



**CONDITIONS AND METHODS OF TEACHING THE THEORY OF MOVEMENT GAMES AND SPORTS ELEMENTS, TAKING INTO ACCOUNT THE DEVELOPMENT OF INDEPENDENCE OF PRESCHOOL CHILDREN**

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**Abstract:** *In this article, preschool children are encouraged to develop self-expression, independence, creativity, self-assertion, and acquire and improve various motor skills by engaging in active games and sports. proving that it increases physical fitness and has a positive effect on the qualitative and quantitative aspects of motor activity. It is explained on the basis of scientific facts that outdoor games activate the functional development of organs and systems of the body, stimulate the improvement of the functions of various analyzers, nervous processes, and help maintain the balance between excitation and inhibition processes.*

**Key words:** *open game, plot, variable content, rules, physical activity, motor game tasks, creativity, game situation, children's relations, sports exercises, sports games, spatial orientation, swimming, water resistance, simplified rules, technical elements games, playground.*

Active play is an indispensable means of physical education in a preschool educational institution. Children enjoy the game and feel the "muscle joy". The emotional background of the game allows you to achieve great physical activity. It helps to acquire and improve various motor skills, increases the physical fitness of the participants and has a positive effect on the qualitative and quantitative aspects of motor activity. Outdoor games activate the functional development of the organs and systems of the body, stimulate the improvement of the functions of various analyzers, nervous processes, and help to maintain the balance between the processes of excitation and inhibition. Action games have great opportunities for the child's personal development. Open games with a purposeful pedagogical effect, along with training motor skills, self-expression encourages the development of independence, creativity, self-assertion. Shared play activities provide an initial orientation to value orientations that often become stable later in life and often predetermine the overall direction of the individual. The emergence of mobile games, and games in general, has its roots in the distant past. Historically, each nation has its own national games. They involved entire groups of players in active motor activities. As a rule, they were carried on the street, as a result of which they became an important means of treatment. The gradual development of pedagogical thought made it possible to choose among people the most suitable games for education. In the pedagogical process, P.F. Lesgaft has scientifically based views on the use of outdoor games. He revealed the physiological and psychological importance of games, their role in ensuring conscious actions, developing the ability to control actions. The scientist considered games as exercises that prepare the child for life. E.A. Arkin considered outdoor play to be an indispensable tool for child development. He emphasized that the teacher should manage it: explain, distribute roles, participate in the game when you need to, and summarize. The method of organization and management of open games is revealed in the works of modern authors. A.I. Bykova, T.I. Osokina, E.A. Timofeeva, N.V. Potekhin, E.Ya. Stepanenkova emphasizes the importance of games played in the open air for the

physical and mental development of children. The works of scientists present various classifications of outdoor games for preschool children. Games are divided into individual and team games according to the principle of organizing children; According to the principle of age, games for junior, middle, and senior preschool age [1,2,3,4,5,6,7,8,9];

Action games with running, jumping, balance, throwing, climbing;

Games that develop speed-power skills, speed, endurance, dexterity on vehicle skills;

Games of high, medium, low mobility according to the level of intensity of movements;

Mobile games with rules according to the characteristics of the content: with a plot and without a plot;

Elements of sports games: basketball, football, hockey, badminton, etc.

