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CHARACTERISTICS OF DEVELOPMENT OF TRAINING GROUP STUDENTS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT
This article discusses the very important conditions for developing age-appropriate pedagogical methods of health care and physical education, taking into account the laws of development of the child's organism and the performance characteristics of its systems at various stages of ontogenesis . According to modern concepts, all functions are united and change in the close interaction of the organism and the environment. The flexible nature of the organism's activity at different ages is determined by two main factors: the morphological and functional maturity of physiological systems and the compatibility of the influencing environmental factors with the organism's functional capabilities.

Keywords: movement, ontogeny, morphological features, child physiology, growth, bone functions, soft tissues, chest, harmonious development.

Each period of ontogenesis has its own characteristics that reflect the age-related characteristics of the organization and control of voluntary movements associated with the morphological and functional maturation of the structures of motor activity. At the same time, the heterochrony of the development of individual functions observed during ontogenesis does not indicate the absence or violation of the harmonious development of the organism.

Knowing the physiology and psychology of the child is necessary to determine the adequate means of teaching movements, to develop methods of forming movement skills, to develop physical qualities, to determine the content of physical culture and wellness activities in physical education classes in preschool educational organizations.

Senior and preparatory group age is very important, because it serves as a transition stage to a new stage of development, elementary school age. During this period, the child is designed to reorganize all cognitive processes and prepare for the acquisition of adult qualities.

Physical development is characterized by continuous changes, from 5 to 7 years of age growth of the body is observed, and it is during this period that the growth of the limbs accelerates compared to the growth of the body.

Children of this age are also characterized by an increase in the length of arms and legs, a decrease in the thickness of the subcutaneous layer, and the head-to-back ratio is significantly closer to that of adults. Often, the age period between five and seven years is called the period of "first elongation", because a child can grow 7-10 cm in a year. The ratio of the chest is the same as that of an adult, which allows to increase the efficiency of breathing. The active ossification process begins, the bones of the wrists are clearly visible, the physiological curve of the neck and chest of the spine is clearly manifested, and the fixation of the lumbar curve occurs after 12-14 years of age. With the incomplete formation of the foot at this time, more attention is required to prevent flat feet in children.

A child's bones are distinguished by a significant amount of soft tissues. Individual nuclear heads are underdeveloped and incompletely formed. Therefore, the child's bones are soft, pliable, not strong enough, and under the influence of external factors, they can cause distortions, injuries and deformations.

Intensive growth of muscle tissue is observed at this age. Significantly increases the dynamic capabilities. Muscle endurance increases and boys have higher muscle tone than girls. It should also be noted that the abdominal muscles are not yet able to withstand the stresses associated with lifting weights. The small muscles of the back, which play an important role in keeping the spine in the correct position, are much less developed than the large muscles of the back and limbs. In a 4-5-year-old child, finger muscles are weakly developed against the background of relatively developed muscles of the shoulder and forearm.

IA Arshavsky attached special importance to movement activity as a leading factor of development. He formulated the concept of the energy rule of skeletal muscles, according to which the intensity of vital activity of the body is determined by the characteristics of skeletal muscle activity at the level of individual tissues and organs, which ensures each stage of development.

It is during this period that three types of muscle fibers are formed, which differ in the organization of metabolism and contraction properties. Strength, movement speed, agility, flexibility increase, a flight phase appears in running.

Information from literary sources on the problems of forming the main actions of preschool children allows us to make the following generalizations:

- the age range from three to six years is a sensitive period for the formation of basic movements, which include: walking, running, jumping, throwing, crawling;
- the intensity of formation of basic movements depends on the morphofunctional and psychophysiological characteristics of the growing organism.

VK Balsevich and co-authors believe that the age range from 3 to 7 years is sensitive for the development of the entire spectrum of motor skills. And these views distinguish the approach of VK Balsevich from the approach of AA Gujalovsky. This suggests a stronger relationship between age and sensitive periods of development of certain motor skills.

Quantitative and qualitative changes occur in the circulatory system in connection with intensive growth. By the age of five, the size of the child's heart increases 4 times compared to a newborn baby. However, the development of the heart's muscle fibers and its vascular structure is still incomplete. The specific characteristics of blood circulation in children of the senior and preparatory groups are primarily related to the specific characteristics of metabolism. Due to a relatively large amount of blood (per unit of body weight), the heart of a child does more work than an adult's, not by increasing the number of pulses, but by increasing the heart rate, the growing body's need for blood is met.

