In particular, musical rhythmic movements have their place. At the same time the child feels the rhythm, the body is beautiful, learns to walk properly, to move under the music. At a time when our modern national values, traditions, Uzbekness are gaining a place in the world, it is very important to teach children Uzbek national music, songs, rhythmic movements.

“Chamanda gul” (Uzbek folk song)

For a large group quickly

Four or six girls will take part in this dance. The main movement is the jump, the arms are in two rows with the movement "Wind" above, coming out on both sides.

Tacts 1-4:

Action 1: They come out of the two and form a circle. The girls take turns walking around each other.

Tacts 5-8:

Action 2: The girls go in a circle and line up first. The girls stand in their places, clap in 4 directions, then raise their hands. These movements are performed to the right and left.

Tips 9-12:

Action 3: Girls 1,3,5 put their hands on the "lamp", go forward and return to their seats. These movements are repeated in girls 2,4,6.

Tacts 1-4:

Action 4: The girls are 3 people holding hands and spinning. The girls walk around the circle, line up, greet and leave.

“Do’loncha”. (Uzbek folk song)

For large and preparatory groups.

Average

Case 1: For the head.

Legs shoulder-width apart, arms at the waist, head to toe
Rotated 2 times.

Case 2: For the shoulder. Legs shoulder-width apart, arms at shoulders. First the right, then the left shoulder is rotated back and forth four times.

Case 3: for hand.

The "throw the ball up" movement is performed 4 times.

Case 4: for the waist.

Legs shoulder-width apart, arms at the waist, at 1, bend forward, at 2, at the initial position, at 3, at the back, at 4, at the initial position (4 times).

Case 5: For laptops.

The right elbow is extended to the left knee, the left elbow is extended to the right knee.

Case 6: For the foot.

The arms are at the waist, the legs are jumping twice in pairs, the right and left legs are moving back and forth 3-4 times in a row.

Case 7: for breathing.

The arms are raised from the back, lowered forward and breathed lightly.

“Kashgar”. (Uzbek folk song)

For the preparation group

Average fast

Case 1: for the head.

Legs shoulder-width apart, arms at the waist, head to the right, left, up and down.

Case 2: For the shoulder:

The legs are shoulder-width apart, the arms are down, the shoulders are rotated twice to the right and twice to the left.

Case 3: for hand.

The legs are shoulder-width apart, the arms are moved forward, up, to the right, one after the other.

Case 4: for the waist.

The arms are at the waist, the legs are shoulder-width apart, and the right and left sides are bent twice.

Case 5: For laptops.

The legs are shoulder-width apart, the arms are at the knees, half-bent - to the right and left.

Case 6: For the foot.

The arms are at the waist, the legs are stretched forward, sideways, backwards, and return to the starting position.

Case 7: for breathing.

The arms are half-bent, rising from the bottom up.

“Olmani otdim”. (Uzbek folk song)

For the preparation group

Average fast

For the preparation group

Case 1: for the head.

The legs are shoulder-width apart, the arms are extended to the side and the head is thrown.

Case 2: For the shoulder.

The legs are shoulder-width apart, the arms are at the waist.

Case 3: for hand.

The arms are alternately raised from the bottom up and then lowered.

Case 4: for the waist.

The legs are shoulder-width apart, the arms are at the waist, and the waist is rotated twice to the right and left.

Case 5: For laptops.

The hands are "winded" from below and sit down. (4 times)

Case 6: For the foot.

4 steps forward, 4 steps back.

Position 7: bend halfway, first move the arms to the right, then to the left and straighten the body (4 times).

Case 8: for breathing.

The arms are raised from the side and lightly thrown forward.

Control questions and assignments

1. What are the features of the formation of motor skills in preschool children?

2. Describe learning to walk and run in preschool children.

3. Describe the jumping exercises of preschool children.

4. Describe the act of throwing in preschool children.

5. Describe the scratching behavior of preschool children.
6. Describe the ability of preschool children to balance.
7. What are the characteristics of the development of agility skills in preschool children?
8. What are the features of endurance development in preschool children?
9. What are the features of the development of strength skills in preschool children?
10. What are the features of the development of agility skills in preschool children?
11. What are the features of the development of flexibility in preschool children?
12. What pedagogical methods can be used to form the moral manifestations of children during exercise?

CHAPTER IV. FORMS OF ORGANIZATION OF PHYSICAL EDUCATION ACTIVITIES FOR PRESCHOOL CHILDREN

Keywords: pedagogical success, wellness, vacation time, role-playing games, health day, classification, forms of training, wellness activities, agenda.

The success of solving the problems of physical education of preschool children can be achieved provided that children are involved in various forms of physical activity. This process provides the greatest pedagogical and health-improving effect on the lessons. Forms of training are different and have several characteristics. Classes can be divided into different categories depending on the nature of the form. In the practice of preschool education it is recommended to distinguish these forms on the basis of the organization of education and upbringing. Due to this feature, the forms can be in-class and out-of-class.

Forms of training include:

- Physical education classes;
- additional physical exercises (classes in physical education clubs and sections, physical exercises with parents).

Extracurricular activities include:

- On the agenda are physical education and fitness activities (morning gymnastics, physical education, movement games between exercises and workouts, exercise and movement exercises for walking, exercises after a nap);

- Mass physical culture events (meaningful recreation of physical education minutes, sports holidays, excursions);

One-on-one work with children;

- Independent activities of children (independent group work, independent field trips, homework)

The main features of the forms of training in the organization of physical education are: the availability of qualified pedagogical specialists; the content of the lessons defined by the program in order to solve a series of pedagogical tasks; rational planning and clearly defined time intervals; performance appraisal; conducting classes according to the plan; conducting trainings taking into account the age and readiness of children.

Extracurricular forms of training do not have these features and do not fully solve the problem of educating preschool children in the field of physical education.

A special form of organization of sports and physical education in preschool education is Health Day. On Health Day, all classes are canceled. The agenda is planned with active physical activity of children, independent games, musical entertainment.

In the hot season, all activities are held outdoors. Health Day begins with a morning reception of children, which can be fun, in a humorous form. For each group, the Health Day program is planned in different ways in the first half of the day. includes. Colorful and unusual design of the territory of the preschool organization, decorated playgrounds help to increase the activity of children in games.

In the afternoon you can spend your free time organizing sports competitions.

In the process of preschool education has led to the need to allocate special rest time to improve the psychoemotional state of children. Holidays in pre-school education institutions, as a rule, correspond to school holidays. This allows parents to independently organize joint vacations for older children, school children and young preschoolers. During the holidays, the number of classes for children attending preschool education is reduced, and their content is not educational, but reinforcing. Weekends create favorable conditions for children's independent activity, artistic and musical activities. A lot of time is spent on role-plays and theatrical events. During this period, many physical education activities are held.

4.1. Features of physical education

Key words: content of training, structure of exercises, preparatory part, main part, material and technical conditions, small inventory, artifact, equipment, frontal style, group method.

The main form of organization of physical education classes with preschool children is exercise. The process of physical education can be divided into two interrelated types: depending on the content and structure.

Content of the lesson. This reflects the basic unity of the three parts. These parts are interrelated and represent the following characteristic components of the training content.

1. The composition of the exercises included in the lesson. This includes the general content of the training, which includes a wide range of activities.

2. The content of the actions involved in the performance of the proposed exercises. This aspect of the content of the lesson consists of various intellectual and physical actions of children, which include listening to the specialist, observing the movements, their direct implementation, etc. . The results obtained are directly related to the activities of children.

3. The content of the activity of the specialist, consisting of actions, includes: definition and explanation of tasks, identification of tasks and organization of their implementation, constant monitoring of children's movements, analysis of actions performed, evaluation of activities, regulation of tasks, as well as tactical direction of actions, the establishment of relations between them, etc. All the listed aspects of the content of the training are closely related and complement each other. It is important for the specialist to achieve a permanent connection between them. [17]

The structure of the lesson. The interconnected and consistent arrangement of all the elements of the training over time is usually called the structure of physical education.

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Physical education is usually divided into three parts: preparatory, basic and final. The distribution of these parts depends on certain physiological, psychological and pedagogical laws.

The preparatory part of the training plays a supporting role and serves to create the necessary conditions for the main activity. Tasks of the preparatory part:

a) to organize the initial preparation of children, to acquaint them with the new task and to create the necessary psychological environment;

b) gradually preparing the child's body to perform functions ("warming up");

c) create a comfortable emotional state. In the preparatory part of the lesson, a variety of physical movements are used, the style of which is already well mastered by children and they should be able to perform quick exercises.

In the preparatory part of the lesson, a variety of exercises are used, so that children can learn their own methods so that they can better master them.

Often it is a variety of movements, gymnastic exercises of a general preparatory nature, different options of walking, running and constant rhythmic jumps, a dance with a gradually increasing speed, but with a relatively moderate load, as well as a sufficiently normalized dance. Exercises, positive action games (not associated with high stress) are used.

The main part of the training is the educational, pedagogical and health-improving tasks provided in the program:

a) development of the musculoskeletal system, cardiovascular and respiratory systems, the formation of the correct posture, physical exercises;

b) formation of necessary knowledge in children in the field of motor activity, improvement of motor skills;

c) development of physical qualities; g) fostering moral, intellectual and volitional qualities.

In the main part of the training can be used planned exercises, which will help to effectively solve these tasks.

The final part of the lesson is designed to complete the work, to bring the children's body to an optimal functional state for the next lesson, as well as to create an attitude to this activity. The most characteristic tasks of the final part of the lesson are:

a) reduction of excitation of the cardiovascular, respiratory and nervous systems, overexertion of individual muscle groups;

b) regulation of emotional state;

c) generalization of the lesson, if necessary, a brief analysis of individual aspects of children's behavior, etc.

The most characteristic exercises for the final part of the exercise are: various walks and other natural movements aimed at

gradually reducing the intensity of the functions of the cardiovascular and respiratory systems; game exercises and special exercises for attention; dance exercises and games of a relatively calm nature, movement for quiet music, and more.

The time and specific content of the parts of the lesson are very variable, as they depend on the characteristics and condition of the children, the tasks assigned, the specifics of the selected exercises, the total duration of the lessons, external conditions and other factors. The three-part division of the lesson emphasizes its largest, most mandatory parts and determines its generalized structure. This is the first level of systematic organization of training.

Another important feature of the training is to determine the sequence of exercises in each part and to ensure the most optimal connection between them. The second level of training is to organize its components. However, in determining the sequence of exercises very successfully, the desired results can not be achieved if the behavior of the specialist or children is poorly organized. In addition to regulating the educational activities of professionals and children, the third level of training includes a variety of ancillary activities related to the organization of small groups, equipment preparation, distribution of training equipment and other tasks.

Classroom organization. It includes several components:

- Organization of material and technical conditions for training;
- Placement and relocation of children for further tasks;
- Organization of the general order of children's activities in the classroom. Organization of material and technical conditions for trainings. It includes:

- Cleanliness of the training area;
- ventilation of rooms;
- health inspection, installation and replacement of equipment;
- Distribution of small inventory, attributes, equipment, etc.

Placement and relocation of children to perform the next tasks.

It serves to create optimal working conditions for the children, which will allow them to see a specialist or each other and have enough space to perform the exercises correctly; for the specialist -

to monitor children, to make the necessary contacts with them and to change their behavior quickly.

The organization of the general order of training is carried out in various organizational and methodical forms.

The first group consists of forms in which all children are active at the same time.

The frontal approach is characterized by the fact that all children, regardless of the previous direction, location and chosen form of exercise, perform the given tasks at the same time (row, circle, column, sherenga, mass activity, etc.).

Group method Group organization of activities allows children to perform different tasks in several groups at the same time.

Dividing children into groups and determining the content of tasks is done taking into account gender, level of preparation, and so on.

Individual organization of activities simultaneously ensures the independent performance of individual tasks by children.

It is common to distinguish two interrelated aspects in physical education: content and structure.

Content of the lesson. It reflects the unity of the three basic elements. These elements are interconnected and represent the following characteristic components of the training structure.

The second group of forms of organization of children's activities in the group, children perform the exercise in turn (some practice, others observe, analyze, help).

The second group of children's activities in the classroom includes children who do the exercises one by one (some do the exercise, others observe, analyze and help). Depending on how the task is performed, the methods of rotation, flow, exchange of training will change.

The rotational form of training allows children to work in small groups, each of which in turn performs a number of tasks in specially prepared places ("stations"), usually located around the hall.

The flow pattern assumes that children perform a single exercise in sequence.

This method is used after children have mastered the exercises.

The exchange form of organization of educational activities allows the same exercises to be performed in sequence by several groups of children (for example, one group of boys exercises on the gymnastics wall, while others observe and evaluate after completing the task). change places).

In some cases, the forms of organization of activities can be combined. For example, in the performance of tasks, it can be in the form of rotation, flow or exchange.

Organize the general order of children's activities in the group.

The ability of the specialist to maintain discipline in the group largely determines the effectiveness of the training. The process of quickly following the instructions is understood.

Classification of groups. Suitable for a variety of activities and special groups that deal with participants, programs, training conditions, and many other factors. It is important to rely on a reasonable classification of groups to successfully select the most appropriate one, plan the order of the exercises, and emphasize the basic form of the content and structure of each exercise.

All the diversity of physical education classes in the organization of preschool education has several interrelated features that characterize the purpose and content of the topic, as well as specific didactic tasks and methodological specificity of the lessons. divided into groups classified according to

First of all, the physical education during the training should be divided into the following groups:

1) Physical training (general physical training) serves a wide range of preparatory purposes for any activity and without the desire to achieve maximum results in the study of each movement skill. They are distinguished by the richness and diversity of content and organization, and are specific to the general physical education of children; [20]

2) Therapeutic physical training exercises serve to restore the shapes and functions of the body damaged as a result of injury or illness. Their composition is determined by the nature of the disorder and the course of the recovery process, as well as the close relationship with other treatments.

Thus, physical education can be divided into swimming, gymnastics, dance, games and so on. Often, preschool education offers a wide range of activities, including rhythmic gymnastics, outdoor movement games and other movement elements. Therapeutic physical training is accompanied by exercises appropriate to the type of disease.

According to the main directions of solving certain tasks, it is necessary to distinguish four characteristic types: mainly educational, health-improving, upbringing-oriented classes, as well as training given in different combinations, combining two or three tasks. includes lessons.

At the same time, depending on the tasks, classes are divided into the following types (types):

- introductory classes;
- Lessons to learn new material;
- Work to improve the subject;
- control (accounting) classes;
- Mixed lessons in which several didactic tasks are solved in different combinations.

There are two main types of fitness training:

- activities to increase the health and physical activity, which serve to restore, develop, strengthen the forms and functions of the child's body, to create a reliable basis for health and activity;
- Recreational training aimed at restoring strength and efficiency, ability to work.

Classes with mainly educational orientation differ depending on the solution of mental, moral or aesthetic educational tasks.

Training of the specialist

Successful training can be done with serious training of the specialist. Even highly qualified specialists can not ignore this condition. The training of the specialist can be conditionally divided into meaningful, personal and material-technical.

Meaningful preparation, that is, defining the content of the lesson, is the main point of preparation for its implementation.

The personal preparation of the specialist for the lesson consists of two parts: speech and action.

The specialist considers the pronunciation of commands, the description of actions, the rules recommended for the implementation of actions, the content and form of the intended conversation, the description of the game, the coverage of a sporting event, and more. The specialist's mobile training is aimed at testing the reliability of the activities designed to demonstrate children, as well as the necessary support and child safety practices. The specialist's movement training allows children to demonstrate planned demonstrations, movement tests, as well as the necessary assistance and reliability of life safety.

Logistics includes the preparation of training facilities, equipment and small attributes.

It is especially important to ensure the safety of classrooms.

To do this, each time check the technical condition of sports equipment, mats, balls and other inventory.

4.2. Methods of organizing morning gymnastics classes

Morning gymnastics lasts a short 8-10 minutes, but has a very positive effect on health. Morning gymnastics increases the excitability and functional mobility of the nervous system. In addition, morning gymnastics covers 5% of children's daily exercise. Morning gymnastics exercises are a set of exercises for the arms, legs and torso. The complex consists of 5-6 exercises, each of which is repeated 6-8 times.

Complexes include hand movements up, sideways, forward, as well as hand and finger movements in different parts of the hands (up, sideways, forward); alternate lifting of straight legs forward; lifting the legs; sitting and wavy movements; forward, right and left turns of the body; turn the body to the right and left; a simple combination of arms, legs, body, head movements.

Gymnastics ends with running, dancing steps, running on the spot, walking and exercising, as well as breathing exercises.

Usually, the morning gymnastics complex is performed without items, the exercise complex should be changed every two weeks. However, there is no need to change all the exercises at once, creating a new complex can change the initial state of two or two or three exercises.

Morning gymnastics is performed in ordinary clothes, and some aspects should be taken into account when choosing these exercises. Music, singing is an important part of morning gymnastics. This increases the impact of actions, has a positive effect on the emotional state of children.

For preschool children, early morning gymnastics should be a game.

In preschool children, morning exercises are conducted in the form of games. This can include two or three games of different levels of mobility ("Planes", "Find the Handkerchief", "Fisherman", "Duck") or five or six general developmental exercises that mimic the plot. ("Birds came to the grain", "The cat woke up") and others). It is also possible to create an entire plot consisting of imitation actions. In a large group of preschoolers, the morning gymnastics complex can use the simplest recovery exercises.

Morning gymnastics complex for the preparatory group

1. "Running athletes". The arms are bent at the elbows, the elbows are bent at right angles, the shoulders are freely down, the arms are moving back and forth.

2. "Scholars." D.x - stand on your toes, raise your arms, stretch. Walking in place, pull higher and higher without removing your eyes from your fingertips

3. "Windmill". D.x. - Legs shoulder-width apart, right arm up, left arm down. Moving the arms back and forth in a circular motion.

4. "Jumping like a rabbit." D.x. - Jumping with the legs close together, in pairs, hands in front of the chest, palms together.

5. "The wind is blowing." D.x. Legs shoulder-width apart, arms turned to the 1st, left to the right, arms to the left, 2nd to the right, arms "to the right"

6. "Spring" D.x Standing upright, arms at the waist, 1 - Sit with legs bent. 2 - D.x. We bend the legs and repeat.

7. Walk on the spot.

8. Exercises for attention follow all the forbidden commands of the specialist, for example: "jump", when the expert tells the signal to walk, the children line up and do the opposite of the said exercises.

Minutes of physical education. During training, the visual and auditory organs, the muscles of the body, the muscles of the arms, especially in the case of static tension, the spine is subjected to significant load; In the early stages of fatigue, the behavior of children, characterized by the process of excitation of the central nervous system, changes dramatically: they are distracted from training, listen to the specialist carelessly, talk, and so on. The involuntary performance of other actions by children is a protective reaction of the body. Such behavior of many children is a clear signal to the educator that they are tired of training.

Exercise in the middle of training allows you to remove significant negative changes in the physiological systems of the body and improve the performance of children. The duration of physical training minutes is usually 1 - 3 minutes. Each minute of physical training includes three sets of four exercises repeated 4-6 times. With the right choice of exercises in a short time can eliminate general or local fatigue, significantly improve the positive condition of children. In the minutes of physical training, it is necessary to include exercises for the muscles of the hands and fingers, as well as exercises that require tension and reaction of the large muscles of the shoulder girdle and pelvic system. Exercises for the basic movement, shoulder girdle, arms, chest, waist, pelvis, knee joints in the minutes of physical training increase children's physical activity and improve their ability to work. It is recommended to include eye exercises in physical education classes.

It is recommended to include eye exercises in physical education classes.

1. The eyes look to the right, then to the left. Repeat several times.
2. The eyes look up at the point and then down. Repeat several times.
3. The eyes look in the upper right corner, then in the lower left corner and back. Repeat several times. Do the same in the other direction.
4. Eyes appear in the upper right corner, lower right corner, lower left corner, upper left corner. Do the same in the opposite direction.

5. Draw a boat floating on the waves with your eyes.
6. Draw a rainbow with your eyes.
7. Draw a circle around the eyes in one direction.
8. Pull your hand forward and raise your index finger at eye level. Slowly bring it closer to your eyes, do not lower it and do not raise it until it is clearly visible.
9. Look for long distance without blinking.
10. Quickly blink, then close and open your eyes. Rubbing your palms together, closing your eyes with the inside of the palms and feeling the warmth.

Minutes of physical education should be held in all groups. In some classes, such as long writing sessions, it is recommended to do sets of exercises two or even three times in one session.

Depending on the type of educational activity, children can perform exercises while sitting or standing.

In the practice of kindergartens, physical education minutes are held under poetic texts.

We fly like the wind.	<i>The hands move in</i>
<i>two directions</i>	

We aim for the sun,	<i>Both hands go up</i>
We fly like a leaf,	<i>The movement of a</i>
<i>bird's wing</i>	

Then we land. Slow sinking.

4.3. The role of movement games in the physical development of children

Keywords: action games, game activities, national games, action games, game rules, speed, agility, game goal, game conditions.

Moving games are play activities for developing children. The principle of the system of movement games is as follows: "Each child has its own characteristics and physical abilities." The group system includes many sports. This requires each child to develop their own characteristics and hobbies, to develop regular physical activity or sports, as well as to strengthen the resistance to disease throughout life, to continue to work harmoniously. . In general, all

of the above improves work efficiency, psychological state, and other behaviors. However, the basics of the system recommended in any pre-school education institution, the use of mobile games for all age groups for a year, systematize, taking into account the specific conditions of the system, sports equipment, selection of children, etc. . For example, if the preschool does not have a goat, you can use tires, if you do not have a horse, you can replace it with a gymnastic bench, or you can use mattresses instead of mats so that children do not damage the musculoskeletal system.

Introducing children to a new game. Explaining its content and rules requires careful preparation from a specialist. The content of some games can be clarified children's knowledge on the basis of pre-existing conversations.

Their imaginations are defined, the game is formed in relation to the images, and most importantly, the imagination is formed. The explanation of games can vary depending on their type, but this activity is always emotionally interesting, prepares children for fun play activities, makes them want to start the game faster, and makes them want to do game tasks with enthusiasm. should be encouraging. The explanation of a meaningless game should be short, clear and expressive. The expert explains the sequence of actions of the game, the location of children and game attributes (in small and medium groups, targeting objects, and in large groups, without targeting) using the ability to target. and defines the rules. The specialist then asks the children a few questions.

Only if the rules of the game are clear to children, the game will be fun and cohesive. Elements of the competition In the existing games, the specialist explains the rules of the game, the methods of the game, the conditions of the competition, tries to do the tasks well and encourages the children with confidence. The specialist brings together groups of teams with equal strength, taking into account the physical development and individual characteristics of children; In order to activate insecure, shy children, they are joined by brave, active children. Sometimes it is possible to choose team leaders, referees and assistants to give the game a sporty look. Explaining meaningful games: the task of the specialist is to visualize the game situation in front of children, to vividly depict the

images of the game, to influence the imagination and feelings of children, to activate their creative initiative. To do this, they can use toys and stories in small groups.

In the middle group, it is enough to suggest familiar games and mention the rules. In large groups, it is advisable to encourage children to memorize the content of the game. One of the children, using the ability to aim, determines the location of the players, describes the course of the game, the other lists the rules. Then the children begin to organize the game themselves without the help of a specialist. [22]

Distribution of roles in the game. The specialist, following the pedagogical tasks (proving how important it is to encourage a newcomer or, conversely, to be brave in the example of an active child, or to refuse the role of a confident child and hand over this role to a shy child) He happily enters the game and takes on the role of a starter or an ordinary participant. The facilitator may also ask the children to choose and ask them to explain why they gave the role to the child. In a small group, the leading role is played by the specialist himself. During the game, the specialist monitors the movement and interaction of children, the implementation of the rules, gives brief instructions, manages the emotional state of children. Violations of the rules by some children are reported before the game is repeated.

End of game. The action game ends with a general walk that reduces physical activity and restores the pulse to its original state. Walking can also be replaced by a less active game, which is the same in importance.

It is not necessary to take children to the group room as soon as the game is over: if the child does not gradually move from rest to rapid movement, it will adversely affect the activity of the heart and the whole organism.

The expert emphasizes the positive aspects of the game, names the children who successfully performed their roles, showed courage, endurance, mutual support, and lamented the violation of the rules and the actions of children in this regard. passes. In large groups, the specialist prepares children for the independent organization of movement games, monitoring the progress of games

and, in particular, the implementation of the rules and the relationship between children. He gives children tasks such as inventing action game options by changing its content, rules, game actions, and then finding new games by himself. In order to develop independence and organizational skills in a large group of children, the specialist offers them to organize a game with a small group of children. The game is held under the supervision of a small group specialist.

Play is also widely used as a means of aesthetic education of children. Children also reflect the life around them, the events through images and roles. In the game, it is very important for children to create an image based on their previous impressions. In many games, children use songs, poems, dances and riddles that they have learned before. In this case, the specialist uses it to cultivate aesthetic taste and pleasure in children.

It is also important to choose the time of the game. There is 8-10 minutes for children's play between breakfast and training. At the same time, children often continue the games they started earlier. 1 hour - 1 hour and 20 minutes are allocated for children to play. After lunch and dinner, children are given time to play. At the same time, children can play more role-playing games, with building materials, dolls, table toys. There are also fun games.

However, the relationship between play and education changes as the child grows older. In a small group, play is the main form of education, while in a large group, the role of education in the classroom increases. When they go to the preparatory group, the children become more interested in school.

But for children, the value of the game does not disappear, but the content changes. Now children are beginning to be interested in games that require more mental activity, games with elements of sports.

Thus, the science of physical education is considered to be an activity of all-round formation of the child's personality and a form of organization of their lives, a means of forming a children's community. [24]

"STOP CARS"

Objective: To develop agility and speed in children. Quickly change the mode of movement depending on the situation.

Conditions of the game: Children line up in a row (back to back), hold the clothes of the child in front of them and practice walking forward. The specialist invites all the children to play the role of cars. To do this, each child acts as a "car", following the instructions of the driver in the direction of movement ("left", "right", "turn"). As soon as the specialist gives the order to stop the cars, all the children stop moving and line up in the places designated for them.

BALLON

Objective: The game revolves around children in a large circle without letting go of the expert's hands and encourages participants to act in accordance with the words of the expert, teaches them to coordinate their actions with the actions of other participants, develops imitation skills and encourages children's initiative.

Conditions of the game: The specialist and children hold hands and form a circle. Then the beginner says 2-3 times: "balloon, grow up", the children hold their hands tightly together and spread more, and again the beginner: "Balloon." As soon as they say the balloon is small. Children form a large circle from a small circle. During the game, the specialist must be constantly monitored to ensure that they do not cut their hands and do not knock each other down. [22]

"Rabbits in a cage"

Objective: Two legs in pairs, hands close to each other and enter the image of a rabbit. During the game you will practice jumping forward, the ability to bend under a stretch, and such qualities as flexibility, agility, speed.

Conditions of the game: Children "in a cage" - "perform" the function of a cage in a circular rope 40-50 cm above the floor. In the words of the beginner: "Get out of the cage, be careful, but", the children crawl under the barrier and jump "on the lawn." "The guard!" After the signal, they return to their "cages". The rabbits on the hook leave the game.

"Climbing Monkeys"

Objective: To develop large movements in children, middle and large groups of students participate. During the game will be held near the Swedish ladder to improve climbing skills. For example, with the words "Monkeys climb a tree", according to the order, children should climb the gymnastics wall 3-4 steps. With this exercise, children develop attention, legs and arms, the quality of strength in the musculoskeletal system. In this game, the ability to climb, which is part of the main movements, is formed.

"RETURN WITHOUT MISSING"

Objective: To teach children to listen carefully to the specialist, to coordinate actions with words.

Prerequisite: The specialist tells the children which parts of the body to move, but the children must do what the specialist tells them to do, not what the specialist tells them to do. If the children follow the instructions of the specialist, they are considered to have made a mistake and leave the game. For example, the initial situation is that we raise our hands. But the specialist puts his hands on his hips and tries to distract the children. This means that children should listen to what is explained in words, not what the expert says.

"Cunning fox"

Objective: To develop resilience and observation in children. Running in a circle, practicing in a circle, fishing.

Description: Players stand in a circle one step away from each other. Outside the circle is a picture of a fox's house. The expert or leader asks the players to close their eyes, walk around the children and warn them to be careful of the cunning and red fox in the woods. Then the specialist or game leader warns the players to open their eyes and that someone is a cunning fox, a cunning fox has come to steal the chicks. After circling three times, the children ask in a loud voice, first silently, then "cunning fox, where are you?" At the same time, everyone is looking at each other. The cunning fox quickly goes to the middle of the circle, raises his hand and says, "I'm here." All the players are scattered around the circle and the fox chases them to catch them. The captured participant leads the fox to the hole in the house.

Description: After the fox turns the children only 3 times, the fox appears and says "I'm here".

The purpose of the game: to develop agility, agility.

"WHO WILL BE THE FIRST TO DRAW."

The purpose of the game: Development of agility, flexibility, agility from physical qualities.

Required equipment: chair, rope, scarf, tape, ribbon

Course of the game: 2 chairs are placed and two participants take their places. A rope, a ribbon or a handkerchief is placed under the chair, and the winner is the first participant to draw, as instructed by a specialist.

Special Notes: As the children are instructed, both participants must complete at the same speed.

"YES OR NO GAME"

"Is it yes or no?" Players stand in a circle and hold hands. The expert or instructor explains the task: if they confirm the question, they raise their hands and answer "Yes", if they do not confirm the question, they lower their hands and answer "No". Does the fish have hair? Does the cat have a crown? Is there a door to the hole near the mountain? Does the rooster have a tail? Does the violin have a key? Is there a rhyme in the poem?

"FLIGHT OF FRIENDSHIP"

In the "Friendship Flight" movement game, children are recommended to engage the heroes of the friendship movement and the children in their own friendly relationships, each child is instructed to take his place, for example: "Zokir enters the role of the first flight, and these trains can be accompanied by the following song: the train begins to move in a hurry. - Tuk-tuk-tuk, tuk-tuk-tuk, Paravoz is always loud Chux-chux-chux, chuh-chuh-chuh. Quickly under the mountain - Tuk-tuk-tuk, tuk-tuk-tuk. From the second row for children Chuh-chuh-chuh, the train across the field - Tuk-tuk-tuk, Tuk-Tuk-Tuk. They start walking and start reciting this poem

We are cheerful children

We walk in a line

We will be in a row

We turn the role slowly.

During the game, children learn the rules of walking in a row, rowing exercises.