The most important thing for the development of a child's motor skills is the classification based on the characteristics of the content of open games. Open games with rules (plot and plotless) are common in the practice of kindergartens. A characteristic feature of this type of games is that they are built on the basis of children's experience, their knowledge of life around them. The basis for the development of the plot is familiar images (rabbits, animals, birds, etc.), episodes from people's lives, natural phenomena. In the game, the child imitates them. Non-plot games have motor play tasks that are not related to playing the plot, they do not have game actions. Each child performs a specific tool task that requires independence, speed and dexterity. Complex use of open games with and without a plot ensures their skillful management. The professional training of the pedagogue and his pedagogical foresight are of particular importance in the organization of outdoor games. Arousing the child's interest in the game, the teacher should notice and emphasize the important factors in the development of children, real changes in knowledge, skills and habits. He pays great attention to the correct selection of the game: he takes into account the time and place of the game, the number of players, their motor experience. Pedagogical observation allows the teacher to control the game and choose the necessary methods for correcting the active behavior of children. In the first subgroup, games are played with a simple and convenient plot. Game characters are familiar to children (cat, mouse, birds) [10,11,12,13,14,15,16,17]. Children met them in life or got acquainted with them through fairy tales and pictures. In the game, children are attracted by the action process: running, catching, shooting. Management of the development of actions is carried out here with the help of a plot, which depends entirely on the creativity of the educator. In the game, all children play the same roles, and each child moves individually according to his movement abilities. The same action is performed in different situations. During the game, adults try to interest children, show them a pattern of actions, teach them to act according to the signal, to obey simple rules. The teacher himself plays the main roles in the game, he does it emotionally and figuratively. Various attributes enliven the game: medallions with images of animals, caps, "wonderful" houses. With their help, children easily enter the image, imitate the hero. Children are very interested in text games. Words reveal the content of the game, help the child to follow its rules. Game exercises (we jump over the stream, throw the ball into the house) give children the opportunity to master some types of movements that are difficult for them (shooting, jumping, etc.). Here, along with indirect methods, direct teaching methods are used. The teacher shows the exercise, monitors its execution, if necessary, offers to repeat it again, encourages children for their efforts. In the second age group, open games are characterized by a simple plot and simple rules, but the actions included in them are more diverse (climbing a cube, jumping and picking up a toy, etc.). Children should be taught to play. An important moment affecting

the course of the game is the teacher's explanation. It is given to children in an emotional, expressive way, a figurative plot story is used, which helps the child to better become a playful image. The teacher plays together with the children, plays primary and secondary roles, monitors the location of the players, their relationships, figurative execution of motor actions, teaches children to act together. It is important that the content of the game activities is understandable for children. This increases their motor activity. The same game is repeated 2-3 times without changes, then new rules and new actions are introduced into it, the conditions of the transfer are changed. The changing content of a familiar game increases its educational value [18,19,20,21]. Gradually, the teacher teaches children to play responsible roles in the game. When assigning a role, it tries to execute the command. While the children are doing the game exercise, the teacher explains and demonstrates it, touching on the moments that are difficult for many. At this age, the child can repeat the game exercise only in a general sense. Most preschool games have detailed plots that define the content of the actions and the nature of the relationships between the players. Games in which the actions of the characters correspond to reality occupy an important place. When conducting a mobile game with a plot, the teacher tells the children its name, emphasizes the rules of the game, defines the content, emphasizes the meaning and characteristics of the actions of each character, challenges the players shows. It is important to make sure that children understand the terms of the game, have a good idea of its motor content. Then the teacher distributes the roles among the players. The role of the leader is entrusted first to an active, energetic child who can overcome him, and then to all other children of the group. The choice of a child for the main role is motivated by the teacher. In the game, adults act equally with all players, give instructions on the correct execution of actions, evaluate children's motor actions and regulate physical activity [22,23,24,25]. When a familiar game is repeated, its variants are created: actions performed by children change, rules requiring self-control are enabled, the form of organization of players is changed. In game exercises, conditions are created to achieve a certain result. Game tasks ("who is faster", "who throws later", "whose house is built faster") have a competitive nature. Such tasks encourage children to act quickly, teach them to be responsible for their actions in a team, and lead to the achievement of a common goal. In the outdoor games of older preschoolers, the entertainment of the plot is no longer so important, the number of non-visual games is increasing. The rules of the game become more complex, they form the ability to control the child's behavior. Children are charged with the task of immediately responding to changes in the game situation, courage, determination, endurance and acting in the interests of the team. All types of open games are used, including relay games with competitions without plots. When explaining the game, the teacher reveals its content from beginning to end, then determines the rules with the help of questions, reinforces poetic texts, invites one of the children to repeat the content if they are in the game. After that, using spatial terminology, the teacher shows the location of the players and distributes the roles. He appoints a leader on the basis of certain pedagogical tasks, encouraging a new child, showing how important it is to be brave on the example of an activist, invites children to choose a leader, the driver "magic wand", counting rhyme. During the game, he observes the children's actions and monitors their relationships, monitors their compliance with the rules of the game, increases physical activity using various methods: increases the distance for running, changes the duration of intensive actions in games with escape, uses the game text wisely (the text is only a game at the beginning it is completely repeated, in the future it will decrease and the children will only pronounce words that encourage action), appoint 2-3 drivers at the same time. This will increase

