



## GAMES AS A MEANS OF FORMING MOTOR ABILITIES OF OLDER PRESCHOOL CHILDREN

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### **Abstract:**

This work is devoted to the most important part of the preparation of preschool children - the development of motor abilities necessary for comprehensive physical development and health promotion. Physical education in preschool educational institutions plays an important role. The use of a variety of physical exercises and games, in the daily routine of a preschooler, contributes to the mental, moral, aesthetic development of the child's personality, his creative imagination.

**Keywords:** outdoor games, preschool education, physical development, children, health, group, need, pedagogical impact, research.

The health of children, the development of their body is one of the main tasks of modern society. Movement is a powerful biological stimulus. The main physiological feature of the organism of children is the constant need for movement, this is one of the main conditions for its normal growth and development [2].

Gaming activity is not always combined with positive emotions, pleasant experiences. Children, unlike adults, do not play to relax. On the contrary, often they, without noticing it, get tired of the games. The reason for the rather frequent transitions of children from one game to another is the onset of fatigue. The child, as it were, "gets fed up" with the previous game and moves on to another, with a different character of actions. Among the variety of means and forms and methods of physical education, a special place is occupied by gaming activities, in particular, outdoor games. It is the large volume and variety of movements, plots and equipment that is one of the most versatile and effective means of educating preschoolers. Playing activity makes it possible to comprehensively and purposefully solve the widest range of educational tasks [3, 4].

In outdoor games, participants repeatedly repeat various movements, while showing certain physical qualities. Leading outdoor games, you can monitor the active manifestation of these qualities in their harmonious unity, as well as to develop to a greater extent those of them that are of great importance at various stages of development of children [1].





To develop agility, games are used that encourage participants to quickly move from one activity to another in a correspondingly changing environment.

The improvement of speed can be facilitated by games that require instant responses to sound, visual, tactile signals, games with sudden stops, delays and resumption of movements, overcoming small distances in the shortest possible time. For the education of strength, games are suitable that require the manifestation of short-term speed-strength stresses, moderate in load.

The development of endurance is facilitated by games with repeated repetitions of actions, with continuous motor activity associated with a significant expenditure of strength and energy.

However, it should be borne in mind that, depending on the age and level of physical fitness of the players, the total number of repeated actions and the duration of continuous gaming activity are different. We offer the following classification of outdoor games and game exercises for preschoolers [1]:

1. Games in which the child can be mindful when doing physical exercises;
2. Games for self-expression and simulation games;
3. Games in which the speed of reaction is manifested;
4. Outdoor games in which coordination with the actions and movements of a partner is manifested
5. Outdoor games in which anticipation is manifested - the ability to predict the actions of other players, for example: "Find a pair."

6. Game - relay races - a kind of plotless outdoor games with elements of competition. In the first group, we included games in which a child can show awareness when performing physical exercises: "Waves", "Slower ride - you will continue", "Owl", etc. The second group includes imitation games for self-expression that develop expressiveness and plasticity of movements. The games of this group are based on imitation of natural phenomena (for example: "Evil boulder in a mountain river." Having received a figurative task, children "enter" the role of a boulder stone to the appropriate music or without music and depict movements under the influence of a fast mountain river).

The third group included games in which the speed of reaction is manifested: "Traps with ribbons", "Funny kittens", "Ring", etc.

The fourth group included outdoor games that require coordination of their own movements with the actions of the partner "Entertainers", "Repeater", etc.

The fifth group included outdoor games in which anticipation is manifested - the ability to predict the actions of other players, for example: "Find a pair", "Corners", "Give me a hand", etc.





The sixth group included relay race games. Each relay game, thanks to the abundance and variety of movements, solves a number of tasks: it consolidates and improves several types of basic movements at the same time, develops orientation in space, cultivates courage, determination.

The distribution of outdoor games in the structure of the lesson was determined in accordance with their content, tasks and intensity. In addition, the learned and mastered outdoor games were used for a walk, in physical culture breaks between classes.

Each lesson included at least 3 outdoor games of a certain direction and an indispensable requirement to comply with the rules of the game or the conditions of the game exercise.

The effectiveness of the developed technology for the use of outdoor games was confirmed by a significant improvement in the results of testing the flexibility, speed, dexterity of preschoolers in comparison with the data at the beginning of the pedagogical experiment.

Therefore, the rational selection and use of outdoor games with a specific focus on educational and upbringing tasks will have a positive impact on the physical fitness of children, and contribute to the development of a sustainable interest in regular physical exercises, and thus will contribute to the formation of motor abilities.

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