"ICE GAME"

In the action game "Ice Game" children scatter, stretch their arms forward, the "ice man" tries to touch them - "I will freeze", chases children, children must quickly hide their hands behind their backs. . Freezing is done with the feet, nose, ears. The nose and ears should be covered by hand.

"WHO'S BEHIND THE STICK"

Low motion game.

The children turn around (or sit).

The starter stepped forward and closed his eyes. The beginner walks quietly around the circle behind the children, stops without noticing any participant, knocks on the stick (if the children are sitting in a chair, then on a chair, if on the floor, then on the floor), puts the stick behind the child.

When he finds out who has a stick behind him, he immediately gets up and chases him. After the capture, the participants change places.

"NEEDLE WITH THREAD"

Participants stand in a circle. One of them acts as a needle and the other as a thread.

The participant in the role of the needle chases the participant in the role of the thread. The fleeing child acts as a needle, the chasing child acts as a thread.

According to the rules of the game, if a chased child gets lost and gets lost among the players, the player leaves the game and is replaced by another participant.

CATCH THE FISH

The leading role in the action game "Catch a fish" is played by a specialist. The children play the role of a fish and stand in a circle. Children should not touch the rope with their feet while jumping rope. The children's task is to jump with their knees high so as not to fall into the hook. The game lasts 4-5 times, the game helps to develop the ability to jump from the main movements.

GAME OF COLORS

This fun outdoor game is suitable for both children and adults, it is advisable to play with the whole family. In addition, it teaches the child to work according to verbal instructions, in addition, children begin to better understand the concepts of "right-left". You do not need to buy inventory or equipment for this game. Multicolored circles are drawn on the path with chalk. The leader gives the task, the children form a circle.

For example: "Left foot in a red circle" "Right hand in a green ball". Usually the game evokes a lot of positive emotions and children are ready to play it again and again. Instead of a circle, they can hold big footballs.

WHO IS FASTER

All the children stand in a circle. Each child has his own color. (it can be drawn with chalk on the path). The specialist performs the action that everyone (including the beginner) should run as fast as possible, touch it and return to the circle. The child who returns to the end will be the leader. During this game, you can repeat the names of the colors, which offer a child of a certain color to quickly run and touch according to the command.

FIND YOUR PARTNER

Objective: In children, to perform actions on the signal, they need to quickly reach their partner. Pairs are formed during the game.

Description: Participants stand along the wall. Each of them gets a flag. As soon as the specialist marks, the children scatter across the field. After the "find your partner" team, participants with flags of the same color will be paired. The game requires a large number of children, and at the end of the game the children are left without a pair.

Usually inactive children do not have time to find a mate. The game is enjoyed by children aged 3-4-5.

"I KNOW THE 5 TH NAMES ...".

Another game where you have to combine actions and speech is the game "We know 5 names ...", which is familiar to us from childhood.

Both children can hit the ball on the ground, and if more than one child is playing, they will hit each other. In this case, the child names 5 names, 5 plant names or 5 familiar cities. Tasks can be any. This game is useful for children, because it teaches them to focus on physical and mental activity. A participant who cannot find 5 names must jump rope 20 times.

"GOLDEN GATE"



Picture 2

It will be more fun to play this game with more participants. - As a result, more people can be involved, the game will be long and interesting. When the number of players is less than 20, they choose two players, place them opposite each other, raise their hands and form a "door". If there are more than 20 players, then four children are selected: they stand in a row, hold hands and then raise their hands - the result is a "double gate" where the entrance and exit. All other players line up, hold hands, or place them on each other's shoulders and begin to pass under them. And the gatekeepers: in these last words, the next participant plays the role of the gate, as the players quickly close their hands, holding the participants who suddenly fell under their hands.

OUTDOOR MOVING GAMES.

In nature, outdoor games with children, ball games are the most interesting. Types of ball games include: "get in the middle", "pass the ball", "avoid the ball". Picture 2 shows the process of children's outdoor play activities.

RUN TO ME

(With running) **Objectives:** To teach children to move on the basis of signals. Walking and running in the forward direction.

Description: Children are sitting on chairs mounted on one of the walls of the room. The expert or guide goes to the opposite wall and says, "Run to me!" The children run to a specialist or guide. An expert or leader will greet them kindly. Then he went to the other side of the field and said, "Run to me!" he says. According to the expert, "Run home," the children sit on chairs and benches. Rules: Expert or leader only "Run to me!" run after words. The task of the children to run to the chairs, just "Run home!" should sit after his words.

"WHO'S BEHIND THE BALL"

Objective: Encourages children to be vigilant and aware, to control themselves and others.

Condition: Children sit in a circle with their eyes closed.

The starting player gets up, picks up the ball and starts walking around the circle. During the rotation, children should walk slowly and carefully so as not to hear the sound of footsteps. The player who puts the ball behind him is chased. If he does not notice which player put the ball behind him, and does not chase, he leaves the game.

CLOUDS AND AIRCRAFT

Objective: To strengthen children's ability to move en masse without hitting each other. Moves on the signal. The specialist encourages children to run in different directions on the playground. Development of children's ability to see and respond to sound signals. Description: The host divides the children into two groups: one - airplanes; others cloud. The circle is drawn (aerodrome). The planes take off and start landing. They move merrily, as if flying in the sky, but they do not collide with each other. Kids - planes fly out of the circle. The expert said: "Here is a big cloud. He made it dark around the planes - all around you! The children in the cloud image try to catch the planes. The plane that managed to enter the airport - will be saved. If anyone is caught unable to enter, the plane turns into a cloud.

Rules: The game continues until there is only 1 plane left.

TROLLEYBUS

(With running)

Objective: To develop children's ability to distinguish the colors of traffic lights and act on the basis of visual signals. Cleaning and rowing training. Develop the ability to follow traffic rules.

Description: Children stand in a row, one after the other, holding each other's hands or at the waist. In one of the corners of the room, the specialist shows the children three colored flags (red, yellow, green). When the green flag is raised, the children continue to walk. (trolleybus is moving). When the children reach the specialist, they carefully observe whether the color of the flag has changed or not. If it is green - the movement continues, yellow or red - the children stop and wait for the green light to come on. Rules: You can only walk in green. When a yellow or red flag appears, movement is prohibited.

Choices: The children stop at the seat and wait for the trolleybus to arrive. When the trolleybus arrives at the station, it slows down, unloads some passengers and continues walking.

"HOT BALL GAME"



Picture 3

The children stand in a circle. The balls are passed in two directions (as in Picture 3) in a row to the next participant.

If the "hot ball" stays in the hand for a long time, the player is punished by sitting in the middle. The team that is the first to reach the finish line is the winner. Players pass the ball in both directions to each other and continue the game.

From circle to circle
(with jumping motion)

Objective: To strengthen the ability to jump, move forward and agility with both feet. To teach children to easily jump in different directions.

Purpose: The children stand on one side of the hall. The ring is laid on the floor at a distance of 20 cm from each other. After the signal, the children jump from one ring to the next.

Rules: Children should not be allowed to step into the ring, which is a violation of the rules of the game. This game can be played as a relay.

THE RABBITS ARE ON THE WAY

Rabbits (crawling.)

Objective: To develop children's agility, dexterity, crawling movements. **Description:** On one side of the hall there is a ring with a larger diameter - it serves as a cage for rabbits. On the opposite side is the house of the wolf. A rope was pulled between him. Rabbits are divided into small groups in the house (3-4 people in each ring). According to the expert, the children - rabbits - come out of the cages, crawl under the ropes and go to the meadow. They run, jump, play. Expert's "Run to the Cages!" After the signal, the rabbits enter the house under the rope. **Rules:** The guard stays in cages until they are released. Moves on the signal. **Options:** You can use other items instead of rope. In the game you can use cardboard carrots.

JOYFUL RECTANGLE

The game can be played on the field or in the hall. 10-12 children enter the rectangle. One participant chases the children. The chasing child runs 1 foot. Whoever catches the chasing child will change places, and if the second foot touches the ground, the rules of the game are violated.

NAME TOP



Picture 4

The children are in a circle, each child is given the name of the city, flowers, objects in the room, cars, names, animals, etc. (Picture 4).

One participant stands in the middle and throws the ball upwards, and the child who mentions the child's name grabs the ball and chases after the child who shot it.

Along with physical activity in the game develops the qualities of intelligence, ingenuity, memory.

WOLF WOLF

(walking, running) Tasks: Walking exercises in a circle holding children's hands; perform general developmental exercises without touching each other. Description: The wolf is selected. It stands in the center of the circle. The children walk around the circle and say the following words:

Wolf wolf,
Very masculine,
Who do you catch
Maybe you bite,
Let's chase,
Catch someone.

With the words "Wolf, catch us", the children run home. Rules: The action begins after the signal of the specialist. Children should not interfere with each other while walking and running. The captured participant becomes a wolf.

"WHAT DOES SHAVKAT SAY?"

Players walk around the circle and the expert gives them instructions on what to do, such as running on something, jumping on the spot, and so on. All commands begin with the words "Shavkat speaks", if this phrase is not said, then it is not necessary to perform the action. A player who makes a mistake and does not follow the instructions or does it last will be disqualified. This fun game can develop children's attention and attention, so that they listen to the instructions of a specialist and become attentive.

"HELP CHILDREN"

If there are a lot of players and a lot of space, this game will be more interesting. The specialist orders the players to run away, then catches one player with a touch. The captured boy froze like a statue

and asked for help, "Children, help me." Any player can "come to life" by running and touching his friend. This game can be used not only in MTT, but also in the yard with your friends, as well as in the organization of class games for children aged 7-8 at school.

"IN THE ROOM"

Basically, with the help of children, a starter is chosen, the rest of the players run around the circle, after which the specialist lists the color, shape, function, characteristics of any object in the circle. It is the task of the players to catch something that meets the specified characteristics.

According to the rules, two players can not hold the same object, so the game requires agility, and quality of agility. For example, the expert says that "hard, made of iron" - each child can hold any metal object (swing, chair, tongs. It is necessary to find the most common in the room.

The game develops mental abilities, increases the speed of reaction and decision-making, allows the development of agility and speed.

HORSES AND RIDERS



Picture 5

Description of the game: All participants of the game are divided into three parts, one rider and two horses in each trio. During the game, the specialist gives commands to run, jump, and the children enter the image of a horse. The specialist gives the command to the children (Picture 5) "let's run like a horse, howl". The children crawl like a horse, walk in a circle and turn left and right. "Horses, in different directions" - after the command, the rider unties the ropes, and the horses quickly scatter in all directions on

the field. "Find your rider" - they quickly find their riders. The quickly assembled trio wins. Every time you repeat the game three times, the rider changes.

GAME "FIND YOUR PLACE"



Picture 6

This game can be organized in the room or in the gym. Purpose: The number of participants should be less than one of the participants.

As soon as the specialist plays music, the children go around the chair and dance. As soon as the specialist stops the music, the children sit on chairs and everyone finds their place (Picture 6). Anyone who can't find a place will leave the game. The number of seats is reduced to one.

Note: This game will be more interesting if used at various events, holiday parties and at the end of the competition.

"WHAT"

The expert invites the children to stand in a circle and tell the person who throws the ball the same name.



Picture 7

Theme and movement, for example: what is the shape of the ball, what is its function

Objective: to strengthen children's knowledge about the properties of objects; to contribute to the enrichment and expansion of children's vocabulary; improve speech, thinking, memory. Necessary inventory ball.

An expert or educator invites children to stand in a circle. He stands in the middle of the circle and throws the ball to the child and says the name of an object, and the children respond by talking about the object or showing their actions (Picture 7).

CHICKEN, CHICKEN AND CAT

It is a very interesting game that usually attracts all children. The image of a chicken is selected (it can be a specialist or children). In addition, the image of the cat should also be chosen. The rest of the children look like chickens. Chickens and hens begin to emerge from the "nest" The house can be a circle, a circle drawn with chalk, an adjoining room and other convenient places.

The poem reads:

The chickens set off with the chickens.

They watch: the cats fall asleep on the bench.

The hen shouts: "blue-blue-blue-blue! Don't go far!

To the sharp claws of a cat! Don't get caught!

With these words, the cat jumps up and begins to chase the chickens. They try to avoid the cat without rushing. The mother escapes the cat's attack after the chickens and hens enter their nests. If a cat catches a chick, the captured chick becomes a cat and sits on a chair, pretending to be "sleeping".

NIGHT AND DAY

Objective: To develop large motor skills and sensomotor skills in children.

The owl is selected from the children in the group.

The owl closes his eyes as if asleep. The rest of the children are animals in the forest. Each child can choose the role of different animals. "Yesterday," the expert whispers. The owl is sleeping and the animals are playing around. As soon as the expert says the word "Yesterday", the owl goes hunting. But he pretends not to pay attention. He pretends to close his eyes and tries to distract the

children. At this time, the animals should be frozen in the same position in which they were standing and should not be allowed to move. The next word is "day". If the owl sees the movement of children, hears a noise, someone's voice, it immediately "flies" to hunt, and slowly comes and catches the running child. The specialist ensures that the process is carefully monitored during the game. The captured animal plays the role of an owl.

"FOX IS TRAPPED"



Picture 8

Another action game for 3-4 year olds. Children choose the image of a fox from friends. It is placed inside the circle (see Picture 8). The rest of the children dance in a circle around him. However, they are:

Fox, dance,
Red fox, dance!
Turning his hand to the side,
Run with compensation!
Raise your knees,
turn your head to the right.
Jump on one leg.
Get it now!
Get out of the trap!
The fox falls into a trap in search of prey.

You can take any toy as bait. It is placed in the center of the circle before the poem begins. It is known that the little fox has to do all the tasks. Dance, raise your arms, pair your legs, jump on one leg. In the end, the fox has to catch the "prey" and try to escape from

the trap. The kids try not to take him out of the circle. He must get out of the trap with dexterity and intelligence. The fox escapes from the trap and joins the ranks. The other participant acts as a "fox in a trap".

"WALL" GAME

Children are divided into 2 teams. The first group is a wall, and the second group is an opponent in a coma trying to cross the wall.

The participants of the first group form a solid, solid wall with their bodies close to each other. The second group of participants tries to break through the wall. The more children the participants "break through" the broken wall, the better the team. Teams change places. Play is used in children as a means of developing muscle strength.

ANIMALS IN A TRAP

The game is played on a carpet or in a circle. The children were divided into two groups. The first group served as a trap. They form a circle and hold hands. The second group is "animals". Each child in this group chooses the name of one of the animals. bears, rabbits, mice, foxes, wolves. In the "trap" for each animal they put one of the "prey" toys, which will be "prey" for each animal. For a wolf they put a toy rabbit, for a mouse - a walnut or legume fox - a chicken or a chicken. If you do not have the appropriate "bait", you can use cubes, paper drawings with pictures of these items. With the help of music, the "animals" fall into the "trap" for all the prey. They can walk, jump and sit there while the music plays. When the music stops, each "animal" pulls its prey and tries to get out of the "trap".

But the children of the group acting as traps must prevent the animals from escaping. They squeeze their hands tightly and try to bend. Those who do not leave will join the "trap" team. The winner is not only the one who escapes, but also the one who takes the prey that suits this animal.

CROWS AND SPARKS

The game requires vigilance from children. A wider area is chosen for the movement of crows and sparrows, it is necessary to determine the territory of crows and sparrows. The boundary line is drawn. Participants determine their territories on both sides.

Task Players are confused in the middle of the field. It is to distract them, to make poems, anecdotes, imitations, and to say the words "Crows" or "Sparrows" at the most unexpected moment. When they are called sparrows, children perform sparrow movements and cross the border.

When they are called crows, the crows cross the border line.

During the game, children are required to be vigilant, which develops in children the qualities of memory, alertness, intelligence.

CUBIC TOP GAME

Objective: This game can be used by professionals as a sedentary game aimed at relaxing in the final part of the training after exercise.

Condition: The specialist tells the children that he has hidden the cube in some corner of the room. The children try to find the cube where it is hidden. Each child continues to search for the cube from the guessed place, and the participant who finds it is given an incentive star by the specialist.

Other materials can be attributed to games, such as apples, toys, tennis balls, legos and other items.

4.4. Outdoor games and walks.

Daily active recreation for walking accounts for 40% of the daily activities that preschoolers need.

Active recreation, organized in the air and consisting of small and medium-intensity games, has a positive effect on the functional state of the central nervous system in children.

As in other places, the task of cultivating children's interest and needs in independent exercise, enriching children with knowledge of the rules of movement games and relays, and developing the ability to play regularly in a team of peers is being solved with great success.

Children's walking activities can vary greatly, but preschoolers' age characteristics, physical fitness, and ability to walk can vary greatly.

can be absolutely compatible with yachts.

The total time of physical activity of children walking should be at least 60-70%. At the same time, the basic movements used in

walking should be familiar to children, elements of sports games and sports exercises can be used.

Outdoor games are necessary for the harmonious development of children of any age. Often, parents do not pay much attention to the physical development of preschool children, because they think that it is more important for children to learn to read, write and count. Thus, outdoor games are losing their relevance. Sometimes children go to sports clubs, but there are a few hours a week, which is not enough. Preschoolers should exercise as much as possible. If you want your child to achieve high results in other areas, you should not be bored with various exercises that encourage frequent movement in the process of training to increase physical activity. This has a positive effect on the nervous and psychological development of the child, he learns each subject quickly and efficiently. So, a combination of reading and movement! Outdoor games for older preschoolers may include math and reading elements. In other words, the combination of didactic games and action games will be significantly more effective.

Particular attention should be paid to the order of physical activity of all children walking. The specialist indirectly directs children's games, gives them the ability to use toys and equipment, encourages movement games, offers to play independently, helps children to move from one activity to another.

It should be borne in mind that movement games and exercise for walking can not be replaced by physical education.

The activity of the vehicle for walking is carried out at random, the duration of training is less. The effective side to children should be taken into account when choosing actions. At the beginning of the year it is recommended to hold simple exercises and games with the organization of simple meaningful role-playing games.

Walking outdoors in winter has its own characteristics. The specialist should make sure that children join the game quickly, are active, and that inactive children perform exercises and movements in the cold. To do this, you need to change the leaders often, try to exclude the rules that children leave the game for a long time. It is not necessary to use games with calm and poetic exercises in cold

weather, it is recommended to choose "free space" or "forbidden movement" games without moving the limited space.

There are several options for organizing outdoor games and training outdoors.

Option 1: physical activity with the whole group at the same time, depending on the type of exercise. The choice of exercises meets the same requirements. When they are done, the maximum movement density is 80 - 85%.

Option 2: the same type of exercise set is used. (basic movements or elements of sports games).

Option 3: Action games consist of one, two or three or four different action games.

Option 4: organization of trainings in the form of competitions

Option 5: "climbers", "border guards" and other figurative games.

Option 6: games with elements of sports.

Option 7: individual work with children

Option 8: Independent movement activities of children under the guidance of a specialist.

4.5. Use of innovative pedagogical technologies in physical education

Key words: pedagogical technologies, rhythmic gymnastics, fitball, stretch, fitness, gymnastics wall, flexibility, morphological.

Innovative pedagogical technologies in the field of physical education are aimed at the physical development of the individual aspects of the child and include the use of new tools and methods. Pedagogical technologies can be used in the organization of preschool education to solve specific problems in physical education. I recommend that modern preschool education organizations use rhythmic gymnastics, stretching and fitball as modern activities in the practice of physical education and health.

4.5.1. Rhythmic gymnastics.

Rhythmic gymnastics has a rich history, it originated in ancient Greece. Today, the importance of gymnastics and rhythmic dances,

which are one of the most important components of training, is growing.

Rhythmic gymnastics, which is close to the modern concept, appeared in the XVIII-XIX centuries. The creator of this direction is the French musician François Delsart, who in 1883 created a course of stage expression in Paris. The movement system he created was a key component of modern rhythmic gymnastics. He used the elements of gymnastics in order to connect them with the rhythm of music and to influence the physical and mental spheres of the human body.

The name of this type of motor activity reflects the rhythmic nature of the movements, and they reflect the natural need of children for movement. Rhythmic gymnastics exercises can be used in different parts of the training. In the preparatory part, the gallop helps to learn a certain rhythm of walking, running and jumping, and to perform turns, stops and dance steps in accordance with the rhythmic tempo of the music. The main direction of the exercises used in the preparatory part of the group is the development of the correct position, types of walking on the spot and in motion, dance steps. In the main part, a set of general developmental exercises can be presented as a type of rhythmic gymnastics, including body exercises, which have a general effect on the abdominal and lateral muscles, help to develop the qualities of flexibility and agility. Improving the technique of such means of movement with the ball, for example, walking on the spot and in motion, lifting the ball, as well as a set of rhythmic gymnastics exercises can be presented. The final part, along with the music, aims to calm down and relax, which allows you to better solve the tasks of recovery, so that the body gradually and loosely rests and returns to its original state after the load of movement given to the body.

Rhythmic gymnastics exercises are used in the form of morning gymnastics and physical exercises, as well as in extracurricular activities. Second, the structure must comply with the following rules:

- 1) The optimal ratio of training: 20% of the time for the preparatory part, 70% for the main part and 10% for the final part;

Composition of rhythmic gymnastics complex for preschool children (duration 20 min)

Table. 8

Exercise Complexes	Duration, min.	Number of exercises	The direction of exercise
Preparatory section	4	6	1-base movement 2-Types of walking on the spot 3-dance steps 4-6 general effects
The main part (Initial position exercises)	6	9	For the 1st neck muscles For 2-3 hands and shoulder-belt For 4-6 body parts Exercises for 7-9 legs
Different runs and jumps	2	-	Different types of running and jumping
The main part (exercises from the initial position of sitting and lying down)	6	9	1st hands 2nd body 3 tos-son 4th abdominal press 5 feet 6 General effect 7th abdominal press 8 feet General effect 9
The final part;	2	3	1 For flexibility 2nd restorer 3 breathing exercises
TOTAL	20	27	-

2) The sequence of exercises performed in the main part is determined by the fact that the components of the complex are focused on the study of different muscle groups.

For the most effective and well-organized parts of the body in the training process in the sequence of "top-down" work: initially the neck, arms and shoulders, torso and pelvis, legs involves a series of regular exercises for the muscles. (Table. 8).

Rhythmic gymnastics develops cheerfulness, cheerfulness and independence, gives natural confidence and comfort to movement. The successful appearance of each movement significantly increases children's interest in rhythmic gymnastics.

Children can mimic various natural phenomena, animal appearances and movements by choosing appropriate exercises.

4.5.2. Stretching

Stretching is based on the ancient systems of hygienic gymnastics in India and China. Today, for the first time, American physicians Bobat and Kabash used such exercises as a means of treatment to develop traumatic rehabilitation of the musculoskeletal system. In the early 1980s, this method was described in the works of Swedish and American experts, and the term is also used in sports. However, its name "stretch" means "stretch".

The essence of the method of stretching is that the child is able to stretch a certain muscle group and maintain this position, and in this position for a while.

Such exercises help to maintain muscle tone, improve the flexibility of muscles, joints, the general condition of the musculoskeletal system. All movements should be performed at a large amplitude but at a slow pace, which increases the mobility of the joints and gives the child's body a feeling of lightness and comfort.

In preschool education, the method of game stretching is usually used. Exercises are performed under music. In each lesson, story-role plays are organized in the form of a wonderful scene. The duration of the game exercises is emotionally compatible with listening to soft music. The purpose of the game is to ensure that the tasks and loads are evenly distributed in all muscles of the child.

4.5.3. Football (exercises with large diameter balls)

Football. Translated from the English language, it means "a ball that serves to heal."

It was not long before football lessons appeared. They began to be used for medical purposes in the mid-1950s. In 1955, physicist Suzanne Klein Fo-Gelbach, a physiotherapist in Basel, Switzerland, used fitball in training to treat pediatric cerebral palsy.

Since 1989, American physiotherapist Joan Posner-Mayer has begun using fitballs to rehabilitate patients after musculoskeletal injuries. The method of fitball covers all possible aspects of the use of balls in the world-renowned health education system (fitness).

The main purpose of the exercise is to strengthen the musculoskeletal system, to create proper muscle development, to improve mobility in the joints, to create optimal conditions for the development of the child's intellectual and emotional-volitional sphere.

Performing exercises on the balls at high speed increases muscle tone and emotionally cheerful colors reduce the unpleasant feelings of fatigue in children. The elastic properties of the ball reduce the impact load on the musculoskeletal system. During exercise, the heart rate beats 130-150 times per minute. Classes with children consist of three parts: warm-up exercises (5-6 minutes), the main part (12-20 minutes) and relaxation and recovery exercises (2-3 minutes).

Most exercises are performed while sitting on the ball in the initial position. During training, children must be constantly monitored to ensure that they do not fall on the ball.

The composition of the fitball-gymnastics complex

Table 9

Complex parts	Duration, min.	Number of exercises	The direction of exercise
Preparation	5-6	10-11	1 - Walking with the ball: moving back and forth while sitting on the ball. 2 - Sit on the ball, keeping the body upright. 3. Lying on the ball with the total weight.
Basic	12-20	19-20	1 - hands on the waist, sitting

			on the ball. 2 - arms and shoulders - belt, for body muscles 3 - various exercises, initially bending the legs (sitting and lying on the ball). Interacting with the ball with different types of sitting on the 3rd ball and perform various free movements with the ball in hand.
Final	2-5	3-4	1 - Perform flexibility exercises with the ball. 2- Rest and recovery, relaxation exercises.

The structure of the fitball-gymnastics complex for preschool children is shown in Table 9.

Football exercises consist of a variety of initial situations, combined with health and training problems. For example, shaking the ball with both hands, standing, sitting, kneeling. It is easy to use when throwing the ball in different directions (in a straight line, holding the handles).

Football exercises can be used as a set of general developmental exercises, in which case 5 - 8 exercises are performed depending on age.

In the final part of the exercise, the ball is used for relaxation exercises aimed at muscle recovery.

Modern inflatable balls come in a variety of sizes and shapes. One of the special conveniences is that it has a handle, which provides a good opportunity to use and is designed for more jumping exercises.

Handballs are widely used in the organization of relay races. This is done by passing the ball with both hands from the head, sideways, jumping or running the ball to a certain place, holding the ball in his hand or jumping on the ball. Medium-sized balls can be

used in the hall in the movement games of the category "Pass the ball". In moving games ("Avoiding the ball", "Getting on the ball"), relay races ("Passing the ball", "Hitting the target", "Who turns faster and passes the ball faster" ») Can be used in games such as.

Innovative pedagogical technologies give diversity and diversity to physical education classes.

However, it should be borne in mind that the improper use of new pedagogical technologies can adversely affect the normal development of the child.

4.5.4. Poetic exercises representing children's movement

The sun rose into the sky

He smiles at us

(Children lose their hands in the sun
lift and open)

One two Three,

Fill your fingers with strength.

(Children perform the actions expressed in the poem.)

Poems for rowing exercises

Little ones, sweets Get fit

Erkatoy, Uchkurtoys - Exercise together.

Claim fresh air for pain - Breathe out

One two Three! One two Three! - Raise your legs.

One two Three! One two Three! Take a walk:

It's like that! Raise your legs.

One two Three! One two Three! Do it together.

One two Three! One two Three! Turn your hands quickly

Bend slowly back and forth.

Put your hands on your hips and stand up straight.

(By moving the arms back and forth).

We bend down, hands closer to the floor!

Open your legs wider, Do it right, comrade.

My ball



Picture 9

My ball, you hit the ball
If I hit you, you fly away
Linked away
You will reach my friends

You play with my eyes
I screamed at myself
If I play a little more
You make my face sweat.
I will never be satisfied with you
I don't leave when I'm free
Call you a hunter
I play with my friends.
My ball, you hit the ball
If I hit you, you fly away
Rounding like a handkerchief
You make us happy.
My finger
Come on, comrades, say goodbye
My finger is my finger
My tired finger
Take a break and write slowly, then you can do it
Left and right
We will be ourselves
where are our two eyes
Left-right-left

like a loaf of bread and like the moon
our two faces
left-right, right-right
Look, it's full of power
our two wrists
Left-left, right-right
as if running tourists
Our two feet



Figure 9

Koptok is our friend

We grow into a tree
We stretch our branches
We strive for the sun
we sway like the wind

Let's fly like a leaf
then we land.
Befriending the ball
We run and cry

Ant

Ant, ant
tiny ant,
It goes in a row
It is a line
Poems for early physical education
I get up early in the morning and run in the yard

Exercise one, two or three exercises to gather strength
We swim like fish and eat like the wind
We learn by playing
The bear walks and the rabbit walks and jumps
The bear's house is smaller than the big ant's
He says I'll get up early
He says he will go to kindergarten
Elakka un elandi
Supraga un belandi

If you are friends with sports
Know that you will be healthy
When you are in a good mood
You always laugh

We are cheerful children
Full of strength and enthusiasm
We will be friends with sports
We enjoy exercising

If you want to be healthy
Run fast every morning
Exercise,
Be strong and brave.

4.6. Sports exercises and sports games in the training of children

Keywords: sports, beginners, table tennis, basketball, volleyball, badminton, swimming, racket, rules of the game, ball, football.

Sports games. Acquaintance with sports and participation in sports games in preschool organizations is mainly from older preschool children, ie

It is done with children aged 6 -7 years.

Sports games organized in the preschool organization include basketball, football, badminton, and other sports. The rules in them are strictly regulated. Sports games require specially equipped playgrounds, which are characterized by complex movement techniques, tactical training of players, the organization of referees.

When using sports games in preschool children, children develop an interest in physical education and sports. With children's football, basketball, hockey, tennis, it is possible to engage a child in sports, and keep them interested. However, sport in the literal sense (meaning preparing and participating in sports to achieve high-level sports results) is not recommended for preschoolers. However, in sports, the initial movements can be done not only in the individual elements of the competition, but also in the form of extracurricular activities. A child's skillful mastery of the elements of sports can be the basis for the sports he chooses in the future.

Table tennis. This is one of the sports games, which can be attended by two (single players) or four (pairs). For the game you will need a rectangular table divided into equal parts by a grid and special rackets and a small celluloid ball. The game is as follows: after hitting the racket, the ball must jump on the opponent's table, fly without touching the net and touch the table next to the opponent. Care must be taken to ensure that the ball sent to the opponent's side does not fall to the side and down. The rules of the game are as follows: After hitting the ball with a racket, the ball must fly over it without touching the net, without falling in the designated direction on its side, and fall to the edge of the opponent's table. The first player to fail to pass the ball through the table or net is the loser.

