



ACADEMICA
**An International
Multidisciplinary
Research Journal**
(Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2020.01421.4**

THE CONTENT OF THE DEFINITION OF THE PHYSICAL DEVELOPMENT OF CHILDREN 6-7 YEARS OLD

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ABSTRACT

The article deals with the problem of the content of determining the physical development of children 6-7 years old. Physical education of children of the preparatory group for school requires special attention. The age characteristics of children in this group are favorable for achieving good physical development and health promotion. In the process of physical education under the guidance of a teacher, the child masters motor skills and abilities in accordance with the requirements of the program for each age group.

KEYWORDS: *Physical Education, Preschool Institutions, Age Characteristics Of Children, Development, Health Promotion.*

INTRODUCTION

Physical education in preschool institutions provides, first of all, the protection of life and health improvement of children, the timely formation of their motor skills and abilities, the development of physical qualities, the upbringing of cultural and hygienic skills and habits, the development of interest in physical exercises and outdoor games.

Physical culture and health-improving activities of preschool children should be aimed at increasing the resistance of the child's body to unfavorable factors of the external and internal environment, the development of mental and physical qualities and characteristics, interest and need for physical improvement, comprehensive formation of the child's personality [6].

Children of preschool age are sensitive to a targeted effect on the development of their motor function, improvement of the morphological structures of the motor apparatus. The full physical development and health of the child is the basis for the formation of the child's personality. Modern children, in most cases, experience a "motor deficit", i.e. the number of movements they

make during the day is below the age norm, since children spend a significant part of their time in a static position (at a table, at the TV, computer, etc.). This increases the static load on certain muscle groups and causes them to fatigue. The strength and performance of skeletal muscles also decrease, which entails impaired posture, curvature of the spine, flat feet, delayed age-related development of speed, agility, coordination of movements, endurance, which undoubtedly aggravates the adverse effect of hypokinesia [3]. At present, many different children's studios, private preschool institutions, gymnasiums, etc. have appeared, where, first of all, the question of the physical development of children and physical fitness in modern conditions arises. The whole complex of physical education means, including the implementation of the daily regimen, health-improving hardening measures, ensuring the necessary motor loads, rational nutrition, should be aimed at solving the main task - raising a healthy child.

Physical performance of children depends on the characteristics of physical education, methods and forms of teaching physical culture. In this regard, the promotion of health problems among the priority tasks of preschool education determines the relevance of its theoretical and practical development, the need to develop ways to maintain health from childhood.

Insufficient theoretical elaboration of the issue and the practical need determines the purpose of the study: to study the features of the physical development of older preschool children in the conditions of preschool educational institutions of various types.

The purpose of our study was to solve the following problems:

1. To analyze the system of physical culture and health improvement work, as well as the process of development and education of the physical qualities of older preschoolers in theory and practice.
2. To organize and conduct a practical study of the level of development of physical qualities of children 6-7 years old in preschool educational institutions of various types.
3. Conduct a comparative analysis of indicators of physical development of senior preschool children, various preschool educational institutions.

The methodological basis of the research is the patterns of natural formation of human motor qualities in ontogenesis and the pedagogical principles of the formation of physical qualities of older preschoolers in the course of a purposeful pedagogical process.

To solve the set tasks, a complex of theoretical and empirical research methods was used: analysis of psychological and pedagogical literature; oral questioning of teachers-trainers in physical culture of preschoolers (interviewing); pedagogical control tests (tests); pedagogical observation; methods of mathematical statistics.

Physical education of children of the preparatory group for school requires special attention. The age characteristics of children in this group are favorable for achieving good physical development and health promotion. In the process of physical education under the guidance of a teacher, the child masters motor skills and abilities in accordance with the requirements of the program for each age group.

The formation of skills and abilities in the process of teaching various types of movements is carried out in inseparable unity with the education of physical qualities.

Motor qualities in preschool children are formed in the process of performing various exercises, with the help of which it is possible to influence various qualities, while gradually increasing the speed and frequency of movements (education of speed), the complexity of coordination (education of agility), the number of repetitions of movements (education of endurance), the amount of resistance to be overcome (strength training).

With the accumulation of motor experience, improvement of the morphological and functional properties of the child's body, favorable prerequisites are created for the development of all motor abilities [4].

Mastering new movements, the development of the motor analyzer determine the possibility of improving dexterity. The high level of development of dexterity is evidenced by the good performance by children of movements included in an outdoor game with changing conditions or complicated by additional tasks.

A firmly fixed motor skill, performed under constant conditions, ceases to contribute to the development of dexterity [2].