It should be noted that the volume of the circulatory system and its regulatory mechanisms depend on the level of physical activity of children. Maturation of control mechanisms takes place intensively in children with activated and improved movement patterns. These features are the basis for emphasizing that the physical loads of children of the senior and preparatory groups should be gradually increased depending on the adaptation of the cardiovascular system [150]. Respiratory system is characterized by intensive growth and formation of bronchopulmonary apparatus. At the same time, its individual structural elements continue to be differentiated. Children of this age are characterized by a small depth of breathing, its frequent, very unstable rhythm, the volume of small waves, approximately the same distribution of the cycle time between inhalation and exhalation, and

relatively small respiratory pauses. Environmental conditions, such as an increase in ambient temperature, as well as mild mental arousal, almost always cause rapid breathing in children, sometimes even disrupting its rhythm. It should be taken into account that due to the anatomical features of the body, children of this age almost do not have the opportunity to increase the size of each breathing movement (inspiration), therefore, by increasing breathing, gas exchange increases.

A large place in adaptive reactions belongs to the process of metabolism. This age is characterized by a high level of metabolic processes in all tissues of the body. Metabolic processes are related to energy expenditure, and their formation occurs most aerobically, that is, the rate of oxygen consumption characterizes the energy output both at rest and during exercise. Thus, energy consumption by the body of a 6-year-old child at rest reaches 2 W per kilogram of body weight (adult / W kg). Relatively high energy consumption is provided by more intensive work of the heart and breathing.

The development of higher nervous activity at a certain age largely depends on the morphological development of the cortex of the cerebral hemisphere. In children, activity has not yet reached the level of advanced development, but the important stage of growth and structural differentiation of nerve cells is already approaching its final stage. The frontal parts of the brain, which are responsible for organizing, programming and controlling the most complex forms of mental activity, are still developing.

The characteristics of the higher nervous system activity of children of this age are manifested in a sufficiently large balance of excitation and inhibition processes. Nervous processes are characterized by relative instability. The development of the central nervous system is characterized by the rapid formation of morphophysiological features.

The sensorimotor area of the cerebral cortex plays a leading role in controlling human motor activity. Voluntary actions are carried out with his participation, which ensure rapid and purposeful restoration of the organism's relations with the environment. At the same time, it should be remembered that in the process of ontogenesis, the child's active response to environmental factors increases, the activity of the upper parts of the central nervous system in providing adaptive reactions to external environmental factors, including external environmental factors, increases.

The central nervous system is also characterized by its ongoing structural and functional changes. A corpus callosum connecting both hemispheres is formed, and morphological changes create necessary conditions for the formation of integral processes in the activity of the central nervous system.

Perception of signals from the outside world takes place with the participation of a large number of structures integrated into a single system. By the end of preschool age, the visual and tactile examination of the object becomes more consistent and systematic. Distinct features are related to each other, which helps to form a more adequate emotional image. According to AV Zaporozhets, the role of the interaction between the tactile-kinesthetic and visual channels is manifested in the formation of the image and its correction based on feedback. As personal experience accumulates, the role of the tactile channel in visual perception decreases. By the end of preschool age, significant changes occur in the systematic organization of visual perception, which facilitates the process of identification and categorization.

The maturity of the sensory systems and the improvement of the brain's perceptual function determines the ability to draw attention to more complex features of the object. According to MV Beniaminova, children of this age are able to concentrate for 15-20 minutes. Rewriting a stereotype is not a difficult task. Due to the increasing role of the second signal system, verbal thinking increasingly affects the reactions of the first signal system.

Voluntary attention begins to form in children of the senior and preparatory groups, but the ability to control it is still underdeveloped. Imitation and repetition reflexes are strongly developed. The child will already be able to focus his attention on one subject or one task for some time. Attention serves the function of focusing and concentrating the child's mind on a specific object (object, event, reference, thought, etc.).