First, children are introduced to balls and rackets separately. Great emphasis is placed on juggling exercises. Then the children learn to hold a racket, the initial position and movements, strikes and herding.

Reinforcement and improvement of unexplored elements are carried out in relays, based on sports games, movement games, game exercises, exercises for passing the ball to a partner.

Basketball. This is a team game. A team of two teams will play on the field, each consisting of five participants. The object of the

game is to throw more balls into the opponent's basket and to prevent the opposing team from taking the ball and to resist throwing the ball into its own basket. .

The method of playing basketball for preschoolers involves the player moving without the ball and with the ball. The player's movements without the ball - running, walking, jumping, stopping, turning, standing . The player's actions with the ball - holding, catching, passing, throwing, controlling the ball, standing, etc. There are several ways to play the game in almost every technique listed. There are separate methods. Several techniques are studied in parallel - first separately, then in combination with each other. In preschool children, it is not necessary to bring every movement to the level of mastery.

Football A simplified version of the football game is played with a large group of preschoolers (with fewer players in smaller venues and teams). The rules of the game have some features: elements that are difficult and impossible for children to use are not used, for example, an eleven-meter penalty, corner kicks, and so on. The rules of the game can be changed depending on the children's preparation and to maintain interest in the games. There are two teams, each with five to eight players, and several substitutes. The object of the game is to score as many goals as possible into the opponent's goal. The game consists of 15 minutes, two halves, with a break of 5 minutes between them.

The main technique of the game is to move, kick, stop the ball, cheat, get the ball, defend the goal.

Preschoolers can learn the necessary techniques and play football for their age.

Badminton. Badminton is played on a small rectangular field divided in half by a net. The object of the game is to try to get the flywheel to land on the opponent's field and to prevent the flywheel from falling into the opponent's field by trying to land the opponent's flywheel.

First, children need to be introduced to the flywheel: its features, weight, size. They are then taught to move with a racket (juggling), to hold a racket, to hold positions, movements, to pass a ball, and to hold a throwing device.

Once the children learn to move easily on the field and hold the racket correctly, they begin to learn to hit. The exercises are performed with the right and left hands alternately. They should learn the game of badminton from the very beginning through the net and gradually practice with rockets and flywheels.

Swimming. The task of swimming lessons is not only to strengthen the body of children (thermoregulatory mechanism is improved, immunological properties are enhanced, adaptation to different environmental conditions is improved), but also the ability to learn to swim, to instill a sense of dread and fear of depth will give.

Learning to swim is done in the form of group lessons. Classes are held in small groups. Depending on the age and characteristics of the children (number of children in the group, size of the pool, purpose of the lesson), the number of small groups may vary. For example, the first and second small age groups should be one group, each with no more than 6-8 children, and the older age groups should have no more than 10-12 children. .

The duration of training also varies in different age groups. The stage of training is also determined by age.

Swimming skills begin with a small group of children, ie children can be taken to classes from the age of 4. However, many preschools with swimming pools also offer swimming with children aged two and three. can conduct trainings.

The success of teaching preschool children to swim and the degree of its therapeutic effect depends on the strict observance of all the basic requirements for the organization of lessons, safety measures and the observance of the necessary sanitary and hygienic rules.

In preschools, children can be taught the simple elements of synchronized swimming and playing water polo. In addition, preschool educational institutions hold water sports events and health-improving classes.

4.7. Methods of organizing exercises with objects in rhythmic gymnastics

Exercises with the ball help to develop agility and increase the speed of reaction, as well as to form light and graceful movements. During the initial training, participants use rubber balls with a diameter of 8-12 cm. [37]

Catching or holding the ball. The ball is placed in the palm of the hand in a free position, the fingers are opened and the ball is slightly bent in shape, but the ball should not be squeezed, the ball should touch the shoulder.

The grips are as follows: with both hands on the base, with the back of the palm restrained, between the wrists, and with the hands crossed.

Exercises with the ball

Exercises with the ball are one of the main elements of rhythmic gymnastics. The ball is a constant companion of children's play, it satisfies the active desire of children to move. Exercises with the ball prepare for throwing, first of all, develop coordination, agility, speed of movement, the speed of reaction, the ability to visually measure, to aim in space. At the same time, all the muscles of the body are well trained, because the child actively performs a variety of fast-changing movements.

It is better to use rubber balls with a diameter of 8-12 cm for children aged 5-6. When exercising with the ball, it is necessary to maintain the correct posture, to change the position of the ball in sync with the movement of the body and head, gradually increase the amplitude of movement.

How to catch the ball:

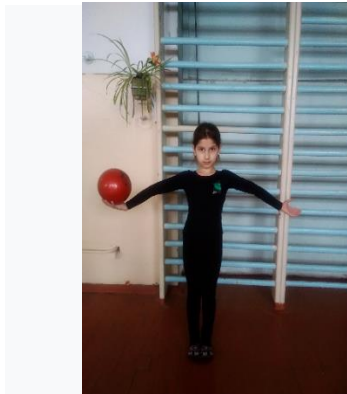
1) Leave the ball in the palm of your hand, spread your fingers and bend it slightly without squeezing it in the shape of a ball.

2) The ball lies on the back of the palm between the fingers extending to the end.

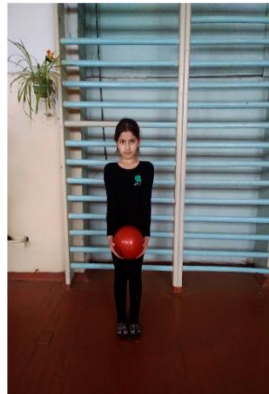
In addition, holding the ball can be done with the help of certain parts of the body and with the left hand.

Passing the ball. This is a key connecting element that requires that both the right and left rules be followed with the same

confidence. Passing the ball can be done from hand to hand with different grips, using different parts of the body. In this case, the smoothness (single plane) of the movement should not be disturbed.



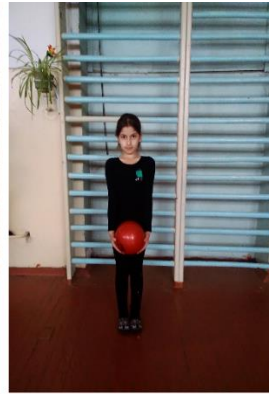
Picture 10



Picture 11



Picture 12



Picture 13

Training sequence:

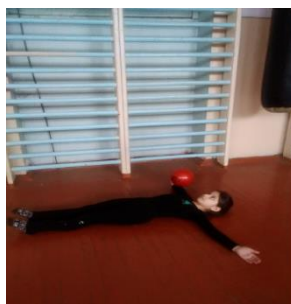
1) D.h.-hands side, ball in right hand. 1-2 hands down, passing the ball to the left hand; 3-4 hands side by side; 5-6 hands in front, passing the ball with the left hand; 7-8 p.m. (pictures 10-13)



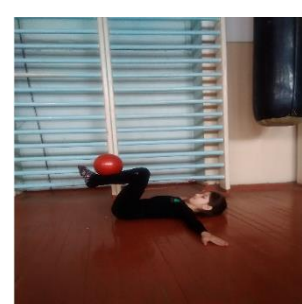
Picture 14



Picture 15



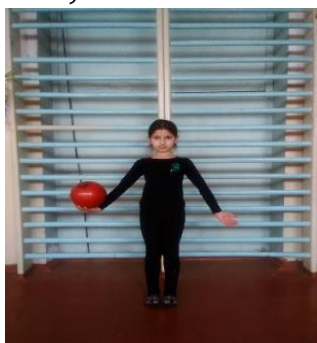
Picture 16



Picture 17

D.h.-legs crossed, standing on knees, arms sideways, ball in the right hand. Turn the body 1-2 to the right and put the ball on the floor between the legs to put; Stand 3-4 on the knees, body to the left, arms sideways;

5 - 6 - turn the body to the left and take the ball with the left hand; 7 - 8 - D.h. ball in the left hand. (Pictures 14-17).



Picture 18



Picture 19



Picture 20



Picture 21

D.h.-ball in the right hand. 1 - 2 - standing on the left leg, bend the right leg forward and put the ball under the knee (squeezing); 3 - 4 - right leg back, arms sideways (stretch); 5 - 6 - right foot forward, take the ball with the left hand; 7 - 8 - d.h. The ball is in the left hand. so do it with the other foot.

Exercises with a rope

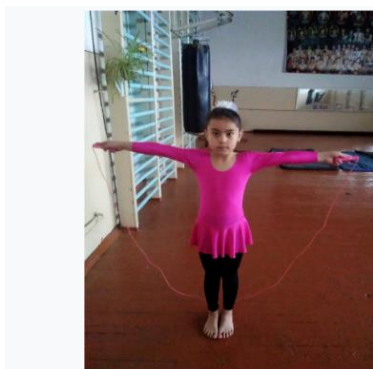
Exercise with this tool is the best tool to develop the qualities of endurance, speed, jumping, agility. Develops coordination and rhythm of movement with objects. [37] General developmental exercises with a rope develop certain muscle groups, improve flexibility and joint mobility. Exercises with a rope are important in strengthening the claws and forming the soles of the feet. Therefore, the rope is used not only in rhythmic gymnastics, but also in other sports. [13,22,]

The rope can be rubber, thread or kapron. The length of the rope depends on the child's height. To determine the optimal, required length of the rope, stand in the middle and pull both ends to the armpit.

When learning to exercise with a rope, first of all, you need to learn to hold it freely, to maintain the shape of the movement and not to touch the body, twisting and twisting.

When jumping, the rope moves the wrist-palm joint forward or backward and rotates the elbows slightly (shoulder and wrist at an obtuse angle). The rope should be held between the thumb and forefinger without straining. The movement of the object must be continuous and fast enough, because a decrease in speed will lead to its change and technical error.

It is very important that the child's movements and the rope's movements match when jumping rope. The pre-depressions should be in line with the rope above. When the foot is off the floor, the rope is in front, and when it reaches the highest point, it is below. A short depress with pre-flight vigor is required. During the flight, the child must maintain the correct posture, bend the knees and toes to the end. Landing is done in an axis, half-squatting, passing from one toe to the sole of the foot.



Picture 22



Picture 23



Picture 24

1) D.h. In Picture 21, the rope is in front with both hands. Jumping back and forth on the hanging rope in Picture 22. Picture 23 shows the starting position of the rope jump.



Picture 24



Picture 25

In Pictures 24-25, two participants hold the rope on both sides and spin. The third participant jumps in the middle

Exercises with hoops

Ring exercises are one of the most interesting things used in rhythmic gymnastics lessons with children. It is an excellent tool for the development of coordination, speed, motor response, accuracy of movement, spatial-spatial orientation. [13,22] Increases the strength, effectively affects the formation of the correct posture.

Plastic or wooden rings of different sizes are used for lessons with children. Smaller diameter rings, 80-90 cm diameter rings are used for various games and relays.

Catch the ring.

The ring can be held with both hands inside and out. Hold the ring lightly and loosely with three fingers (thumb, forefinger and middle).

The ring can be held in one hand from above and below. The flange is held with all fingers without tension.

To change the grip, use your fingers or gently throw the flange.

The shape of the ring and its structure help to use a variety of exercises in the training: a flat, dynamic, jumping, as well as difficult coordination exercises. All exercises performed with the hoop are performed with one or two hands, in different directions and on the arrows, with the movement of the torso and legs. The ring can be placed vertically, horizontally or diagonally to the ground. It can be in front, side and intermediate position relative to the body. When teaching exercises, care must be taken to maintain the accuracy of the designated location.

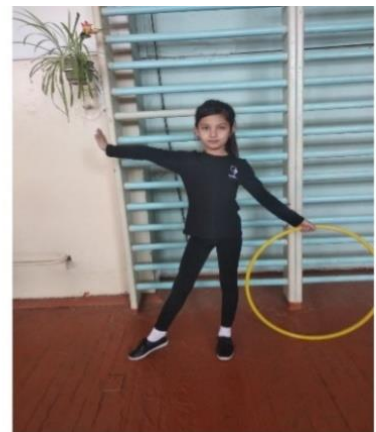
Rolling the ring on the floor. To perform these exercises, children need to be taught to give the ring a clear direction to stand and roll. Rolling of the ring is done with a flat, but sharp push with the hands. The desired direction is given to the ring by the movement of the fingers. The hand throws the object while ensuring that the ring moves smoothly without vibration or from the ground. When performing a chip roll, the body weight is transferred from one foot to the other, additional movements are added by rolling the ring back and forth: running, dancing steps, jumps, etc. [13,22]



Picture 25

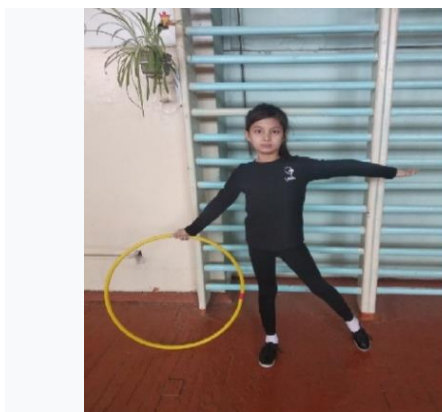


Picture 26



Picture 27

D.h. Picture 25 Hold the flange vertically on the right side, with the right hand on top. Picture 26 Flicking the flange forward and upward; Picture 27 Shake down and transfer from the back to the other hand; exercise other manual execution



Picture 28

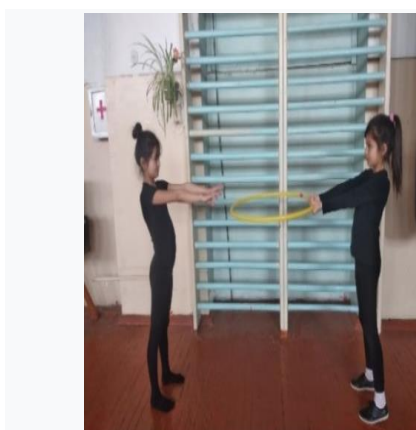


Picture 29



Picture 30

D.h. In Picture 28, hold the ring vertically on the right side, with the right hand on top. In Picture 29, the flange is swung forward and up, leaning on the foot; swing down and transfer from the back to the other hand; Picture 30 Perform the exercise with the other hand



Picture 31



Picture 32



Picture 33

D.h. In Picture 31, stand face to face with your partner at a distance of one hundred meters. 32 - In the picture, move the flange forward and up to the partner. 33 - d.h. Perform the exercise sequence with the other hand

Exercises performed with a tape

Exercises with a belt are effective, beautiful and diverse. They develop sense of rhythm, fine motor coordination, agility and other physical qualities. The main feature of the exercises with the tape is that when performing different drawings in a row, it is necessary to clearly target the force, not to overstretch the arm. In the exercise with the belt, the retention of the whole movement is manifested in a certain tempo in space, along with a given speed and body movement, in a uniform distribution of movement. For children 5-6 years old, the ribbon is satin, 3 meters long and 2.5-4 cm wide. will

be up to It is fastened to a ebonite or wooden stick with a thin thread 3-7 cm long. The end of the stick (7 cm) can be wrapped with adhesive tape or insulating tape. The place where the ribbon is fastened to the thread is sewn into a triangle. The gentle movement and dynamism of the fabric strengthens the desire of children to perform the exercise beautifully, helps to highlight the fluency, softness and speed of movement.

The main exercises performed with a ribbon are studied in the following sequence: jerks, circles, snake tracks, spirals and octagons.

At the beginning of the study it is necessary to learn to hold the stick correctly. It should be held freely with the thumb, forefinger and middle fingers. The last end of so many sticks rests slightly on the palm under the thumb. The wand should be held comfortably, without excessive tension, and should not be held too tightly. Proper grip is one of the main conditions for mastering the technique of exercising with a belt. This is especially important when performing small movements quickly.

In combinations, it is recommended to pass the tape to this hand more often. The wand should be passed quickly and smoothly, without distorting the image expression. This requires special training. During the transfer, one palm is placed on top of the other.

Flickers on the tape. In this exercise, it is clear that the technique of exercising with a belt is not correct. Flicking is done in different axes and directions, with one smooth and free movement. The paw is a continuation of the hand. When changing the direction of the tape, the claw may become tangled if the claw does not need to be sharpened rather than sharp. He observes the flight of the body and the headband, making sure that the bow is flying in the right direction. The arm does not bend at the elbow when swinging forward and sideways. When performing a horizontal swing, the children bend the elbow slightly to allow the belt to move over a large radius.

1) D.h. - right hand in front with a belt. Walking backwards, bending the body slightly forward, turning the belt inwards, vertical spiral on the floor, after 4-6 steps, continue the spiral movement out

of the left rule and pass it to the other hand. Therefore, do it with a light run.

2) D.h. - right hand on the back with a strap. Perform a vertical spiral across the floor by stepping forward, rotating the tape in and out every eight steps. Therefore, perform the exercise with the right and left hands, running lightly.

3) D.h. - hands on the left, the belt on the right hand. 1-4 vertical spiral across the floor on the left side, turning the tape outwards. Then do it yourself with waltz steps forward.

D.h. - That's it. 1-4- turn to the right with one step, vertical spiral outwards in the air.

D.h. - That's it. 1-2- vertical spiral from left to right across the floor, thrown to the right on the right foot. The body bends slightly to the right, the tape passes by the soles of the feet. 3-4 - Left-to-left double swipe the ribbon to the left over the head.



Picture 35



Picture 36

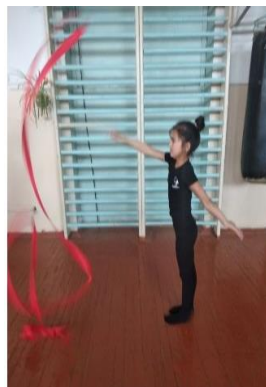


Picture 37



Picture 38

D.x. Picture 35 - Rotating the strap on the tip of the foot while standing upright on the body with the right hand. dx wavy movements of the left arm behind the back while standing in place.



Picture 39



Picture 40



Picture 41



Picture 42

D.x. In Fig. 39, the movement of the snake in the upper right hand on both legs, the palm facing down. In Fig. 40, the arm is bent backwards in a spiral motion. 41 - Rotate the ribbon while standing in the sliding position. Figure 42 d.x. The legs are left and the left arm is a large horizontal wave in the air behind the back. [13]

4.8. Training children in the sun, water, and air

Key words: protection, hardening, temperature, discomfort, rhythmic gymnastics, poems, music, walks, excursions, independent movement activities, hyperactive children, homework.

Hardening factors are used to strengthen the protective immunity of children, most parents have a complete knowledge and vague idea about hardening. Almost no measures are taken to increase the body's defenses and resistance to adverse and adverse factors.

In addition, due to fear of cold weather, they begin to wear thick clothing and weak protection, fear of open windows, ventilation of rooms. This does not allow to harden and improve the thermoregulatory system, which often leads to colds. The main factors of exercise are natural and cheap "sun, air and water" [24]

The child is hardened by hygienic baths, washing, washing the feet, as well as wiping the body with a wet towel, rubbing and putting water on it. Water hardening is started slowly and carefully. Children in the preschool age group can be wiped with a wet towel.

Before hardening children, be sure to consult a doctor, and then start rubbing the child's skin with a wet towel. To do this, rub a piece of dry cotton wool or soft natural cloth every morning until the child's hands and feet are red. After 1-2 weeks you can start wiping with water. The cotton bag is immersed in water and squeezed, first the child's hands are wiped, then the chest and abdomen, back and legs. Immediately wipe the wet area of the body with a cotton towel until the skin is slightly red. Blankets should be placed on all parts of the body except where the child's body is to be wiped. Usually when the child wakes up in the morning, the body is wiped. Duration 5-6 minutes. The water temperature should be 32-

330C at the beginning of the treatment. Then gradually stirring for 5-7 days, the water temperature is lowered from 10C to 300C.

The water in the hygienic bath should not be too hot. The water temperature should be 36.37.50C for children under 2 years of age and 360C for older children. After the bath, pour water over the child, the temperature of which should be 1-20C less than the temperature of the water in the bath. Over time, the temperature of the water poured over the child decreases again by 2-30C.

One of the best ways to train children during the summer months of children's health is to carry out water activities in the sun, outdoors and in high temperatures (Picture 43).

. It is very important to take into account the age, gender, individual characteristics of children in the implementation of training activities.

4.9. Physical minute after sleep.

Physical minute after sleep. Afternoon physical minutes are held at the preschool. Gymnastics facilitates the awakening of the child, stimulates the activity of internal organs, has a restorative effect.

A set of physical minute exercises after sleep usually has two parts. The first part is held in bed. This section is short. Its task is to help the child gradually transition from sleep to wakefulness. It includes exercises such as weightlifting, as well as slow movements of the arms and legs.

In the second part, the children stand in their bedding and take off their bedding and participate in their underwear with their bare feet. They perform a number of general developmental exercises (you can use rhythmic gymnastics complexes) and walk down the aisle. For example: the first children are invited to walk on a rope lying in the hall, or walking on slippery stones prevents flat feet in children. Exercises and exercises accompanied by various poems, songs, and music help children to overcome postprandial lethargy. [36]



Picture 44

Wake up, wake up, wake up,
do gymnastics boy
A moment that does not stand still
Fresh air is a cure



Picture 45

Turn your head sharply,
to the right and to the left.
Roll your arms to each side
We raise our hands, side by side,
And jump to the "rabbit" like a pair of legs.
Raise your legs
Turn your hands to the right
Sit down slowly
And stand in line
Stand with agility
Jump and run.
We raise our hands
We raise our legs
One-two-three-four-five.
Raise your knees high
Walk in a line

4.10. Methods of excursions for children



Picture 46

The child's body is adapted to the outside air before the child walks in the cold air by slowly opening the room window. If a child sleeps in a clean, oxygen-saturated room, it has a positive effect on his health. While training the child, he should be happy and enjoy the exercise. If the child is restless and coughs during hardening, it means that the hardening is carried out incorrectly. Exercise is good for all children, especially vulnerable children.

Methods of tours and excursions

The simplest tourism is an important means of physical education. Kindergarten tourism means walking outside the kindergarten yard. The purpose is to improve children's motor skills, to teach them to correct themselves in the field and to develop similar skills. Such exercises are of great importance for the development of a harmonious team, the establishment of good relations between children and adults. [11,15,]

Children often find themselves in a new situation, performing various exercises on the square in the kindergarten. The changing conditions of nature, which children face during the trip, help to cultivate the necessary orientation, perseverance, courage, general endurance, to strengthen friendly relations. Therefore, such trips and excursions should be carried out regularly and begin with small groups, taking into account the age characteristics and capabilities of this group of children, their state of health, individual indicators and medical advice.

In order for the trip to be purposeful, the specialist pre-determines them in the calendar plan and carefully prepares them for the trip.

The best time for summer trips. The specialist pre-examines the district where the organization is located: the city (if there is no kindergarten in the city), parks, gardens, alleys; . It is very important to determine which way to go with children, to determine the distance of some routes. Areas where children can rest on the road will be identified, taking into account all the natural conditions that allow to conduct exercises to improve motor skills - streams, shores, hills, fallen and bent trees, pastures, etc. [11]

The content of the tours includes mobile games with the use of toys and small inventory, as well as regular mobile games. In the desert, physical training, active play, flying (Fig. 46), then children can relax, walk, play quietly.

It is also important to take children out of kindergarten during the winter, which is also included in the work plan.

If all the children in the group are welcome, it is advisable to go to the next square (with the prior consent of the administration).

Small groups of children can walk in the nearby alley. Such trips help to develop endurance, endurance, increase the body's resistance, moderate the activity of the nervous system, create a fresh, cheerful mood in children.

The purpose of the trip is to warn the children in advance, to make them feel the joy of the trip, to announce the purpose of the trip in the following way: "Let's play in the desert, then take a bath", "Let's go to the desert for training", and we will play with them »,« We will go on a tourist walk ». Together with the specialist, they assign the necessary equipment and distribute it among them to make it easier to carry.

Experience confirms that such trips have a health and educational value, children develop an interest in tourism, a strong spirit, endurance, a sense of community.

All children of all age groups are free to walk, if they want, they can walk in groups (usually walking in pairs makes one child dependent on another and has a negative effect on the state of the nervous system, arouses negative emotions, is free nature and its

beauty. Only under certain conditions, for example, when children have to cross a busy street, can they line up in pairs. In addition to the specialist, a small group of children should be supervised by an adult: they will help them to cross the road, to play in the open, in the woods. If it is planned to conduct physical training during the trip, it is necessary to perform exercises using natural factors (changing the speed on a sloping tree and jumping down, who is running to each other, crossing the gorge and etc.), standing, sitting, lying down.

Walking and exercise is a natural air bath, which is acceptable in motion due to the direct effect of fresh air on the naked body of the child (children only need to be in a T-shirt, panama, cap, hiking boots).

The trip is also planned in the winter: children are warned in advance and together with the specialist prepare the necessary items (toys, shovels, game attributes, bicycles, somakats, etc.).

Regular trips improve children's motor skills, strengthen the body, cultivate endurance, refresh life impressions, help to get acquainted with the environment, arouse interest in travel, give pleasure. [15]

4.11. Ways of organizing children's independent movement activities

Children's independent movement activities are organized in preschool organizations, groups, and field trips.

Effective organization of independent activity provides the following mandatory rules:

- Organization of physical culture and play environment (enough space for activities, various interesting methods and tools, colorful equipment, etc.);
- The agenda includes special time for children's independent movement activities;
- The level of the specialist's knowledge of special methods of organizing children's independent activities.

The need for movement in children is individual, so in each group can be divided into large, small, medium mobility.

Children with moderate mobility are characterized by the most calm and peaceful movements during the day. Such children make

up about half or more of the group. Under good conditions in the group (place of movement, time, movement with equipment, exercise shells), children are free to demonstrate independence in the organization of movement activities.

The behavior of such children is usually confident, clear, goal-oriented. Physiologists believe that this process can be based on "self-control", which is very evident in the actions of children.

Relatively weak and vulnerable organisms are inactive children. The reasons for the child's low physical activity can be an unsatisfactory psychological environment in the group, inequality and shortage of equipment and items, health problems, lack of motivation of the child's mobility, or regular restrictions on adults. As a result, the child's behavior is often sluggish.

Inactive children are characterized by constant fatigue, lethargy, and get tired faster than others. Unlike active children, who can create a comfortable environment for themselves, they try to pull themselves together to choose a situation that does not require anyone to interfere, be active and move. They are cowardly in communication, lack self-confidence, do not like active movements and games. In this case, to motivate the child to move, to be shy, timid, to teach the child to move with games. In this category of children, simple, active actions that do not require a rule should be used.

The role of active children is always noticeable, although they make up a quarter of the total number of children. They differ in their unbalanced behavior, often encountering conflict situations with others. They cannot control their actions in order to understand the essence of their activities. Due to the extreme intensity of their actions, they are unable to comprehend the essence of their activities and control the situation.

There is an opinion that hyperactive children, of course, should limit their movements and learn to share peaceful movements. This is not entirely true. The child needs action and this need must be met by action. In this case, keep in mind the golden rule: do not ban, but regulate. Guidance on the movement activities of such children should not limit mobility, but should focus on actions that require control, careful explanation, and targeted activity.

The organization of children's independent media activities in the form of homework is becoming increasingly popular. Children should be given homework in a fun way. Criteria for task performance are the highest and quality performance of a particular action by a child.

In physical education classes, for children who are unable to jump rope, it is possible to repeat the exercise at home, to carry out jumping exercises at home with the participation of parents, carrying the rope with him in his spare time. Retrieving the rope is possible only after the child has mastered the task and demonstrated his / her skills in front of all the children in the group. To do this, in the hall you can send home a few very bright (unusual colors), attractive items for children (balls, jump ropes, hoops), so that the child who received homework does not accept it as a punishment, but rather happy.

It is recommended that all children be given an oral assignment to develop knowledge in the field of physical education (name of sport, history of Olympic medals, etc.). However, time should be taken to discuss homework when it is done by children. At the same time, extracurricular time should be set aside to discuss when homework will be done by children.

Control questions and tasks

1. Describe the basic form of exercise with preschool children.
2. In what organizational and methodological forms can the activities of the participants be carried out?
3. How should the specialist be prepared for the training?
4. How to use the elements of rhythmic gymnastics in physical education?
5. What is the effect of stretching on the body of children?
6. What is the healing effect of football on the child's body?
7. Describe the activities of physical culture and health on the agenda.
8. Describe the physical education and public events held in preschool organizations.
9. List the items used in rhythmic gymnastics?
10. How can children's independent movement activities be organized?

CHAPTER 5 TECHNOLOGY OF PLANNING THE EDUCATIONAL PROCESS IN PHYSICAL EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATION

Mastering the technology of organizing the educational process allows a specialist to fully solve the problems facing the organization of preschool education in the field of physical education, rational use of time allocated for exercise, analysis of children's and teachers' activities, thereby increasing their productivity .

Planning educational activities and monitoring their results cover two aspects of the same process.

5.1. Planning of physical culture and health work in the organization of preschool education

Planning is a very complex creative process and plays an important role in the overall effectiveness of the activities of the specialist. It is important to keep in mind that approved, carefully designed planning can remain unchanged for many years. However, there are many factors that require constant updating. The most important factor in increasing the effectiveness of planning is that all pedagogical processes should be under constant control.

The planning of physical education in preschool organizations differs significantly from the planning in other areas of education and upbringing of preschool children. has a targeted effect on physical development, their healing process.

It is planned to conduct all types of physical exercises with children in preschool educational institutions as follows:

- physical education classes;
- Physical education and health activities on the agenda;
- physical education and public events (recreation, leisure, etc.)
- Independent movement of children.

In addition, the effectiveness of physical education and health work, which has an indirect effect on the activity, is determined by the interaction of the specialist with the medical staff and parents.

[14]

Educational process planning

All educational planning documents are divided into directive and operational types.

The directives and documents include:

- 1) the program containing the basic means of physical training;
- 2) a plan regulating the number of hours for certain sections of the program.

Operating documents include:

- 1) the plan of distribution of educational materials during the year;
- 2) thematic program;
- 3) quarterly plan;
- 4) summary of physical education classes;

Software. The specialist should start the work on the planning of physical education with acquaintance with the program.

Currently, a new program "First Step" is used in preschool education, along with the "State Requirements" (2018).

Modern programs of preschool education have their own characteristics of the approach to the organization and conduct of physical education and health work, which requires careful attention to acquaintance with the programs.

