

**PHYSICAL ACTIVITY CRITERIA AND CHARACTERISTICS OF PRESCHOOL CHILDREN**

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ABSTRACT

Preschool children (3-7 years old) are the period when a high need for physical activity appears.

In the studied studies, he identified the main groups of children's mobility and determined the relationship between physical activity indicators (duration, intensity, volume) and children's daytime behavior, the nature of physical activity.

Key words: children, preschool, motor tasks, games, activities, movement.

Introduction

Group I - children of preschool age with a high level of active movement activity, regardless of the duration and volume of movement activity. Children are distinguished by a high level of development of basic movements, high mobility, rich experience of movement, enrichment of independent activities. These children are distinguished by sufficient coordination and dexterity of movements, they are often careless when explaining the task. In addition, they are distinguished by the same movement activity, saturated with jumping and running games. Children who are highly active in physical education do not know how to perform motor tasks at an average speed and cannot finish them, they make excessive movements. Many children of this subgroup are characterized by hyperactivity, psychomotor agitation. They are characterized by restlessness, lack of self-control, excitable behavior, nervousness, restlessness. They have poorly developed mechanisms of self-regulation of behavior and activity. Adverse reactions of the cardiovascular system are often observed in such children.

Group II is preschool children characterized by a combination of high and medium level and volume of low and medium order, as well as children with average physical activity according to all three indicators. Children of this group are distinguished by average and high indicators of physical fitness, as well as an average level of development of physical qualities. When choosing physical education and sports games, they are distinguished by their independence, often they are the initiators of team action games.

Preschool children with an average level of physical activity in physical education classes are distinguished by different physical behaviors. Some children are often: they are active, tend to be leaders, are active, show creativity, do not ask for help in completing difficult tasks, try to



overcome obstacles independently and master the task quickly. However, these children cannot always perform the task correctly and accurately, the weak technique of movements is noticeable. In other children, the difference is calmness, purposefulness, calm and purposeful behavior.

Group III is preschool children with a low volume of physical activity combined with indicators of medium and low intensity and duration. In children of this group, there is a delay in the indicators of the development of physical qualities and the main types of movements. Children are less active and have the same activity with the greatest advantage of the static component. In addition, children often refuse to participate in competitions and games and perform difficult tasks, they cannot reveal their potential. He expects help from adults when there are difficulties in slow tasks, he acts with uncertainty, impressionability, slowness. The physical burden of changes in the cardiovascular system has not been determined.

Traditionally, low, medium and high mobility children can be distinguished in each group, if their individual needs are clearly manifested in independent activities and the level of age development is significantly reflected.

V. Shishkina, the author of the book "Movement and Movement", divides mobility in children into three groups:

- 1) the average number of daily steps of children with moderate mobility is 5300-6700, the duration of physical activity is 2.5-3 hours, the intensity is 32-56 movements per minute;
- 2) average number of daily steps of children with high mobility - 8-10 thousand steps, duration and intensity from 139 to 212 minutes per day and 54-108 movements per minute;
- 3) volume of physical activity of children with low mobility - 2700-4500 steps per day, duration from 139 to 212 minutes - 30-40 movements per day.

"Type of movement" is a set of specific characteristics characteristic of a child, which are manifested in the process of observation over a long period of time and are determined by the daily volume of activities performed with pleasure and preference.

- 1) explosive-short, in a short time; children characterized by quick movements,
- 2) cyclical-long, children prone to the same actions;
- 3) includes children who prefer plastic-soft, smooth movements;
- 4) strength - includes children who prefer strong loads.

The analysis of scientific-methodical literature shows that the opinions of foreign scientists mostly agree with the views of local scientists on the issues of tasks and goals of physical education in preschool educational institutions. In the United States and Canada, the main goal of preschool physical education is to promote the child's well-rounded development. In addition, physical education should contribute to emotional and psychomotor development and physical development (American Preschool Program, 2013). Almost the same views exist in Finland, which emphasize that the development of curiosity, initiative and self-esteem is crucial for physical education in junior and pre-school years.

In physical education in Japan and Korea, children's mental and physical development are considered two main and interrelated tasks. When considering the problem of using tools in the physical education of preschool children, they include various practical physical exercises. Physical education training in foreign countries uses action games, jumping, gymnastics,



running, elements of sports games and throwing. In some countries, non-traditional types of exercise are used - games with throwing elements (Japan), jumping on a trampoline (Czech Republic), some types of martial arts (Korea, Japan), recovery exercises (Finland), entertainment and national games.

Thus, according to the opinion of foreign scientists and the results of the analysis of the normative and programmatic foundations of children's physical education in preschool educational institutions by foreign scientists, the following conclusion can be reached:

- children's physical education as one of the main types of educational and educational activity is aimed at strengthening and protecting the health of preschool children, developing their movement activity and physical qualities;
- unlike foreign countries, the process of physical education in the Russian Federation has a narrowly focused nature, which limits the possibilities of the specialist in using tools for the development of the child;
- researchers note that there is no gender differentiation in preschool children, because one resource is offered for girls and boys;
- Physical education training resources in education and training programs in pre-school organizations in Germany are presented in the form of sections and blocks of physical exercises that do not have specific recommendations for the formation of basic physical movements and the development of children's physical characteristics;
- the level of metrological reliability and the principle of selection of sets of control exercises for assessing the movement and physical sphere of preschool children were noted. In addition, great attention is paid to the social development of children, as well as to instilling interest in an active lifestyle.

