

# Forms and Methods of Work on Physical Development of Children Preschool Education Age Morning Exercises for Kindergarten Age Groups

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## ABSTRACT

Based on the analysis of the ideas of various specialists, the article examines one of the urgent problems of our time – the problem of preserving and strengthening health. The article substantiates the position that the problem of forming a culture of health and value attitude to it in preschool children should also become a pedagogical problem.

**KEYWORDS:** Health, healthy lifestyle, public health, health components: somatic, physical, mental, moral

At the beginning of the year children of the first junior group are not built before performing exercises: they walk and run in a flock, in all directions. In the future, morning exercises in this group also begin with building in a column one at a time or in one row. Turns to the right, to the left, around are more often used in older groups. To perform general developmental exercises, young children are built in a circle, scattered; from the middle group, they are usually rebuilt in a column of three or four. With this construction, it is easier for the teacher to observe the quality of general development exercises performed by all children, and to pay attention to correct posture.

At the beginning of morning exercises, walking on the spot is often given (normal, with a high rise of the knees). It helps to organize children and focus their attention. It is advisable at the beginning and at the end of morning exercises to prevent flat feet to give different types of walking in the following combination: normal walking, on the toes, heels, edges of the feet. This combination is repeated 68 times.

It is useful to change the walking speed from slow to fast, from fast to slow (with acceleration and deceleration). It is necessary to make sure that children do not shuffle their feet when walking, do not sway, keep their heads straight, wave their arms rhythmically, and breathe through their noses. The caregiver gives appropriate instructions to prevent mistakes, and if they do occur, corrects them without stopping walking.

When walking with a high knee lift, imitation is used ("horses", "herons", "walking in deep snow"). Running on morning exercises in junior groups is first carried out in a flock, scattered, and then in a column one at a time, both on the spot and with progress in different directions.

Before general development exercises, running is performed at an average pace and alternates with walking. After performing general development exercises, running is carried out at a faster pace to train the cardiovascular and respiratory systems. The alternation of running and walking is repeated 23 times. The duration of running without a

break gradually increases: for the younger age it is 1020 s, for the middle 2025 s, for the older 2530 s, for children aged 6 years 3040 s (these norms can be changed depending on the state of health, physical development, physical fitness of children). The caregiver makes sure that children run on their toes, lifting their knees higher, indoors, on a playground with hard ground.

Morning gymnastics includes different types of jumps: jumping on one and two legs in place and moving in different directions (forward, backward, sideways, etc.); jumping over objects (sticks, hoops, cubes); for older children, the total number of jumps in morning gymnastics can be increased to 2530. In the younger groups, when jumping, imitation is used ("bunnies", "balls"). General development exercises for morning gymnastics are selected in the following sequence: first, exercises are given for the muscles of the arms and shoulder girdle, then exercises that strengthen the muscles of the trunk and legs are advisable.

At the end of gymnastics, after running alternately with jumping and walking, exercises can be performed for the shoulder girdle and arms, which help calm the body. Exercises for large muscles (especially at an older age) combine with movements for the muscles of the neck, hands, fingers and foot. For example, when lifting your hands up, it is recommended to simultaneously clench your hands into fists and unclench them.

The number of general development exercises and their dosage increases with the age of children, as physical development and physical fitness improve. 34 exercises are recommended for children of the first junior group; 4 exercises for the second junior group and 45 exercises for the middle group; 56 exercises for the senior group; and 56 exercises for the preparatory group. school 68. In the first and second junior groups, the exercises are repeated 45 times; in the middle group, 56 times; in the senior group, 68 times; in the preparatory school group, 810 times. At the same time, exercises for the arms and shoulder girdle are repeated more times (810); and more difficult ones for the abdominal and back muscles are repeated 46 times.

Exercises can be performed at different tempos, for example: first 23 times at a medium pace, then 34 times at a fast pace, then 23 times at a slow pace. This increases the physical load on the body, promotes the development of speed, increases the interest of children in the lesson. General development exercises are performed from different starting positions of the body: standing, sitting, lying down (on your back, stomach). Starting positions lying down, sitting are advantageous because they relieve the pressure of body weight on the spine and weak arch of the foot, allow you to increase the tension of individual muscles. Therefore, in the

morning gymnastics, it is recommended to use chairs, gymnastic benches to perform exercises from the starting sitting positions.

Exercises for the arms and shoulder girdle of young children are performed from the starting position of a narrow leg stand apart, and the older one is the main stand, closed stoic.

Exercises for the torso muscles at a younger age are performed from the starting position of a narrow leg stand apart, a leg stand apart, and at an older age a leg stand apart, a wide leg stand apart.

In leg exercises at a younger age, a narrow leg stand apart is used, and at an older age the main stand is used. When conducting general development exercises with objects, you need to think about the order of their distribution and collection, provide for such a group structure so that children do not interfere with each other.