not only the physical load, but also the emotional richness of the game. Summarizing the game, the teacher analyzes how the children succeeded, why the "trap" caught some players quickly, and others did not. Children participate in the discussion of the results. It teaches them to analyze their actions. When the game is repeated, preschool children learn to independently create its variants: they come up with new plots, more complex game tasks and rules, create different combinations of actions. Relay games are widely used in older preschool age. Two or three teams equal to the number of participants are formed to participate in the relay games. The teacher clearly and consistently explains the content and rules of the game, the conditions for determining the winner. Before starting the competition, it is necessary to conduct a practice so that everyone understands what is required of him and adapts to the game. At first, children are offered simple relay races with various types of movements (running, jumping on two legs), then paired and approaching. They differ from a simple relay because children perform actions in pairs. However, only team games and relay games should not be played. Games with an interesting and interesting story for older preschoolers [26,27,28,29,30]. By leading the game activity, the teacher shows the smallest manifestation of children's independence, which is present in the plan, the placement of complex joint game plots, the ability to perform a difficult and responsible task, task, and evaluate their own actions. encourages

Conditions and methods of teaching preschool children the types of sports activities and elements of sports games Sports exercises play an important role in the physical education of preschool children. Although it is not recommended to play sports for preschool children to achieve high sports results, it is possible and necessary to have elementary training for sports exercises. Sports exercises contribute to the development of the main muscle groups of the body, bones, respiratory systems, increase metabolism, general physical fitness, and the level of hardening of the body. Performing sports exercises is associated with strong willed actions, manifestation of bright emotional experiences. All this contributes not only to the physical, but also to the personal development of children. The following types of sports activities with children are recommended in the physical education program: sledding, ice skating, skiing, swimming. From the age of three, children carry sleds, dolls, toys, and snow. With the help of the teacher, they go down the low hill. Looking down the hill, the children put their feet on the runners, grab the cord with both hands and pull forward, leaning back a little [31,32,33,]. Older preschoolers go down the hill, not at the same time. A high position is used to slow down the movement speed. The skier recovers almost completely, leaving his legs slightly bent at the knees. On low slopes, children are also shown the simplest methods of braking - for braking, the heels of the skis are separated from each other, the skis are installed on the inner ribs. Gradually, the boy puts his removed skis on the edge and puts them on the snow. As a rule, the ski that is located below the slope is assigned. On the territory of the kindergarten, a lesson on teaching children to ski is held during the first hike. Permissible air temperature - 10-12 degrees. The lesson includes a small group of children (10-12 people). Trips outside the kindergarten (to the forest park) are carried out only with older preschoolers. The lesson of physical education in skiing has the character of training and consists of three parts: introductory, basic and final. The purpose of the introduction is to "warm up" the body. Children do some exercises or run without skis. In the main part, they master the elements of ski technique. It also includes going up and down slopes. The final part of the lesson reduces the physical load of the child in the main part. Its content can be a leisurely walk without skis or organizing a sports suit and skis. Small children master dynamic balance while skiing, learn to perform step and glide steps, turn in place. It is still difficult for children of this age

to walk on the same path, so they do all the exercises on the playground, walking parallel to each other. Pre-schoolers learn to ski on a sliding ladder, make turns in place by stepping left and right around the heel of the ski, climb a hill with a "ladder", go down a hill below. Training in this group can be done on the track. Older children learn to perform an alternate two-step movement at the same time as a sliding step, move on skis, and descend from the hill in different positions. The main focus of the lesson is to teach children to ski with poles. At this age, children can walk along the track at an average speed of 600-700 m and at a leisurely speed of up to 2 kilometers[34,35,36].

