

DEVELOPMENT OF PHYSICAL QUALITIES OF A PRESCHOOL CHILD

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ANNOTATION

The article presents approaches to the development of physical qualities in a preschool child, depending on the somatotype of the child.

Keywords: Motor activity somatotype, somatometry, stretching, physical qualities

The physical qualities inherent in a person genetically must be developed from childhood, since the ability to perform various movements well is possible only if the child is physically prepared. And the correct execution of movements affects, first of all, the health of the child. In the theory and methodology of physical education, there are five main physical qualities: dexterity, flexibility, speed, strength and endurance. The sensitive period for the development of physical qualities in preschool age is the period from 5 to 7 years.

The manifestation to a greater or lesser extent of one or another quality depends on the somatotype of the child. The somatotype is laid down genetically. Back in 1995, V.Y. Davydov showed that the results of motor tests in preschoolers depend more on the type of their constitution¹. There are four main types of constitution: asthenoid, thoracic, muscular, digestive.

The asthenoid type is characterized by a thin skeleton, long lower limbs, reduced development of muscle and adipose tissue, an acute epigastric angle, a sunken or straight abdomen, a narrow chest and a stooped back. The thoracic type is characterized by: a developed chest and those parts of the face that take part in breathing, a large vital capacity of the lungs, normal fat deposition, normally developed musculature. The shape of the back is straight, the abdomen is straight, the epigastric angle is straight, the shape of the legs is normal. The muscle type is characterized by a high level of the development of muscle tissue and bone, a well-defined muscle contour with normal or moderately increased fat deposition, a cylindrical chest of medium length, wide and high shoulders, a straight back and an epigastric angle close to a straight, rounded or square face shape.

The digestive type is distinguished by a flattened back, a short and wide conical chest, an obtuse epigastric angle, a convex abdomen, X-shaped legs, pronounced fat folds, a developed lower third of the face, and a short neck.

Studies show that in each group of preschoolers 5-7 years old, belonging to the same type of constitution (asthenoid, thoracic, muscular, digestive), the results of boys are really better than the results of girls. However, this trend does not persist when it comes to the results of children of different types of constitution. For example, in the 30 m run the results of the girls of the muscle group are better than the results of the boys of all other groups. The same can be said about the "long jump from a place" test: the results of boys of the digestive type are significantly worse than the results of girls of the muscular and thoracic types. Flexibility also largely depends on the type of constitution of the child. In all years (from 3 to 6 years), girls show better results than boys of the same type of constitution. At the same time, among boys, the best results were recorded in representatives of the muscular type of constitution. For example: in At 3 years of age, these boys show better results than girls of the digestive type; at 4 years of age, they show better results than girls of the asthenoid type.

The increase in the results of the development of flexibility from 3 to 7 years also has significant differences in children of different types of constitution. In both boys and girls, the smallest increase is observed in representatives of the asthenoid type (1.2 cm and 4.5 cm, respectively), and the largest – in representatives of the muscular type (4.2 cm and 12 cm, respectively).

Based on the average performance of endurance running in preschoolers, the following trend can be noted. At the age of 5, the results of boys in both the duration of running and the distance covered exceed the results of girls. At the age of 6, the indicators are almost equal, and at the age of 7, girls show better results both in terms of running duration and the length of the distance than boys. As an example, the literature gives the results of girls, one of whom freely covered a distance of 4 km, and the other – more than 7 km.

At the age of 6, the most significant results in endurance running are observed in girls of the muscular type, who run a distance of 300m more than 1.5 times faster than boys of the digestive type.

Based on the above, it should be concluded that at preschool age, the differences in the complex of morphological and motor tests between typological groups exceed the natural differences between the sex groups. The analysis of the research results allows us to conclude that the identification of individual typological features of the body of children allows us to improve the problem selection of means of physical culture for the development of physical qualities in a child with his individual characteristics, i.e. to improve the educational process and to activate or maintain the level of health of children in physical education classes, and in the future to improve the problem of selection in various sports.

One of the conditions for the successful implementation of the described methodology of conducting physical training

Innovative projects and programs in education culture is to provide an individually differentiated approach to children.

To implement this approach, it would be possible to divide children into 4 main subgroups depending on the somatotype – subgroups with asthenoid, thoracic, digestive and muscular body types. However, the distribution of children into 4 subgroups is inconvenient for practice, therefore, in the conditions of group education, it is rational to divide children into two subgroups, taking into account the state of health and somatotype of the child.

The first subgroup includes children of the first health group with thoracic and muscular somatotypes. The second subgroup consists of children of the second and third health groups (often ill children, children with some abnormalities), with asthenoid and thoracic somatotypes.

The establishment of two subgroups allows the teacher to carry out a differentiated approach and conduct classes that differ in content, methods and techniques depending on the subgroup, while not forgetting about the individual approach to each child.

