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PHYSICAL QUALITIES IN PRESCHOOL CHILDREN EDUCATIONAL FEATURES

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Abstract: *This article reveals the features of how to educate physical qualities in preschool children. There is talk about the importance of physical qualities in preschool children and their age-specific formation.*

Key words: *Physical qualities, preschool age, age-related qualities.*

At birth, a child is endowed with an appropriate set of physical capabilities placed in his blood by genetic programs of individual development. During the biological development of organs and body structures, personal capabilities develop and determine various physical characteristics of a person.

According to the information given by EAPimonova, LVKarmanova and others, against the background of the general positive trends in the physical development of children (increasing all dimensions of the body) during the last 20 years, there is a noticeable increase in their readiness for movement, a number of and the indicators (speed, speed-power possibilities) will decrease a lot.

Nevertheless, experts believe that purposeful training of physical qualities should begin in the preschool period (ENVavilova, M.Yu. Kistyakovskaya, AVVolkov.

Physiological factors of development of qualitative aspects of movement activity of children and adolescents are manifested in the improvement of control of the activity of muscles and vegetative organs. In short-term, speed and power movements, more importance is given to improving the control of the activity of the neuromuscular system. Along with the improvement of movement functions, the coordination of vegetative functions is also of great importance in long-term activities.

However, the most important place in the improvement of the physiological control of the functions of the body of children and adolescents, which determine the improvement of strength, speed and endurance indicators, is the formation of connections that ensure the improvement of the functions of the body, especially during muscle tension.

Thus, the physiological mechanisms that determine different forms of interdependence of strength, speed and endurance in childhood are also diverse. Conditional-reflective factors are important. Certain forms of programming of the work of muscles and vegetative organs occur in the central nervous system for actions that develop strength, speed or endurance in a certain direction during training.

The age dynamics of the development of the main physical qualities of the child were revealed in the works of VSFarfel, FGKazaryan, LVKarmanova, NAFomin, VPFilin and others.

According to scientists, the sixth year of a child's life is a sensitive period of MNKoroleva's education of strength, speed-power abilities and quickness of movements.

At the age of six, the ability to intensively develop these qualities remains, and opportunities for general endurance training appear (NVZimkin, GPYurko, AVYashchenko, VVBeloyarsteva, etc.).

According to T.Yu. Logvina (40), qualities such as strength, endurance, flexibility, spatial orientation are most strongly manifested in 5-6-year-old children, mostly in boys, these indicators are higher than in girls.

At the age of seven, coordination of movement becomes the leading quality in regular training (AIKozlov, LIPenzullaeva. There is also information that the period of the most rapid development of various coordination abilities is between the ages of 4-5 (TIOsokina LTMayorova, VMXuev, etc. .)

In this regard, gender differences between boys and girls are insignificant, that is, they are not serious. Seven-year-old boys begin to surpass girls of the same age in other indicators (ability to quickly change movement activities in the face of time constraints , aiming in space). However, the clear advantage of boys in most indicators of movement coordination skills becomes noticeable only at the age of 13-14 years (VS Farfel et al.

The data obtained in the studies of VMZuev allow the author to conclude that the preschool period is characterized by uneven and different periods of development of the accuracy of movements in terms of the main dimensions in children of different sexes. Experiments have shown that girls excel at five and six-year-olds, and boys by seven-years-old at tasks involving precise movement in space. Five- and six-year-old boys had better accuracy in repeating the time dimension of movement than girls, and seven-year-old boys performed worse on the task than girls of the same age.

The accuracy of repeating the dynamic nature of the movement in all age groups of girls is higher than that of boys.

While noting gender differences in the dynamics of development of physical qualities in the preschool period, scientists do not answer the question about the magnitude and reliability of these differences.