Hourly schedule for program sections. To determine this plan, you need to analyze the capabilities of children and the conditions of training, comparing them with the program requirements. This year, a schedule of hours will be drawn up, determining the number of hours allocated for the study of the materials of each section of the program. The distribution of the curriculum for the planning of sections of the program is approximate. Depending on the circumstances, the specialist may change the recommended amount of time to master different sections of the program in consultation with the management of the preschool organization (Table 10). Annual plan schedule. Planned for each age group. (Table. 11).

Approximate time allocation for physical education classes (classes are held twice a week.)

Table 10

	Groups			
	Small	Medium	Large	Preparation
Theoretical information	1	1	1	1
Line exercises	2	2	3	3
URM	2	3	4	4
Main actions:	68	68	65	68
Walking,	2	2	3	3
running,	10	10	11	12
jumping,	12	13	16	17
throwing,	14	15	16	17
climbing to	18	16	10	10
maintain	12	12	9	9
balance				
Gymnastics exercises	3	3	6	6
Walking over obstacles	3	3	6	6
Moving games	12	11	4	1
Dance exercises	5	5	7	7
Control exercises	4	4	4	4
Jami	100	100	100	100

The following situations should be considered for long-term planning.

1. A rational combination of different types of basic movements should, first of all, ensure the full and active development of the child's body. When choosing exercises, you should follow this rule: the same muscle group is not loaded with two different exercises in

a row, which causes fatigue in children, although it is advisable to distribute the load to different muscle groups.

2. In the formation of motor skills should be taught one-sided, that is, only climbing, jumping, or throwing.

3. It is necessary to choose a set of exercises that are performed comfortably for the child's large motor activity. [14]

Approximate time allocation for different types of classes (classes are held twice a week)

Table 11

	September				October				November				December			
	1	22	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Theoretical information				*	*		*	*	*		*	*	*		*	*
Line exercises		*		*	*	*	*		*	*			*			*
URM	**	*			*	*	*		*	*		*	*	*	*	
Walking		**						**				*		*	*	
Running,				*								*			*	*
Jumping	**		**	*	**	**			*	**			**	**	*	*
Throwing	**	**		*		**	**			**	**			**	**	
Climb out				**			**	*			**	*			**	*
Maintaining balance	*		**		**			*	**			*	**			
Gymnastics exercises						*		*				*				**
Walking over obstacles		*		*	*			*	*			*	*			**
Moving games		*			*			*						*	*	**
Dance exercises	**		*	*		*	*	*	*	*			*	*	**	
Control exercises		*	*	*				*				*	*	*	**	*

Exercises have a positive effect on children's bodies by loading and resting, changing the time correctly. 4. Therefore, children should choose a combination of movements in which they not only actively exercise, but also have breaks to restore strength. 5. It is impossible to form complex movements with complex coordination, which form the physiological basis of motor skills. 6. In order for children to perform one exercise carefully and attentively each time, the specialist should pay special attention to it. For this exercise, it is recommended to choose other tasks (known, previously studied by children) based on the above requirements and the specific tasks of the training. Thematic work program. The most important thing in planning many operational documents is a thematic work program. Program sections illuminate the learning sequence and, of course, the topics in the sections. The above sequence of program material

is planned in all preschools, taking into account many features. The whole volume of study material is divided into sections and topics based on the principle of simple and complex.

Table 11

January				February				March				April				May			
11	22	33	44	*1	22	33	44	*1	22	33	44	11	22	33	44	11	2	3	44
**		**	**	**	*	**	**	**		**	**	**		**	**	**		**	
	**	*	*		**		*	**	**			*	**				**		**
		*		**	**	**		**	*	*	**		**		*	**	**		
	*		**							*					**			**	
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	*			*	*			*	*			*	*	*		*	***	*	
	**	**	**		**	**	**		**			*	**	**			***	**	
	*		**	*		**	**			**	*			**	*			**	**
		*	*	*		*	*			**	*			*	*			*	*
***				**		*		**		*		**				**			
				*		*	**	*	*		**				**				
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***	**	*	**		**	**	**		**		**	**		*	**		**	**	
	*															**	**	**	**

It is recommended that the number of topics in each section of the program (walking, throwing, jumping, etc.) be determined in order from small groups of preschool children to large groups (by numbering). This adds clarity to the planning of subsequent documents and eliminates inconsistencies in defining tasks for each age group.

Among the many factors that affect the quality of thematic program development, the most important factors should be considered first:

- The level of physical development and physical fitness of children;
- restrictions on exercise due to illness;
- effective forms of training;
- Material support of physical training (dimensions of the hall, equipment, facilities, etc.).

Parts of the thematic work program in the "Throwing" section »

Small group

1. Hold the ball in pairs and pass it to your partner.
2. Move the ball towards the goal from a distance of 1.5-2 m.

3. Throw the ball from the chest with both hands.
4. Throw the ball over the head with both hands.
5. ...

Middle group

1. Throw the ball over the rope with both hands from the chest.
2. Throwing a small ball from a distance.
3. Throw the ball against the wall and catch it with both hands.
4. ...

Large group

1. Throw a small ball in a straight line in a vertical direction.
2. Throwing a big ball into a basketball hoop.
3. ...

Preparatory group

40. At the point where the ball touches the ground, in motion.
50. Exercises with the ball in front of the wall.

Quarterly plan

Quarterly planning technology. - Consistent presentation of the content of each season of the quarterly plan. Based on the annual schedule of initial materials, it is compiled taking into account the actual direction of the educational process in previous quarters.

The development of a plan for the quarter begins with the formation of educational tasks. First, the main tasks of the educational process will be identified in this quarter.

Defining and planning educational tasks. Part of the program, which focuses on the formation of motor skills and the development of physical qualities, includes physical exercises, most of which are studied sequentially in several age groups. In this regard, to determine the main task of the study of movement activities for the quarter, to determine the knowledge and skills of children before learning new materials, and then to determine what motor movements in previous years and how to learn in subsequent years. It is advisable to analyze the programs used in previous educational processes. The sequence of presentation of material in the program for all age groups determines the main task of education and, taking into account the content of the program for future age groups, sets the requirements for the exercise techniques studied this year. [14]

Identification and planning of health tasks. There are different ways to solve these constantly pressing tasks.

This method distributes special health tasks, taking into account the nature of the effect of exercise on the body and the methods used to solve them.

Another method is to include special general developmental exercises and movement games in the training group, which is aimed at teaching the adequate therapeutic effect of some exercises.

In addition to ongoing health tasks, training tasks for a relatively short period of time (for each session, quarter, or year) may also be included. The basis for the formation of such tasks may be information about the physical condition of preschool children, the conditions of the learning process, and their possible adverse effects. Therefore, the educational task is used in conjunction with the health task, and special attention is paid to the development of physical qualities. They are determined on the basis of information about the curriculum and physical fitness of children.

Defining and planning educational tasks. The education of the child's hardworking, moral, volitional and aesthetic qualities should be carried out in each lesson in connection with the tasks of education and physical development of children's educational qualities and behavior.

The basis for the formation of certain educational tasks can be: (for example, for a quarter) data on the observation of children's behavior, as well as an analysis of the age characteristics of children and their level of upbringing. Given the age-related characteristics of the psyche of preschool children, the task of creating a friendly attitude to vulnerable children is of particular importance.

Quarterly Planning Technology. Tasks and relevant training materials should be identified and distributed in quarterly sessions. The effectiveness of this practice depends on the process by which the specialist measures the complexity of the studied motor skills with the abilities of the children and the conditions under which the educational process takes place.

The following rules should be followed in the distribution of training materials:

- The study of certain means of movement should be carried out in separate sessions;
- Tasks to be solved in the classroom should require a variety of cognitive activities from children and have a multifaceted impact on physical development;
- Avoid learning the means of movement that have a negative impact on the training;

The number and content of tasks in one lesson should correspond to the capabilities of children and the availability of material equipment in the lesson.

Content of the lesson. Complex planning of educational, health-improving educational and pedagogical tasks for modern classes is reflected. This approach is the most important tool for optimizing education, as it allows children to achieve positive results without overwork. Of course, not every session can completely solve all the tasks listed above. Many factors may depend on the nature of the topic, the individual characteristics of the participants, and other factors.

Once the set of tasks and tasks have been formed, it is necessary to determine the content of the training material to ensure that the selected exercises address all the objectives of the training. The content of the training should highlight the most important processes. This is the most important element of planning. For this, exercises are selected that lead to the formation of the necessary skills, and at the same time (together) improve the ability to move and cultivate moral qualities.

It is recommended to follow this sequence when developing the content of the lesson.

1. Identify the means and methods of solving each task of learning the skills of actions.
2. Identify the theoretical information that should be conveyed to children in this lesson.
3. Identify and plan ways to address the tasks planned for this session to improve physical development and improve health.

4. Distribution of all educational tasks in the group, taking into account the dynamics of children's work.

5. Analysis of tools and methods for determining the effectiveness of the solution of problems of moral, labor and aesthetic education.

6. Development of methods of organizing educational activities.

7. Preparation of necessary tools, equipment and manuals. It is necessary to think about the reasonable placement of equipment, so that its installation and cleaning does not take much time.

8. Defining criteria and forms of assessment of educational results.

It should be borne in mind that first the main part of the lesson is developed, then its content, introduction and final part are based on the characteristics of the main part.

5.2. Physical education and public event planning.

Planning of physical culture and public events includes the development of plans for physical culture holidays and physical education holidays.

Extracurricular physical education plan. The implementation of physical education activities, as a rule, is held 1-2 times a month, and relay-movement games include physical exercises, outdoor games, relay races, exercise-competitions. Recreational activities motivate children through rhythmic gymnastics in harmony with music. Activities with music are carried out in collaboration with a physical therapist and music director.

Since the purpose of extracurricular activities is an activity that is different from physical education, the tasks in its planning are not training, but to improve the skills learned in physical education in play activities. The main goal is to improve the health and well-being of children. Extracurricular physical education differs from physical education in that it is not planned to teach, but to improve the material learned in physical education with the help of various games.

Estimated plan of extracurricular physical education for children of the preparatory group

Objectives: 1) to throw children at each other in relay games, to form friendly relations;

2) fostering a sense of community in games and relay races;

3) to form in children the ability to express the image through actions

Location: gym

Time: 30 minutes

Equipment: cubes, balls, kegs, rings, must be separate for each team.

Contents:

1. Game "Find your place!".

2. Divide the groups into teams.

3. "Who is faster" relay.

4. "Replace the item"

5. "Pass the ball" relay

6. The game "Third plus".

7. Completion.

Physical Education Holiday Scenario. Various programs for the physical education of preschool children, as a rule, provide physical education holidays 3-4 times a year (once a season). Preparations for the holiday begin with the development of a scenario.

The usual parts of the holiday include:

a) grand opening (a festive appearance of all participants, congratulations to the participants);

b) rewarding children for high results;

c) children's performances, performances of invited athletes, public games, competitions and entertainment events for spectators;

d) Closing ceremony (presentation of gifts and prizes for those who initiated the holiday, the final marathon of participants).

The scenario of the physical education event will be published free of charge. Typically, this records not only media functions, but also a record of stories that reflect the holiday theme. If necessary, interviews and feedback from leaders will be included.

For large groups of preschoolers, physical education holidays should not exceed 1.5 hours.

The main types of physical education and public activities in the organization of preschool education are physical education and recreation.

Colorful decorations, the joy of the participants, the lack of strict rules and norms of the participants, as in the classroom, the opportunity to show more talent and individual abilities, such events are very interesting for preschool children and attracts with its popularity.

Therefore, their implementation is often traditional and is part of the overall work plan of the preschool organization.

The task of physical education is to create a cheerful mood, to stimulate the activities of each child, taking into account the capabilities of the child, to enjoy the activities of the media, to experience a sense of joy in teamwork.

Physical education does not require special training. The expert is done under normal circumstances, with a small number of attributes. Maintaining a happy mood, creating positive emotions - the use of emblems, a unique sports motto for the team, children with hearing problems and other devices can be made more attractive.

Activities must be carried out taking into account the age of the children.

Physical activities can be different: games and game exercises, elements of sports games, exercises in basic movements (running, jumping, throwing). Holiday games can be based on games such as "cheerful starts". It can be organized as competitions from mobile games ("rescuers", "bicycle races", etc.). [14]

Interestingly, when children practice with objects for musical and physical recreation (without hoops, balls, ribbons, objects, etc.), they further increase children's mobility and creativity.

Often, in their spare time, professionals use the form of "Movement Exchange", because children are given the opportunity to choose the tasks they practice in the gym: spinning the hoop, throwing the ball in the basket, jumping on the football, etc. k. [14]

Physical Education Holidays are examples of public celebrations of a visual and entertaining nature that help promote physical culture.

Their main tasks are: to demonstrate the achievements of preschool children, to organize children's meaningful and productive.

Holidays are usually held once a season (autumn, winter, spring) and are dedicated to important events in the sporting life of the city and the country.

The whole team of the preschool organization will take part in the holiday with great preparation, based on the script, colorful attributes, special clothes for children and more will be laid. The content of the holiday consists of open games and exercises with relay races, rich in innovations with familiar and unexpected situations, moving games, methods of organization. The Physical Education Holiday program will also include fun quiz questions and puzzles.

In developing the scenario of the holiday, its main idea, motto should be taken into account. The content of the holiday of physical culture depends mainly on the season and the conditions in which it is held.

During the summer holidays, there is a wide range of exercises and games to choose from. In such conditions, the festival can include public performances of children, which require a large, spacious space, running, jumping and throwing targets and distances, balance exercises in different conditions, as well as public performances of children that require cycling tasks. In addition, scooters, elements of sports games (basketball, badminton, football), interesting excursions are the same season in the summer. The festivities should be accompanied by activities in which all spectators can actively participate (the simplest movement games, competitions for better performance of exercises such as exercise minutes, etc.). [14]

5.3. Planning health activities in collaboration with preschool health workers

In modern conditions, the full development and upbringing of a healthy child is carried out only through the integration of education and rehabilitation of preschool organizations, and therefore the close cooperation of specialists and health workers is of particular importance. (Table 12).

Approximate topics of medical and pedagogical meetings

Table 12

Duration	Subject	Materials
September	Determining the initial physical condition of children, the level of individual health. Preparation and separation of children into special medical groups	Test reports, medical records, diagnostic maps
October	The basis - the prevention of diseases of the musculoskeletal system, and flat feet	Special exercise complexes
November	Optimization of physical activity in physical education	Timing protocol, pulsometry
December	Follow the rules of hygiene during exercise	Acts of inspection of places of training (hall, groups, playground)
January	Improving exercise efficiency	Selected test protocols
February	Selection of exercises for the physical development of preschool children	Supervision of physical education classes
March	Analysis of physical activity	Analysis of the "Theoretical Information" section of the physical education program
April	Exercising children	Analysis of children's exercise activities
May	Final rehabilitation works	Test reports, diagnostic maps

The main issues that require the joint work of specialists and medical staff are:

- Physical condition of children attending preschool education;
- The content of exercise in accordance with the physical condition of children;
- Optimizing the daily routine of children in preschool education;
- prevention of the negative impact of intensive education activities;
- Prevention of diseases of the musculoskeletal system, cardiovascular and respiratory systems;
- Formation of initial ideas about a healthy lifestyle in children.

5.4. Monitoring the results of educational activities of preschool children in the field of physical education

The success of the educational process in physical education is mainly due to the timely and systematic control, objectivity in the assessment of quantitative and qualitative indicators of educational materials, full account of the results of work over a period of time.

The content of control is determined by the specifics of the educational activities of children in physical education, as well as the tasks of individual stages of the educational process. Objective and systematic monitoring helps the specialist to more accurately manage the process of physical development of children.

5.5. Types of pedagogical control

In the practice of physical activity with preschool children, as well as in other categories of activities, three interrelated types of control are used together with the participants: initial, current and final.

Preliminary monitoring is designed to determine children's readiness to learn new learning materials. It is conducted in the first lessons before studying a particular topic or section of the program. The data from such monitoring allow the plan to be identified and then it is advisable to assess the knowledge and skills developed by the children in comparison with the results of the current and final examinations.

Current control is designed to determine the effectiveness of education and to quickly manage the learning process.

- specially organized exercises
- Monitoring of one or more children during the training with assessment of any activity, including those not related to the main objectives of the training;
- Oral questioning to study theoretical information, to know the rules of the game, the name of the equipment of physical education, to understand the essence of the action, etc.

It should be borne in mind that the assessment, on the one hand, can contribute to the conscious control of the child's actions, on the other hand, is accompanied by emotional experiences, which have a significant impact, which can be both positive and negative increases significantly.

The assessment of physical education in the organization of preschool education can be conditionally divided into upbringing (regulating children's behavior) and education (determining the quality of actions).

When choosing an assessment, the nature of their behavior (negative or positive) indicates the appropriate action because of the large suggestion of the children.

Frequent recurrence of negative assessments, violation of the requirements of the specialist can lead to the child becoming a bad habit.

If the specialist positively assesses the children's behavior or is confident that they will act as needed in the future, it will be easier to prevent disciplinary violations and improve the quality of actions. This assessment experience is usually designed for preschoolers.

It is important to keep in mind that a low negative grade can cause bad mood in children and does not help to correct mistakes.

Good results are obtained if the expert gives instructions on how to correct the error. Assessment, which includes the negative characteristics of children's behavior, has a very negative effect on the formation of skills. Many children with this assessment repeat the same mistakes in several exercises. Some people may feel very limited for fear of doing something wrong, so they begin to repeat the previous mistake not only in this but also in other exercises.

Exercises that assess the learning process It is most effective if it is announced immediately after the event.

When such assessments are applied to children and individualized, they have a more positive effect.

A positive assessment of the nature of education for all children will be effective at the end of the lesson. Such an assessment is necessary, especially in newly established classes, when introducing new tasks for educational activities. The younger the children, the brighter the effect of a positive assessment.

Final control is necessary to determine the final results of work on the topic, the section of the curriculum throughout the year. Often these control exercises (tests) are performed in the form of control, the results of which allow to assess not only quantitative indicators, but also the qualitative characteristics of the actions performed.

Final control is a key indicator of the quality of the work of both children and professionals.

5.6. Determining the physical fitness of preschool children.

The basis of pedagogical control in the organization of preschool education is the control of children's physical fitness with the help of observations.

Movement activity of young and middle-aged preschool children should be assessed qualitatively: the level of mastery of movements in accordance with the age norm (running, jumping, throwing, climbing).

Quantitative assessment of tests should be performed in preschool children. Physical fitness of preschool children is determined by two main indicators: the development of physical qualities and the formation of motor skills. Determining the level of development of physical qualities should be done not only in a well-organized practice of physical education of preschool children, but also in accordance with programmed tests of children's development. For example, long jump, jump from a standing position, sitting for 30 seconds. Long jump. Jumping from a standing position. The child stands on the starting line, sitting with the toes on the line, arms folded back and shaking hands, moving

forward, the weight falls on the other leg. The distance from the line of contact of the toe to the point of contact with the ground is taken into account. As a result, a good result of three attempts per centimeter is recorded and evaluated. Sit where you are. Sitting exercises are performed in minutes. After the children are given a task, they look at the clock and record the number of children sitting. 30 min. Determining the level of formation of motor skills should describe not only the level of development of the child's movements, but also the state of physical education and health in the preschool organization, in particular, the professionalism of the specialist in organizing children's movement activities. The level of formation of motor skills of preschool children should be assessed using control exercises: throwing to the finish line, jumping with a short rope for 30 s - ball control - 30 s. Throwing a tennis ball into the ring (with a comfortable hand). Diameter 50 cm, height to the middle of the target - throwing the ring at a distance of 3 m to 1.5 m. The best result in five attempts is recorded.

Jump rope. It is recommended that the child jump on both legs as much as possible in 30 seconds with a short rope.

Ball control. The child is invited to hit the ball with a comfortable hand for 30 seconds. The amount of impact hit the ground is determined. If the ball falls and rolls, the child catches the ball and repeats it over time. The child is allowed to move freely with the ball. The total number of strokes for a total of 30 seconds is recorded in the protocol.

To determine the level of physical fitness of older children of preschool age, a complex assessment is used, which is a set of points accumulated separately in each block. This allows you to objectively describe not only the physical fitness of a particular child, but also the whole group of children.

The test results are divided into three zones, which are conventionally called "danger zone", "age zone", "ability zone".

Preschoolers of the same sex age group

The results of the "Age Zone" apply to children who are developing in accordance with the age norm, and it is possible to engage in exercise in any program allowed in preschool education. Children associated with the "ability zone" also develop according

to the age norm, but the specialist can recommend additional training for parents with the child, telling about their physical activity, ability to play.

children belonging to the “danger zone” should undergo additional examination by various specialists to identify psychological, anatomical and physiological and other abnormalities that affect their physical fitness and development. The specialist's knowledge of the child's ability to show results that correspond to the individual developmental characteristics (individual scores and their amount) should be the basis for an individual approach to determining the physical fitness of preschool children.

Control questions and tasks

1. The main documents for the planning of educational work on the physical culture of preschool children.
2. Describe the technology of quarterly planning.
3. Describe the technology of summarizing the lesson.
4. Describe the documents of physical education and public events in the organization of preschool education.
5. How does the specialist monitor the educational activities of preschool children in the field of physical education?
6. What is the peculiarity of the modern approach to the diagnosis of physical fitness of preschool children?

CHAPTER 6. HEALTHY DIRECTIONS OF PHYSICAL EXERCISES FOR PRESCHOOL CHILDREN

Basic terms: locomotor, static-dynamic, skeletal system, flat feet, respiratory system, musculoskeletal system, pulse, nervous system.

Problems with children's health, various infectious diseases, or adverse general health conditions require a change in attitudes towards the organization of physical education and health activities in preschool education institutions. A distinctive feature of the organization and conduct of exercise is the need to take into account the shortcomings in the current state of health of preschool children. An in-depth knowledge of the specialist about the child's body, as well as in collaboration with medical staff, can guarantee the competent organization of exercise.

Children's bodies are in the process of continuous development. At different stages of life, its rate and rate of growth are not the same. In the first seven years of life, the child not only rapidly increases all the internal organs (lungs, heart, liver, kidneys), but also improves their functions. The nervous system is also actively developing. The musculoskeletal system is strengthened: the joints are gradually replaced by bone, muscle mass and strength are significantly increased. The formation of the skeletal and muscular systems creates all the conditions for the successful assimilation process of various movements.

Bone system. The joints provide the position of the body and the movement of its parts in different directions, in addition, perform a protective function. The child's bone tissue contains a large amount of water and only 13% of mineral salts. This gives the bones elasticity and protects them from frequent fractures and bruises. The joints in children are very mobile and the base system is easily stretched.

Excessive physical activity has a negative effect on musculoskeletal development, delays bone growth. On the contrary, a moderate load of age-appropriate exercise stimulates the growth of bones, helps to strengthen them.

Physiological curvature of the spine in children is formed by 6-7 years. The development of the connective tissue is not yet complete, the spine is very flexible. Due to unfavorable environmental conditions, habits such as tilting the head down, misbehaving, leaning forward, sideways, etc., lead to abnormal body development, diseases of the musculoskeletal system. .

Static-dynamic function of the foot has a significant effect on the correct formation. Even a slight change in its shape can lead to changes in stature, curvature of the spine, and as a result, the development of flat feet.

Muscular system. Muscles in children are relatively underdeveloped and make up only 20-22% of body weight

First, preschoolers develop large muscle groups and begin to become more active. In addition, the pelvic floor muscles are slightly weaker developed. Therefore, in children 3-4 years of age, there are cases of malformation of the bones - the head is bent down, the shoulders are bent forward, the shoulder is bent to the left. [29]

By the age of five, a child's muscle mass (especially the lower extremities) increases significantly, and muscle strength and efficiency increase. However, children are not yet ready for muscle tension and long-term physical activity.

Dynamic work promotes active blood flow not only to the muscles, but also to the bones, which ensures their rapid growth.

Cardiovascular system. The development of the organism, the growth of height, the intensive growth of the musculoskeletal system coincides with the preschool age. In children, blood circulation and heart rate are much faster than in adults. At this age, the heart rate in children is 85-105 beats per minute. The pulse varies depending on the physiological state of the body: it decreases during sleep and often increases during insomnia (especially when excited, emotional states). In the pre-school age group (6-7 years) the pulse is more stable, reaching 78-99 zb / min. Girls have a heart rate of 5-7 beats more than boys. [29]

If the pulse rate is increased by 150-180% compared to the initial conditions, the given task is optimal.

If the heart rate is higher than normal, exercise should be reduced.

Prolonged physical and mental stress can adversely affect heart function and lead to cardiac dysfunction. Therefore, great care should be taken in the regulation of physical activity on the child's body.

Respiratory system. The upper respiratory tract in children is relatively narrow and their mucous membrane is rich in lymph and blood vessels, which swell under adverse conditions, resulting in severe respiratory distress.

A characteristic feature of children of this age is the predominance of shallow breathing. The development of the lungs is not yet complete: the nasal passages, trachea and bronchi are relatively narrow, it is difficult to breathe air into the lungs, the child's chest rises and the ribs are not as fully developed as in adults. Therefore, children are not able to breathe deeply and exhale. Therefore, their respiratory rate is much higher than that of adults (in infants - 40-35 breaths per minute, more, at 7 years - 24-22 breaths per minute) In preschool children through the lungs, much more than in adults a lot of blood circulates. This allows the child's body to meet its oxygen needs, which is due to intensive metabolism. From the age of three, the child should be taught to breathe through the nose. With this breathing, the air passes through the narrow nasal passages, which are free of dust and germs, before entering the lungs, as well as heated and humidified.

Internal organs. In children, especially at a young age, they are not yet sufficiently developed. The stomach has relatively weak muscle walls. The developed muscle layer and elastic fibers in the intestinal wall are not fully formed compared to adults, so intestinal function in children is easily impaired.

Skin. It protects the internal organs and tissues from damage by microorganisms and the entry of harmful foreign bodies, participates in thermoregulation and respiration. In children, the skin can be easily damaged due to its thinness and thinness. In this regard, it is necessary to protect children's skin from damage and take a responsible approach to the proper development of its functions.

Nervous system. Basic differentiation of nerve cells lasts until the age of 3 and is almost complete by the preschool age.

It is also necessary to take into account an important feature of the child's central nervous system - the ability to retain traces of the processes that take place in it (memory).

At this age, children's ability to quickly and easily memorize actions becomes clear. However, it needs to be repeated several times to strengthen and improve memory. In children, the rapid excitability, reactivity and high plasticity of the nervous system is much better than in adults, which contributes to the development of faster memory.

The most important features of the mental development of preschool children are the predominance of excitement, instability of attention, unstable behavior, a high level of emotion, cognition and thinking.

6.1. Methods of shaping the movements of the child from birth to seven years

Basic terms: life, reflex, reaction, complex recovery, sense of balance, shoulder girdle, pelvis, flexibility, tone.

The timely formation of movements and the appropriate sequence of their improvement play an important role in the physical and nervous system and psychological development of the child.

Formation of movements in the child in the first year of life. The movements of the newborn are not yet fully formed: only simple reflexes, some actions related to nutrition, are simple reflexes to adapt to his new environment. He can't lift his head, his flexibility is weak, he has muscle tone (usually his hands are in a fist with his hands on his chest and his legs on his abdomen). The separate movements of the arms and legs are erratic and forced.

The development of the child's senses of sight and hearing is very important in this early stage of life.

On the basis of these simple reactions that occur in the process of communication of the child with adults, in the second or third month a special, very important reaction - "complex recovery"

reflexes appear. When a caring adult appears next to the child, his voice and smile appear. The child responds to this with erratic movements of the arms and legs, pronouncing smiles and sounds. By the end of the second or third month, With good care and training in normal movement reflexes, the child will be able to independently raise and hold the head independently while lying on his stomach or standing upright in the hands of adults. This is important for brain development: head movement improves and increases the child's motor activity; The brain is accustomed to performing more diverse skills.

From 3 months and gradually to 6-7 months, hand movements are formed and preparatory movements for crawling, sitting and standing develop; sensory activity begins to improve. An important aspect of the formation of movements at this age is crawling, which allows you to get acquainted with many things.

This is directly due to the location of the abdomen and the child's desire to reach for anything.

At the same time, the preparatory movement for sitting and standing is carried out. "Dancing" with the help of adults and keeping the child upright - first with the help of the armpits, then with the help of the arms. Gradually, he assumes this position and begins to stand upright, the new age of 6-7 months to 10-12 months is characterized by the transition to relative independence, first with the help of adults, and at the end of the first year to independent action. The child better examines the objects around him, tries to sit, lie down, stand, go down, pass the obstacle, overcome the obstacle, help something. By the end of the first year of life (11–12 months), the child will be able to walk independently. [29]

In children in the second year of life, the subsequent formation of movements is based on the already existing basic skills of independent walking.

In a child of this age, almost all the basic movements are performed, only it is impossible to run and jump on it. He practices walking and climbing, overcoming various obstacles (walking sticks, walking short distances, boards, chairs, stairs, etc.), catching and throwing the ball, carrying a wheelchair, with various toys plays. In addition to the actions at the initiative of the child, adults

organize games for him (chasing, searching, playing with the ball, etc.), which form a whole set of actions. Gradually, but the child begins to make certain demands on their actions. etc.) leads to assimilation. Begins to imitate the actions of older people. Repetition of actions often begins with the child's simultaneous performance with an adult. The child then facilitates the repetition of the action independently with the help of adult verbal instructions.

Shaping movements in a child in the third year of life. In the third year of life, under regular supervision, the child begins to perform walking, climbing, running movements. The child feels the need to change movements frequently, is unable to maintain a state of inactivity, needs a change in movements and rest. Regular adult-led exercises and games in physical education classes and beyond help to expand the capabilities of the media, improve the quality of movement. Toys and physical education guides are widely used to shape different movements, which stimulates children's interest and desire to move:

The evolving sense of balance, visual orientation of direction and distance, movement with objects, becomes more complex and diverse.

The child gradually learns to coordinate his actions with the actions of other children, tries to respond to external signals in a timely manner, observes and tries to participate in moving games. The process of assimilation of new ones in action preserves the originality - the imitation.

However, it is easier to explain to the child through imitation: he tries to understand the task offered to the child more and perform it more accurately.

Formation of movements in children in the fourth year of life. It is known that for children of this age there is a slight slowdown in physical development, but at the same time there is a rapid ossification of the skeleton. Despite the significant development of the nervous system, its functional capabilities, even with a small load, fatigue occurs quickly. Conditioned reflexes are produced quickly, but they gradually improve, so the acquired elementary motor skills can be easily performed, or vice versa.

