

PHYSICAL EDUCATION OF SCHOOL-AGE CHILDREN

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ANNOTATION:The article analyzes the theoretical foundations of physical education of preschool children. Because, physical education for children is the same as the foundation for a building. The more solid the foundation is, the higher the building can be erected; the more worries about the child's physical education, the more success he will achieve in general development; in science; in the ability to work and be useful to society as a person., since the means of physical education include hygienic factors, natural forces of nature, physical exercises. Usually, in physical education classes, a child, acting with objects, masters their physical properties, learns to control their movement in space, begins to coordinate their movements, based on mastering speech, beginnings of controlling their own behavior appear. At present, the analysis of the place and role of physical culture general system of upbringing of preschool children is widely presented. Every parent wants to see their baby healthy, cheerful, well physically developed.

Key words: methods of physical education, natural forces of nature, education of preschool children.

Raising children healthy, strong, cheerful is the task not only of parents, but also of every preschool institution, since children spend most of the day in them. In kindergartens, physical education classes are provided, which should be built in accordance with the psychological characteristics of a particular age, accessibility and the appropriateness of the exercise. Complexes of exercises should be exciting, and also should provide for physiological and pedagogical justified loads that satisfy the child's need for movement. A sick, physically poorly developed child usually lags behind healthy children in school. He has a worse memory, his attention gets tired faster, and therefore he cannot study well, and parents and even teachers are often mistaken, considering the child a lazy person. This weakness also causes a variety of disorders in the activity of the body, leading not only to a decrease in abilities, but also undermines the child's will (V.A.Doskin, L.G. Golubeva, 2002). Correctly organized physical education contributes to the formation of a good physique, prevention of diseases, improvement of the activity of internal organs and systems of the child's body [1].

Positive emotions, emotional saturation of classes are the main conditions for teaching children to move. Imitation - generates emotions that activate the child. In addition, interest has a positive effect on the motor activity of children, especially those who are sedentary and inert. Mastering movements also has a good effect on the development of a child's speech. The understanding of an adult's speech is improving, the vocabulary of active speech is expanding. That is why the outstanding Soviet teacher V.A. Sukhomlinsky: "I am not afraid to repeat once

again: taking care of health is the most important work of an educator." Therefore, it is extremely important to put physical education correctly at this age, which will allow the baby's body to accumulate strength and ensure in the future not only full physical, but also mental development. And such important human data as strength, will, endurance, health, cheerfulness, physical activity are instilled precisely in childhood [2].

Physical culture is a limited part of universal human culture, its special independent area. At the same time, this is a specific process and result of human activity, a means and method of physical improvement of a person (N. N Kozhukhova, 2003) [3].

Physical culture is based on purposeful physical activity in the form of physical exercises, which allow to effectively form the necessary skills and abilities, physical abilities, improve health and work capacity. Physical culture is represented by a set of material and spiritual values. The former include sports facilities, inventory, special equipment, sports equipment, and medical support. The second includes information, works of art, various sports, games, exercise complexes, etc. The result of activity in physical culture is physical fitness and the degree of perfection of motor skills and abilities, a high level of development of vital forces, sports achievements (E.Ya. Stepanenkova, 2005) [4].

Physical exercise as the essence of physical education is the main means of directed influence on physical development (T.I. Osokina, 1986). Physical development as a result of physical education, in turn, can act in two aspects - to designate anthropometric indicators and as a process of development of the body (N.N. Kozhukhova, 2002). Physical fitness is an indicator of the level of development of motor skills, skills, physical qualities (N.N. Kozhukhova, 2003). This is the set of concepts that determine the physical culture of a preschooler (N.N. Kozhukhova, 2003). The tasks of physical education in preschool institutions are determined by a common goal and are concretized taking into account the peculiarities of the development of children in each age period (DV Khukhlaeva, 1984) [5].

The goal of physical education is to form the foundations of a healthy lifestyle, its focus on strengthening health, physical and mental development, emotional well-being of each child (N.N. Kozhukhova, 2003). In the process of physical education, health-improving, educational and educational tasks are carried out.

Wellness tasks:

1. Increasing the body's resistance to environmental influences by hardening it. With the help of reasonably dosed health-improving factors of nature (solar, water, air procedures), the weak defenses of the child's body increase significantly. This increases the resistance to colds (acute respiratory infections, runny nose, cough, etc.) and infectious diseases (tonsillitis, measles, rubella, flu, etc.).
2. Strengthening the musculoskeletal system and the formation of correct posture. It is important to pay attention to strengthening the muscles of the foot and lower leg in order to prevent flat feet, as it can significantly limit the child's motor activity.

3. Assistance in increasing the functionality of vegetative organs. The active motor activity of the child helps to strengthen the cardiovascular and respiratory systems, improve metabolic processes in the body, optimize digestion and heat regulation.

