

SCIENTIFIC AND THEORETICAL APPROACHES TO THE USE OF THE GAME METHOD IN PHYSICAL EDUCATION LESSONS FOR SCHOOLCHILDREN (PECULIARITIES OF THE PHYSIOLOGICAL DEVELOPMENT OF SCHOOLCHILDREN)

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Annotation: *The game method in the lessons of physical education in primary school is one of the important means of comprehensive education of children. Its characteristic feature is the complexity of the impact on the body and from all sides: the game simultaneously provides physical, mental, moral, aesthetic and labor education. Active motor activity and positive emotions enhance all physiological processes in the body, improve the functioning of all organs and systems. Unexpected situations that arise in the game teach children to use the acquired motor skills appropriately. The most favorable conditions for the development of physical qualities of younger students have been created in outdoor games.*

Keywords: *activity, skills, game, student, activity, education.*

The problem of primary physical education over time not only does not lose its relevance, but also sets new tasks that must be solved with the help of modern methods in accordance with the requirements of a general education school. One of the necessary conditions for an effective educational process is knowledge of the age characteristics of the studied contingent. The boundaries of primary school age coincide with the period of study in primary school and are now defined from 6-7 years old to 10-11 years old. During this period, the child continues to develop, providing the opportunity for systematic learning. First of all, the work of the brain and nervous system is improved. According to physiologists, by the age of 7, the cerebral cortex is already largely mature. However, the most important. Especially the human parts of the brain responsible for programming, regulating and controlling complex forms of mental activity have not yet formed in children of this age, so the regulatory and inhibitory effect of the cortex on the subcortical structure is not sufficiently developed. The imperfection of the regulatory function of the cortex is manifested in the features of behavior, organization of activities and the emotional sphere characteristic of children of this age: younger students are easily distracted, incapable of prolonged concentration, excited, very emotional.

The beginning of training practically coincides with the period of the second Physiological crisis, which takes place at the age of 7 years (a sharp endocrine shift is observed in the child's body, accompanied by rapid growth of the body, an increase in internal organs, autonomic restructuring). This means that fundamental changes in the system of social relations and activities of the child coincide with the period of restructuring of all functions and systems of the body, which requires significant stress and activation of its resources.

The transition to systematic training makes high demands on the mental characteristics of children, which are still unstable in younger students, resistance to fatigue is low. Although

these rates increase during primary school age, overall, the productivity and performance of primary school students is about half that of secondary school students.

The great changes taking place in the psychological make-up of the younger schoolchild testify to the possibilities of broad development at this age stage. During this period, at a qualitatively new level, the developmental potential of the child is realized as an active subject who knows the world around him and himself, acquires his own experience of acting in this world.

Primary school age is sensitive:

- for the formation of educational motives, the development of sustainable cognitive needs and interests:
- development of production methods and skills of educational work;
- ability to learn:
- disclosure of individual characteristics and abilities; - development of skills of self-control, self-organization and self-regulation, according to
- formation of adequate self-esteem, development of criticality
- towards oneself and others:
- assimilation of social norms, moral development: development of communication skills with peers, establishing strong contacts.

The leading aspect in primary school age is educational activity. It determines the changes that occur in the development of the psyche of children at this age stage. Within the framework of educational activity, psychological neoplasms characterize the most significant advances in the development of younger schoolchildren and are the basis for development at the next age stage. In this process

The child gets acquainted with the achievements of human culture, the assimilation of knowledge and skills accumulated by previous generations; conditions have been created for the development of new cognitive abilities of children, a keen interest in the surrounding reality.

The educational activity of younger schoolchildren is regulated and determined by a complex multi-level concept of motives. There are two broad categories of educational motives: the first includes the cognitive interests of children, the need for intellectual activity and the acquisition of new skills and knowledge (cognitive MOTIVES): take a certain place in the system of social relations accessible to him (ie, broad social motives). Both of these categories of motives are necessary for the successful implementation of learning activities.

The motives emanating from the activity itself have a direct impact on this activity, while the social motives of learning can stimulate activity through consciously set goals, decisions, sometimes even regardless of the person's direct relationship to the activity. Categories of motives are characterized by specific features at different stages of a child's development. An analysis of the characteristics of learning motivation in schoolchildren of different ages revealed a regular course of changes in learning motives with age and the conditions that contribute to this change. Among children entering school, broad social motives express the need for preschool age to take a new position among others, namely the position of a schoolboy and the desire to carry out serious socially significant activities associated with this situation. At the same time, the money entering the school has cognitive interests at a certain

level. These motives provide a conscientious, responsible attitude of the student to learning at school.

In the first 2-3 years of training, they are interested in doing everything what the teacher offers, what is the highest authority for children, everything, which has the character of a serious socially significant activity. Primary school age is a period of intensive development and qualitative transformation of cognitive processes; they begin to acquire an indirect character and become conscious and arbitrary. The child gradually masters his mental processes, learns to control attention, memory, thinking.

The attention of 7 year olds is still poorly organized. Small in volume, poorly distributed, unstable, which is largely due to the insufficient maturity of the neurophysiological mechanisms that ensure the processes of attention. During primary school age, there are significant changes in the development of attention, the active development of all its properties takes place especially sharply, the amount of attention increases (by 2.1 times), its stability and switching and dissemination skills increase.

