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METHOD OF DEVELOPING FLEXIBILITY AND AGILITY OF PRESCHOOL CHILDREN

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Abstract
The literature of scientists who worked on the method of developing the qualities of flexibility and dexterity in preschoolers was studied, a new method was developed, the qualities of flexibility and dexterity were developed in preschoolers.

Keywords: Physical development, physical fitness, flexibility, agility, short distances, mobility.

Introduction

Physical fitness of preschool children. Comprehensive physical training of the growing young generation is carried out with the joint efforts of educational institutions, families, public organizations. Physical education is aimed at improving health, developing physical quality, preparing young people for work and defense of the Motherland. The environment surrounding children is changing. Simple, simple games were replaced by computer games. Mental and aesthetic development of the child is becoming a priority. Without denying their importance, it should be said that the child's time for active games, walks, communication with peers is getting less and less. The imbalance between play and other types of child activity, different types of games (active and sedentary, separate and joint) has a negative impact on the health of preschool children and the level of development of motor skills.

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 TIOsokinani textbooks, along with the formation of movement activities, the need to develop physical qualities: agility (including movement coordination skills), general endurance, speed-strength qualities, as well as the ability to maintain balance is noted. 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. 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. For the training group only, a specific mention of the desirability of improving agility, quickness, endurance, and strength appears in the program. According to ANLivitsky, 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.

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Correlations between indicators of agility and mental processes. To characterize the physical quality known as agility, the target shooting, sidearm and complex balance exercise (MMM) were taken as tests. These tests were used in all preschool age groups. Let us consider the characteristics of the level of dependence identified in the group of boys. At the age of three, a reliable connection is evident in the analysis of all test exercises that reveal the capabilities of the physical quality of children called agility, their interrelationship with mental processes. As a result of the pedagogical experience, the following characteristics of the manifestation of agility and the interrelationship between mental processes were determined. For example, shooting a ball at a target is related to visual memory and thinking, writing the hand sideways to check the accuracy of execution - auditory and visual memory, as well as thinking, and MMM is related only to attention. As a result, the pedagogical experience allowed to determine 27.7% of the cases of reliable connections between the indicators of agility and mental processes in the group of three-year-old boys. At the age of four, there was a slight decrease in the number of reliable correlations between endurance indicators and mental processes in boys of the experimental group, but they were still higher than in the control group. In this age group, the total percentage of reliable correlation between the indicators of agility and mental processes was equal to 22.2%.

In the group of girls, a completely different manifestation of the correlation between indicators of agility and mental processes is observed. Research has shown that better hearing and vision, as well as thinking, are essential for throwing a ball; auditory memory when writing hands to the side to check the accuracy of movement, attention is required when performing MMM. Between auditory memory and perception when shooting a ball at a target in a control group of girls; in the third test only reliable correlations with thinking were found; in the second test, no such correlation was observed. As a result, the total correlation between agility and mental processes was equal to 16.6% in three-year-old boys in the control group. In the experimental group of three-year-old girls, the total amount of reliable correlation after pedagogical experience reached 27.7%. In both the experimental group and the control group of four-year-old girls, the amount of reliable attachment was lower compared to the previous age group. However, in this case, the experimental group was ultimately superior. In them, after the end of the pedagogical experience, the amount of reliable dependence was 16.7%, and in the control group it was 5.5%. At the age of five, there was a slight increase in the correlation of mental qualities with agility, but this only applied to the experimental group (Table 4.8). The presence of reliable correlations with mental processes in all three exercises after the experiment confirms our opinion. In the first case - with visual memory and thinking, in the second - with imagination, in the third - with perception. Such relationships made up 22.2% of this group of girls. But the smallest percentage of reliable connections between indicators of agility and mental qualities was recorded in the group of six-year-old girls - 11.1%. Only target shooting and visuospatial memory were observed in MMM. As for the control group, a reliable correlation was found in only one case - between MMM and visual memory. Thus, the results of the research

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show that this time, the 3-6-year-old children of the experimental group showed themselves only in a positive way after the pedagogical experience. It is clear that the pedagogical experience based on the purposeful use of action games, which develop physical and mental qualities more strongly, will increase the amount of positive correlation between these indicators.

The analysis of age-related changes in the growth rates of physical quality indicators was carried out based on the study of the average indicators of the group in the annual cycle. Three-year-old boys have much higher growth rates in strength development (12%) and endurance development (11.5%). In the group of girls of the same age, it was noted that the growth rates of endurance (22.5%) and strength (6.0%) qualities were clearly expressed. In four-year-old boys, the highest rate was observed when analyzing strength and flexibility, and in girls, strength and agility (Figures 3.5 and 3.6). Five-year-old boys scored higher in endurance (13.8%) and strength (10.5%), while girls scored higher in strength (12.0%) and agility (7.6%). they kept their pace. In the control group of three-year-old girls, it was found that there was a reliable positive correlation between bending and auditory memory in only one case. In the experimental group, there were three such correlations - in the first case, between the results of performing the bridge and imagination, and in the second - between bending and visual memory and imagination. The overall rate of reliable connections in this group was 25%, and in the control group it was 8.3%. In the experimental group, four-year-old girls increased the total number of reliable connections to four (33.3%) compared to three-year-olds. These data remained unchanged in peers of the control group. In five-year-old girls in the experimental group, a significant increase was noted in the reliable positive correlations of flexibility and indicators of mental processes. The relative rate of reliable positive correlation was 44.4% in them, and 11.1% in girls of the control group. A particularly high level of reliable correlation was observed in six-year-old girls of the experimental group - 50%.

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