Preschool children have especially great opportunities in the manifestation of strength abilities. Determination of the strength capabilities of children is necessary for the correct dosage of physical activity in various types of activity.

The introduction of a senior preschool child to the values of physical culture is extremely important for the theory and practice of physical education and sports, i.e. it is during this age period that the image of his future life is formed. Therefore, it is important to lay the foundations of the value attitude towards physical education in the first 5-6 years of a person's life. Scientists and practitioners suggest various ways to achieve this goal. Among them are activities that expand knowledge about sports and physical education (excursions, conversations, meetings, films), emotionally attractive holidays and entertainment, homework, etc.

All these forms, one way or another, affect the attitude of children towards physical education. According to T.P. Bakurova (2001), a more effective way is to optimize the interaction of a teacher and children in a physical education lesson. An increase in the emotional content of training sessions, their attractiveness, personality-oriented interaction between an adult and a child in the process of physical education allows an increase in the number of positively experienced emotions, and this, in turn, will affect the general attitude towards physical education. This statement is based on the fact that one of the motives of the initial stage of physical culture lessons is the motive of the emotional attractiveness of physical exercises [1].

Based on the analysis of psychological and pedagogical literature, we found that the specificity of working with children in physical culture is in the emotional saturation of classes. The creation of emotional saturation of classes, the creation of an atmosphere of cooperation, trust, creativity is achieved by the methods of emotional regulation: musical influence, color influence, reception of switching attention, method of modeling joint activities, reception of positive reinforcement of actions.

When working with children of older preschool age, attention should be paid to the biological clock, which is the main mechanism that ensures the balance of physiological processes and cyclic changes in the environment.

Of all the means of physical culture, the most widely used are general developmental exercises, exercises in basic types of movements, outdoor games, relay races, sports events. A very interesting and effective means of physical culture is a week of physical readiness with preschoolers, which are organized by teachers on a monthly basis. The main purpose of which is to have an idea of the physical condition of children, to make changes in planning, if necessary. A fitness week program can include Runner's Day, Jumper's Day, Fun Starts, and more. The week ends with summing up and rewarding children with gifts and certificates. This form, along with others, allows you to develop interest and needs in physical self-improvement, getting "muscle joy" from games and exercises, contributes to the upbringing of moral, volitional, physical qualities and abilities. Thus, a high level of physical fitness is achieved.

The successful teaching of children to movements largely depends on adherence to the basic principles of teaching: accessibility, gradualness, consistency, correct alternation of material, physical activity and rest, an individual approach.

Children of older preschool age should be taught elementary knowledge about the benefits of physical exercise, the correct ways of performing movements (technique), the rules of outdoor games, the appointment of physical education equipment; The simplest information about personal and public hygiene - the rules for caring for the body, clothes, shoes, physical training equipment, etc.

It is important to bring up aesthetic tastes in children: to acquaint them with the concepts of the correct physique, the beauty of posture and movements.

In the process of physical education, senior preschool children develop mental abilities, attention, memory, perception, thinking, and imagination. It should be noted that preschoolers are characterized by the relationship between the development of mental and physical.

Thus, physical culture, as a system of health-improving effects on the body of a preschool child, allows the most complete solution of educational and educational tasks.

Analysis of the results of our research allows us to draw the following conclusions.

1. The senior preschool age is considered by us as a life period during which the basic motor qualities of children are laid and developed, which are a springboard for the formation of a physically healthy full-fledged personality; Moreover, we see the lesson classes as a factor contributing to the formation of the physical qualities of older preschoolers.
2. Taking into account all the variety of methodological approaches to the process of upbringing physical qualities, the teacher is gradually given the task of creating the most effective structure of the educational process. Moreover, such a structure should be based on certain pedagogical principles.
3. The introduction of innovative approaches, technologies in the physical culture and health activities of preschool children provides not only the necessary conditions for their full natural development, but also contributes to the upbringing of a conscious need for health in preschoolers, the practical development of healthy lifestyle skills and the formation of a health culture. Such an organization of physical culture and health-improving activities of senior preschoolers to a greater extent contributes to more successful adaptation and educational and cognitive activity at school.

4. In the course of practical research, children of 6–7 years old fulfilled practical standards, but the level of physical fitness of children of two preschool educational institutions is different according to the results of test tasks. Children of preparatory school group of gymnasium No. 163 showed better results.

5. It should be noted that statistically significant differences are observed in push-ups, long jump, throwing a tennis ball with the right hand. Although there are differences in the results in the remaining test items, the statistical significance is low.

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