



## Pedagogical Conditions of Technological Support of the Intellectual Development of Children of Senior Preschool Age in the Process of Physical Education

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**Annotation:** The article is devoted to the problems of pedagogical conditions of technological support for the intellectual development of children of senior preschool age in the process of physical education.

**Keywords:** pedagogical conditions, technology, intelligence, development, children, preschool age, process, physical education.

Currently, the problem of intensifying intellectual development and improving the physical health of preschool children is being updated.

The intensification of intellectual development, the development of intellectual giftedness requires an increase in the resources of the individual, which is facilitated by the competent organization of physical culture and cognitive-speech activity, taking into account the age and individual characteristics of preschoolers.

When organizing programs and classes, the recommendations of domestic scientists were taken into account. Zaporozhets and V.A. objected to early intellectual acceleration. Salnikov noted that the lag in the pace of development from peers should be considered a pathology, although not life-long determined. But the fact of artificial acceleration of the pace of development has not been sufficiently studied by science. Therefore, we object to hasty experiments and rely on those conceptual ideas that have been tested by time and the data of scientific research, are consistent with the programs recommended by the Ministry of Education and Science for working with preschool children. We focus on an integrated approach to the organization of classes and educational work in all areas in order to harmonize, ensure the relationship of the full physical and intellectual and creative development of the child, taking into account the "zone of proximal development", which can be carried out within the framework of the "Childhood" program.

We focus on the concept of motor abilities as a combination of individual personality traits, which determines the successful development of physical culture and sports activities. \Psychomotor or motor talent is such a combination of morphofunctional, biodynamic, psychophysical features, physical qualities of a person, which contributes to the achievement of the highest results in physical culture and sports activities. In our preschool, the focus is on creating an enriched environment that is conducive to ensuring the full physical and intellectual development of each child, timely identification and support of children with psychomotor and intellectual gifts.

The kindergarten is equipped with a sports ground and a gym with a wide range of exercise equipment, sports equipment and everything that contributes to the physical development and hardening of preschoolers, starting from an early age. In the system of physical education, along with traditional physical education classes in gymnastics and competitions, children are involved in



the work of sections and circles "Wu-shu", "Rhythmic gymnastics", "Folk outdoor games". Physical activity in the context of health-improving work using barefoot walking, contrasting air and water baths, walking along the salt paths "On the Path of Health" allows for an integrative solution of physical education problems.

We provide for the integral development of the physical qualities of the individual and such intellectual operations as forecasting, planning, analysis when performing physical exercises and elements of sports games. This allows not only to increase muscle activity, but to stimulate almost all areas, including the anterior zones of the cerebral cortex, providing the relationship between the cognitive and physical development of preschoolers in the process of physical education. To equip children with knowledge and skills: rational performance: basic movements, combat and sports exercises were used: theoretical tasks to remember the rules of execution and physical exercises; including basic movements:

Walking in place without taking your toes off the floor; on the spot without lifting the heels from the floor; on straight legs; with cottons; with clicks; with lunges; with rolling with heels to toes; back? forward; sideways with side steps; with objects - (balls, dumbbells; hoops of different sizes and weights, sandbags, skipping ropes, skittles); in, squat; for coordination (with closed eyes, curly, cross step, snake, back forward, sideways, etc.); changing pace and direction; with singing songs; with recitative; imitating the movements of animals and birds; based on arms and legs; On knees; on the knees.

Running: on heels; with a change of direction and leader; mincing run; diagonally; countermoving; stepping over; jumping; climbing; with catching and dodging; with a change of leaders; on the run, change into pairs; racing in pairs; continuous running for 3-6 minutes; for coordination (with closed eyes, curly, cross step, snake, back forward, sideways, etc.); to the result.

Crawling, climbing. Crawling between the slats of a raised and horizontal ladder; crawling under an obstacle with support on hands straight, sideways, back forward; crawling on a gymnastic bench: on the stomach, pulling up with hands and on the back, pulling up with hands and pushing off with legs; climbing along the gymnastic wall, moving from span to span with an added step at the height of the 4-6th rail; transition from a gymnastic \* wall to an inclined / board and crawling along it and vice versa; moving from span to span with added and variable steps at the height of the 4-10th rail; climb the wall and get off it with alternating steps; hanging on the gymnastic wall face and back to the wall; climbing: rope; on the iron ladder and on the rope.