At an older age, a larger volume is occupied by general development exercises without subjects. In the younger groups, the teacher performs general development exercises together with the children. In the middle group, they first name the exercise, briefly explain it (if necessary, show it), and then give the command for starting position and execution. When explaining, the children's attention is fixed on the most difficult elements of the exercise. If errors do occur, instructions to correct them are given during the exercise. The instructions should be aimed at clarifying the idea of the elements of the exercise and promote their correct implementation. This is helped by combining the bill with words denoting elements of the technique, or even replacing the bill with specific words (for example, instead of "once", the teacher says: "Crouched down, back straight").

The teacher should consider when he will use the score when repeating the exercise, and when he will replace it with words that clarify the idea of this element of the technique. Appropriate alternation of counting, words (instructions) and other signals (hand movement down "squat", up "straightened" in the exercise "squat") contributes to the fact that children perform the movement more correctly and with greater interest. At an older age, children can perform the exercise by name, but sometimes in the older group, the teacher does the exercise together with the children. This reduces the time spent on reminders and increases the physical load on the body. Following the actions of the teacher, children refine their understanding of the movement technique and try to correct mistakes. But this joint exercise is advisable only if the teacher sees the entire group and can observe the actions of children and their behavior (when bending to the sides, when squatting, etc.). Sometimes a child who does the exercises correctly is placed in front of the group.

During morning exercises, the teacher carefully monitors each child and, if necessary, provides physical assistance to individual children, gives instructions, encourages (especially young children).

When performing general development exercises, imitation is used in all age groups. For younger children, the complexes are based on a story form and a single image ("birds", "butterflies", "clocks", "planes", etc.). Instructions are given to children according to the chosen image (for example, "sparrows flew"). In the second junior group, children imitate different images in the same complex. In the middle group, imitation is used only when performing certain

exercises, and in the older group, it is used to perform certain elements of the exercise. In the course of morning exercises, the teacher makes sure that each exercise ends with a good straightening of the torso, which helps to strengthen the muscles that support the straight position of the body, as well as to consolidate the skill of correct posture.

When performing exercises, the teacher strengthens the children's skills of proper breathing.

Musical accompaniment for morning exercises helps children to start and finish the exercise simultaneously, determines the pace of individual movement elements, evokes positive emotions and creates a cheerful mood. Children learn to listen to music and match movements with its character, perform exercises clearly, expressively, and smoothly.

Features of the method of conducting morning gymnastics on the playground. In spring and summer, as a rule, morning exercises are held with children of all age groups on the site. Depending on the weather, the caregiver selects exercises and regulates physical activity: when the temperature drops, it increases it, changing the pace of performance; when the temperature rises, it reduces it to avoid overheating the body.

In late autumn and winter, morning exercises can be performed on the site with children who are most physically prepared and seasoned. Exercises are selected based on temperature, clothing, and are performed at a more energetic pace. Especially careful care should be taken to ensure that children do not cool down. Features of the method of conducting morning gymnastics in a mixed group. If the children in the group are sharply different in age (from 23 to 67 years old), then morning exercises are performed separately with each subgroup.

If the age difference between children is small (for example, children aged 5 and 6, then morning exercises can be performed simultaneously with all of them. When rebuilding, the older children help the younger ones complete the task. When walking, older children are given more difficult tasks (for example, putting their hands to their shoulders).

General development exercises are selected so that they are accessible to both subgroups, and all children simultaneously begin to perform them. Then the younger children rest, and the older ones continue to perform the exercise several more times at a faster pace. When running and jumping are given, the dosage increases for older children. Innovative forms of physical development and rehabilitation of preschool children

The problem of preschool children's health is currently very relevant. The state of children's health is far from meeting either the needs or potential opportunities of our society. Kindergarten has been working on the problem of health saving for children for several years. The model of preserving children's health "Health-saving technologies in kindergarten" includes a complex of educational and health-improving activities at different age levels and is implemented on three levels:

1. Organizational and methodological (orientation of the educational process to the physical development of preschool children and their valeological development). education It is carried out through the study of programs; the work of the methodological association of preschool teachers, where the experience of preschool

institutions in the district and city is studied; through self-education of teachers.