Swimming lessons are carried out in a small group physical education program. Classes are held in small indoor pools with small groups of children (9-10 people). Water temperature in the pool + 27 - +29 degrees, air temperature - + 24 - +29 degrees. The depth of water does not exceed 80 cm. At preschool age, the task of mastering strong swimming techniques is not set. It is important that he mastered the elements of technology, and on this basis, his swimming skills are improved. The main task in preschool age is to introduce the child to water, teach him to enter the water without fear, play and splash. For this purpose, children are taught the simplest movements in the water: in a group, holding hands, simultaneously in different directions. Walking, jumping and running in water introduces children to water endurance. At the same time, children prepare for diving: they wash their faces, pour water on their heads, splash water on their faces. Then they are gradually immersed in water: up to the chin, to the level of the nose, to the eyes, and then to the head. All exercises are performed in the form of a game. An adult with children, all activities are in the water. In children of the fifth year of life, the swimming skills acquired in preschool age are strengthened. New tasks of the trainer: movement in water (on the chest and back), leg movements. Learning to breathe in water is carried out with the help of leading exercises: blow cotton balls from your palm, blow into a balloon lying on the water. They put their lips on the surface of the water and blow like hot tea. 3-4 different exhalations are performed in one lesson. Sliding is taught as follows: children stretch their arms forward, stand on their toes, hold their heads in their hands. Pushing both legs from below, they glide across the water and lower their heads into the water. In addition, children learn to open their eyes in the water. Game tasks, such as collecting toys scattered at the bottom of the pool, help with this. In the older preschool age, swimming skills improve, the power of propulsion and the duration of gliding on the surface of the water increase. Children learn to breathe in the water while sliding, turn their heads to the right and left to breathe, adjust their breathing to movements. Gradually, the up and down movements of the legs and then the movements of the arms are connected to glide into the water and breathe. The child alternately stretches his hands forward under water, then points them to his thighs. As the swimming technique is mastered, children's swimming distance gradually increases. Acquired swimming skills are strengthened in outdoor games. The basis of sports games for preschool children are natural types of movements and their combinations. Therefore, a lot of attention is paid to teaching sports, especially popular games such as basketball, football, and volleyball in preschool educational institutions. Elements of sports games are used that lead children to more complex game actions. Education begins with older preschool children and is carried out in a specialized (thematic) lesson, the structure of which corresponds to the structure of a traditional physical education lesson. The only difference is in the selection of tools for each part of it. For example, if children are taught the elements of playing basketball, exercises with the ball are used in the preparatory part. In the main part of such a lesson, introductory and preparatory exercises are used to master the elements of the studied game technique. Elements of sports games are taught during walking, as well as in children's