Jumping in place and in motion, imitating birds and animals; bouncing in place with a turn in a circle, shifting legs to the right and left; moving up and down the inclined board; on one leg, moving forward and pushing the cube in front of him; up from a deep squat; jump from a place objects up to 10 cm high; jump over a line, rope, hoop, laid on the floor, on two legs sideways; side gallop; jumping with different hand positions; up from 3-4 steps with a run-up with a touch of an object with one, two hands; from a height (30 cm) to the designated place; in height from a place sideways (right, left); with a running start by bending your legs and stepping over; from a place to an elevation (20 cm); through the hoop, rotating it back and forth; in length and height from a place and from a running start with a landing on mats and in a jump pit with sand.

Throwing, catching, throwing: passing and throwing the ball to each other from a different starting position; passing the ball with a bounce off the floor from one hand to the other; throwing the ball to each other with a rebound on the floor over the net with two hands and one hand; throwing the ball to each other from the chest while walking and running; throwing the ball up and catching it in a jump; throwing the ball into a basketball basket; throwing cotton and paper balls, sandbags, foam balls, snowballs at a distance and at the target with the left, right and two hands from a different



starting position; throwing tennis balls for the result; rolling the hoop to each other, in a circle, moving forward with a step and a run.

Drill exercises', building (independently) into links; rebuilding in pairs in walking and running based on signal cards, schemes, route sheets; turns: on the spot to the left, to the right by stepping over, jumping, with eyes closed; turns in motion at the corners of the hall - to the left, to the right; drill exercises with singing songs; stop after walking at the same time; building from one column to two in motion; divergence singly and in pairs in different directions after passing through the middle of the hall.

General developmental exercises: standing on gymnastic benches, step platforms, cube; performing exercises in motion, in place with eyes closed.

Balance exercises: sit down and stand up without the help of hands with a bag on your head; walk on the gymnastic bench, carrying a bag of sand on your back; walking on a narrow rail of a gymnastic bench; walk along the slats of the rocking chair, laid with the convex side down; walk on the gymnastic bench with your back forward; circling with closed eyes (with stopping and performing various figures).

Acrobatic exercises: forward somersault, bridge from the starting position lying on the back, stand on the shoulder blades, "swallow", "camel", half twine, twine, "gun angle" on the gymnastic wall.

Aerobics: performing combinations of the basic steps: two-step, polka, scottish, jumps, sliding, gallop, pony, cha-cha and Charleston; stretching; step aerobics, funk aerobics.

Sport exercises:

Ice skating, sledding. Ride each other, ride down the hill in twos. Relay race games with ice rinks, sleds and on ice rinks, on sleds.

Slip. Slide along the icy path with a left turn; right, around. Run up, slide on two legs, while sliding, perform three springy squats. Sliding along the icy paths with a run: "Who will slide further on one leg?", "Who will slide further on two; feet?", "Sliding bitterly in pairs and triples, holding hands."

Skiing. Climb the hill straight with the slam of the skis. Descent from the mountain with a turn.

Skating. Slip with springy squats; on . two skates with alternate take-off with one foot; on one leg with alternate repulsion with the other leg. Ice skating for two.

Swimming. Imitation and special exercises on land and on water. Exercises for teaching the work of hands, feet and breathing. Swim freestyle 15-20 m;

Outdoor games: "Lame; Fox", "Sparrows and the Cat", "Grey Wolf" (Sary Bure); "We sell pots" (Chulmak ueny), "Crackers", "Bumblebee", "Pass the ball to the racket", "Leshy", "Wattle", etc.

To equip children with knowledge about nature, man, society in connection with physical culture, conversations about physical culture were used: physical exercises, sports, sports subjects, the history of physical culture and sports, current events in sports life, sports ethics, outstanding athletes, etc. .

Conversations about a person, his natural properties, his social nature, abilities (intellectual and motor), types of professional activity, etc.

Conversations about the phenomena of public life: family, kindergarten, school, flag, coat of arms, anthem of the Republic, folk traditions and customs.

