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PECULIARITIES OF PHYSICAL AND MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

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***Abstract.** In this article, it is highlighted that with the implementation of remote education in the world education system in the conditions of the pandemic, it is necessary to pay more attention to the implementation of the main forms of physical education in the family, along with directing children to physical activity.*

***Keywords:** children, school, physical education, health, preschool children, technology.*

INTRODUCTION

It is known that a child develops as a result of the influence shown to him by adults, in the process of independent activity and under the influence of information from the environment. Children play a lot with toys, move around and at the same time observe the surroundings, appeal to their parents for various reasons, and happily perform small tasks given by them [1].

The period from 3 to 6 years old is a direct continuation of early age in terms of general sensitivity, which is carried out with the impossibility of stopping the ontogenetic potential for development. During this period, the child's motor skills continue to develop and improve, but his relationship with the environment is still limited. Children gradually become independent, their body is full of strength, movements become more defined, familiar and faster. Enrichment of life experience helps to improve actions with various household items and toys. Actions become more clear, conscious, goal-oriented.

One of the important tools for raising a healthy child is physical exercise, movement and sports games. When doing physical exercises with children, it is necessary to pay special attention to their health, appearance, mood, fatigue, appetite and sleep. Every child, even if he is healthy, should undergo a medical examination 2-3 times a year. At the same time, it is recommended to record the child's height, weight and chest circumference, which in turn will allow him to grow correctly.

The purpose of physical education of the future generation is to form a person's physical and spiritual culture, to lead an active and healthy lifestyle for many years. According to them, the main tasks of physical education used in preschool age are as follows:

- formation of children's conscious need for learning health benefits, physical education and sports;
- necessary and sufficient development of the child's physical qualities, development of his natural and individual physical potentials that provide movement knowledge and skills;
- general physical culture education of preschool children aimed at mastering the intellectual, technological, spiritual, and moral resources of physical education;
- updating the knowledge of conducting independent training at the level of basic skills.

Therefore, the main problems of innovative supplements in the structure and system of physical education of preschool children are:

- a) opportunities to use physical education tools to optimize the conditions of children's mental development process;
- b) formation of physical qualities, features of age-related development and basic actions of kindergarten children;
- c) solving methodological problems of physical education in preschool educational organizations;
- g) organizational and substantive bases of training specialists in preschool physical education.

Development of children from 3 to 7 years. A foundation for health and full physical development is built during preschool age. Insufficient stability of the body and limited range of motion are described for children of preschool age. In them, the nervous system develops quickly, the muscular system is strengthened, and movements are improved. Attention becomes much more stable, children begin to develop simple work skills.

General static instability of the body and limited dynamic capabilities are typical for 3-4 year old children. In children of this age, the muscles of the upper part of the body and the shoulder area, as well as the flexor muscles, develop relatively more. 3-4-year-old kindergarten children have high motor activity, despite the fact that the movements involving large muscle groups are not sufficiently coordinated. During this period, excessive fatigue is observed when maintaining one position for a long time and performing one type of actions.

Before the age of 7, the structure of the lung tissue is not yet fully developed, because the nasal passages, trachea and bronchi are relatively narrow, which makes it somewhat difficult for air to reach the lungs; the ribs are insignificantly bent, the diaphragm is high, so the amplitude of respiratory movements is not very large. The child breathes shallowly and often compared to adults: the frequency of breathing in 3-4-year-old children is 30 minutes; 5-6-year-old children - 25 minutes; and in adults it is 16-18 minutes. Shallow breathing in children leads to relatively poor ventilation of the lungs and some air stagnation, while the growing body requires sufficient oxygen delivery to the tissues. It is for this reason that exercise in the open air, which activates the process of gas exchange, is very important. In children aged 3-4 years, the vital capacity of the lungs is 400-500 cm³, in children aged 5-6 years - 800-900 cm³.

Physical education training must be in accordance with the program of the preschool educational organization and the state requirements, as well as the age of the children. Preparation for physical education training should be organized at a high level and quality (hygienic conditions, equipment, ensuring the safety of children, their general condition, etc.), proper distribution of training parts, introduction: body preparation for exercises, the variety of exercises according to the direction, the main part: the correct distribution of general development exercises, for shoulder and arm muscles, for the body, back, waist, spine, leg muscles, abdomen, for heels, physical being able to control the load, controlling the children's posture and breathing correctly, playing an active game (explaining the terms of the game, its compatibility with the main actions, following the rules of the game), the final part: quiet games, performing breathing exercises, encouraging children at the end of the training, setting tasks for the next training at the end of the training, and working with children who require special training ends with.

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