The formation of motor skills is primarily associated with the child's support system and teaching him to hold his head correctly. This requirement is necessary for the formation of the body in the correct position. In a four-year-old child, unstable gait, inconsistency of arms and legs, uncertainty of direction of movement, incomplete development of the ability to balance can be observed in the rhythmicity of movements. However, he can run well with his arms and legs well coordinated.

A completely new movement for a four-year-old is jumping. This movement is formed in the previous position, then it manifests itself only in the form of a spring-like movement without lifting the legs off the floor. tastes. In the process of crawling, some children develop skills with extra steps, vague coordination of arms and legs. Occupy nicknames (throwing the ball to a horizontal target from a distance).

Thus, in the fourth year of life, children in the process of regular training master the correct techniques of basic movements, preparing them to acquire motor skills in later age groups. Formation of movements in children in the fifth year of life.

From the age of five, the period of intensive formation of motor skills begins. There are certain signs for this: the proportions in the body fluctuate significantly, which creates stagnation; sense of balance improves; improves coordination of actions based on the functions of the nervous system and the experience gained; muscle strength increases. During walking, coordination of movements of arms and legs, rhythmic separation of legs from the ground is observed. The jump is made with more confidence, comfort and softness. In the process of running, climbing and throwing, children achieve significantly better results: greater confidence and accuracy of movements, are sufficiently developed to aim, physical ability, purposefulness and coordination of movements, etc. The simplest forms of learning activities: understanding the learning task, striving for its quality, the manifestation of desire and interest, a sense of satisfaction with the results achieved. In this regard, a significant shift is observed as actions. The child understands, for example, that the strength and distance of the throw during the throw depends on

the best vibration and stability of the body, light and fast running, throwing movement, strong, elastic push.

Formation of movements in children in the seventh year of life. The ongoing process of ossification enhances the development of the spine. These changes provide greater stability to the child's body and make it easier to perform movements such as turning the body, standing on one leg, etc. evaluates correctly. [29]

During the transition to school, the child develops sufficiently precise motor skills necessary for life. The above skills are a solid foundation for children to solve more complex movement tasks at school.

6.2. Taking into account the anatomical and physiological features of children in the organization of motor activity

Keywords: breathing, shoulder girdle, vegetative, heartbeat, baby's body, spine, discs, joints, heart contractions, hips, knees.

During exercise, exercise in the body carries out a number of physiological, mental, biomechanical and other processes, which lead to appropriate changes in both the motor and vegetative spheres. The positive effect of exercise is observed, taking into account the laws of physical education. It is characterized by the fact that the heart activity of preschool children does not have a stable rhythm. Sometimes muscle movements lead to irregular heart rhythms and respiratory disorders. When organizing physical education, it is necessary to take into account the small reserves to increase systolic blood flow in children. Therefore, in determining the physical activity for each child, first of all, it is necessary to pay attention to the heart rate (heart rate). Another feature of a child's body's response to physical activity is that hypoxia (oxygen demand) is relatively low. Therefore, it should be borne in mind that when working with children, physical activity should be increased carefully and gradually. The recovery period in preschool children has its own characteristics, which are manifested in the low rate of recovery processes (compared to older children and adults), which require adequate rest. However, this is only due to serious physical force. With low and medium intensity of work, the recovery process

is faster than in adults. The recovery period is not the same in all children. Its duration depends on the characteristics of the child and his level of physical fitness.

One of the important tasks of physical education of preschool children is to prevent this musculoskeletal disorder. It is known that the human spine performs four main functions: support, movement, cushioning and protection. The supportive function of the spinal cord is that it carries the weight of many parts of the body to the pelvis, from the pelvis to the legs and feet, and again to the musculoskeletal system. The supporting elements are the spine, discs and joints. The vertebral system, as a necessary organ with a strong base, affects the tension of the muscles. In particular, children have a more mobile and unstable spine, which requires more muscle tension to hold it.

The function of the spinal cord is determined by the movement of the intervertebral joints. However, their participation in spinal movements is due to the dynamic work of the neck and shoulder girdle muscles. Spinal cushioning occurs when the base interacts with the base when walking, running, jumping and throwing. Strength of movement affects the endurance of intervertebral discs, joints and ligaments. Leadership in movement is distributed to the pelvic, leg, shoulder girdle and neck muscles. These muscles soften the contraction of the shock wave in the form of compression, resulting in increased flexibility of the spine. The protective function of the spine protects the spinal cord from external influences.

The program structure of physical education for children of each age group is characterized by the gradual implementation and complication of certain types of walking, running, jumping. A similar need is determined by the anatomical, physiological and functional features of the foot, the characteristics of preschool children: in the skeletal system of the foot, not yet fully developed, the ligaments are elastic and elongated, but the muscles are strong enough and stiff not. [29]

The formation of rational skills of walking, running and jumping with exercise occurs simultaneously with the natural development of motor functions. At the same time, it is necessary to

move the legs, perform active movements, eliminate the negative contractions of the body and eliminate the weakness of most muscles. With the transition to increased motor activity, excessive vibration during walking and running constantly affects the hip and knee joints, and then the spine. As a result, it leads to flat feet and osteochondrosis. Walking on the toes, ankles, outside the foot, running types are designed to strengthen the ligaments and muscles of the foot and are usually performed without shoes. If the child is engaged in sports, then the development of the disease is sharply reduced, and as a result, there is a peculiar relaxation of the joints.

Using different types of running speed: fast running, medium speed and slow running, you can solve different problems related to physical education, having different effects on the child's body:

- Running has a significant effect on the functioning of the main systems of the body during training, contributes to the strengthening of the pelvic floor, leg muscles, the development of a wide stride; - Running at a moderate speed is the most important tool for developing general endurance in preschool children. There are certain requirements for the technique of its implementation. It is necessary to observe the correct position of the head, to move the legs actively to the maximum, to move forward and to move the foot back from the heel.

slow running is an important tool for developing endurance in children. In addition, it requires the correct posture, lifting the shoulders, head and gently lowering the feet to the ground.

In order to improve health, it is necessary to switch from one type of running to another, that is, alternate from fast running to slow running (transition from heel to toe, from the outer side of the foot to the inner side of the foot to normal walking, etc.). It should be borne in mind that running exercises require good movement dynamics, so they are performed in special sneakers and using sportswear. The program requirement for barefoot training in the gyms of preschool educational institutions is a short run, which is convenient for the distance of the legs and the time of performance is 10 seconds. Exercises such as running with the legs high, running with the knees raised, running with a wide stride should be performed at a speed of 5-7 seconds, which will relax the muscles

that are actively involved in the work. Relaxation exercises are a necessary part of training aimed at correcting and preventing disorders of the musculoskeletal system, the purpose of this type of exercise is to prevent the legs. When performing exercises, it is necessary not only to shorten the individual muscle groups required to perform this movement, but also to prevent overexertion of muscle groups that are not involved in this movement. This exercise is used to relieve excess muscle tension, which helps to develop movement in the joints and increase the amplitude of movement. Preschool children are well versed in the complex of relaxation exercises and light physical education minutes, so it is recommended to include them in the systematic physical education classes. The formation of the musculoskeletal system in preschool children goes through stages of improper performance. This is primarily due to the condition of the foot structure and provides special requirements for the performance of various jumps. The need for technical training in various types of surface jumping is emphasized. At the initial stage, children should be taught to bend their legs wisely and to land on soft ground. Both movement and landing require active leg flexion and flexion of the knee joint system. The amplitude of these movements is determined by the position of the joints and additional muscles.

Taking into account the age characteristics of preschool children, it is necessary to solve the problem of strengthening the leg muscles at the same time as studying the structure of movement. Due to the peculiarities of the development of the child's body, the use of certain exercises should be limited. The use of many exercises requires strict adherence to the initial rules, amplitude and timing. Preschoolers engage in exercises that require serious tension (pushing and carrying heavy objects, hanging, climbing with one hand), because they provide great physical strength, lead to stretching of elastic joints and breathing. makes it difficult to get. Strong muscle tension and contraction, squats, contractions, stretching exercises are not possible. Preschoolers are not recommended movements that make it difficult to breathe, they can compress the chest (hanging on a vertical rope, pulling the rope, etc.). Jumping from high altitudes or hard supports has a negative

effect on the development of the musculoskeletal system. All this can lead to tension in the joints and legs, shoulder girdle muscles (their elongation) and abnormal development of the child's legs and shoulders. [18]

Asymmetrical exercises with one arm or leg are also unacceptable: throwing the ball to the length and target with the right hand, jumping with a rope on only one leg, as they can cause scoliosis in the shoulder in preschool children. At the age of 4-5 years, the strength of individual muscles begins to gradually increase, but strength and static exercise lead to rapid fatigue in children. Children are more adapted to short-term dynamic exercises. However, older children need to be taught to maintain certain static positions in order to gradually develop and maintain the correct position. The vestibular apparatus of preschool children is developing, so children often lose balance. In this regard, it is necessary to include games and exercises aimed at teaching on the basis of balance in the classroom.

To develop the chest and improve respiratory function, it is recommended to exercise calm movements that improve breathing muscles, as well as to coordinate muscle activity with proper breathing. It is recommended to include dynamic and static breathing exercises, voice-speech breathing exercises in each physical education class. Requirements for accurate performance of movements quickly tire children, so it is necessary to frequently use movement games and exercises that do not require attention for a long time.

Abdominal muscles, respiratory muscles, back muscles, flexor muscles, shoulder girdle muscles and thin muscles of the arms are not fully developed in preschool children. In this regard, it is necessary to include developmental exercises in the training to develop the above-mentioned muscle groups. Preference should be given to general physiological exercises that involve a large number of muscle groups and have a strong effect on the respiratory and cardiovascular systems. To warm up the muscles of the hands requires exercises, objects.

6.3. Medical and pedagogical control of the health of preschool children during exercise

Key words: health, medical, pedagogical, control, functional, opportunity, medical observation, disease, medical examination, hygienic, loading, analysis, physiological curve, intensive, fatigue.

It is known that systematic exercise has a positive effect on the growth and development of the child's body, increases the functional capacity of its leading systems, which contributes to the health of children.

Optimization of the exercise process of educators of preschool education is carried out through a number of measures that provide medical and pedagogical control over children's health. These activities can be divided into several stages.

Phase 1 A system of preschool educational institutions aimed at a comprehensive assessment of children's health, physical development and functional capabilities. Pre-school education institutions educate healthy children who do not have contraindications to exercise, and children who are often ill or have chronic diseases that require constant medical supervision. In the absence of exacerbation of the disease, they exercise according to the general program.

At this stage, the task of the specialist is to get acquainted with the results of medical examinations and identify a group of children in need of constant supervision, individual selection of exercises and weight regulation. Taking into account these processes, a set of exercises is selected from the program implemented in the preschool organization. [29]

Step 2 - Determining the level of physical fitness based on the results of control tests. The analysis of the test results allows the specialist to determine the learning material that should be included in the physical education classes and divides the children into small groups to implement a differentiated approach depending on the level of physical fitness.

Stage 3 - planning of physical training. Before working with children, the specialist sets specific tasks for planning, based on information about the children's health, physical development and

physical fitness. An exercise program suitable for preschoolers is then selected.

Stage 4 - preparation of groups, ensuring hygienic conditions of training. Before the lesson, the room is cleaned with humidifiers and the doors and windows are opened to refresh the room. In advance, according to the plan, the necessary equipment will be installed for quick placement and removal during the training.

Stage 5 - direct training. Any exercise can cause fatigue. Depending on the level of stress, you can assess the task and reduce the load if necessary. It should be set up.

Stage 6 - Medical and pedagogical analysis of the group. Qualitative and quantitative control over the effectiveness of physical education is, as a rule, carried out by medical staff and analyzed in conjunction with specialists. To do this, use the timing table, which determines the overall (pedagogical) and motor intensity of training. Physical activity is determined by the dynamics of the pulse. The change in the physiological curve clearly shows the change in the pulse. Determining the average heart rate is used to determine the effect of physical activity on the child's body.

6.3.1. Regulation of physical activity

Keywords: age, gender, opportunity, season, climate, conditions, balance, tension, tempo, play, skin, attention, fatigue, complaint, discipline.

Physical education has a beneficial effect in all respects only if it is carried out taking into account the age capabilities of children.

Proper exercise is one of the most difficult tasks in physical education.

Active movement mode. The physical activity of a preschool child is a set of different activities performed during the day. Its quantitative characteristics depend on age, sex, nervous system structure, season of the year, climatic conditions. Motor activity is regulated by the volume and intensity of movements. The amount of load represents the duration of exercise and the total amount of physical activity performed for a certain period of time (one workout, week, month, year, etc.).

In assessing the performance of the medium in preschool education, the amount of effort is often determined by the number of steps per day or at certain intervals. `should be; 4 years-10 10.5 thousand; 5 years 11-12 thousand; 6 years 13-13.5 thousand steps. In daily practice, the total duration of motor activity during the waking period is determined to assess the order of movement, which should be at least 50% of the waking time. [29]

Changes in heart rate during various exercises in children aged 5-7 years

Table 13

Types of exercise	Heartbeat, pulse / min	Recovery time, min
General developmental exercises	100-140	1-2
Running at the same tempo	120-150	1-2
Going down the stairs	130-160	3
Running standing still	130-170	3
Running at medium speed	150-180	3-4
Slow running	150-170	2-3
Long jump	130-165	1-2
Jump rope	140-170	3-4
Jump	130-160	2-3
Maintaining balance	120-150	1
Cycling	130-160	3
Ball games	145-195	3

The intensity of the load is the strength of the current impact of physical labor on the child's body, its level of tension and concentration over time.

Intensive indicators are the speed of movement (running, swimming, skiing, etc.); temp (in games); height and length (in jumping or throwing). The intensity of movement activity is assessed by heart rate. The heartbeat describes the effect of various exercises on the physiological contraction (Table. 13).

External signs of fatigue. Any activity, including physical training, leads to fatigue, which is manifested by a temporary decrease in ability to work.

The specialist can assess the level of readiness of children for exercise depending on the severity of their external signs of fatigue [29] (Table 14).

Download control. Exercises that increase the heart rate by 120-130 times per minute are low intensity, 131 to 140 beats - average, 141 to 160 beats - submaximal, and above 160 beats - maximum intensity.

External signs of fatigue

Table 14

Observed signs and condition of the child	Heart rate, pulse / min	
	Recovery time, min	
	Less important	It is important
The color of the skin	A little redness	obvious redness
Facial expression	Calmed down	In a restless state
Sweat	It doesn't matter	It is obvious
Breathing	A little faster	Sharp, fast, superficial
Actions	Cheerful, the tasks are done clearly	Insecure, uncertain, additional actions occur
Feeling	Well, no complaints	Complaints about fatigue, Interruptions in movements, decreased interest in the environment
Attention	Accuracy of instructions, the task is performed without errors	There are errors in the execution of commands, errors in changing the direction of movement
Yu.q.s	110-150	160-180

Active movement consists of moderate, submaximal, and maximum intensity exercises.

Simplified classification is often used in the practice of assessing the intensity of motor activity:

110-130 strokes - recovery;

130-150 strokes - developing;

150-170 strokes - exercise.

During the training, the loading can be continuous or intermittent (with rest).

The duration of rest periods between repetitions of exercises significantly affects the development of physical qualities of individual movements, because during this period there are recovery processes, which are characterized by certain patterns. Thus, the recovery time after exercise to develop endurance and strength corresponds to the time after exercise, which develops the quality of agility. Depending on the physical condition and the nature of the exercise in different children, the optimal rest time varies significantly (from 3 to 10 minutes) and varies. For preschoolers, the rest period may be shorter, as a full recovery is achieved within 3-5 minutes with a given task

By nature, rest can be slow (lack of active physical activity), active (any activity that leads to fatigue, the transition to rest, for example, the transition from running to walking in a relaxed state). Long-term muscle activity active rest and recovery in preschool children is more effective than in adults.

6.3.2. Determining the qualitative and quantitative characteristics of physical education

Basic terms: general (pedagogical) density, motor density, timing, heart contraction, physiological curve, pedagogical analysis, stopwatch, pen.

The effectiveness of physical education is determined by its analysis through the analysis of quantitative and qualitative indicators. Quantitative characteristics of training can be learned using timing and physiological curves of heart contraction. Pedagogical analysis of the lesson is used to determine the quality features.

Timing. During the training, special protocols are prepared in advance to adjust the time. It is common to divide the intensity of training into two types:

1) total (pedagogical) density, ie the ratio of training to the total duration of time spent on educational activities;

2) motor density, ie the ratio of the time spent on exercise to the total duration.

Timing is done by observing children's activities during the lesson. [29]

In case of reduced activity of the observed child (for example, delaying the time until the next task to complete the exercise), the timing can be carried out in other children. Therefore, it is recommended to plan in advance to monitor two or three children.

Very simple equipment is required for the study: protocol (its shape and approximate composition are given below), stopwatch, pen.

The following types of children's activities are determined by time.

1. Exercise.

The time spent on all motor activities performed by children is determined.

Such tasks and actions include not only sports equipment, games, running, jumping, throwing, climbing, dance exercises, but also exercises related to the elements of gymnastics, elements of rowing.

2. Demonstration of exercises, demonstration and observation of visual aids. This includes observing children's explanations, instructions, assessments and expert demonstrations, demonstrating visual aids, and observing exercises performed by the children in the group.

3. Rest, waiting in line for the next task.

It records the time of rest included in the training to regulate physical activity and the time of waiting for the next task of the specialist.

4. Efforts to organize the training. This section covers the preparation of children's classrooms, installation and cleaning of equipment, distribution and assembly of physical education

equipment, etc. studies are recorded. This process includes re-arranging the children for the next task, moving from one place to another, preparing for the game (dividing into teams) and other actions.

5. Time wasted. Wasted time means all wasted time in the classroom due to the fault of the educator or children (delays in group activities, failure of equipment, search for equipment, children's discipline, etc.). The method of calculating the timing time is as follows. The time of the activity is determined by the stopwatch (in this case, the end time of one type of activity serves as the starting point of the next time). The beginning of the training is accepted by the children entering the gym regularly or lining up on the sports field. The stopwatch ends when the children line up at the end of the session and leave the gym or field. Records of children's activities, the establishment of temporary performance indicators and the subsequent processing of the information obtained are made in specially prepared protocols. The form of these protocols may change (Table. 15). Direct timing (in the hall, on the square) only columns 1, 2 and 3 of the protocol are filled. If necessary, entries can also be made in column 9. The remaining columns - 4, 5, 6, 7 and 8 - will be filled after the lesson. In column 1, the parts of the lesson are identified by drawing clear boundaries for their start and end times. Column 2 describes the content of the lesson, that is, the actions that children should perform, and be as detailed as possible. In column 3, the stopwatch, that is, the end time of the previous exercise or movement, serves as a starting point for the next exercise to calculate the records. An example of a time statement design is given in Table 15. The processing of the time protocol is as follows. First, the time of the individual components of the child's activity is determined by each indicator of the stopwatch. The calculation is based on the stopwatch readings recorded at the end of the previous activity and the end of the children's next activity. This is done by determining the difference between the stopwatch readings. The difference is entered in the appropriate column. Then the individual parts and the training time as a whole are concentrated vertically.

The next point in the processing of time indicators is to calculate the intensity of the training in general and its individual parts in absolute time and percentage.

The total time spent on a full session (or a separate part of it) is 100%. These are percentage values relative to 100%.

Summing up all the numbers in column 4, we get the absolute time the children spent doing the exercises. In this case, it is 17 min 20 s.

By determining a ratio, you can set its percentage for the entire training period (as 100%), ie, the engine density (MZ) determines the active performance of the training. [32]

Minutes are converted to seconds for ease of calculation.

Thus, 30 minutes ($30 * 60$) is 1,800 s, which is 17 minutes 20 s - $[(17 * 60) + 20] - 1,040$ s. $1800 \text{ s} - 100\%$

$1040 \text{ s} - \text{MZ}$

Similarly, you can calculate the motor density of each part of the exercise. Indicators 4, 5, 6 and 7 are summarized to determine the overall (pedagogical) intensity of training. The duration of the training is 100%.

In this case, the time spent on training is pedagogically recommended, $17 \text{ min } 20 \text{ s} + 3 \text{ min } 35 \text{ s} + 1 \text{ min } 50 \text{ s} + 6 \text{ min } 15 \text{ s} = 29 \text{ min}$.

In the example above, there is no need to convert minutes to seconds to calculate the total density. During the training, the timing work will be completed with a summary.

It should be noted that the optimal overall intensity of the training was 100%, there were no breaks in the training and all the activities of the specialist and the children were organized effectively. However, in the real situation, this situation does not always end well. As a rule, a small amount of time is lost (in our example, the group is 1 minute late for the start of training). Therefore, the overall intensity of training, which is 96.6%, is a good result. At the same time, it is possible to note in the conclusion whose fault the time wasted.

Engine density analysis should only be compared with training tasks. The study of a new complex task (detailed explanation, correction of errors) and the organization of the class at 40% motor

density is considered to be pedagogically effective. In addition, it should be borne in mind that time indicates not only its intensity, but also the amount of motor activity. However, high-intensity effective time can be achieved when children start walking and the whole exercise (motor density = 100%), but no one thinks that such activity is always recommended and deserves a positive assessment. However, children in training can walk slowly for a long time and run several times at maximum speed. Therefore, it is recommended to combine the timing table with the drawing of the physiological activity curve.

Physiological (heart rate) curve. The load is determined by the dynamics of the pulse. Well-organized training, after the introductory part of the heart rate at least 20-25%, after general developmental exercises - at least 50%, after learning the basic movements - at least 25%, after movement games then - 70 - 90 and can even increase up to 100%. At the end of the training, the pulse returns to its previous level or increases by 15-20%. [32]

The physiological curve clearly shows the displacement of the pulse during training.

In order to obtain pulse data, it is necessary to observe the children and explain to them the process, because as soon as the researcher signs, it is necessary to start research with children. It should be borne in mind that the emotions of children can cause a significant increase in heart rate. Therefore, adults should be familiar with children. In addition, the process of such research should be familiar to the child in advance, so that participation in the activities is a normal process for children and does not lead to a sharp excitement.

The pulse is measured at rest before the start of training.

Subsequent measurements are made in two ways:

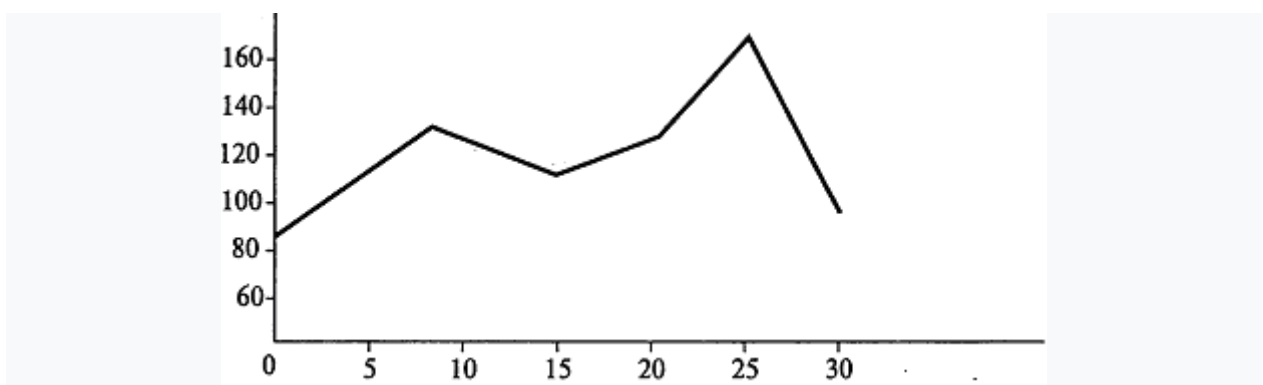
1) heart rate is measured every 5 minutes;

heart rate is measured by changes in motor activity (after running, at rest, after throwing, etc.). It is common to count pulses in 10 seconds and multiply the resulting number by 6. However, it should not be forgotten to take into account that the child's heartbeat is heard poorly.

Therefore, the adults conducting the study should be familiar with the method of determining the pulse, because if the calculation is incorrect every 10 seconds, the error in the study of minutes will increase by 6 times.

After the training, a table is created based on the information received and its record is analyzed in accordance with the recorded data. Time and minutes are plotted on the horizontal axis and the heartbeat is plotted on the vertical axis. The specificity of the physiological curve is determined by the type of activity. The physiological curve for learning is usually two-sided (Figure 3).

During exercise in basic movements, it decreases slightly, however, due to explanations, demonstrations, and movement observation, the movement component and, accordingly, the heart rate are significantly reduced.



Picture 49

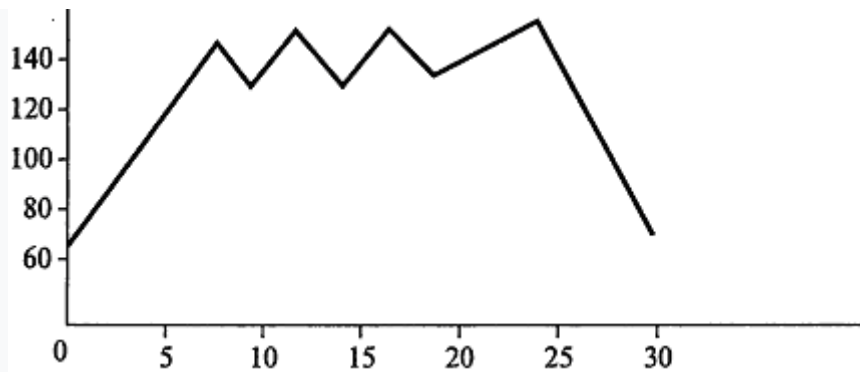
Time, minutes

Picture 49 Approximate physiological curve of training in preschool children

The curve of the initial indicator can not change significantly from the bottom to the top, because in this case the cardiovascular system is not ready for a large load, which provides unexpectedly intense movement games that require sudden intense activity from rest and excessive pulse excitation. In this case, one of the important physiological principles, the gradual increase in load, is violated. Physiological curves in outdoor training have different characteristics (Figure 1). It reflects a gradually increasing load, which is alternated with a series of slight increases and decreases in the performance of work of varying intensity. Later, at the end of the exercise, the load curve decreases.

Determining the impact of physical education.

Determining the average heart rate is used to determine the effect of physical activity. This figure is calculated by summing the heart rate at the end of the introductory part, general developmental exercises, learning the basic movements, movement games, in the final part and dividing this amount by the number of measurements.



Picture 50

Time, minutes

Approximate physiological curve of training in preschool children

Picture 50 In the group of children aged 3-4 years, the developmental effect is provided by movements with an average heart rate of at least 130-140 beats per minute, and in large groups (5-7 years) at least 140-150 beats. This level of agility of the pulse can be achieved by a wider introduction of running, jumping, throwing, ball games, etc.

Pedagogical analysis of physical education. Pedagogical analysis is carried out on the basis of pedagogical observation and determines the qualitative characteristics of physical education classes.

The scheme of pedagogical analysis of physical training.

Supervision by the specialist of the description and description of the main tasks of the training (their age, gender, training, training program, quarterly plan, training conditions; the level of specificity of the tasks).

1. Choosing exercises to solve tasks:

a) in the main part of the training (compliance of basic physical exercises with the established tasks, methodological sequence of

training; number, nature and methodological sequence of leading exercises; norms of physical exercises);

b) in the preparatory part of the training (diversity and effectiveness of physical exercises, preparation for solving the main tasks of the training, their methodological sequence);

c) in the final part of the training (variety and effectiveness of physical exercises at the end of the training, their methodological sequence);

d) compliance of the actual training material with the planned and clearly defined conditions of the training.

3. Applied teaching methods and their level of effectiveness:

a) methods of auditory perception (explanations, commands, counting, evaluation, etc.), the level of speech training of the specialist, knowledge of terminology, sound charm;

b) methods of visual perception (demonstration of learned motor movements, demonstration of posters, models, etc.), the quality of expert demonstration, the use of children for the display, the combination of the display with words;

c) methods of perception of movement (method of studying parts, method of studying the whole, games, competitions and other methods);

d) diversity of methods used in the lesson, their relevance to the tasks, the characteristics of the learning material, the conditions of the lesson and the individual characteristics of the children.

4. Organization of classes:

a) the diversity of organizational methods used in the lessons, their relevance to the educational goals, the characteristics of the educational material, the conditions of teaching and the individual characteristics of children;

b) use of group assistants among children;

c) protection, assistance.

5. Training of the specialist:

a) development of a syllabus (its completeness, literacy, design quality);

b) preparation of training facilities, equipment and manuals;

c) appearance of a specialist.

6. How do children behave during the lesson:

- a) children's attitude to individual exercises and general activities (interest, activity, perseverance);
 - b) mutual assistance between children;
 - v) discipline;
 - d) appearance of participants.
7. Effectiveness of training (level of problem solving).
 8. Other comments.

The given scheme can be changed (abbreviated, additions can be made). [32]

6.3.3. Features of exercise after childhood diseases

After the illness, the children's health status is determined by a doctor, who is also given individual instructions on the physical activity of children. Specialists should follow these recommendations when organizing the learning process in physical education. [14]

It should be noted that children with acute respiratory infections, influenza, chronic tonsillitis, pneumonia and other diseases are temporarily relieved of physical activity and exercise.

Complete cessation of physical activity can only be temporary. After an acute illness, children should exercise from the first days of their return to preschool. A well-balanced set of exercises contributes to the active development of children. The functional capacity of the child, which has decreased due to the effects of the disease, is restored. Of course, a special approach to physical education is needed for children with the disease. Be careful when assigning the following tasks: Exclude exercises that require a lot of physical activity. Exercise with running, moving games, jumping, climbing, sudden changes in body position (throwing and standing) is temporarily limited, as a result of instability of the autonomic nervous system, blood circulation to the brain is disrupted and dizziness may occur. In a child with the disease, heat management functions are impaired. To prevent freezing, children can dress a little warmer than healthy children. However, by protecting children from excessive physical activity, you can not leave them inactive for a long time, because small movements do not exhaust the body and,

conversely, contribute to improving the body's ability to work. needs a relatively different approach.

The characteristics of exercise with children after illness are given in Table 16.

Features of exercise after illness

Table 16

Illness	Training start time	Training features
Angina (catarrhal, follicular, lacunar)	After 7 p.m.	Due to the risk of sudden cooling of the body, care should be taken during winter sports (skiing, skating) and swimming.
Angina phlegmozniy	After 14–15 days	Be careful with exercises that require stress on the cardiovascular system
Appendicitis (after surgery)	After 10–15 days	It is necessary to limit high jumps and heavy exercises on gymnastic slings.
Acute bronchitis, infectious	After 68 days	Cold sores should be avoided during exercise. In cold climates, it is advisable to exercise in the gym or in the group room.