Family, kindergarten. Children should know what kinds of sports their parents were and are involved in. Involve children and parents in the preparation and holding of various sports and



physical culture holidays. To improve the ability to freely navigate in the premises and on the territory of the kindergarten (gym, swimming pool, sports ground). Involve children in activities that are held in kindergarten, including jointly with their parents (sports and physical education holidays, entertainment). Teach children to follow safety precautions.

To form the skills to perform mental actions on analysis, synthesis, comparison, classification, generalization of phenomena and their internal properties and relationships, two groups of problem tasks were used. The first group refers to knowledge about nature, man, society, associated with physical culture, about safety precautions when doing physical exercises, about the rules of a healthy lifestyle. The second group refers to classes on how to perform the exercises being learned and their elements. Problem tasks were used for analysis, synthesis, comparison, classification and generalization of motor actions, which are the subject of study.

For the formation of elementary mathematical representations and skills, relay race games were used to improve the skills of quantitative and ordinal counting within 10:

"From 1 to 10". The players line up in 2 columns at the starting line. In front of each team, numbers from 1 to 10 are mixed on a tray. On command, the first players take any number, run to the flag, leave it on the line, come back, and pass the baton by touching the next players. The next players do the same. The winner is the team that correctly transferred the numbers in order from 1 to 10.

"Pebbles". The players line up in 4 columns at the starting line. In front of each team on a tray are pebbles. On command, the first players count 5 pebbles, run to the bucket, leave them there, come back, betray the baton by touching the next players. The next players do the same. The number of pebbles is calculated by the number of participants. The team that completes the task correctly wins. You can use cones, acorns, buttons, counting sticks, etc.

"Most Attentive" Two teams line up at opposite ends of the hall. Children have geometric figures of different colors and sizes attached to their chests. The teacher gives a conditional signal and shows a card-symbol, which shows, for example: two green circles. Players who have two green circles on their chest run out of the line, run to the center of the hall (into the hoop), perform two squats and run back to their places. A player who completes the task correctly earns a point for the team.

Assimilation of motor actions by children of preschool age is traditionally carried out on the basis of imitation, without a conscious understanding of the essence of the requirements for their methods. correct execution. The orienting basis of the motor action being learned is its holistic, undivided visual image, formed mainly with the help of visual perception of the patterns of its implementation. The main method of learning was imitation: jumping like a "bunny", working with your hands like a "bird", showing exercises, demonstrating visual aids, mock-up demonstration (mock-ups of playgrounds with player figures), watching videos of exercises, signal cards, help, introduction to tasks of subject (flags, targets for throwing, colorful markings of the hall), visual, sound and signal orientations, paintings, drawings, videos, etc.

This approach is justified at the stages of development preceding the senior preschool age, since it is due to the development in children of this age of a tendency to imitate and the visual-figurative nature of thinking.

Research in the field of child psychology suggests that in older preschool age children form natural prerequisites (development of the cortex and subcortical formations) for the formation of verbal-logical thinking. Children of this age, according to the level of their intellectual development, can perceive, memorize and understand the algorithms for performing the physical exercises being learned and use this verbally formalized knowledge. As an indicative basis for their implementation. Therefore, in the formation of knowledge about the method of performing a



learned motor action, along with the methods of providing visualization, verbal teaching methods can be widely used, forming a verbal-logical image of how. the main\* component of the indicative basis being formed. The implementation of this condition not only provides an increase in the quality, assimilation: of physical exercises, but also contributes to the intellectual development of the child.

Firstly, the ability to arbitrarily focus attention on individual elements of a motor action, separated from its previously undivided perception in a holistic form, with the help of the word of the educator, develops.

Secondly, memory develops, which is used to memorize the composition, sequence and rules for performing operations that are part of the content of the motor action being learned.

Thirdly, the ability to verbal, lexically literate coherent speech is developed, which is necessary for reproducing knowledge about the indicative\* basis of the motor action being learned.

Fourthly, the presence of a verbal-logical image of a motor action creates conditions for managing its implementation, self-control and self-assessment of the quality of its implementation, which leads to the development of the ability to reflect.

Fifthly, the child can carry out a motor action, simultaneously pronouncing the rules for its implementation in external and then \* in internal speech, which contributes to its organization, isolation, awareness and memorization of its details, develops the ability to control their actions.

The use of verbal methods for solving the problem of forming the orienting basis of the motor actions being learned should be carried out taking into account the age-related characteristics of the mental development of children.

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