4. Education of physical abilities (coordination, speed and

endurance). Where the process of developing physical abilities should not be specifically directed towards each of them. On the contrary, on the basis of the principle of harmonious development, one should select the means in such a way, change the activity in terms of content and character, and regulate the orientation of motor activity so that a comprehensive education of all physical abilities is ensured;

Educational tasks: 1. Formation of basic vital motor skills and abilities. The formation of motor skills is carried out in parallel with physical development: by the age of three months it is necessary to promote the formation of the skills to raise and hold the head; by the sixth month, form elementary hand movements, the ability to crawl, roll over from back to stomach, etc.; by the eleventh month

it is necessary to teach to sit down, lie down, stand and walk, holding onto objects; by the third year of life, the child must master walking, running, climbing; etc.

2. Formation of sustainable interest in physical education.

Children's age is the most favorable for the formation of a stable interest in physical exercise. But at the same time, a number of conditions must be observed. First of all, it is necessary to ensure the feasibility of tasks, the successful completion of which will stimulate children to be more active. Continuous assessment of completed tasks, attention and encouragement will contribute to the development of positive motivation for systematic exercise. To inform children of elementary physical education knowledge, developing their intellectual abilities. This will expand their cognitive capabilities and mental outlook.

Educational tasks:

1. Education of moral and volitional qualities (honesty, decisiveness, courage, perseverance, etc.).

2. Promotion of mental, moral, aesthetic and labor education (Zh.K. Kholodov, V.S. Kuznetsov, 2004). Health-improving, educational and educational tasks, although they are relatively independent, are in fact closely interrelated, and therefore they must be solved must be in obligatory unity, in a complex. Only in this case the child will acquire the necessary basis for further all-round, not only physical, but also spiritual development (Zh.K. Kholodov, VS Kuznetsov, 2004) [6].

Knowledge of the age-related characteristics of the child's development will help to choose physical exercises, hardening procedures, to monitor the physical and mental development of children. The preschooler's body is developing intensively. During the first seven years of his

life, not only all internal organs increase, but their functions also improve. The main indicators of a child's physical development are height, body weight and chest circumference. Knowing these indicators, it is possible to compare the data of the physical development of children of a particular child in a group with the average indicators of the development of children of the corresponding age. the load on physical education classes must be taken into account and the anatomical features of the child's body. The peculiarities of children's movements, their coordination capabilities of age-to-age change significantly, which significantly affects the organization of physical culture classes. The muscular system in children is formed on the basis of the development of the nervous system and an increase in the mass of skeletal muscles, and this process occurs unevenly. At an early age, the bones of a child are rich in blood vessels, contain a small amount of salt. They are elastic, flexible, easily deformed and bent, since the skeletal system of 2-3-year-old children has significant areas of cartilage tissue, weak, soft joints and ligaments. Babies do not yet have stable bends of the spine, which appear only by the age of four. All this must be taken into account when conducting physical education classes. It is recommended to pay special attention to the development of the arch of the foot, since on the second and partly in the third year of life, it is flattened. Therefore, it is useful to exercise kids in lifting, walking on an incline and a ribbed board. Small children breathe shallowly, often, unevenly, since the respiratory muscles are not yet fully formed. The development of the child's body, mastering walking, leads to a restructuring of the breathing process and the gradual strengthening of the corresponding organs. The frequency is normalized, the abdominal and then the chest type of breathing appears, the capacity of the lungs increases. Breathing quickens only with excitement or physical exertion. Taking into account the peculiarities of the respiratory system of preschoolers, care should be taken to ensure that they are in the fresh air as much as possible (AP Chabovskaya, 1971) [7].

Prolonged physical and mental stress can adversely affect the activity of the heart and lead to violations of its function. Therefore, you should be very careful to dose the physical activity on the child's body.

The work of the heart is closely related to muscle development. Regular exercise trains the heart muscle, leading to a gradual decrease in heart rate. Early and preschool age is characterized by significant changes not only in physical, but also in motor development (Zh.K. Kholodov, V.S.Kuznetsov, 2004) Taking care of physical education should begin with creating a favorable emotional microclimate, ensuring a well-defined daily routine, correct nutrition, systematic hardening, widespread use of physical exercises in the life of children By analyzing the content of the lesson and the time, one can judge the correctness of the selection of exercises, their combination. All this will help in the future to more clearly organize the lesson. In any lesson in any activity, children make various kinds of movements. Qualitative fulfillment of a certain type of movement is one of the tasks of physical culture lessons. The basis for checking the main types of movements is the analysis of the elements of movements characteristic of this type. But moreover, it is necessary to take into account the age characteristics and capabilities of children when performing movements. Thus, analyzing the literature on the physical education of preschool children, guided by the experience of teachers - researchers: L.D. Glazyrina, N.N. Kozhukhova, J.K. Kholodova and others - the features of the physical education of preschool

children were determined. The main feature of the physical education of preschoolers is the game form of physical education classes. She is one of the most interesting and common forms of children's activity. The main educational and developmental value of play lessons is that they serve as a natural form of transferring the necessary volume of knowledge in the field of physical culture to children. In order to optimize the physical activity of children in preschool conditions, much attention is paid to the organization and management of outdoor games in physical culture lessons.

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