Control questions and assignments

1. What are the developmental features of the musculoskeletal system in preschool children?

2. What are the developmental features of the cardiovascular system in preschool children?

3. What are the developmental features of the central nervous system in preschool children?

4. Describe the formation of the actions of the child's life at the age of 1-3 years.

5. Describe the process of formation of children's movements in 4-5 years of life.

6. Describe the process of formation of children's movements at the age of 6-7 years.
7. How does exercise affect the development of various organs and systems in preschool children?
8. What actions are limited or contraindicated in the conduct of classes with preschool children?
9. What is the relationship between specialists and health professionals in monitoring the health of children during exercise?
10. Describe the technology for determining the quantitative properties of exercise.
11. Describe the technology for determining the qualitative characteristics of exercise.

CHAPTER 7. TAKING INTO ACCOUNT THE DEVELOPMENTAL CHARACTERISTICS OF THE CHILD IN THE FIELD OF PHYSICAL EDUCATION AND HEALTH

Basic terms: modern concept, individual, individual order, approach, specialized, corrective, motivational, intellectual, emotional, voluntary, joy, pleasure, intellectual sphere, sanguine, temperament.

The modern concept of raising children in the organization of preschool education includes the implementation of a child-centered approach to any type of activity. In order to effectively carry out physical education and health activities organized by the preschool organization, the specialist must take into account the specifics of the child's development. The increase in the number of children with health problems in preschool age, and as a result, the emergence of many special preschool educational institutions, and the task of the physical education specialist to master the methodology of organizing exercise with children in health care. This primarily addresses the specific problems of health and corrective physical education and differs from the tasks designed for healthy children. Therapeutic physical training is of special importance in sanatoriums and specialized preschool organizations.

7.1. Implement an individual approach to physical education classes with preschool children.

Each child has its own individual developmental characteristics. Not only do children develop at different rates, but they also go through individual stages of development. But at the same time, of course, there are general laws that are necessary to understand the individual development of the child.

It is important to provide different children with appropriate opportunities for development, as a mismatch between a child's abilities and the demands placed on him or her in the process of activity can have a negative impact on his or her health. When developing a program for the development and rehabilitation of the child, it is necessary to take into account his individual

characteristics. Determining the characteristics of the child can be based on a number of indicators.

7.1.1. Taking into account the psychological characteristics of children.

A child's behavior can depend on many factors: motivation, knowledge, skills, abilities, mood, and so on.

However, at the same time, there are stable, relatively independent, dynamic features of the nervous system, arising from the innate features of the nervous system, which are manifested in various activities from an early age.

Individual directions of preschool children. When considering the individual characteristics of the child, it is common to distinguish different areas: motivational, intellectual, emotional, voluntary.

Motivational sphere. Motive is the conscious action of a person to achieve a goal. Motive is a complex mental formation that begins to take shape under the influence of human needs.

Needs are often divided into four groups:

- biological (need for food, mobility, safety, etc.);
- spiritual (the need to know oneself and the environment in creativity);
- social (need for communication, recognition by other people, etc.);
- material (need for clothes, toys, etc.).

The emergence of need leads to a whole chain of events, as a result, they encourage the person to look for a way out of this situation.

The need can be met by achieving different goals.

For example, a child who wants to be confident and show his strength can achieve this in different ways: either by doing the exercise correctly and faster than anyone else, or by hurting a weak boy or girl. On the other hand, the same goal may be focused on different motives. For example, a girl may want to learn to jump faster than a rope because she is interested in it, or all her friends already know how to jump very well, and she does not want to be worse than others.

The motives of preschool children for physical education are also different: communication, enjoyment of activities, self-confidence, performance of tasks.

Intellectual sphere. Intelligence is the intellect, a characteristic of the child, the readiness to acquire, store, develop and use knowledge and skills, as well as a tendency to conscious behavior. Cognition is associated with many mental processes (intuition and perception, memory, thinking, imagination) called cognitive.

Preschool education is closely linked with the development of mental processes and the formation of emotions. During this period, significant changes occur in the process of cognition. It should be noted that from the age of 3-5 years in the system of cognition are formed specific features of maturity. There is a close relationship between perception of new things, perception through movement sensations, and imitation reflexes appear when learning movement skills.

The development of mechanisms for the organization of other components of cognitive activity and, above all, attention is closely linked with the formation of cognitive mechanisms. Preschoolers' attention is not stable, emotional emotions predominate in their responses, and children get tired quickly. Attention, self-confidence is not fully developed. The principle of self-confidence is an important factor in the development of the child's mental life and has a stimulating effect. Given these characteristics, preschoolers need to have a strong emotional diversity to develop an interest in activities and to develop attention and cognitive processes together. In children, the greatest stability of attention is observed during games. Many of the exercises included in the program can be successfully improved with the help of games. During movement games, children can move together, help their peers, and be attentive to activities.

3-4 year old memory is optional. Children do not set any goals to memorize any words or things. When images or events are emotionally colorful, they are remembered most vividly and vividly as a result of imagination. Gradually, from the age of 4-5 years, under the influence of adults, rather than directly as they know,

simple forms of random memory begin to form in the process of play.

In children aged 3-6 years, visual cues play a key role in the development of complex motor movements and initial learning, on the basis of which visual-motor perceptions are formed. This reveals the special importance of demonstration methods, not storytelling, in working with preschoolers. When learning new movements, the appearance of the task should be strengthened in all respects, and the demonstration should be accompanied by verbal instructions, gradually strengthening the role of the child in the development of speech function, as the regulation of motor speech appears after 4-5 years will be

In accordance with the specifics of the mental and cognitive activity of the preschool child during exercise, it is necessary to create more conditions for the development of visual and imaginative thinking and imagination. The development of curiosity and cognitive activity should be stimulated by solving a number of cognitive tasks (e.g., lining up next to a red fish; getting a small ball with a squat; actions).

The emotional realm. One of the important psychological characteristics of a child is his emotional sphere. It includes feelings and emotions. Emotions are the child's attitude to something in the situation (to the process, to himself, to other people). Emotions are positive (joy, pleasure, etc.) and negative (anger, sadness, fear, etc.). Emotion is an expression of a person's attitude to certain things. In many preschool children today, emotional disorders - anxiety, self-doubt, instability, self-deprecation, guilt, constant adherence to their emotional experiences, so in the process of physical education should take into account only the state of the child's nervous system not to take, but to fix it on purpose.

Emotional problems in children can occur in a variety of situations, such as failure to perform any type of activity, in cases of strict regulation of activity. The child reacts negatively to those around him and feels unpleasant feelings.

The fact that a child becomes more aggressive during a certain situation during training does not mean that he is angry and cruel by nature. As a rule, such behavior is triggered by the attitude of peers

or adults to him. Sometimes children are afraid to perform a given task, and anger and nervousness are a reaction to his actions in a particular life situation. The specialist observes certain play conditions and observes how the child is feeling and how his emotional state affects the development of his personality. The role in games can be changed depending on the characteristics of the child. Thus, it is possible to address an aggressive child: "You are a big, strong goose, you can fly fast and are not afraid of wolves, you can protect small geese from danger!" And in front of his eyes, a child who is trying to put pressure on each child and is proud of it, begins to play the role of a "goose". He no longer treats weak children negatively, but becomes a protector.

Willpower. The specialist must take into account that there are several groups of volitional qualities: one of them is determination, another - self-control, and the third - responsibility and initiative. Achieving the goal is characterized by perseverance, patience and perseverance. Willpower qualities that characterize self-control include courage, composure, and gentleness.

It should be borne in mind that not only the moral (social) component, but also the genetic trait is manifested in the volitional qualities: volitional qualities are closely related to the specific features of their manifestation in the nervous system. Therefore, the fear and inability to control oneself from birth can be innate, as well as the inability to cope with long-term fatigue can lead to quick decisions. Such children may develop strong-willed qualities during exercise, but an individual approach should be implemented in the process, avoiding standard approaches. In addition, any manifestation of the will is not pedagogically positive. For example, endurance can include negative stubbornness.

Taking into account the characteristics of the nervous system of preschool children.

During the exercise, the specialist should take into account the characteristics of the nervous system of the participants.

Children in the group of strong agitation in the nervous system are characterized by a high level of physical performance, they successfully and well perform exercises at high speeds, but can not perform tasks that require endurance.

These children perform all the exercises faster than required, but do not clearly demonstrate the form of movement. In order to teach such nervous children tasks, it is necessary to conduct exercises at a different pace and to strictly follow the given rhythm and forms of movement. In action games, it is useful to give them roles that require frequent activity.

Children with a weak nervous system are characterized by a decrease in motor activity, especially fast loads and endurance exercises, which are especially difficult for such children. They learn new movements slowly and with difficulty, so they need to repeat a lot of difficult exercises, and to strengthen their motor skills, they need additional, individual work in different games. Such children should be encouraged to work independently and play movement games; In organized action games, it is advisable to assign them roles that require active action. In order to strengthen the confidence in the strengths of this category of children, it is necessary to use the methods of approval, praise.

Manifestations of temperament in preschool children.

Features of children's physical and mental development have the usual options, so the diversity of individual characteristics of children can be systematized to distinguish and describe the different groups in each group, which are general, typical and specific.

The basics of age-related traits reveal movement traits from the first years of life that indicate that the child belongs to a particular type of temperament (after the development of children's oral speech).

If a child has a fast, loud voice, correct intonation, self-confidence, clear speech, expresses actions with vivid facial expressions, he has a sanguine temperament. Speech is slower than others, calm, monotonous, sometimes uninterrupted, without sharply expressed emotions, especially when gestures and facial expressions - phlegmatic temperament. Speech is hasty, tense, choking temperament. Speech is interrupted, silent, sometimes whispered - melancholic temperament.

During exercise, the specialist should use precautionary tactics, anticipate the possible reactions of the child's behavior and take appropriate precautionary measures.

For example, if a specialist knows about a child's acceleration, emotional arousal, increased physical activity, then such behaviors can lead to some unpleasant situation in the classroom, and what kind of activity this activity is. It is necessary to plan in advance the effective direction of the complaint. Or, allow the other child to slow down, giving him or her extra time to complete his or her activities.

Individual characteristics such as sensitivity, emotionality, self-confidence and depression depend on temperament. To some extent, temperament involves the development of human abilities, in particular, actions that have important characteristics such as their speed, intensity, reactions, agility. First of all, these are skills that involve complex and precise movements with difficult directions and unstable speeds. It also includes the qualities associated with the need to increase the effectiveness of the development of children's abilities, endurance, long-term concentration.

It should be borne in mind that in order to implement a differential approach to the physical education of children, it is necessary to divide children into specific groups, taking into account their individual characteristics.

Ways to optimize the content of training, taking into account the psychological characteristics of children in extracurricular activities

Table 17

Years	№	Ways to optimize
3-4 years	1	Due to insufficient development of memory and attention, the process should be structured in the form of a game with a maximum of 2 rules.
	2	The number of children in such a group should not be large (3-5 people), so that the specialist can take care of each child.
	3	Children can focus on one thing for a maximum of 15 minutes, so the lesson should be organized on the basis of the game and the sequence of short, specific tasks of the specialist.
	4	The speech of the expert should be as concise as possible.
4-5	1	The child's memory and attention will increase, but the game will

years		remain a key element of the lesson: the rules of the game can be increased to 3. 2 The actions of various animals and cartoon characters can be used as imitation images. 3 The number of children in the group can be up to 15-20, and it is very important to have a specialist assistant. 4 Children can hold their attention for 20 minutes, the specialist should be able to attract the attention of all children; New elements (the simplest) can be added to each lesson, each material will be repeated.
5-6 years	1 Exercises can focus on the preparation of sports elements, but relaxing and distracting exercises are recommended every 20-25 minutes. It is important to develop children's emotions, because at this age the perception of emotions and their manifestation in the mind improves. 2 It is necessary to be able to determine the type of children's temperament, taking into account the specific direction of the sport, if his physical performance is good, his emotions are weak. In this case, the special tasks of the specialist, the exercises recommended by the sports psychologist are used. 3 The number of children can be increased to 20-22, it is very important to have a specialist assistant in such a group. 4 In an interesting activity, the child can focus for up to 25 minutes, but the training itself can last 35-40 minutes. 5 It is possible to give instructions to children, to develop their skills, as well as to use exercises performed in pairs, as communication skills are sufficiently developed. 6	
7 years	1 The child is ready for any training 2 The duration of the training can be increased to 45-60 minutes. 3 Children are ready to learn the given elements independently. 4 An individual approach, especially children's interactions, is important 5 It is impossible to say anything personal to a child, especially in front of a group, because during this period the child develops a critical attitude and a stable self-esteem. 6 The specialist should avoid expressing negative opinions that hurt the child's language, as this can destroy the child's motivation for training for a lifetime. 7 At home, it is necessary to assign tasks related to the processing of actions, because children are mentally ready for the final and gradual self-control. 8 Participants are ready to learn how to mentally control their emotional state	

7.1.2. Taking into account the sexual characteristics of children

Today, on the one hand, the least attention is paid, and on the other hand, the issue of taking into account the gender of the child in physical education is considered the most pressing issue. Gender consideration is one of the key characteristics in children. The modern requirements of an individual approach to personality formation cannot be met without taking into account the gender of the child. [14]

In the context of a careless approach to education, regardless of the gender of boys and girls, the laws of sexual identity are implemented spontaneously, without regard to the relevant pedagogical processes, unless there is a distinction between the social roles of women and men. , as a result of which the appearance of the behavior leads to a serious negative relationship.

Therefore, in some cases, children of different genders have less distinctive features of traditional personality traits: masculinity in boys and femininity in girls.

It is known that the formation of sexual behavior in preschool children largely depends on the level of professional training of specialists in preschool education in the field of education of children of different sexes. The environment of the preschool organization usually does not contribute to the socialization of the sexual role of boys and girls, and may not contain elements that contribute to the manifestation of male and female behavior.

In the process of women's education, which is typical of our time (most teachers are women), the child passes from one woman to another (mother-educator-specialist-teacher).

The characteristics of boys in girls, and in girls, the characteristics of boys can have a negative impact on the laws of behavior.

There are four types of sexual behavior.

Children of masculine (masculine, masculine) nature value strong and independent behavior, focus on high personal achievement, reject gender society regardless of gender, and, conversely, men are always different from women. The notion that men are superior in society is ingrained in the absolute

consciousness. Children of this character need more male specialists to communicate with male educators.

Such children need to interact with more male teachers. These children do not tolerate objections, defend their opinions by any means available, including aggressive behavior, and prefer leadership positions (in games they involve active actions). play the main figurative roles above all else). They are characterized by an independent competitive style of behavior, authoritarian nature of relationships with peers: in most of them (75%) manifestations of masculine qualities of behavior (strength, determination, etc.). [14]

The girl (Feminen, woman), regardless of the sex of the child by nature, experiences the emotions associated with the dependence, submissive position, caution, renunciation of their own initiative and independence. Children of this nature are very impressionable, polite and submissive. Feminen boys have difficulty communicating with boys of other characters. [14]

At the same time, feminine boys need motivation to find their inner need for social demands related to confidence in their strengths and abilities. Feminen children need to carry out individual activities together. Their initiative is minimal, their behavior is characterized by social restraint, especially their gender peers, as well as boys who are insecure and afraid to show their failures in front of girls. Suffers from peer criticism. The girl is limited in communication with boys, the boy can not reconcile with girls of nature. Feminine boys have difficulty communicating with other children.

Androgenic children are able to make independent, rigid decisions. He puts his own opinion above the opinion of others. recognizes the right to develop their abilities in various activities, which are aimed at a real understanding of the situation, the purpose, the self-elimination of difficulties. [14]

These children actively interact with adults and their peers, regardless of gender, more often than others they are the organizers of joint activities, as well as children of all genders, even has its place among adults.

Androgenic children really combine a common role in themselves and traditionally display the characteristics of a girl and a boy together in their behavior.

Their masculine qualities are characterized by an organizational character. (protection, assistance, etc.). They are characterized by perseverance, independence in decision-making, a high level of real achievements that can serve to achieve personal well-being.

Indistinguishable children display boyish and girlish behaviors in a gender-appropriate manner, characterized by a lack of gender orientation, as well as an emotional rejection of gender characteristics. Weakness, low real achievement, lack of social acceptance of the peer community and distance from group relationships are the main characteristics of an indistinguishable group of children of preschool age.

Although the above gender-specific problems do not occur in most children, they require an individual approach to the process of training with children belonging to this category. Especially in our mentality, sexual development problems in children are almost non-existent, because this process is constantly monitored by parents. (Boys are brought up with such positive qualities as masculinity, courage, bravery: girls are brought up with such positive qualities as femininity, charm.

Today, physical education for boys and girls in most preschools is almost the same: the same exercises, the same tasks, the same teaching methods. Gender differences are identified only in the results of examining the level of physical fitness of children. In preschool children, the difference between equal groups exceeds the difference between groups of gender differences. Thus, their gender should be taken into account when assessing the mobility of preschool children. Physical activity of preschool children depends on various factors, including seasonal events, climatic conditions, the level of physical education in preschool organizations. The largest gender differences in the average level of physical activity (intensity) are observed in 5-year-old children. The average movement of 5-year-old boys in free activity - 2300, girls - 1370; 6-year-old boys - 2500, girls - 2210; 7-year-old boys - 3,275, girls - 3,040.

Taking into account the training of children in exercise, it is necessary to take into account that there are a number of different movements in boys and girls.

The most obvious examples are the differences between throwing (which is difficult for girls) and jumping rope (which is difficult for boys).

Historically, throwing has been at the disposal of men, and boys love these exercises, and they often practice this sport independently.

At the age of five, there is a significant difference between boys and girls in rope jumping.

This can be explained by the ease, lightness and elegance of these exercises by girls, while boys do not use this type of movement independently.

It is noteworthy that in the absence of targeted training, the difference in jumping rope between boys and girls is very large at the age of 6-7 years: usually boys do not have a continuous jump.

It is noted that in the absence of specific targeted exercises, there is a big difference between 6-7 year old boys and girls in rope jumping: usually boys find it difficult to perform the same jump. `says, can not last long. Girls are able to master a variety of jumps, and they are widely used in independent activities

The composition of the physical activity of preschool children also has its own characteristics, depending on gender. Boys and girls have their own media advantages, that is, they achieve good results in activities that are interesting to them, and this pattern is clearly reflected in their gender-specific characteristics.

In particular, in the process of games, boys play a greater role in rapid movement (running, throwing objects at targets and distances, climbing, wrestling, sports); girls prefer ball games, tug-of-war, balance exercises (walking on a leash, walking on a bench, etc.), dance exercises.

At the same time, sports such as movement games, relay races, swimming are very convenient and easy for both boys and girls. During exercise, it is necessary to shape the behavior of boys and girls according to gender differences. In the preschool period, it is

necessary to constantly explain the names of the sexes, the appearance of their representatives, their special features.

The child compares his gender, but still does not understand the meaning of the words "boy" and "girl".

In physical education, a specialist can draw children's attention to a particular gender during the lesson. For example: "Boys take the balls and sit on the bench. And now it's the girls' turn.

Who are the girls here? Raise your hand! Smart girls put their hands down. "The girls take the ribbons and come to me."

The middle group of preschool children develops an active attitude towards different genders.

The division into boys and girls and self-awareness as a representative of a particular gender is based on an understanding of anatomical gender differences.

In physical education, children should choose appropriate general developmental exercises and pay attention to the differences in the nature of the movements of boys and girls. [14]

From this age it is necessary to separate the roles in the installation and cleaning of gymnastic equipment.

For example, the expert not only sets the task of cleaning the device, but also explains to him: "Our girls always keep order, so Omina, Nasiba and Nafosat carefully put the cubes in boxes, and Iroda and Layla put the rings together. Boys are stronger than girls, so they perform more difficult tasks. Come on, guys, let's go to the bench, all of you lift it up and take it to its place. "

Girls and boys must have different requirements for the performance of movements: accuracy, rhythm, strength, additional movements (for boys), plasticity, softness, sophistication, charm (girls for).

In exercise and movement games, you can combine children's ideas about men's and women's names, professions, clothes, toys. For example, the game "I know five girls' names".

"Ball game for boys" action game. The players will be in a circle. The specialist is in the center of the circle with the ball in his hands.

At the same time, throwing the ball to the player, he summons various toys. If the toy is named after a boy, the boy must hold the ball, if the toy is named after a girl, he must not catch the ball.

In role-playing games, the characters must be clearly distinguished, with different characters that are specific to the gender of the boy or girl. During the game, the specialist can create a variety of situations that help to highlight certain features.

The nature of the movements of boys and girls should be taken into account when choosing exercises for rhythmic gymnastics. The tone of the music may be the same, but the exercises should be different for girls and boys. The actions of boys should be active, determined and strong. The actions of the girls should be distinguished by art, plasticity, elegance.

In the formation of knowledge of preschool children in sports, special attention should be paid to children's sports for men and women, as well as the activities of girls and boys in sports.

During the physical education holidays in older preschool children, a special part of the tasks for girls and boys, as well as boys 'strength, agility, speed, girls' flexibility, elegance and movement skills Demonstration performances will also be effective.

7.2. Features of activities with children with mental retardation

Baseline: limited health, mental and physical, disease characteristics, normative, opportunity, limited, problem, weak, speech, special, preparation, rhythm, choreography, music, blindness, mobility, cerebral palsy.

Exercises with children with mental and physical disabilities, the organization of physical education and health care in preschool organizations for children with physical and intellectual disabilities have their own characteristics. Activity of the specialist: organization of trainings based on the features of children's diseases.

Children with developmental disabilities are children with significant disabilities who are significantly behind in physical or mental development. These lag-based defects (or anomalies) can be congenital and acquired. The causes of congenital malformations are very diverse. In some cases, hereditary (genetic) factors play an

important role, but the rejection of genetic influences or, if genetically healthy, is often determined by environmental factors. The perceived anomalies are mainly the consequences of infectious diseases (infectious diseases of early childhood (tetanus, meningitis, polio, measles, rubella, influenza, etc.). [17] other factors play a relatively minor role.

There are five main groups of children with developmental problems: children with hearing problems; visually impaired children; mental retardation and mental retardation; children with speech development problems; children with problems in the development of the musculoskeletal system. Children with physical and mental disabilities are educated and brought up in specially organized conditions, in which the defects of physical and mental development are corrected and restored as much as possible under the influence of the educational process and health measures.

The development of physical activity in children with health problems corresponds to the general laws of development of healthy children, but differs in some features. some peculiarities are taken into account. [14]

Children with mental retardation are children who experience mental retardation (especially active cognition, volitional qualities, memory, verbal and logical thinking, etc.) as a result of organic brain damage.

The presence of pathological changes in the emotional-mental sphere is characteristic of mentally retarded children: increased mobility or, conversely, difficulties in the formation of inactivity, interest and social motivation of activity.

During exercise, mentally retarded children have difficulty understanding, comprehending, and performing generally accepted movements, rules, and rules and conditions of play. They barely know the names of body parts and movements, often cannot imagine the movement by verbal explanation, and compare instructions with objects, gradually assimilating the suggested material and quickly forgetting.

In addition to the features that arise from the state of mind, there are disorders of the cardiovascular and respiratory systems, as well as physical development in mentally retarded preschool children.

Most of them have functional weakness of the myocardium, cardiac arrhythmias, decreased blood pressure. Moreover, their breathing is superficial, vague; small in size, causes a feeling of fatigue in the child's body and takes a long time for the recovery process. Proper breathing and coordination of movements with exhalation are not well developed in this category of children. Special training exercises and exercises aimed at learning to breathe, mentally retarded children can not learn to breathe properly, their breathing is shallow, unstable, and this process is sharply reflected in the activity of muscles.

At the same time, delayed or difficult breathing during physical activity leads to hypoxia (lack of oxygen in the blood) in children.

Therefore, it is important to keep in mind that a child can withstand prolonged physical activity with the right movements and coordination of breathing. When walking and running, children unnecessarily squeeze the muscles of the body, shake their arms too much, and do not adequately coordinate the movements of the arms and legs. Deficiencies in coordination of movements are also observed in jumps. Therefore, children can not learn to jump on one leg for a long time, jump from one place to another, and so on. Jumping causes them over-tension and overload on the heart. During the throw, some mentally retarded children squeeze the ball sharply and make hand movements without releasing the ball.

Lack of static balance in preschool children with intellectual disabilities is a clear manifestation. They have great difficulty in maintaining balance in a certain position, they can not do it for more than 1-2 s. While holding the position, they vibrate, sway, move, and so on. In them, a general counter-tension of the muscles can be observed.

An individual approach to physical education activities is of great importance in the mental development of preschool children. In the process of applying all forms of work process, the problematic features of movement are taken into account, as the development of movements in children of the same age may be different.

The high effectiveness of intellectual work in the physical education of preschool children contributes to the emotional enrichment of the lessons. [14]

Outdoor activities and movement games are widely used in the educational process. They contribute to the development of basic movements and physical development in general, as different muscle groups work in different movements, heart rate increases and breathing deepens.

They help to improve mental development, in particular attention, feelings, memory, speech and more.

In the early years of education, as well as when learning new movements, it is recommended not only to demonstrate the movement, but also to do it with the child. In this case, the actions taken must be accompanied by an oral explanation. Verbal instructions can be used only when children have their own actions, they can perform them independently, but first of all it is recommended that children first show each action by a specialist.

Emphasis is placed on the formation of the correct state of the musculoskeletal system of mentally retarded preschool children.

Therefore, as a rule, there is a need to implement therapeutic physical education for all preschool children. [29,14]

Preschoolers, like their developing peers, respond emotionally to music with intellectual disabilities, so rhythmic activities are carried out outside of physical education classes and as an independent activity.

Performing a variety of exercises for preschool children with intellectual disabilities develops in children coordination of movements and accuracy of movement, a sense of purpose and rhythm.

7.2.1. Features of training with children with visual impairments

Visual impairment in preschool children manifests itself at different stages, depending on the clinical form, etiology, pathogenesis, severity or severity of the defect. The main contingent of special preschool educational institutions are children with amblyopia and cosmosis. Other forms of visual impairment such as

myopia, short-sightedness, short-sightedness, short-sightedness and short-sightedness are also common.

Disorders of the visual system greatly impair the physical and mental development of the child, and the formation of motor activity; A sharp decrease in vision primarily affects the sensory process, which is characterized by very slow, blurred vision and decreased accuracy in visually impaired children. Therefore, for visually impaired children, the ability to target is a challenge. While watching the visual part of the lesson, such children quickly get tired, which can lead to further visual impairment. Visual fatigue leads to fatigue, mental and physical inactivity.

For visually impaired children, as well as for healthy children, movement games are one of the most effective ways to improve motor function. Children can participate in almost all games together with children with normal vision. However, for children with high levels of myopia and some other eye diseases, participation in games that require physical activity and sharp movements should be limited (after consultation with an ophthalmologist). [29,14]

Visual impairment also causes some intersystemic functional impairments. These include, first of all, diseases of the secondary musculoskeletal system. Acute visual impairment has a negative impact on the development of accuracy, speed, coordination, targeting, balance. Visual impairments lead to impaired abilities such as hearing, tactile and sense of rhythm, based on the interaction of sensory perception. However, early pedagogical treatments, including rhythm, choreography, music, singing, and the organization of specially designed games, can prevent the occurrence of arrhythmias, and the extent to which such corrective-pedagogical education The sooner you start, the higher the effect. Eye diseases are usually accompanied by a decrease in motor activity of the child, which in turn leads to secondary diseases such as defects, flat feet, curvature of the spine (lordosis, scoliosis), and sometimes diseases of the entire musculoskeletal system. In this regard, communicating with their peers in the group as usual is crucial in correcting deficiencies in the physical education of visually impaired children.

In this regard, in the correction of defects is very important special physical education of visually impaired children, their relationship with a healthy visionary peers. However, the severity of the defect (visibility up to 0.1), in which case the development of some functions is delayed. [29,14]

In the physical education of blind children, a leading role is played by the development of orientation and increased physical activity. Blind children are taught to walk, run, climb and climb stairs; With the help of muscle sensations and memory, the ability to walk around the room is formed. Children are taught to recognize sounds, noises, where they are, whether they are approaching an obstacle or not. It is very important to teach children to recognize the voices of relatives, friends, educators and friends. It is necessary to help children to overcome the fear of depth, to develop mobility, gait, touch, flexibility of fingers, accuracy of their movements. Children should be helped to overcome the fear of stumbling, to maintain the correct posture, to walk, to hold, to develop the flexibility of the fingers, the accuracy of their movements.

When working with children with visual impairments, the specialist should help children to explain and perform various tasks so that they have a good memory of their location in the room.

7.2.2. Features of training with children with hearing problems

Children with hearing impairments are children who are partially deaf, and along with hearing, we can also see speech developmental disabilities. Children with hearing loss of 15-20 to 75 dB are considered hearing impaired. Unlike children with acute hearing problems, they have the ability to hear, which allows them to collect a minimum amount of words, albeit incompletely phonemically, based on the ability to hear the speech of others.

Under the influence of special exercises, a child with hearing loss learns to make the most of his remaining hearing. He learns to better distinguish the audible alerts available for hearing. The hearing of a child with hearing impairment develops especially in the process of speech acquisition. Unlike hearing-impaired children, the desire to listen seriously affects their mental and, in part, physical development. A deaf child is deprived of the ability to

sense the sound signals of the outside world, making it difficult for him to move around. Deafness is also reflected in some external features of the behavior of children with hearing loss. For example: breathing and eating, walking, abnormal vocal reactions with physical force, various emotions, etc.

Deaf and hard of hearing children differ from their peers in physical development, movement formation, as well as hearing loss.

In this regard, the ability to walk, which is a natural type of movement, as well as the ability to move quickly in difficult situations, is necessarily included in any physical activity, because if these skills are not developed, hearing-impaired children lag behind in coordinating their actions with healthy peers. will remain. They spread their legs wide, are erratic, unstable, and move slowly. The task of the specialist is, first of all, to form in children the stability of movement, which is well mastered the ability to walk slowly, bringing the legs closer to the midline, bending to the side and reducing swaying. Proper raising of the foot while walking is a special task in the upbringing of children with hearing impairments.

