



EDUCATIONAL METHODS USED IN ORGANIZATION OF PHYSICAL EDUCATION IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Annotation

The article discusses the methods of teaching physical education in preschool organizations, the widespread use of modern teaching methods in the educational process, which is important in the formation of children's motor skills, abilities and knowledge of exercise. thought about.

Key words: Preschool education, Physical education, Education, training, skills, abilities, movement, exercise, method.

Introduction

Physical education in preschools is a form of education that plays an important role in shaping children's motor skills, competencies and knowledge of exercise. During physical education classes, children learn, strengthen and improve the types of physical activity scheduled for each quarter, week and day in accordance with the requirements of the "First Step" program. In order for physical education to be effective and methodologically correct, a preschool educator must be well-educated, experienced, and methodologically armed. Each lesson should be well-planned, pre-arranged, and methodologically consulted with the preschool teacher. In preschools, physical education classes are held in the gym or on the sports field. The training area is kept clean and tidy, which meets the hygienic and methodological requirements. Children participating in physical education classes are supervised by a medical professional and wear healthy and sportswear (T-shirts, shorts, sneakers). The process of participation, organization and management of the lesson requires the educator to use adequate teaching methods. The choice of exercises for training is determined by the work plan, which is based on the program. Calendar plans that take into account the age of a particular group of children, the health of each child, the general level of development, based on the movement skills acquired by children, individual characteristics of children, the season, the conditions of training, as well as previous activities of children training tasks and specific exercises are defined. Careful analysis of the previous session will be helpful in developing the next lesson plan. The analysis determines the level of implementation of the tasks set in the previous lesson, the results that are reflected in the children's reaction and recorded in the recording





of the lesson. An integral connection between the previous and the next session, a common goal-oriented system provides a perfect system. This determines the clear consistency in the performance of increasingly complex tasks, and at the same time the success of the education of children in each age group. Based on the analysis of the previous training, the main tasks of the training are: to teach children new exercises; repetition and improvement of pre-familiar exercises (specific exercises are indicated) are determined. Then the exercises for the introductory and concluding parts of the session will be determined. An educator, especially an inexperienced educator, can use the exercise plan in the methodological recommendations given in the program. With a creative approach to these recommendations, you can make the necessary changes to the plan according to the specific circumstances of your group. At the same time, these guidelines help her to systematically teach children to exercise according to the program.

The educator uses a variety of methods of organizing children, such as frontal, group, individual.

When using frontal methods, children are given exercises that are performed in the same way for everyone, at the same time. It is advisable to use the frontal approach in any part of the exercise, especially when teaching children new exercises or improving already familiar exercises. This method is effective in fostering motor coordination in children, uniting them to solve tasks that are equal for all, the educator interacting directly with children, as well as increasing the intensity of training. Children can be divided into smaller groups that take turns learning and identifying parts of the activity. The educator will be able to monitor the performance of the exercise by one or two groups, while the rest of the children will observe the movements of their peers and listen to the educator.

There is also a flow of exercises, in which all children do the same exercise one after the other, one after the other, without stopping. Exercises can be organized into two or three groups for a wide range of repetitions. It is advisable to use the flow method of exercise for children of large and preparatory groups. It should be noted that this method is of particular importance in improving the exercises and is less important in their study: the continuity of the flow movement sometimes does not allow the educator to overcome the inaccuracies in children's movements; he or she will monitor each child and can briefly assess or warn them about the performance of the exercises at this time. At the same time, the use of the movement-flow method in the development of skills helps to develop in children such physical qualities as agility, dexterity, strength, endurance and spatial orientation. In large and preparatory groups, the group method is used. It is used in conjunction with the educator's process





of teaching children and improving the children's previously acquired motor skills. In this case, one group of children is taught an action under the guidance of a tutor, and the second group of children (or two small groups) practice another type of exercise at this time (repetition). There may be two or three groups of children who are already familiar, but who perform a variety of exercises (ball play, climbing, balance, etc.), as well as creative tasks.

The educator goes directly to the group and does not ignore all the participants, inviting the children to control their actions, discipline and behavior. In this way, children are taught responsibility, self-control, the ability to perform tasks independently without disturbing the general work mood for all, the conscious improvement of their skills, as well as the activity of the whole group during the lesson. and the ability to maintain high density. Individual methods can be used during the lesson when each child completes the task independently under the supervision of a tutor. This method requires special attention of the educator, good organization of children, active involvement of all and analysis of the correctness of the performance of tasks, readiness to repeat the exercises at the call of the educator. The use of each of these methods of organizing children in the classroom depends on the tasks set by the educator, the conditions of the training and their implementation. When teaching children to exercise, it is advisable to use a variety of mixed methods of organization, which will increase the effectiveness of physical education.

It has been shown above that the introductory part of the exercise helps the body to get used to it gradually and to activate the mental functions that prepare the child for the main part of the exercise. At the beginning of the main part of the lesson, children are given exercises that require a lot of attention. When teaching a new movement activity, the child first develops an image of it, an image of movement. Understanding this task is related to the sequence in which the elements of the exercise are performed by the educator, and the interpretation and explanation of his or her performance methods without display. After that, the children will be able to practice independently again. At this time, the child demonstrates his will (mental and physical) by trying to do the exercise as accurately as possible. All this leads to stress on the nervous system and an increase in mental and physiological functions of the body. So the process doesn't have to be long. Therefore, it is self-evident that the regulation of workloads, the involvement of the child from one activity to another, and the regular switching of work and rest play a role. Once children have mastered the new exercises, they will be given repetitive, low-intensity exercises. The children listen to the tutor's verbal instructions before completing the familiar exercise and then repeat the actions. Individual methods can be used during the lesson when each child





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Improving children's knowledge, skills and abilities.

Improving moral, mental and physical qualities in children.

Children's interest in modern information and communication technologies is growing.

Positive changes in children's physical maturity and physical development.

Active and independent participation in the training process is changing.

In short, all this is the result of the correct and effective use of teaching methods in the organization and conduct of classes in preschool education.





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