independent motor activities. From the elements of playing basketball with preschool children, learn the technique of playing without the ball (the basketball player's stance, movement along the court, stops, turns), as well as the technique of possession of the ball (passing and catching the ball) study is recommended. The most reasonable position of a basketball player: legs are shoulder-width apart, parallel to each other, the weight of the body is equally distributed on both legs, the body is slightly forward. Arms are bent at the elbows and close to the body. Children learn to take a basketball position by standing in a line and in a circle. Movement around the field begins with the study of individual movements: running, jumping, stopping, turning. After that, children develop the skills of combining learned actions. Stops allow you to immediately stop the child's movement. They are performed by walking or jumping. Stops are taught in the following sequence: stop after walking, then after running at a slow pace, sudden stop. Pivots are a technique in which the child steps with one leg around the other, supporting the leg. There are two ways to turn: forward and backward. They are performed from the position of a basketball player. The technique of possession of the ball is understood as the smart execution of catching, passing the ball, throwing the basket. In the first stages, it is important to teach the child to hold the ball correctly: at chest level, both arms are bent at the elbows, and the hands are on the side of the ball. The child learns to catch the ball with both hands, approximately at chest level. He straightens his slightly relaxed hands towards the ball, catches it with his fingers, slows down the flight speed, pulls the ball to his chest and takes the position of a basketball player. You should not hold the ball in your hands for a long time, but you should pass it to your partner and move quickly. Preschool children are taught to pass the ball with two hands and one hand over the shoulder. Passing the ball with two hands is carried out from the position of a basketball player. The child simultaneously performs a light squat with small circular movements forward, down and on its own, after swinging, quickly twists the legs, at the same time straightens the arms forward screams and throws [37,38,39,40]. Passing the ball over the shoulder with one hand is carried out as follows: the ball is supported by the shoulder on the wrist of one of the hands, and the other. The distance to the basket gradually increases from 1 to 2.5 m. Basketball is played by two teams, each of which consists of five players on the field and several substitutes. The game consists of two 5-minute halves. For each ball thrown into the basket, the team is awarded one point. The game begins with the initial throw: the teacher throws the ball between the players (team captains). Children jump and try to touch it with their hands. At the beginning of the game, the captain of the ball belongs to the team that touches it first. Rules of the game: a player can take no more than three steps with the ball. , it is forbidden to push it, hold it by clothes. Preschoolers are learning a simplified version of the game of soccer. The game does not use free kicks, free kicks, corner kicks, offside positions beyond the reach of children. To kick with the inner part of the leg, the supporting leg is placed 10-15 cm to the side of the ball. The punching motion begins with the hip flexing and the leg turning outward. In the middle of the rise, the stroke is applied directly from the run. The kicker's leg bends at the knee and then moves sharply forward, the toe of the kicker's foot is pulled down. The kick with the inside of the lifter is performed as follows: the weight of the body is transferred to the supporting leg, the kicking leg is bent at the knee, the leg is turned out, the toe is pulled back. The shot is made in the middle of the ball so that the ball flies low. A toe kick is performed on a stationary or rolling ball. The kicking leg bends at the knee and almost straightens with the kick. The stroke is applied with the finger in the middle of the ball. Stopping the ball with the foot can be done: the inside of the foot, the sole. When stopping with the inside of the leg, the body weight is transferred to the supporting leg,

the stopping leg is bent at the knee. At contact with the ball, it is gently returned to the level of the supporting leg. Stopping with a plate is done as follows: the stopping foot is brought forward towards the ball, the toe is slightly raised. When making contact with the ball, the foot moves back slightly. For children to learn to control the ball, the following exercises can be used: roll the ball forward, backward, sideways with the palm of the foot; hitting the ball with a leg lift; throw the ball with your hands, kick with your feet; pick up the ball with the toe, throw it up, turn the ball with the foot in a certain direction; roll the ball into the goal. Football is played on the sports field. The team consists of 8 players (if the size of the field is small, then the number of players in the team is reduced). The game lasts 30 minutes (two halves of 15 minutes). One of the captains of the team starts the game (he is appointed by adults). The captain passes the ball from the center of the field to the players of his team. Players pass the ball to each other and try to bring it into the goal and score a goal. The opposing team blocks. He catches the ball and tries to throw it into someone else's goal. Rules of the game: all movements with the ball are performed only with the feet; it is not a fault to touch the ball with the head or body; only the goalkeeper can touch the ball with his hands; steps, power tricks are prohibited.

Conclusion. Action games have great opportunities for the child's personal development. Open games with a purposeful pedagogical effect, along with training motor skills, self-expression encourages the development of independence, creativity, self-assertion. Shared play activities provide an initial orientation to value orientations that often become stable later in life and often predetermine the overall direction of the individual. The emergence of mobile games, and games in general, has its roots in the distant past. Historically, each nation has its own national games. They involved entire groups of players in active motor activities. As a rule, they were conducted on the street, as a result of which they became an important means of treatment. Although it is not recommended to play sports for preschool children to achieve high sports results, it is possible and necessary to have elementary training for sports exercises. Sports exercises contribute to the development of the main muscle groups of the body, bones, respiratory systems, increase metabolism, general physical fitness, and the level of hardening of the body. Performing sports exercises is associated with strong willed actions, manifestation of bright emotional experiences. All this contributes not only to the physical, but also to the personal development of children.

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