Due to the fact that children of the first subgroup learn motor tasks faster, it is enough for them just to show performed at an average pace. Children of the second subgroup need a slow motion display with a clear and detailed explanation. At the same time, it is always necessary to create a calm, friendly atmosphere in the classroom. Unfortunately, the percentage of children with the second and third health groups is currently increasing, and the number of children with digestive and asthenoid somatotype is growing. The problem that arose prompted us to turn to the above theory about somatotype V. Yu Davydov and the search for new methods and means of physical culture. The work began with the analysis of modern programs of physical improvement for preschool children within the framework of the project of network interaction of innovative and active schools of URO RAO1. Special attention was drawn to the partial specialized program "Start" edited by L. V. Yakovleva and R. A. Yudina. Unlike all other programs, the authors of the Start program focus on the natural inclinations and abilities of children, i.e. on the somatotype of the child. The methods proposed by the authors of the "Ball School" and "Jump Rope School", as well as acrobatic exercises, allow us to fully solve the problem of developing the physical qualities of a preschool child. In addition to this, I chose the pedagogical technology of physical improvement of preschoolers – stretching, since the method of stretching exercises allows not only to stretch the muscles of the body and the articular ligamentous apparatus of the arms, legs and spine, i.e. to promote the development of certain physical qualities, but also allows

prevent posture disorders, correct it and have a deep healing effect on the whole body. The above methods and technology are actively used in the work, as they take into account the typological characteristics of children and allow them to develop physical qualities most effectively.

Work on physical development is carried out on the basis of a comprehensive educational program "Childhood" edited by Z. A. Mikhailova. But in this program there are no complexes

of acrobatic exercises built in the system, exercises with a ball and a rope; attention is paid to only four physical qualities, and they forget about the fifth, no less important – flexibility.

Therefore, it is necessary to supplement the content of the "Childhood" program with the methods of "Ball School", "Jump Rope School" and acrobatic exercises from the "Start" program and the pedagogical technology of stretching.

At the beginning of the school year, together with the senior nurse of the kindergarten and the doctor of the children's polyclinic, a somatometric examination of children aged 5 years is carried out. According to the results of the survey, the child's belonging to one or another constitutional type is revealed. In accordance with the health group and the identified somatotype, children are divided into two subgroups for physical development classes.

The first subgroup includes children with the first group of health, having thoracic and muscular somatotypes.

The second subgroup consists of children of the second and third health groups (often ill children, children with some abnormalities), with asthenoid and thoracic somatotypes.

Due to the fact that children of the first subgroup learn motor tasks faster, it is enough for them just to show performed at an average pace. Children of the second subgroup need a slow motion display with a clear and detailed explanation. Tasks for subgroups of children are given the same, the complication of motor actions is offered only to the first subgroup of children: by increasing the number of repetitions, intensity and complexity of motor action.

Classes with elements of acrobatics are held 1 time per month, starting from the senior group. Starting from in the senior group, in physical development classes, children master the leading exercises to the somersault and the somersault itself, the elements of acrobatic exercises: "bridge", "frog", "box",

"butterfly", "half-step", and in the preparatory group these motor actions are improved.

Also, the "Ball School" helps to develop coordination abilities. Complexes of exercises with a ball are arranged according to the degree of difficulty in accordance with the age of children. At the end of each month, a control and game lesson with a ball is held, which helps to determine the degree of mastery of the "Ball School" technique by children. The "Skipping Rope School" helps to develop speed and strength qualities.

The task of developing flexibility is solved with the help of stretching exercises. These exercises are used in the final part of physical development classes once a month. Such exercises can be performed with and without objects. The most interesting exercises for children are on the steps.

In accordance with generally accepted requirements, a physical fitness examination of children is conducted twice a year at accounting and control classes. The first examination is at the beginning of the school year (in September), the second – at the end of the school year (in May). A senior educator, a physical education instructor, a nurse, and educators take part in the survey. In the gym, such physical abilities as speed and strength qualities are diagnosed -

throwing a stuffed ball with two hands from behind the head (4-7 years old); long jump from a place (4-7 years old); coordination abilities; balance retention.

Such qualities as speed – running for 30 m (4-7 years); endurance – running for 100 m (4 years), 200 m (5 years), 300 m (6 years), 1000 m (7 years); speed-strength qualities – throwing a bag with sand weighing 150-200 g (4-7 years); agility – running 10 m (4-7 years); flexibility – bending the torso forward while standing on a gymnastic bench (4-7 years).

The results of the work carried out are indicated by the following results. The indicator of speed at a high and medium level compared to the beginning of the year increased by 12%, the indicator of flexibility at a high and medium level compared to the beginning of the year increased by 15%, the indicator of endurance by the end of the school year reached 100%, the indicator of strength at a high level compared to the beginning of the year increased by 7%, the indicator dexterity at a high and intermediate level increased by 15% by the end of the school year. Diagnostics of the development of physical qualities is carried out in accordance with the methodological manual "Assessment of physical and neuropsychic development of children of early and preschool age", compiled by N.A. Notkina, L.I. Kazmina, N.N. Boynovich.

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