Running is included in every activity, which is also a natural form of movement. For deaf and hard-of-hearing children, walking has its own characteristics: wide steps, sideways swings, scattered movements, instability, and so on. Many children are unable to jump several times in a row. They lose balance when standing on one leg, alternating because their legs get tired quickly.

Due to the tendency of children with hearing impairments to develop flat feet, their training should not include high jump exercises: in high jump training children do not know how to land properly.

Easily learns crawling, climbing, climbing exercises and is quickly performed by children. However, in hearing-impaired children, climbing the gymnastics wall is characterized by coordination, sluggishness, uncertainty, and fear of heights. Crawling exercises are performed with the help of arms and legs.

It should be noted that in the initial case, exercise lying in the abdomen of children has a great corrective effect. All of these exercises develop the back and shoulder girdle muscles well, so a specially selected set of exercises, along with other types of

movements, purposefully affects the formation of the correct posture. Pulling on the gymnastic ladder and climbing on the gymnastic bench are the main part of the training for children. The inclusion of exercises that improve the quality of balance in all training programs has a restorative effect on children's hearing.

Due to the fact that many deaf and hard of hearing children have impaired balance, the tasks aimed at restoring this function are widely used in the classroom.

Due to the peculiarities of children, the specificity of communication with them, as well as the need to use special equipment to develop movements, holding them in a well-equipped gym is very effective in the recovery process. [29,14]

Deaf children need special attention, so it is recommended that two specialists be involved in the learning process to ensure the effectiveness of the training.

The main method of teaching hearing-impaired children of preschool age, especially in the early years, is a demonstration of exercise.

Deaf and hard of hearing children do not hear when explained verbally, so it is necessary to use visual aids with a clear vision of the exercise instructor.

To do this, place the necessary equipment (sticks, stairs, balls, cubes) in front of children or make them visible on the gym wall, carpet, stairs and other gymnastic equipment for use in the classroom.

Throughout the year, classes for hearing-impaired preschool children are accompanied by audible signals (piano, drum). In the group room, children learn to distinguish between loud, rhythmic, frequent, and unique sound signals and interact with them by running and walking. (radi and hear), then, in the second half of the year, children should be able to distinguish these signals only by ear. Children should stop walking or moving when the signals are stopped, but should switch from one type of movement to another, focusing all their attention on the ear.

To develop movements, the specialist should use a dictionary (a set of words for each lesson) during the lesson. These speech materials are pre-designed, but these tools are introduced and taught

in the classroom (if necessary, a specialist, musician and deaf educator use it in other children's activities). First, each new word or phrase is taught using posters, and then children learn this material through verbal or verbal-tactile intuition. Complex methods are used in harmony with each given task, word, demonstration, action, and tactile intuition. There is no special work on memorizing words in the lessons. As a result of the systematic use of methods in each lesson, children learn the meaning of words and phrases.

In the physical education of deaf children, special attention should be paid to the actions and exercises that are most affected by the lack of auditory control.

Examples of training children to develop a sense of rhythm are: the ability to distinguish tactile-vibrating and rhythmic sound signals, knocking on the table with hands, kicking with the feet, the noise of passing vehicles on the street. , electric train signals, the sound of holiday muscels, and more.

When working with children with hearing impairments, a method called phonemic rhythm is used, which is aimed at correcting the rhythmic-intonational aspect of speech and developing the naturalness of movements. Musical movement is one of the most effective ways to shape children's movements. When choosing a melody, it is necessary to pay attention to the dance music, in which the rhythmic beats are well differentiated, this process "awakens" the child's ability to move and listen to music.

7.2.3. Features of training with children with musculoskeletal disorders

Children have a variety of diseases of the musculoskeletal system. One of the most serious diseases is cerebral palsy in children. (BSF). [18]

Pediatric cerebral palsy is a disease that occurs in the early stages of fetal development and during childbirth for various reasons, developing as a result of brain and spinal cord injury. In addition to disorders of the central nervous system, changes in nerve and muscle fibers, joints, and ligaments are manifested as a secondary disease throughout life. Organic damage to the central nervous system, which occurs in many children with

musculoskeletal disorders, is often accompanied by changes in intracranial pressure, increased meteorological sensitivity and, consequently, emotional state, decreased ability to work and changes in attention.

Physical education is an important part of the general upbringing, education and treatment of children with musculoskeletal disorders. The development of behaviors in children with the disease presents great difficulties, especially in the small group and the middle group of preschool children, the child still does not have an understanding of his shortcomings and does not actively seek to overcome it.

Many children are characterized by increased fatigue. They pay very little attention to the task, quickly or sharply annoyed, and refuse to perform the task if they do not have the will and desire. Some children become tired as a result of movement and begin to feel unwell: they become restless, scream; violent movements intensify, and saliva appears. In such children, the willpower is formed very slowly.

Many children are hypersensitive, characterized by: attention to loud noises, intolerant speech, changes in the mood of others, and in such situations the child's psyche develops a negative attitude towards others. [29,14]

All of this highlights the need to prevent secondary emotional and behavioral disorders with physical education and actions aimed at the overall development of the child.

Many children with musculoskeletal disorders are characterized by fear. Fear can be caused by a simple tactile touch (for example, during a massage), changes in body position and the environment. Some children are afraid of heights, closed doors, darkness, unfamiliar objects. Fear causes abrupt changes in the general condition of the child (pulse rate, breathing is impaired, muscle tone increases, sweating occurs, violent movements increase, the temperature may rise, the skin turns white).

In carrying out all activities for the development of movements, not only the methods of stimulating the level of exercise and the formation of motor activity and skills, but also the movements and

limbs that should not be allowed in the process of training and daily activities of the child. It is important to know the condition of the ls.

Under the influence of therapeutic physical training, nerve impulses are sent to the muscles, bones, joints, which are sent to the central nervous system and stimulate the development of motor control zones of the brain. In the practice of therapeutic gymnastics, special attention is paid to the most necessary movement skills in life, such as walking the child, meaningful and practical exercises, self-care skills and qualities.

The inactivity of the agenda slows down the formation of motor skills and physical abilities, significantly worsens the child's activity.

Therefore, the most important task of physical education is to create conditions for independent movement of children with cerebral palsy.

Among corrective exercises, breathing exercises for relaxation are the most important; to teach the correct position of the head, shoulders, limbs and the musculoskeletal system; development of coordination of actions, balance functions; correcting gait and gait, developing spatial organization of rhythm and movement.

Many children with cerebral palsy have a disturbed rhythm of movement, so they need to be taught to coordinate their movements with a certain rhythm. To do this, it is very useful to perform a lot of calculations, applause, music.

Children should not hold long breaths during movements. Preschoolers with cerebral palsy are unable to regulate their own breathing and coordinate it with movement.

When exercising, first of all, pay attention to breathing, not exhalation. If children begin to breathe through the mouth, it is necessary to reduce the amount of exercise. In this case, some children develop persistent oral breathing due to diseases of the nasal cavity (adenoids, polyps, curvature of the nasal cavity, chronic runny nose, etc.). This can lead to secondary diseases.

In addition, it is important not to allow children to stay in the same position for a long time during the frontal exercises for the development of exercises and movement games, to avoid long explanations of tasks, as this will make children tired and their

physical reduces activity. Children should not be overly excited, as agitation usually increases muscle tension and violent movements.

During physical training, which causes excessive tension in the joints, causes the joints to bend at high amplitude, enhances the internal movement of the joints, asymmetrical position of the head and legs, as well as lowering the head, one Do not perform exercises that require constant use of arms or legs.

Minor head injuries should also be avoided. When children do not have enough balance or have violent movements, they can use specially designed protective helmets, such as motorcycle helmets.

Timely treatment of children with cerebral palsy can be combined with the use of physical therapy, correction of mental development, treatment and movement, skills training, prevention of severe disability and its adaptation in society.

7.2.4. Features of training with children with speech defects

This category of preschool children includes children with normal hearing, mental health, and speech impediments. Speech disorders are varied, they vary in shape and degree.

Some forms of disorders are phonetic, others - on the semantic side of speech, lexical richness, and grammatical system. A special place belongs to the violation of the speed and smoothness of speech.

Depending on the degree of speech disorders, they are distinguished from their peers by speech disorders that do not interfere with learning in preschool education and serious disabilities that require special education.

The etiology of speech disorders is very diverse and the structure of the defect is so diverse that the preparation of a course of correction in the field of physical education should be based on the results of a comprehensive psychomotor examination of children and the formation of motor skills in accordance with age norms. With dyslalia, the psychomotor development of children is almost no different from that of healthy children. Children with complex disabilities, such as Alalia, lag behind their peers in all components of psychomotor skills (static and dynamic coordination,

simultaneous movement and accuracy of movement, etc.) from one to two years.

The main problems of children with speech development are heavy walking (dragging the whole leg), swaying of the body to the side, half-bent legs, tilting the head and other shortcomings.

For children with speech disorders, the automation of movements should be accompanied by speech, that is, when pronouncing various poetic exercises, the movements are adapted to speech. The rhythm of the songs helps to control the movement of the body to a certain tempo, the strength of the sound is reflected in the harmony of their amplitude and expression. The development of each exercise is carried out through music and poetic recommendations, which teach the child to exercise in a certain rhythm, coordination of movements and speech.

This method is especially important for children with speech defects, because the individual internal rhythm of children often accelerates or, conversely, is slower than the general rhythm.

Muscle tone changes in children with various speech disorders, so when working with this category of children, it is necessary to alternate exercises for active rest and muscle tension. It is facilitated by using exercises of different amplitudes and speeds to regulate muscle tone in children.

Particular attention should be paid to breathing exercises during the correction.

Respiratory alveoli of the lungs ensure the stability of the air-gas composition. When exercising, the body needs more oxygen, and this can be achieved by increasing the number of breaths and increasing the depth of breathing. At the same time, children with speech problems often hold their breath, even when performing relatively light exercises, so they need to be trained to perform special exercises for proper breathing. It is especially important to pay attention to diaphragm and breathing exercises, because the better supply of oxygen to the lower parts of the lungs is more physiologically suitable for diaphragm excursion. Also, stagnation in the lower parts of the lungs is often accompanied by respiratory pathology. Breathing exercises are especially important for children with speech disorders, because along with the physiological process

of breathing, speech breathing is corrected, that is: work on shortness of breath and long-term speech exhalation.

When performing dynamic breathing exercises, keep in mind that the amplitude and speed of the exercises should be coordinated with the depth and rhythm of breathing. Breathing exercises are facilitated by exercises related to the correct posture, raising the arms to the side. Breathing is characterized by exercises that move the body forward, bend, and lower the arms.

Rhythmic gymnastics is especially important in the health of children with speech disorders. Given that children with speech disorders due to psychophysiological features quickly become tired of performing a series of rhythmic exercises in audio recordings, it is advisable to study a set of exercises with a song or piano, played by a music specialist "for children". Only after mastering the movements independently, you can start working on the tone of audio or video.

Physical education with children in speech groups has its own characteristics. In such groups, children are disciplined. During the academic year, classes are divided into six stages: silence, whispering, speaking, reflected speech, question-and-answer speech, and independent speech. Physical education classes should take into account all speech patterns. For example, in the whispering mode, the exercises are performed with sets of exercises, the main part of which lies on the ground. Inactive games are used as a relaxing, restorative exercise after a long period of high-intensity exercise. This procedure is carried out in October and November. During this period, great attention is paid to the individual activities of each child. In addition, the content of the work will change with the transition to additional speech. The activities of the children in the classroom become more active. Later, the content of the work will change with the transition to additional speech. The activity of children in the classroom becomes more active. [29,14]

Deficiencies in children's speech are closely related to impaired fine motor skills, in particular "hand skills".

Control questions and assignments.

1. Describe the individual structure of a preschool child. Describe the individual features of each.

2. What psychological indicators allow the specialist to identify and take into account the individual characteristics of the child during exercise?

3. List the individual characteristics of a preschooler that need to be taken into account or adapted to during exercise.

4. How should a specialist take into account the sexual characteristics of children during exercise?

5. What are the features of exercise with children with intellectual disabilities?

6. What are the features of exercise with children with visual impairments?

7. What are the features of exercising with hearing-impaired children?

8. What are the features of exercise with children with musculoskeletal disorders?

9. What are the features of exercise with children with speech defects?

CHAPTER 8 SCIENTIFIC AND PEDAGOGICAL RESEARCH IN PHYSICAL EDUCATION OF PRESCHOOL CHILDREN

Key words: period, "First step", field, graduate, course work, research, description, hypothesis, novelty, subject, literature analysis.

In the modern era of development, the interest of scientists in the physical culture of preschool children is growing. The section "Physical development and a healthy lifestyle" in the state program "First Step" is based on the results of modern research. One of the main factors in the further development of this field is the fact that today, on the basis of specialized programs for preschool education specialists in physical education, research is conducted not only by employees of various scientific or higher education institutions, but also by physical education specialists. The search for new, effective ways to solve pedagogical problems is an integral part of the pedagogical profession.

Requirements for professional training of a specialist indicate that he / she must participate in research on the development of the education system, master the basic methods of scientific psychological and pedagogical research, prepare and defend a dissertation. Coursework is written before the preparation and defense of the dissertation. [14]

Course and qualification work is a part of the student's educational and scientific activities. Any research work should be carried out in accordance with the rules of research activities, and the manual is designed taking into account the requirements for such work. In addition, term papers and qualification requirements should reflect the current level and prospects of the chosen field of science for research. One of the prerequisites for this is the study and analysis of scientific and methodological literature on the chosen topic. Qualification work is usually carried out in educational practice.

The preparation of the course work is the beginning of the student's research activity. If the student has thoroughly studied all the basic methods of organizing and conducting research, is able to

correctly present the results obtained, has learned to write a scientific thesis, article, further research in the field of qualifying work will be successful. `ladi.

Research in the field of physical education of preschool children is aimed at improving the effectiveness of physical education and health activities in preschool education.

It should be noted that researchers dealing with the problems of physical culture of preschool children should have a thorough knowledge of physical culture and preschool pedagogy. However, sometimes the authors take a one-sided approach to solving problems: either they do not take into account the specifics of the organization of children's activities in preschool education, or they do not take into account the forms of development of their actions.

In this regard, it is possible to identify the most common shortcomings in the study of problems of physical education of preschool children.

- The research is short-term, so the impact of the research will be focused on the problem;

- In a number of studies, the number of children involved in the study is not enough to consider the results as objective;

- The preschool organizations in which the research is conducted are different, and therefore the results of research by different specialists, the impact on children's development are not always appropriate and consistent;

- The goals of some of the research are far from the goals of preschool education, which leads to the emergence of recommendations that do not relate to the physical development and health of children in preschool education;

- The research is based on old methodological materials that have lost their relevance in physical education in modern preschool organizations.

These rules should be carefully considered by the novice researcher to avoid errors in the work.

Preparation for the study

At the stage of preparation for the research, the content of the research is determined and the research methodology is developed in accordance with it, ie the course of scientific work, the necessary

organizational and material conditions for the implementation of planned plans.

8.1. Determining the content of the study.

Any research really starts with solving the problem. It is not easy to identify scientific problems that need research. This requires a good understanding of the current state of science and the needs of practice to determine what scientific theories are lacking. Usually, the student does not yet have such knowledge, so the leading role in identifying the problem belongs to the supervisor.

As part of the problem, several research topics (directions) can be formed.

The topic defines the scope of the research and follows from the analysis covered in the literature and in the experience of educators. [14]

The following should be considered when choosing a topic:

- 1) to solve the purpose of the research, if possible, using the means available to the student;
- 2) whether it is possible to collect a sufficient amount of materials;
- 3) the possibility of achieving the goal within the time allotted for the preparation of the work;
- 4) How the supervisor can advise the student.

Once the supervisor and the student have chosen the topic and type of future research, they should form the main features of the work.

The course work defines only the main features of the research: relevance, object, topic, purpose, tasks and practical significance.

The preparation of qualifying work also requires the formation of a hypothesis, a description of the theoretical basis of the study and the selection of scientific novelty.

The student should think before starting the content of the next research. This will help him understand why he needs to do this, what he needs to do, and ultimately what he means.

Research methodology is the rules that define the content of a research activity.

Methodological descriptions are the main positions that help to formulate answers to questions: what is being studied, how it is being researched, what should be achieved as a result of research, and so on.

Relevance of the study. The research begins with determining its relevance. It is necessary to determine why this problem should be studied, why this research should be conducted today, and what research on the theory and practice of physical culture can provide. A successful foundation should convince everyone that the problem needs to be solved as soon as possible. If the student has not studied this research today, someone else may do it tomorrow. The student's correct identification of the relevance of the research will immediately direct him to solve the problem.

It should be noted that at this stage, research on new health technologies is very important to develop methodological approaches to increase children's interest in exercise, to solve educational problems in the process of exercise.

Object and subject of research. Exactly which field the student will study.

Students often change places: what is wider - an object or an object? The object is wider. The object is inside the object. The subject is always studied in the context of any object. The object of research in general form is a pedagogical space, a field of research.

The object of research in the field of physical culture - the process of education in physical culture, the system of health work in educational institutions, the activities of the specialist in certain conditions and areas, the range of children's physical activity, the system of training specialists in physical culture, etc. can be.

The subject of research is a specific part of an object or process or the basis of the problem under investigation. The clear content of the topic determines the student's activism, thwarting his attempts to "accept the vast world of science".

Topics can be in the following forms: the content of education in the field of physical education; forms and methods of activity of the physical training specialist; mechanisms, conditions, factors, etc. to improve the education and upbringing of children in the process of exercise.

As a rule, the topic should correspond to the content of the research.

Research hypothesis. Based on the research topic, its object and subject matter, we can begin to make assumptions. There was a problem in describing the relevance of the study. Now it is necessary to include as a suggestion any possible solution. Hypothesis is a possible answer to the question of guessing, predicting, solving this problem. However, the problem is that specific education is carried out on the subject of upbringing, which is a very broad concept. Therefore, the hypothesis is an assumption about the ways to change the subject of research, to create conditions for its development and improvement. It is possible to develop a research hypothesis with a clear idea of the research topic. The hypothesis combines two ideas: to put forward a certain position and to prove it logically. Descriptive and explanatory hypotheses are often used in students' research work.

The descriptive hypothesis describes the causes and possible consequences of the studied phenomena, that is, the descriptive hypothesis can be determined by the scheme: if it is implemented, it is possible to increase the effectiveness of improving a particular type of pedagogical activity. The explanatory hypothesis describes the explanation of the possible consequences for certain reasons, as well as the conditions under which these consequences must take place. The explanatory hypothesis is based on assumptions: if you do, such changes will occur in the object under study.

Research is underway to prove (or disprove) the hypothesis. The direction of proof of the hypothesis is determined by the purpose of the work.

Aims and objectives of the study. The goal is to think about the outcome. By setting a goal, the student imagines the result to be achieved. The formation of the research goal begins with naming: the framework, the creation of developments, and so on. When planning the path to a goal, the student needs to determine what steps he or she will take to achieve it. That is, it shapes the goals of the study. Tasks begin with verbs (formed in the form of commands): study, determine, justify, establish, etc.

In determining the number of tasks, the student must take into account their relationship. Sometimes it is impossible to solve one problem without solving the previous one. For example, without studying the age-related features of the development of the musculoskeletal system in children, it is impossible to determine the effect of fitball gymnastics on the formation of physical activity in a large group of preschool children.

The subject and name of the study. By defining the topic and specific tasks, you can give the first option by shaping the work topic. The terms "subject" and "name" are often used interchangeably. These two concepts really have almost the same meaning. The topic reflects the essence of the study, its main direction. The name of the topic is a concretization of the research, a clear statement of the actions taken in the study. It is necessary to immediately find a clear and concise topic name, but it is not a simple task. Therefore, at the beginning of the work, the topic is defined as a broader concept, and only then, when the question is resolved, what is the work, the name of the topic is formed depending on the content. New, more successful topics may emerge during the research.

The subject of the research should shed light on its internal content. Its conciseness, the clear reflection of the content of research in it, testifies to the well-conducted scientific work. It should be noted that a good title of the topic solves a lot. If it does not fit the content of the work, then it indicates that the student is either indifferent to the content of the research, or does not have a clear idea about the research.

Theoretical foundations of research. Any research should be based on a leading idea, and any research is not made from scratch. As a result of many previous studies in the field of science, certain theoretical concepts have been developed. A concept is a system of views on certain events, a way of considering any events, a master plan for understanding a structure.

Theoretical concepts underlying the research should be reflected in the section "Theoretical foundations of research".

The theoretical basis of the research is the teachings, developments, theories of specific authors that are related to the topic of study and only explain it.

As a rule, the description of the theoretical basis of the work is divided into two parts:

- 1) scientific rules and theories;
- 2) results of fundamental research.

Scientific novelty of the research.

The whole process of research is subject to the need for new knowledge.

In the first approach, the topic of novelty appears, even at the stage of defining the topic - it is necessary to show what knowledge, theory is derived from. In the form of this assumption, new knowledge is put forward in a hypothesis.

At the final stage of the research, it is necessary to give a clear answer about its novelty in understanding and evaluating the intermediate and final results. In determining scientific novelty, all methodological descriptions are interrelated: the problem is clearly identified and the object and subject of research is highlighted, the relevance of the topic is indicated, the student himself is reflected in the work done for the first time.

In formulating the scientific novelty of the research, it is necessary to answer the following question: "What new results were obtained during the research?"

All in all, there may be a difference in the news. Students' academic and research work is usually one to three. It is recommended to create a news section in the formula: developed ...; based on ...; detected ...; disclosed ...; installed ...; and so on.

To clarify, new knowledge gained in the study should be distinguished by the words "for the first time", "new information" and others. [14,29]

Practical significance of the research. The practical significance of the research is the opportunity to apply its results in the practice of education and other organizations, as well as to continue the research. First of all, the practical significance of the new knowledge acquired by the student in the research process is determined.

Thus, it is determined which specialists, with which children and in which organizations new ideas, rules, research recommendations can be used, as well as what problems can be the subject and subject of further research. However, a simple note on where the results of the study can be used is not enough, as it does not give a clear idea of how and for what practical purposes the results of this study can be used.

Determining the importance of research for practice, the student should answer the following question: "What specific shortcomings of practical pedagogical activity can be corrected with the help of the results obtained in the work?"

All methodological features are interrelated, complementary and defining. They form a complementary system in which all the elements should ideally fit together. Their consistency can be used to assess the quality of research work.

8.1.2. Development of research methods

The success of students as novice researchers depends in large part on careful work in preparation for the research, which includes the development of a research plan, selection of research methods, selection of participants, development of documents and organization of research conditions. Each of these preparatory sections should be considered.

Develop a research plan.

The program of actions will be in the form of a research plan. In the planned form, the plan should cover all topics of research methodology on the chosen topic. The first version of the plan may change during the operation (full, partial). Selection of research methods. This is one of the most important parts of the preparation phase. The leading method of research is a pedagogical experiment, so if the nature of the research allows it to be applied, it should be included in the research work to one degree or another. However, it should be borne in mind that not every study requires the organization and conduct of a pedagogical experiment. Such research may include, for example, historical, monitoring, and design research. In addition, the task of experimental verification of the research idea can perform the pedagogical result itself. In this

case, the main method is pedagogical hermeneutics (study and analysis of pedagogical experience).

It should be noted that for these methods differs by the indicator "according to labor - the answer". It is recommended to choose the methods that the student has already mastered in the course of scientific activity or can learn from the supervisor.

Research selection. Any pedagogical research is ultimately comparative. You can compare the results of the studied experimental group (ie, the group that applied a new element to the research process) with the results of the control group (ie, the group that retained the usual educational process).

You can compare the results of "today's" research with the same participants, but earlier. Finally, you can compare the results obtained in this group of respondents with the standards available in science. [29,14]

The need to use certain methods of comparing the results of the pedagogical process sets special requirements for the selection of learners: their characteristics should be as uniform as possible. Adaptation to the initial conditions of the experiment is called randomization. Only in this case, for example, it can be noted that the effectiveness of the pedagogical process was achieved not only by the physical development of children in the experimental group, but also due to the learning element introduced into the new practice.

However, the age, sex, level of physical fitness and other factors should be taken into account. However, it is impossible to compare the intelligence, character and mood of the studied participant. Thus, when the student completes the groups participating in the experiment, the formula should be followed: everything that can be equated must be equated. In the research process, it is necessary to decide not only who to choose, but also how much to choose. By setting the number of survey participants, you can follow the rule of "the more, the better". However, the conditions of the study and the capabilities of the participants cannot be ignored.

It is seldom possible to cover a sufficient number of topical issues in research. Therefore, there are no strict requirements for

such work. Research conducted by students can be considered as the first (first step) and their task is to identify trends in indicators.

Document development. Before starting the study, it is necessary to pay attention to the documents that clearly and completely record all the processes associated with this work. There are no standard document forms. They are determined by the research tasks and methods used.

The student should consider how to record the identified evidence. The point is that observation of children, pedagogical experiments, analysis of various documents, etc. as a result, the initial materials must be collected, which are then analyzed. The need to record the evidence obtained is that many of the evidence cannot be memorized, especially if they are expressed in numbers.

In addition, forms of basic work materials are necessary for the student to work with the supervisor. Such materials may include: video recordings, test reports, questionnaires, photographs, printed publications of mathematical and statistical calculations, extracts from analyzed documents, etc.

Establishment of conditions. The organization of conditions plays an important role in the success of education. It is very important to create exactly such conditions during repeated comparative experiments. Equipment, inventory and equipment must be prepared in a timely and thorough manner. Any unexpected discomfort can not only disrupt the experimental process, but also damage it. When using dynamometers, stopwatches and other calibration devices, you should periodically check that their readings are correct.

8.2. Research.

Hypothesis testing is performed throughout the study. The research objectives are achieved using selected methods. Data can be obtained in two ways:

- 1) without adding new evidence to the pedagogical process - registration,
- 2) after the planned experimental process, applied to the pedagogical process

The following methods of registration are often used in pedagogical research in the field of physical culture: study of literary sources, analysis of documentary materials, pedagogical observation, survey, testing, expert assessment.

The study of any factor of the pedagogical process of obtaining information during the planned research is carried out using pedagogical experience.

Analysis of literary sources. Working with abiotic analysis is one of the most important tasks in the process of writing a research paper or qualification work. The study of literature has a significant impact on the quality of work and can sometimes change its direction. It is recommended to follow the following steps in studying the literature:

- 1) read a general guide (textbook, manual, etc.) on the chosen topic to get acquainted with the basic concepts, their interpretation, terminology;

- 2) to get acquainted with the major publications on the studied problem (monographs, manuals, dissertation theses, etc.), as well as the literature used and recommended by the authors of these publications;

- 3) regular acquaintance with scientific publications on the specialty ("Preschool education", "Preschool pedagogy", "Theory and methods of physical education", etc.).

Ten years ago, the library had to spend a lot of time doing research. Access to books, magazines, dissertations, and other publications needed by students was limited due to a shortage of literature. Today, the researcher's information space is significantly expanding with information technology. Research centers, universities, libraries, and individuals post their materials online. (ziyonet.uz, edu.uz, etc.)

Usually, the works are selected in reverse chronological order, ie first modern editions, and then manuscripts published earlier. Most of the bibliography should consist of works published in the last 10 years (70-80%). The fundamental work used in the study is, as a rule, 10-15%. The same amount applies to publications that are not modern or fundamental, but are interested in this study. It should be borne in mind that the publications of specialized journals and

theses of dissertations reflect the results of new research more quickly than books published for a relatively long time.

Literature analysis can be done in three ways:

- 1) to substantiate the theoretical part of the research;
- 2) as the main method of solving research problems (in the form of abstracts);
- 3) study of scientific texts in order to evaluate them.

Analysis of documentary materials. Many aspects of the processes that occur in the physical culture of preschool children are reflected in various documents (curricula and programs, health cards, etc.). These documents serve to provide practical work, but at the same time their analysis can become a method of scientific work.

Documents can have not only verbal statements (text document), but also digital (statistical document), for example, a statistical report on the results of the regional competition "Cheerful Starts".

The use of statistical documents makes the analysis of events and evidence more reliable. Analysis of statistical materials provides not only the use of primary documents, but also the creation of tables based on them.

Pedagogical observation is a specially organized observation of the pedagogical process without the intervention of the researcher. Pedagogical supervision is necessary in the following cases:

- to get information about the pedagogical process without adding non-traditional elements;
- Obtaining primary information that does not require large selections;
- pedagogical assessment of the evidence obtained by other methods;
- Carrying out research work to determine the hypothesis and research methodology;
- To check the effectiveness of pedagogical recommendations developed on the basis of other methods at the final stage of the study.
- Pedagogical observation requires the creation of coded observation units, ie a closed process that exists for the direct

observation and recording of the actions of participants and specialists in the pedagogical process, indicating interesting events.

- Registration of observation units is carried out in two ways: frequency, in which the researcher registers the evidence of the emergence of the selected unit in the pedagogical process and an assessment that provides an expression of the size of the observed unit on a previously developed rating scale.

The frequency method of pedagogical observation includes timing - it is the determination of the time spent on any action.

In pedagogical research, the method of assessing pedagogical observation is often characterized by pedagogical analysis of the lesson.

Inquiry. The survey can be conducted in the form of questionnaires, interviews and interviews.

Questionnaire is a method of obtaining information through the written answers of respondents (research participants) to the standard system of questions and answers.

Interview is a method of obtaining information through the oral answers of respondents to a system of oral questions asked by researchers.

Interview is a way to get information by discussing a question of interest to the researcher in two or more ways. During the interview (and the advantage of this method), the researcher may have a deeper understanding of the issue of interest, as well as the identification of questionable answers, resulting in reliable information.

The most common form of the survey is a questionnaire. However, the effectiveness of the survey largely depends on the structure and content of the survey. If the researcher develops the questionnaire himself, he should conduct preliminary investigations.

Testing. This is a unique system of using control exercises. Control exercises are standardized in terms of the composition, form and conditions of activities used to determine the physical condition of children in a given period. Control exercises can be used as a regular exercise. In research, as a rule, they use multiple exercises rather than a single control exercise.

Using the test:

- determine the level of development of individual physical qualities;

- Comparison of the readiness of both individual children and groups;

- Monitoring the effectiveness of physical education;

- determine the advantages and disadvantages of the tools used, teaching methods and forms of training;

- Development of the most appropriate individual and group training plans and regulations.

Although control exercises help to determine a person's physical condition through physical indicators of their readiness for exercise, their role cannot be overestimated.

If the choice of control exercises is incorrect, the evaluation of the effectiveness of their implementation is illiterate, the superficial analysis of the results is illiterate, it is impossible to obtain objective information about the physical condition of the child, the appropriateness of the pedagogical process.