2. Educational-educational (health-improving orientation of the educational-educational process: taking into account the hygienic requirements for the maximum load on preschool children in organized forms training sessions creating conditions for health-improving regimes; valeologization of the educational space for children, careful attitude to the child's nervous system; taking into account his individual characteristics and interests; representation of freedom of choice and expression of will, creating conditions for self-realization; orientation to the zone of immediate development of the child). All educational work is based on weekly health-improving, integrated music and physical education classes; partner joint activities of the teacher and the child during the day; the structure of health-improving classes is interwoven with the following elements: various types of activities (breathing and motor exercises, elementary massages, finger and mobile games, rhythmic dances, creative improvisation); diagnostics (primary, current, control); physical culture leisure and entertainment, holidays and health days; classes of various forms; participation in sports competitions and competitions; acquaintance with different sports; implementation of the program. new forms of work on physical development: using new approaches and techniques for physical education girls and boys (sex education, health and play "hour", "hour" of motor activity, dynamic "hour").
3. Interaction with the family (development and implementation of unified approaches to physical education and health improvement of children) through: parent meetings, workshops, parent club "Healthy Children"; involvement of parents in competitions, joint holidays and entertainment; publication of the newspaper "Family Academy". As a result of systematic work, the following factors are observed:: improving the level of physical, mental and social health of children; mastering the skills of a healthy lifestyle for children; coordinated work of pedagogical and medical personnel on comprehensive health improvement of children in preschool institutions; introduced an optimal regime of health-improving activities and active recreation for children; formed a conscious attitude of children and their parents to their own health as the main factor of success.

One of the aspects of personality development is **physical development**- this is the process of changing the forms and functions of the body under the influence of living conditions and upbringing.

**In a narrow sense** - this is **anthropometric indicators** - height, weight, increased lung volume, etc.

**In a broad sense** in addition to changes in anthropometric indicators, the improvement of physical qualities is added: speed, agility, etc.

Physical development is directly related to human health.

**Health** - this is the physical, hygienic, mental, and social culture of a person.

The Constitution of the World Health Organization states that **health** - This is not only the absence of diseases and

physical defects, but also complete physical, spiritual and social well-being.

**Child health protection, its strengthening is a special concern for adults.** After all, the child is still so small that he cannot protect and strengthen his health without the help of an adult. Adults create a favorable material environment, ensure the child's life safety, nutrition, promote motor activity, and so on.

Adult activities aimed at improving the child's health are as follows: **content of physical education.**

**Physical education** - This is a pedagogical process aimed at protecting and strengthening the child's health, developing motor skills and physical qualities, as well as mastering cultural and hygienic skills. Thus, physical education creates conditions for the child's physical development.

**The purpose of physical education** the goal is to develop a healthy lifestyle in children. The goal defines the tasks of physical education.

**Tasks of physical education** They were formulated by various authors, for example, such as Yu. K. Babansky, V. I. Loginova, G. V. Khukhlaeva, etc.

Means of physical education of children of early and preschool age.

The main means of physical education of children of early and preschool age include physical exercises.

*In infancy* passive and passive-active exercises are used, performed with the help of adults in combination with massage and air baths. Crawling, preparatory exercises for walking, rolling and throwing balls.

For preschoolers aged 5-6 years, the following options are used:

1. general development exercises with and without subjects;
2. various types of walking, running, jumping, throwing, climbing;
3. drill exercises: building up, rebuilding, turning;
4. dance exercises;
5. outdoor games;
6. simplified forms of sports exercises: sledding, skating, cycling, scooter, skiing, swimming (include from the age of five);
7. natural forces of nature;
8. hygiene factors (compliance with sleep and nutrition, physical activity and rest).

**Forms of physical education with children of early and preschool age**

The main forms of physical exercises are: morning gymnastics, physical education classes, physical culture minutes, outdoor games, physical culture holidays, independent classes.

*Morning exercises* held after three years - daily. It includes complexes consisting of natural types of movements. For the first junior group, the duration is up to 5 minutes, for the preparatory school group - 12-15 minutes.

*Physical education classes.* This is the main form of work with preschool children.

Classes consist of three parts: introductory, main, and final.

In the introductory part, walking, running, and dance exercises are used. The main part uses general development exercises, basic movements, and outdoor games.

In the final part, calm walking and sedentary games are used. Classes are held from 3 to 6 years old at least twice, lasting 20 minutes, in the preparatory school group-3 times a week for 35 minutes.

Used in older preschool age classes on drawing, speech development, etc. It is used to prevent fatigue, rest, improve mental performance and includes 2-3 exercises lasting 2-3 minutes.

*Outdoor games* they occupy an active place in the lives of children and are held daily during walks. They increase motor activity, cultivate moral and strong-willed qualities. Creative, story – based, and elementary sports games are used.

*Physical education holidays* They are held 2 times a year in senior and preparatory school groups. Their purpose is to demonstrate the results achieved by children in mastering physical exercises and games over a certain period of time.

### Independent physical exercises

Independent activity of children is based on their desire and initiative.

It is conducted under the supervision and with the participation of a caregiver and is aimed at activating motor activity and forming the habit of regular independent physical exercises.

### Features of the method of directed use of physical culture

The method of using physical culture is determined by age characteristics and motor abilities, the conditions of conducting classes:

Exercises are offered in an extremely specific form in the form of tasks ("get to the flag");

Use of imaginative tasks and imitations ("we run as quietly as mice");

Using exercises with objects (balls, sticks);

Learning basic life-saving activities goes from simple to complex.

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