Some researchers think about the superiority of boys over girls in terms of the level of development of basic movement qualities and emphasize the need for a differentiated approach to children in the process of physical education (ZIKuznestova, et al. , AELyubomirsky), others boys up to seven years of age and they believe that the difference in the level of development of physical qualities of girls is not so serious, it does not need to be taken into account when choosing physical education tools, and they show the feasibility of different approaches to the physical education of preschool children based on their gender (MNKoroleva.

Many authors have determined the existence of a certain rhythm in the level of manifestation of certain movement qualities in preschool children. The highest level of coordination of actions was observed during the day. The working capacity of the muscles decreases in the spring and reaches the maximum value in June, at the same time, the pace of physical development also accelerates.

Scientists note that unfavorable climatic conditions have a negative impact on the development of children's physical qualities. The huge possibilities of influencing the development of special motor skills of children of senior preschool age, taking into account sensitive periods, have been confirmed by experience (MNKoroleva, LTMayorova, VMZuev, etc.). These abilities are aimed at developing the leading physical qualities for this age, which not only allow to raise the level, but also ensure the full, comprehensive formation of others.

Applying the structure of physical loads in the training of endurance in older preschool children, it was found that at the age of six, there is a relationship between endurance and physical work ability on the one hand, and quickness, speed-strength qualities and agility on the other hand, and mutually demanding relationships. , found that they were highly significant in most cases. This can probably be explained by the generality of the changes in the human organism that occur during the performance of various exercises and movements, which are based on the interdependence of individual movement abilities in the development process (VSFarfel, VMZastiorsky, etc.).

By the age of seven, there is a tendency to decrease the number of joint development of physical abilities and the degree of dependence (VKBalsevich, MAGodik [18] consider the active development of strength, quickness, endurance, agility as one of the most important goals in the process of physical education during this period, because at this age children can now perform complex motor activities.

The speed and stability of the formation of skills in the main types of movement depends primarily on the level of development of physical qualities (AIBykova, EGLevi-Garinevskaya [38], S. Ya. Laizane, etc.). Also, the size of the genetic influence on movement quality indicators in children of preschool age who do not engage in physical education is as high as on all dimensions of the body (length and weight). A study conducted on the basis of the same program among children who were regularly engaged in physical exercises showed a low level of genetic influences on the manifestation of movement qualities.

In various literatures on the physical education of children of preschool age, the content of the process of physical and movement training of children is not interpreted in the same way.

For example, in TIOsokina's textbooks, along with the formation of movement activities, it is noted the need to develop physical qualities: agility (including movement coordination skills), general endurance, speed-strength qualities, as well as the ability to maintain balance. In the educational manual of AVKeneman and DBXukhlaeva, there

is a need to develop physical qualities such as strength, endurance, flexibility, agility, quickness, and the ability to maintain balance.

It should be noted that there are not enough scientific-methodical literature and programs based on certain methodical recommendations for the practitioner, the formation of basic movements of preschool children and the development of their physical qualities established in research. Accordingly, in our opinion, one of the main principles of physical education - the principle of age adequacy of physical education directions - the principle that forces the priority direction of this process to be changed in its various stages in accordance with the development tendencies of a person according to age, is not sufficiently implemented.

According to ANLivistkiy, Khameliev and others, the analysis of existing programs related to teaching and upbringing in preschool educational institutions shows that the main task of physical activities with children is the formation of basic movements. To achieve this goal, they are provided with comprehensive educational material, which usually consists of physical exercises and action games.

At the same time, attention is drawn to the absence of considerations about the need to target physical qualities from young people in the tasks of physical education in preschool educational institutions. Only for the training group there is a specific mention of the desirability of improving agility, quickness, endurance and strength in the program.

Experts say that the prognostic form of sorting at preschool age creates certain complications. Direct testing of the level of movement qualities in five-seven-year-old children gives an uncertain result, because it is not clear whether this result is related to the existing capabilities of this quality or to the characteristics of its speed of formation depending on age - accelerated or slowed down.

In the literature, there is not enough research on the comprehensive development of movement qualities in preschool children.

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