Expert assessment Expert assessment is often used when the reliability of the information needed to make a decision is relatively low. Therefore, expert assessment is probable in nature and is based on a person's ability to provide useful information in the face of uncertainty.

With the help of experts, the characterization of the pedagogical phenomenon is often carried out using commissions and expert assessment methods.

Using the expert method, a group of experts and practitioners discuss the problem together until a certain consistency of decisions is reached and conflicting opinions are identified.

When using the expert assessment method, conditions are created that exclude direct contact between group members. Instead of a group discussion of the problem, an individual survey of experts is conducted to determine the relative importance of the factors influencing this pedagogical phenomenon. [29,14] The following should be taken into account when selecting specialists to participate in the examination.

- Individual requirements to the expert determine his powers in the field of reading and erudition in the relevant fields, the creative nature of the activity, the presence of a positive attitude to the experiment;

- It is unacceptable for a specialist to be very narrow in his / her field of study, as this can lead to one-sided conclusions, so in some cases people in the relevant field of knowledge should be included in the group of experts.

Pedagogical experience. Pedagogical experience implies experimental methods (and this is reflected in its name), because its characteristic feature is the planned involvement of the researcher in the studied phenomenon. The essence of interference in the natural process of the pedagogical process, as a rule, leads to the artificial separation of any aspect of the process under study from the diversity of existing relationships.

Pedagogical practices can be of several types.

Multi-form or identification experiments can be used according to the purpose set by the researcher.

The emerging experiment involves the development of a new pedagogical position in science and practice in accordance with the hypothesis put forward.

Detection experience involves verifying existing knowledge of a particular piece of evidence, an event; in different contexts, when working with other age groups, this or that known fact, checking the behavior of the event, and so on.

Depending on the degree of change in the conditions of the process of physical education, it is customary to transfer pedagogical experiments to natural conditions, while the research process is carried out in the usual conditions for the learners. It is a model condition characterized by significant changes in normal conditions that allow to distinguish the studied phenomenon from side effects; isolation from the effects of changing environmental conditions as much as possible, ensuring strict standardization of conditions that allow isolation is carried out in the laboratory. The role of laboratory experiments in the development of some physiological and psychological questions in solving pedagogical problems is reduced.

Depending on whether the children know or do not know about the tasks and the content of the research, natural experiments, which are the full composition of the research groups, are carried out openly or secretly when children are given a sufficiently detailed explanation of the tasks and content of the whole lesson. but no comment is given to the participants.

Absolute and comparative experiments differ in their direction.

At the same time, if it is necessary to study the situation of those who are busy without observing its dynamics, they turn to the help of absolute experience. The results of such an experiment are compared with existing standards.

According to the logical scheme of evidence, all comparative experiments are distributed sequentially, and before adding this factor to the same group of children, after the introduction of a new pedagogical experiment, compares the effectiveness of the pedagogical process, confirms the hypothesis and provides proof of the hypothesis by comparison. reaches

8.3. Processing analysis of research results.

Whatever the information, it is necessary to transfer it to a certain system, analyze it thoroughly and then draw the appropriate conclusions. It is very important to process the results of each study immediately after its completion, because the storage allows you to give details that are not identified for some reason, but are of interest to the essence of the work.

The student must decide which data processing methods are most appropriate for the task.

The processing of the obtained data can be qualitative or quantitative analysis.

Qualitative analysis of the results obtained in the research work of students is often carried out using casuistics, introspective classification, algorithms and the creation of a theoretical model. Other methods can be used in pedagogical research.

Depending on the reflective nature of the person, the method of introspection or self-observation (introspection - "look" at the internal processes of consciousness) is used to assess the

researcher's participation in the studied process, to describe the experience important for solving research problems.

When using this method, self-reports and exercise experience are often analyzed.

The casuistic method consists of describing the usual and unusual cases in relation to the sample under study. It is often used when it is necessary to demonstrate changes in research, but quantitative indicators are not available or impossible. The casuistic description can be used as an additional description of the results obtained during the experiment. [29,14]

Pedagogical hermeneutics - Pedagogical hermeneutics is a method of interpreting and understanding pedagogical experience.

As a rule, the best example of pedagogical activity is engaged in the research which is advanced, innovative, giving high scientific results and worthy of storage and distribution. The experience of innovators is often generalized. However, this may not be a simple description of the activities of a specialist or pedagogical team. The method includes this analysis and a description of the experiment so that it can then be used by practitioners.

The experience can be described in the form of an analytical report, project development, methodological recommendations, and so on.

Classification. The classification of the indicators of the studied phenomenon is based on the features. When you change the classification criteria, the classification itself changes. Thus, the classification can be to such an extent that the distribution of indicators can be determined in the event of a characterization.

Algorithmization is the correct study of the rules of organization of the studied phenomenon. The method is based on the concept of algorithm. An algorithm is a complete set of steps (actions, operations, or procedures) that lead to a specific result. Algorithmic methods are often used in the development of new pedagogical technologies.

Theoretical modeling is the creation of a theoretical model of the research object.

Modeling method (FR. Model-sample, prototype) - is the repetition of the properties of a particular object in another object

created specifically for the study. This method is usually used when the method of verification of the original object is not possible (due to lack of availability, high cost, lack of time). In the process of theoretical modeling, certain relationships and connections are established with the components of the pedagogical process. [17]

Quantitative analysis of research results.

The correct use of quantitative analysis methods increases the reliability of research results. In research, students often need to know the differences between experimental and traditional teaching methods, or to determine the relationship between changes in one feature and changes in another.

Determining the significance of differences between results.

When the difference between the results is determined using some statistical parameters (arithmetic mean, standard deviation, etc.), they are called parametric difference criteria.

It is recommended to use parametric difference criteria when the data collected by the researchers have a quantitative measure, for example, expressed in any unit of measurement, such as meters, seconds, kilograms, etc.

In most cases, Student criteria are used to compare the average values of the two sets. In pedagogical research it is often necessary to use non-parametric criteria of difference. Non-parametric criteria got their name because it is not necessary to calculate the parameters that characterize certain patterns. Non-parametric criteria for differences do not require much computation and allow the evaluation of relatively small samples. There are several non-parametric criteria depending on the organization and statistical voltage. Each of them is unique in solving specific research problems. The most common in pedagogical and biological research are: the White (T) criterion, the Wilcoxon (W) criterion, and the χ^2 criterion. [29,14]

Determining the scale of the relationship between the results.

In any pedagogical process, its structural factors are closely interrelated. There are two forms of interdependence: functional and statistical.

Functional factors reflect a clear, meaningful relationship, in which a change in one factor inevitably leads to a clear change in another. Such relationships are specific to specific sciences. It can be observed in pedagogy: in the most general variants and within some specific limits.

This is called true statistical correlation or correlation.

Correlating factors are first subdivided into causes that lead to changes in other factors, and their change occurs under the influence of determining factors.

The correlation can be both positive (an increase in the causative factor leads to an increase in the causative factor) and negative (an increase in the causative factor leads to a decrease in the causative factor). The mathematical value of the correlation is expressed in decimal fractions with a coefficient from -1 (maximum negative relationship) to +1 (maximum positive relationship).

It is common to divide the quantitative dimension of the relationship into several levels: weak connection - with a correlation coefficient of up to 0.30;

average correlation - with a correlation coefficient of 0.31 to 0.69;

strong correlation - with a correlation coefficient of 0.70 to 0.99.

A correlation coefficient of 1 indicates the presence of a functional relationship.

If the change in one factor does not affect the size of others, then there is no correlation, that is, these factors are neutral to each other.

Correlation analysis. In assessing the relationship between these levels, it can be done between qualitative indicators and quantified indicators.

Color correlation (degree of correlation) is one of the easiest ways to establish a measure of the relationship between factors.

The name of the method indicates that the relationship is defined by levels (places), that is, a series of ordered quantitative values that decrease or increase.

A high degree of accuracy in determining the interdependence of quantitative measurements can be obtained by calculating the correlation coefficient (r).

If it is not possible to measure characters, properties, parameters, etc., and they are not distributed in a series of variables, the relationship between them is determined by the presence of these characters. apply to the calculation of the coefficient.

Regression analysis. If another property changes, regression analysis is used to determine how much one property changes.

The regression coefficient allows you to quantify the changes in the query factor when changing the result factor for one unit. In contrast to correlation indicators, the relative values that measure the rigidity of the relationship between the attributes in the unit fractions are the absolute values of the regression indicators: they characterize the relationship between the variables with absolute values. Regression coefficients are widely used, especially in the study of children's physical development parameters, for example, to determine the average weight gain of a child growing by 1 cm in height. [17]

Factor analysis. This method is used when there is an additional need for the researcher to identify and identify the factors that are considered to be key indicators. This factor represents an approximate cause of additional variability.

The calculations required for factor analysis are more complex.

However, the use of modern computer software makes this process significantly easier.

Factor analysis is a complex method of processing mathematical data, so students usually do not use this method in research work.

The analysis carried out with the help of mathematical statistics allows to fully express the phenomenon under study. It should also be borne in mind that statistical procedures and, in general, the use of mathematics in pedagogical research should not be a means of providing formal persuasion, which is a unique approach to science. Statistical developments are simply a technical tool for data analysis, which is the most creative and interesting stage of research.

At this stage, the importance and interdependence of all elements of the research process is clearly demonstrated.

Registration of research work

The student should keep in mind that the results of the research are the main factor that determines the form, design of the work presented, the success of the defense. Proper writing and quality design of the work is an important task that the student must complete at the end of the study, but the work of the supervisor is also evaluated on these indicators.

Adherence to the basic rules of registration of any research work enhances the culture of presentation of results.

Lack of understanding of the importance of a piece of work in research and design often leads to a failure to fully evaluate the most important results.

8.4. The structure of the study

The research includes the following components: title page, table of contents, research text, list of references, applications (if necessary).

Title page. Information on research work. The pages of the title page are written in the following order. Page 1 shows the name of the organization where the study was conducted; author's last name, first name, patronymic. Last name, first name and patronymic, academic degree and academic title of the supervisor; city, year.

Table of contents. The word "content" is used in the research, not "content". The table of contents is an index of titles (chapters) of a single dissertation, and the table of contents is an index of titles of different topics included in the publication. To make it easier to find the desired topics, the table of contents is placed at the beginning of the work: the table of contents is used for the reader to get acquainted with the scientific work.

As a general rule, the table of contents should include the title of sections, paragraphs, sub-paragraphs (if any) with research pages.

When creating a table of contents, the titles of each chapter and the subheadings of each chapter are arranged in a vertical row, and page numbers are placed on each topic.

All headings must start with the same vertical line.

The content is organized in a quality design, which allows you to clearly see all the materials, information about the study.

The working text consists of several components: introduction, presentation of research materials, conclusions, practical recommendations.

The introduction proves the basis of the topic, its description (relevance, object and topic of research, its practical significance), ie the need for scientific or scientific-practical study, the hypothesis, goals and objectives of the study of the topic are formed. Here is the amount of work, the number of literary sources used, the number of figures and tables.

The statement of topic materials (analysis, generalization, research, etc.) naturally occupies a large part of the work. The statement can be in chronological order or have a set of materials on problematic issues. The choice of a particular option depends on the nature of the topic and the materials collected, the level of coverage of some issues of the topic in the literature, and so on.

As a rule, there are 3-4 chapters in students' research work. The first section describes the status of the topic chosen for the study.

The word "problem" is often used in the title of the topic, for example, "Problems of prevention and correction of disorders of the musculoskeletal system in the process of physical education in preschool children." The second chapter of the dissertation describes the methods traditionally used in the educational process and its organization (in the research, this information is presented in the introductory part). The name of the department is "Methods of research organization". In describing the methods, it is necessary to explain why this method was used. If the method is used in a standard form, then there is no need to describe it, it is enough to show how it was done. If conditions have changed (for example, due to the specifics of children's physical development or the size of the gym), it is necessary to fully explain how this method is used. The third chapter describes the basic rules of innovation introduced

into the pedagogical process (for example, the experimental method is described).

Therefore, the name of the study, as a rule, reflects the topic of the studied novelty, for example: "Exercise methodology aimed at the prevention and correction of musculoskeletal disorders in preschool children." The fourth chapter is devoted to the results obtained during the study. Its name often begins with the words "Evaluation of research activities."

Qualification work does not include mandatory changes in the pedagogical process. Often in the qualification work the student assesses any situation in the physical culture of preschool children through pedagogical observation, study of pedagogical experience and a survey of specialists. From this point of view, the qualification work may have not four, but three sections (there may not be a chapter devoted to the development of experimental techniques).

Conclusions are drawn at the end of the study.

If the work is of a methodological nature, practical recommendations will be given after the conclusions.

One of the mandatory requirements for scientific research is to follow the following sequence: the task is a section (or paragraph) describing the problem-solving process of the methods used to solve the problem, a conclusion (or conclusions) for solving the problem. Due to this requirement, the content of the research is immediately visible, the work is easier to read [29,14]

References. This is an important element of the work. It not only showcases all the materials used by the researcher, but also the culture of designing scientific papers. This section may contain other names: "Literature", "Bibliography". Placed at the end of the manuscript. A mandatory condition for the creation of this section of the study is compliance with the requirements of the "State Standards" related to the bibliographic description of literary sources. When compiling a bibliographic description of printed works, the student should indicate only the literature indicated in the text, notes and appendices. Works not mentioned in the manuscript are not allowed to be included in this list.

The works in the list of references are presented in alphabetical order with the first, second and other letters, first in Uzbek, then in foreign languages. Numbering of all works should be general.

Applications. Appendices place materials that complement the research, provide additional information about it, explain the specific rules of the research.

If there are several applications in the study, they may be a special part of the "applications".

Each application is assigned a number. The application is indicated in the upper right corner by a capital letter and a number corresponding to the application number (Appendix 1). When preparing applications, it should be borne in mind that they are related to a particular paragraph, section, work section, and the text of the application package may include: "A questionnaire has been developed to address research problems (4- Annex 2 "or:" The main provisions of the developed methodology are given in Annex 2 ".

8.4.1. Description of the research process and its results

Preparation of dissertations and dissertations includes not only research, but also writing. Writing a text is one of the most difficult parts of research for many students, as analysis is much more difficult than simply recording and gathering evidence. In addition, literary talent, like other talents, is not well developed. At the same time, each student prepares a manuscript and then submits it for defense.

Presentation language and style. Scientific research, written in good literary language, always succeeds. It is necessary to state your ideas as briefly as possible, to limit the use of repetition, jargon, dialects and terms that are incomprehensible to researchers, and to formulate concrete proposals.

It is not uncommon to present the results of personal research on your own behalf ("I confirm", "I speak openly", etc.). For example, it is better to write "developed program" instead of "developed program".

Use of authors' materials. The inclusion of other people's materials (research results, ideas, recommendations, etc.) in the text of the work requires the mandatory indication of the author, that is, through links.

In order to refer the research to the literature, the student should keep in mind the following:

1. The work should, of course, reflect the views of leading experts in the field of research.

2. Numerous quotations make it difficult for the researcher to understand his position and make the literary commentary abstract. Avoid contact with multiple authors at the same time. If this is indeed true, they can be interpreted differently by one, two, three researchers.

3. If after the sentence there is a line of 10-15 names, it means that the student fills in the list of references.

4. The names of the authors can be put after well-known facts, for example: "exercise has a significant impact on the health of preschool children."

5. "Studying this problem B.T. Haydarov (2018), G.X. Ibraimova (2018) year. and others. " It is noted what research the authors of the study were engaged in, but the results are more interesting for students.

6. When referring to the work of deceased authors, one should not write about the author in the present study. For example: "P.F. Lesgaft's teaching shows that ... "

7. When using the materials listed in the monograph or manual, the cover should indicate the name of the author of the section or paragraph, but not the names of all authors.

8. If the author's last name does not indicate a gender, you can always use the following. «G. According to H. Kholboevna's scientific works ... ".

Most of those who study and evaluate the work (commentators, experts, members of the HAC) are well aware of the sources cited in the literature, as well as the scope of scientific interests of the authors mentioned by students. Therefore, according to the research

links, they assess the student's scientific literacy and correct approach to research.

Terms. In defining the scientific terms of his research, the student should keep in mind that some concepts are very freely interpreted in sports and educational literature. For example, the concept of "physical development" is sometimes used as a morphological basis of the body, and in others as a social part, similar to the concept of "physical perfection".

The same terms, conditional abbreviations, and records should be used in the work. For example, in one case it is impossible to write "movement qualities", in another - "physical qualities", in the third case - "movement skills".

Each term (or symbol) must have its own meaning. New terms introduced by the author or unknown to children should be explained. It is recommended to use foreign words and terms only in the following cases: first, when they are widespread and combined with the Uzbek literary language; secondly, it can be used in the absence of synonyms in the presentation of scientific evidence (fitball, stretch, rhythmic, etc.).

Images. When describing the research process and results, the student should indicate what he / she wants to describe in the text (so as not to take up too much space with a list of numbers and data), what is covered in the table, in the appendix of the research work.

The general requirement in choosing the form of the image of the material is that its appearance should be understandable to the child. Therefore, the complex structure of the headings and parts, and the tables or diagrams that belong to them, are not necessary. It is preferable to describe the presentation of quantitative data in tabular form.

The number of drawings must be optimal. This means that there is no need to graphically reflect the dynamics or interdependence of all the indicators studied - their number can usually be very large. It is recommended to show a trend that is easier to observe in drawing than in the text.

Thus, pictorial materials and literary text should complement each other, but neither should be repeated. Therefore, it is not possible to list all the numeric indicators available in a table or figure in the text. The task of a literary text is, first of all, to show the principles of creating pictorial materials.

Control questions

1. What does the relevance of the research mean?
2. What do you mean by the object and subject of research?
3. What is a hypothesis and how is it formed?
4. What requirements should be followed to select research questions?
5. How to choose research methods?
6. What pedagogical experiments are used in the study of physical education of preschool children?
7. How are the research materials arranged in chapters?
8. What are the most common mistakes in the study of physical culture of preschool children?

RESPONSIBILITIES FOR CHILDREN

(Physical Development Tests)

Evaluation of equilibrium function. The child's posture - the lower part of the legs are in a line, arms are parallel to the body, eyes should be closed. In this case, the movement is 15 sec. should be done during. It is a mistake for the foot to fall over the line.

Evaluation of movement coordination. (finger greets nose). After the test, the child is asked to close his eyes with his right hand and touch the tip of the nose, his left hand should touch the lower part of the ear, and the movement is repeated with the other hand. The fact that the child made a mistake indicates that the coordination mechanisms are not developed.

Assessment of hand motor skills. (put the coin in the box). On the table stands a cardboard box (size 10x10cm), around which are scattered 20 small coins. As soon as the expert says the start signal, the child should put the coins in a box one by one. The test is performed successively with the left and right hands. Time for the right arm is 15 sec., For the left arm - 20 sec.

Evaluation of finger motor skills. (draw a circle with a finger) For 10 seconds, the child stretches his hand forward and draws a circle of different sizes in the air with his thumb, the size of the circle should be the same for both hands. If you draw a circle of different size in both hands, the task is considered unfulfilled. [22,23,27]

Tests to measure the strength of the child.

Dynamometry of the palm

The strength of the right and left palms is measured using a dynamometer. The dynamometer should be in the outstretched hand, with the child standing upright. During the measurement, rapid movements, slipping, twisting or lowering the arm are prohibited. The measurement is performed 2-3 times, first in the left and then in the right hand. Both results are recorded. The test is designed for children aged 3-7 years.

Height stanometry. The measurement is carried out on a standard dynamometer with a spring, standing on the floor. The dynamometer handles are held at knee height, with full force,

without moving, the child lifts to the end. The measurement is repeated 2-3 times and the best result is recorded. The test is designed for children aged 3-7 years.

Raise the legs while lying down. When the child is lying on his back, he lifts and lowers his legs with the command, it is necessary to press his shoulders. An increase of 30 seconds is taken into account. The test is designed for children aged 5-7. . [22,23,27]

Long jump from place to place. This method can be done indoors or outdoors. The jump is made on a 1 x 2 m sand pad filled with sand. When the weather is bad, it can be held in the gym, which requires a special rubber mat. The child stands on the line and jumps on both feet. The measurement is made from the jump line to the point where the back of the foot falls. The best attempt is taken into account. Required equipment: meter, chalk, special rubber walkway or sand pad. The test is designed for children aged 3-7 years.

Throwing a heavy (1 kg) ball while standing. The test is performed on a 10 meter long platform. While standing on the line, the child moves with both hands behind his head and without taking his feet off the ground. You can move forward when you move. The test is repeated 3 times. The best result is taken into account. The test is designed for children aged 3-7 years.

Equipment needed for the test: heavy ball weight - 1 kg, chalk and a line for throwing.

Throwing a light ball away.

The test is carried out on an asphalt paved road. The throwing area should be 3 m wide and 15-20 m long. Each meter in the corridor is marked with chalk. When the specialist gives the order, the child stands on the line and throws the ball with one hand, it is impossible to change the position of the legs when throwing. The test is repeated 3 times. The best result is taken into account. The test is designed for children aged 3-7 years.

Equipment needed for the test: a light ball or sandbags of 200 grams - 3 pieces, chalk, roulette, marked corridor.

10 sec on both feet. jump to the side during.

The test is performed on a sandy area or in a gym. Two lines 35 cm apart are drawn in the corridor, and in the hall they are marked

with colored tape. The child presses the line with his right foot, after the command "start" begins to jump to the side with his right foot, aiming at the line on the left. The expert turns on the stopwatch and continues until he says "Stop". The second specialist takes into account each jump to the right and left, the child is required to press the line exactly. The test is performed twice and the best result is taken into account. Equipment needed for the test: stopwatch, 2 colored scotch tape, pad. The test is designed for children aged 4-7 years.

Agility detection tests.

Running 30 meters. The width of the treadmill should be 2-3 m, the length should not be less than 40 m, the test can be held in the stadium. The start and finish lines are marked with flags. The test is conducted by 2 educators, one with a flag at the start line, the other with a stopwatch at the finish. Required equipment for the test: 2 stopwatches, 2 flags, marked treadmill. The test is designed for children aged 4-7 years.

Running a distance of 3x10 m. The length of the corridor should not be less than 15 meters, draw 2 parallel lines and 2 circles on both sides (diameter 0.5 m). The child stands on the line, looks at the cube in the opposite circle, runs at the start, takes the cube back, puts it in a circle. The test is performed in 1 attempt. The test is designed for children aged 4-7 years. Necessary equipment for the test: stopwatch, cubic volume 5 cm 3, marked treadmill, chalk. . [22,23,27]

Tensile strength test.

Running 90, 120, 150, 200 m (depending on the age of the child).

Two specialists will train in the stadium or on the designated field. The start and finish lines are marked in the distance. The children stand on the start line, the stopwatch turns on after the start command, and the stopwatch turns off when they cross the finish line. The test is performed in a single attempt. Test distance for 5-year-olds - 90m, 6-year-old - 120m, 7-year-old 150m. A distance of 300 meters is for 5-7 year olds, time is not taken into account.

Tests to determine agility and coordination skills.

Zigzag running. The test is held on a sports field or in a 15m gym. A ball is placed every 5 meters along the length of the distance, so that the movement is divided into 2 parts. The child starts the movement from the starting line, he must perform the movement without touching the balls. The test is performed 2 times, the best result is recorded. At the beginning, the specialist shows the child how to move. The test is designed for children aged 4-7 years. Equipment needed for the test: stopwatch, 6 balls or flags, chalk, marked treadmill.

Jump over the obstacle and jump over the obstacle. For the test, a 2 m long and 2 cm wide rubber band is pulled from the bottom at a height of 35 cm. First, the child jumps over the first tape and passes under the second tape. The action is performed 5 times. The test is repeated 2 times, the best result is recorded. The test is performed after children have mastered it.

The test is designed for children aged 4-7 years. Equipment needed for the test: stopwatch, rubber band 2m x 2cm, 2 stakes for high jump.

Throw a small ball (150 g) at the horizontal and vertical targets. The test room should be 5 m, the throw line is drawn. Depending on the age of the child, a mark with a diameter of 60 cm is placed. You need 6 small balls to throw. By the order of the specialist, the child is on the line. Horizontal target distance depending on the age of the child: 1m for 3 year olds, 2 m for 4 year olds, 3 m for 5 year olds, 4 m for 6 year olds, 5 m for 7 year olds, 60 cm for target diameter should be. Throwing is done with a comfortable hand. There are 6 attempts on the test, the best is recorded.

Vertical target throwing: the distance is determined depending on the age of the child: -1 m for 3-year-olds, -2 m for 4-year-olds, -3 m for 5-year-olds, -4 m for 6-year-olds, -5m for 7-year-olds, The target diameter should be 60 cm. The height of the sign is below: - 1m for 3 years old, 20cm for 4 years old, 1 m 50 cm for 5 years old, 2 m for 6 years old, 2 m 20 cm for 7 years old children. Throwing is done with a comfortable hand. There are 6 attempts on the test, the best is recorded.

Jump rope. The child must hold the rope in both hands, without touching the rope with his feet, without losing balance, and if these requirements are met, the number of correct jumps will be taken into account. The test is performed in 3 attempts. The test is designed for children aged 5-7 years. Equipment needed for the test: rope for jumping.

Flexibility detection tests.

Lean forward. The child stands upright on a bench, looks forward, bends to the end without bending his knees, and in this position for 2 sec. costs At the edge of the bench is a ruler in line with the foot, if the child bends less than 15-20 cm, a good indicator is set, otherwise - the figure is low. Required equipment: Gymnastic bench, vertical scale. The test is designed for children aged 3-7 years. . [22,23,27]

PRACTICAL RECOMMENDATIONS

1. Creation of an improved unified system of physical education classes MTT.

2. Effective use of more games in the preparation of information for physical education classes in the state program "First Step".

3. Rational use of equipment and inventory by physical education professionals. To have the ability to create from nothing.

4. Knowledge of the tasks assigned to the specialist, a serious memory of the science of physical theory, a sense of responsibility.

(educational and educational activities excluding daytime sleepiness - at least 38%, children's outdoor activities - at least 38%, independent play activities - at least 24%, the formation of a healthy lifestyle (sanitation and hygiene) `nicknames) at least 20%, informing parents about the physical development of children at least 3%.) [2]

1. In order to improve the readiness of children in the development and rehabilitation phase of the MTT, it is necessary to strictly plan the content of training, taking into account the age, sex, characteristics and psychophysiological characteristics of children.

2. The program of training of preschool children in action training, based on this research and tested with the help of experiments, the main tools for monitoring the program, training methods, forms of organization, training structure, size and results of activities. can be considered programmatic.

5. In order to strengthen the motivation in the process of training in gymnastics with children aged 3-7 years, the following is recommended:

- The use of playful forms of training and development of physical qualities in the classroom;

- the use of verbal methods of persuasion and encouragement;

- Incorporate relays, movement and creative games into all parts of the training;

- In each lesson, use a variety of fun exercises that help to continuously develop children's motor skills, creative thinking skills.

6. We recommend that parents cooperate in the organization and implementation of the training.

7. It is necessary to increase the psycho-emotional and intellectual load of preschool children and the deterioration of their health, on the other hand, to introduce traditional "health day" activities aimed at rest and recovery of children.

QUESTIONNAIRE

(To know the interest of children in physical education through questionnaires).

1. How long have you been participating in physical education classes?
2. Who brought you to the gym?
3. Do you regularly practice this type of training?
4. Do you always want to go to class with pleasure?
5. Can you always perform flexibility movements without difficulty?
6. Which physical training is easier and more fun for you?
7. What tasks do you dislike to perform given by an expert?
8. Which exercises do you find the most difficult?
9. What made you come to the training?
10. Do you want to be a highly qualified, famous athlete?
11. Can you always be active in training?
12. What inventory do you like to exercise with?
13. Do you show the exercises you did at PEI to your parents at home?

ANNOTATED DICTIONARY

Physical development is the process of changing the shape and function of the human body. When used in the narrow sense, the term "physical development" refers to anthropometric and biometric indicators (height, body weight, chest circumference, lung capacity, posture) and others. When the term "physical development" is used in a broad sense, it also includes physical qualities (speed, agility, flexibility, balance, visual acuity, strength, endurance).

Physical fitness is a measure of movement skills, abilities, and physical attributes.

Normative indicators for all major types of physical activity for preschool children and quality requirements for their implementation have been developed. They are listed in the State Program "First Step".

Physical maturity is a historically formed level of physical development and the highest stage of comprehensive physical training for health, life, work and defense of the Motherland.

Physical education is a pedagogical process aimed at achieving physical maturity. In the process of physical education, mental, moral, aesthetic and labor education is carried out.

Physical education is a form of physical education that involves the acquisition of specific knowledge, movement skills, and competencies.

Exercises are movements, movement activities, complex types of movement activities (movement games), which are selected as a means of solving physical education tasks. The term "exercise" refers to the process of repeating a movement activity several times.

Sport is a special activity that is manifested during the competition, aimed at achieving the highest results in one or another type of exercise.

Physical activity is a special type of social movement that aims to increase the level of physical education of the population and to promote the development of sports. It envisages targeted activities of the state, public organizations and the public in the development of physical culture and sports.

A method is a way of acquiring knowledge, a well-organized, conscious and consistent activity of a scientist.

Preschool education is an educational organization that implements a variety of preschool education programs.

Demonstration in education is one of the didactic principles. Demonstration helps to thoroughly and deeply master educational materials, expand children's knowledge.

Moving Games - Moving games serve as a method to improve the motor skills and physical qualities previously acquired by children

Story-based games help the child to recreate a familiar life image

Sports - volleyball, basketball, badminton, campus, laptop, table tennis, football, hockey

Classification is the division of exercise into groups and subgroups according to certain characteristics.

Action play is a complex activity consisting of various emotional movements.

Sport is the practice of achieving high results in any type of exercise.

Tourism is an opportunity to strengthen motor skills and develop physical qualities in the wild.

Rhythm is the alternation of muscle tension and relaxation.

Physical training is a system of specially selected exercises that have a comprehensive effect on the human body.

Teaching methods consist of a system of methods depending on the specifics of the subject, specific educational tasks, real tools and educational conditions.

A method is a part of a method that complements and defines it.

Movement skills are determined by the level of mastery of movement techniques.

Movement skills are the level of mastery of movement techniques, in which the control of movements is automatic and the movements themselves are very reliable.

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(IN PRESCHOOL EDUCATIONAL ORGANIZATIONS)

Study guide

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