There is a transition from visual to effective visual to figurative and verbal thinking. A prerequisite for transition is the child's acquisition of effective visual problem-solving skills. At the age of 6-7, children distinguish general or group characteristics, develop a conceptual apparatus, and develop abstract thinking that controls behavioral reactions. The child can remember and repeat a program of actions from a series of actions. The diversity of motor activity before the age of seven is determined by the morphological maturity of the frontal part of the cerebral hemispheres.

By the end of preschool age, the child's imagination is almost independent of external activities. Creative elements appear in the imagination. All this, as noted by experts in the field of psychology (AVZaporojets, MILisina, DBElkonin), is of great importance for preparing a child for school based on existing ideas.

In the processes of memory development of a child in the senior and preparatory groups, it is possible to conditionally distinguish 1) short-term primary memory. 2) Long-term secondary memory. Many studies of psychologists have shown that memory begins to develop verbally and logically in children from the age of 6. Systematization of thoughts about the environment plays an important role in this, which helps to establish logical, semantic connections between them and to remember them.

Children of this age have a number of unique individual characteristics, which are primarily related to the highly excitable, emotional, easily distracted age-related characteristics of the developing nervous system. They cannot withstand the effects of long-term or strong monotonous stimulus, because the strength of their nervous processes is relatively small, and the cortical structure has insufficient inhibitory and regulatory effects.

At this age, the development of feelings occurs gradually in communication, with the people around and in the process of various activities - games, work training. When conducting activities for older preschool children, it is always necessary to remember the high emotional sensitivity of children of this age, because monotonous, identical activities can form a negative attitude to physical education.

A certain repetition and sequence of the use of external stimuli, including physical exercises, carried out according to a certain plan is necessary for the formation of movement skills and its strengthening as a conditioned reflex, that is, the formation of a movement stereotype. Due to the rapid development of the motor part of the brain, children become mobile, and their ability to run, walk, and maintain balance improves. The characteristics of the formation of movement functions at a certain age are determined by the achieved level of morphofunctional development, as well as the presence of individual motor experience. The development of movement functions takes place in several stages. The authors distinguish the period of primary formation of the motor function, when the ability to develop the direction of movement is formed at the age of 4-5 years. At the next stage, the formation of independent regulation of movements takes place (from 4-5 to 6-7 years). Coordination mechanisms of the central nervous system are improved.

The child gradually learns to subordinate his actions to certain rules of the game, to the requirements of the team. The child's impressions of the world around him leave a certain trace in his memory, are stored and strengthened, and if necessary, are reproduced with the help of memory.

This age period can be considered a new period for the development of resistance to physical activity of moderate intensity due to the high intensity of oxidation processes in muscle tissue in older and preparatory group children.

The development of movement functions in children aged 5-7 depends on their voluntary movement activities in everyday life, pedagogical measures that stimulate the natural course of ontogenetic development, and specially organized activities. The need for movement in older and preschool children is very high. Their physical activity is already able to satisfy individual interests and needs. As for the quantitative indicators of physical activity, there is no significant increase in them in this age period. the average indicators of physical activity of children of the senior and preparatory groups during their stay in the preschool education organization are 13-17.5 thousand movements; intensity varies between 55-70 movements per minute, duration reaches 4.5 or more hours.

Observations show that children of the senior and preparatory groups have a sufficiently large reserve of movement skills and show the ability to consciously use them in everyday activities.

Six-year-olds have increased arm and leg coordination, greater stride length, stride accuracy, and task efficiency due to more vigorous pushing while maintaining a high rate of movement. The process of forming the child's movement function is closely related to the development of higher nervous activity, the coordination of movement increases with the age of the second signal system.

The above shows that the acquisition of new, more complex movements in coordination occurs quickly and without much effort in children of the large and preparatory group. Children of this age, as a rule, know how to show intelligence, how to act rationally, they are able to quickly adapt to changing conditions, for example, game situations. In the development of movements, expressiveness, smoothness and accuracy appear, the rhythm of movements is mastered. Accuracy, objectivity, and self-respect appear in the assessment of action. Motor activity affects the formation of the child's psychophysiological state. Various studies have shown a direct connection between a child's physical fitness and mental development.

Thus, choosing the right means and methods of physical education and combining them into a single system of organizing activities, taking into account the age characteristics of preschool children, allows to have the most effective impact on the physical and mental development of children.

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