At the age of 9-10 years, children can save and perform an arbitrary program of actions for a long time. Different properties of attention lend themselves to development to varying degrees. The least affected attention span is individual, while the features of distribution and stability can and should be taught to avoid their spontaneous development.

Primary school age is the most important stage of school childhood. The greater sensitivity of this age period causes great potential for the universal development of the child. At the same time, the formation of the child's body is happening at a rapid pace. Body length (height), body weight (weight) gradually increase (table 1). On average, body length increases by 4-5 cm per year, weight by 2-3 kg, chest circumference - by 2-3 cm. The minimum body growth is observed at the age of 7 to 8 years in girls and from 8 to 9 years in boys. Boys and girls grow almost the same. However, growth in boys increases mainly due to the length of the legs, in girls it is largely due to the length of the trunk.

Table 1

Indicators of physical development of younger students

	Weight,kg		Height,kg	
	boys	girls	boys	girls
1	19,7–24,1	19,0–23,5	111–121	111–120
2	21,6–27,9	21,5–27,5	118–129	118–129
3	24,1–31,1	24,2–30,8	125–135	124–134
4	26,1–34,9	26,6–35,6	128–141	128–140
5	30,0–38,4	30,2–38,7	135–147	134–147

Age-related features of motor activity are determined by the functional capabilities of the BO of many autonomous systems of the body, which are characterized by the following features: a relatively large surface of the lungs than in adults: a large amount of blood flowing through the lungs per unit time; greater value of minute volume of breathing; a large minute volume of blood both at rest and during muscle activity; high elasticity of blood vessels.

With age, the heart rate (heart rate) gradually slows down: after 7-8 years, it averages 80-92 beats per minute, at 9-10 years old - 76-96 beats per minute. During physical activity, the heart rate in children 6-10 years old increases more than in adults.

When the intensity of the load is 70% of the maximum heart rate, in boys 7-8 years old it increases to 162.2 beats per minute, in girls - up to 170.9 beats per minute. In 9-10-year-old children with the same load, the heart rate reaches 164.4 beats per minute in boys and 177.5 beats / min in girls. The age-related reserve capacity of blood vessels and the heart at this age is manifested in heart rate after exercise (50-70% of the maximum), which is restored after 1-3 minutes.

In the period from 6 to 10 years, the activity of the respiratory system changes: the capacity of the lungs increases significantly (from 1100 to 2200 ml), the breathing rate decreases (up to 18-24 breaths per minute), and the breathing becomes deeper: 150-160 ml after 7 years and 250 260 ml after 10 years. 7 The motor device of children 6-10 years old adapts mainly to dynamic loads. Static loads, even small ones, such as holding power, are worse. Aerobic energy supply of motor muscle activity in untrained children aged 6-10 provides short-term work. Large muscular efforts for children of this age are rarely used in the practice of physical education and must be strictly dosed.

At primary school age, motor qualities do not develop simultaneously and evenly. The basis for determining the periodization of the development of physical qualities (Table 2) was the annual increase in the average group indicators of preparedness, determined in test trials.

The existence of so-called critical or sensitive periods makes it possible to achieve positive slings or the greatest gains at a certain age stage.

Table 2

Physical qualities subject to accentuated education in physical education lessons for younger students

Gender	Class, age (year)	Physical qualities							
		Strength	Rapidity	Speedy-power quality	Endurance			Flexibility	Equilibrium
Statistical	Dynamic				Total				
	1(7-8)						+		
	2(8-9)						+		
	3(9-10)							+	
	4(10-11)						+		
	1(7-8)				+				
	2(8-9)				+				
	3(9-10)			+	+		+		
	4(10-11)			+	+		+		

So, for boys in grades 1-2, physical education lessons are more effective, the content of which includes exercises that develop speed. In grades 2-4, such physical qualities as flexibility, balance and general endurance develop more effectively. Girls should have speed exercises in all physical education lessons. Endurance in girls develops well from the 2nd grade. For girls of primary school age, the most effective exercises are those that develop balance, dynamic, static and general endurance.

Schoolchildren aged 7-10 have relatively low absolute and relative indicators of muscle strength, and especially static exercises cause them fatigue. Loads with speed characteristics are well tolerated by children, although they do not yet reach the maximum speed (repetition rate) in the simplest movements. With short-term high-speed loads, the performance of younger students remains high, and the functional state of the cardiovascular and respiratory systems is quickly restored. Thus, movement speed training based on the morphological and functional strengthening of the body can become a powerful stimulus for increasing the overall level of the child's physical development and improving its functional capabilities.

Children aged 7-10 are already able to learn for a long time, sustainably maintain functional activity. Children aged 7-10 years are already able to study for a long time, sustainably maintain functional activity. The younger school age is sensitive to the formation of the ability to long-term purposeful activity, both mental and physical. The physiological mechanisms that ensure the rapid development of endurance are mainly associated with the expansion of the backup capabilities of most functions.

At this time, a certain stage of formation of such a quality as dexterity is completed, which is based on fine coordination of movements due to the balanced control of antagonistic muscles.

Recently, data have appeared on the effective development of the physical qualities of younger students, taking into account seasonality features. Thus, the passage of training material that promotes the development of speed and agility should be planned for the fall and spring, funds aimed at partitendos speed qualities, strength and flexibility should be better examples Window autumn-winter period.

Thus, junior school age can be considered as a sensitive period of development, especially prone to direction-directed educators or them. What will be missing in this older, it will be difficult to make up for in the next.

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