The main attention should be paid to the activity of the movement, which reflects the activity of the general movement in its organized and free forms. Based on the total complex of the Gel Display, the movement activity is evaluated as follows:

- 1) the time of all the movement activity of preschool children reflects the quality and content in various regular moments determined by the chronometry method;
- 2) volume of movement using shagometry method for quantitative assessment of general physical movement;

As noted in the study, currently, the current operating procedure in most preschool education organizations allows to fill only 50-60% of children's natural needs.

Therefore, it is necessary to ensure that the procedure is carried out not only in terms of time, but also in terms of the volume of actions. One of the most important methods is the shagometry method, with the help of which it is possible to determine the number of movements performed by the child during a certain period of time, which allows to record movements involving large muscle groups steps (sitting and standing, walking and running, bending, jumping, etc.) , movements of individual muscle groups (arms, shoulder girdle, legs) are not recorded. This method is convenient for mass examination of children, it does not require a lot of time from the researcher, and it is easy to use the instrument used in the examination (step meter) according to this technique.



In order to determine the child's natural movement activity, it is necessary to perform the activity at the time of the request, to give him full freedom of movement. You should observe the testers externally to get an idea of the nature and content of the movement activity. The most complete picture of the physical movement of the child is made through the observation method. If desired, one day (from 8.00 to 18.00 hours) you can observe two or three children and get specific characteristics of the movement activity of these children.

It is recommended to study the movement activity of children of the same age group in a short period of time (within a month).

Measurement of the duration of movement activity (time spent in movement) is carried out using a stopwatch with a stopwatch. At the end of the pedagogical observation, the stopwatch shows the total movement time for the entire period of checking the child's movement activity. The duration of movement activity allows to determine the motor intensity of the exercise as a percentage of the total observation time (duration of all exercises).

- introductory part (3-6 minutes) - increase heart rate by 65%;
- general development and basic exercises (10-25 minutes) - increase heart rate by 70%; non-traditional gymnastic exercises - increase heart rate by 70%;
- final part and recovery period (2-4 minutes) - pulse recovery.

Each part of the training and the exact time, the duration of the program are determined by the tasks of the specialist, the age and physical fitness of the children, and the conditions (in the hall, on the street).

Assessment of children's active movement activity in developmental activities is carried out by calculating motor and general density.

In order to obtain an average indicator of the child's physical activity, it is necessary to conduct an examination no less than 3-4 times a year for a week.

The first observation is carried out at the beginning of the academic year (September), the second - in the middle of the academic year (January), the third - at the end of the year (May), the fourth - in July or August.

The principle of the number of voluntary (optimal) activities performed by a child during the day in a preschool educational institution can be used to determine the standard indicators. The second main principle is the optimality of physical activity, taking into account the functional capabilities of the body, which helps to develop and strengthen health in all aspects.

As a result of research, scientists have established approximate norms of children's behavior:

- movement activity for 3-year-old children who stay in a preschool educational institution for 9 hours is approximately 6.5 thousand steps, 3.5-4 years old - 7.3-7.8 thousand steps;
- at least 50-60% of all non-sleeping time should consist of duration of movement activity;
- 44-51 movements in 3-year-old children. Children are characterized by 550-1000 times a day movements and frequent changes of positions, as a result of which different muscle groups are alternately tensed and relaxed, so children do not get tired.

**Table 1 Optimal standards of physical activity**

Age (years)	The number of steps taken during the preschool education tar day. (thousand).
3	9-9,5
4	10-10,5
5	11-12
6	14- 15
7	14,5-15

G. Shishkina offers the average indicators of physical activity of preschool children aged 3-7 years, presented in Table 2.

Table 2 Estimated average indicators of walking and movement activity during the day of children aged 3-7 years in physical education classes

Indicators	Age	Physical education classes		Walking activity		All day (8-9 h)
		Outdoors	In the hall	8000 Organizational Action Activity	Independent movement activity	
Amount of movement activity, number of steps	3	1100	1005	980	955	8000
	4	1230	1200	1151	1100	11000
	5	2091	1642	1500	1886	13000
	6	2346	2338	1695	2306	14500
	7	2446	2438	1795	2405	15000
Duration of motor activity (min)	3	18	16,9	17,5	26	180
	4	20	19,8	18,9	30,5	240
	5	30	20,8	20,8	35,4	250
	6	30,5	29,6	22,8	38,3	270
	7	30,9	29,9	23,8	39,3	280
Intensity of movement activity (number of movements in minutes)	3	61	59	56	36	44
	4	70	61	61	37	46
	5	77	67	72	53	52
	6	85	76	79	60	57
	7	87	77	80	62	58

According to the method of V.N. Shishkina, it is suggested to consider the ratio of time taking into account movement time and movement activity (see table 1.3).



Forms of activity	Duration		Movement activity activity, in %
	дақ.	%	
Independent	190	51,1	28
Organizational	32	12,2	4,8
Household	130	36,7	6,6
All	322	100	39,4

Also V.N. Shishkina distinguishes children with different mobility:

- 1) children with moderate mobility - the average number of daily steps is 5300-6700, the duration of physical activity is 2.5-3 hours, the intensity is 32-56 movements per minute;
- 2) children with high mobility - the average daily number of steps is 8-10 thousand, duration and intensity - from 139 to 212 minutes per day and 54-108 movements per minute;
- 3) volume of physical activity of children with low mobility - 2700-4500 steps per day, duration from 139 to 212 minutes - 30-40 movements per day.

Completing the analysis of the literature in the study of children's movement activity, means and methods of implementation, we noted two important aspects:

- to establish the most appropriate activity that helps to fully satisfy the child's need for movement, to develop movement activity;

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