

Innovative Techniques For Developing Physical Qualities Of Preschoolers Through Selected Special Exercises.

Narzullaev Sayfullo Sadullayevich, Rustamov Akbar Askarovich,
Haydarov Ulugbek Rustamovich, Mo'minov Feruz Ilkhomovich,

Instructor at the Bukhara State Pedagogical Institute, Faculty of Physical Education, Department of Physical Education and Sports.

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Annotation. *In an era where children are increasingly engrossed in gadgets, diverting attention from physical activity, it is important to refocus attention on the physical development of preschoolers. In this article, we delve into the world of special exercises that help develop the physical qualities of young children. Considering recent research in child physiology and pedagogy, we explore how these exercises can make the learning process not only effective but also enjoyable. The objective of this article is to understand how to properly select exercises for preschoolers so that they are not only beneficial but also interesting. We examine various types of activities - from playful to more serious and targeted exercises. Our goal is to identify which of them best help develop such important qualities as strength, agility, flexibility, and coordination. We pay special attention to individualized approach, as each child is unique. Our task is to find methods that will be effective for every child. In the article, we emphasize that early engagement in physical activity not only improves a child's physical qualities but also contributes to their health, social skills, and emotional well-being.*

Keywords: *physical activity, preschoolers, special exercises, physical development, child physiology, pedagogy, individualized approach, strength, agility, flexibility, coordination, health, social skills, emotional well-being.*

Introduction. In the context of pedagogical work with preschoolers in early childhood education institutions, special attention is given to the significance of physical education. This process, systematized and enriched with pedagogical principles, aims to contribute to the improvement of health, as well as the physical and motor development of children [1, p. 7]. The effectiveness of physical education lies in well-defined goals, thoughtful content, and the application of productive teaching methods. Within the framework of physical education, tasks for the multi-faceted development of a child's personality are simultaneously addressed.

A child's physical development is considered a key indicator of their health. Deviations in physical development can signal potential health problems. According to biological laws, a child's physical development depends on a variety of factors, including genetics, climate conditions, diet, the family's level of material well-being, and adherence to daily routines. In hygiene science, these aspects are used as criteria for assessing the sanitary-epidemiological condition of the population [2, p. 5].

Preschool educators actively utilize various forms of health-preserving physical exercises, selected based on scientific research and tested in the long-term practice of early childhood education.

Physical exercises, comprising a complex of movements and activities, play a crucial role in achieving the objectives of physical education. Scientific research and practical experience have led to the development of specific types of exercises suitable for children of different age groups, starting from the earliest months of their lives [1, p. 8]. It is very important for educators to possess deep knowledge of all types of physical exercises used in preschool education, as well as to be informed about their goals, content, and execution methods.

One of the important aspects of children's health is their physical development, which includes morphological and functional characteristics of the body reflecting its growth and development. Anthropometric studies, including measurements of morphological indicators such as body length and mass, functional indicators such as lung capacity, chest movement, arm muscle strength, as well as somatoscopic indicators such as skin condition, visible mucous membranes, degree of fat deposits, and assessment of the musculoskeletal system are

conducted to evaluate physical development. Functional indicators are usually measured in children of preschool age [3].

A diverse array of medical, sociological, and demographic data reflecting the recent dynamics of the health status of Russian children suggests that a humanitarian crisis is no longer a looming, undefined future threat but rather a stark reality of our times. The psychological and pedagogical mechanisms that motivate children's engagement in physical education, an essential factor in their holistic personal development, remain largely unexplored. There's a critical lack of understanding about the structural elements that shape children's conscious attitudes towards physical education, sports, and a healthy lifestyle. Practical pedagogy, along with the theory and methodology of physical education and sports training, necessitates scientific substantiation of the structural components that positively motivate children, and methodologies for cultivating these motivations in physical education sessions.

The time has come to amalgamate knowledge, traditions, and various methodologies to serve human health. Viewing health as a primary resource for everyday life and a crucial indicator of human quality of life, it's essential to acknowledge that preserving and enhancing children's health aligns with the principles of state education policy (prioritizing life and human health) and is a paramount objective in education and upbringing. The preschool age is one of the most critical periods in a person's life. It is during these formative years that the foundations of health, proper physical development, motor skills, and interests in physical culture and sports are established, along with the cultivation of personal, moral-willful, and behavioral qualities.

It is believed that about 80% of a child's knowledge and skills are acquired in preschool years, mainly through kindergarten, with another 10% each during school and subsequent life. This statistic also applies to children's health; maintaining a healthy generation requires proper physical activity, diet, and adherence to hygiene standards. Therefore, special attention should be given to preschool-aged children, not only by the professionals working with them but also by their parents.

Experienced physical education specialists are essential in working with preschool-aged children. Their role is to conduct consistent and purposeful efforts to preserve and enhance the children's health, improve their physical attributes, and help them acquire motor skills and abilities. These professionals are pivotal in laying a strong foundation for lifelong health and physical proficiency during these formative years.

Materials and methodology. To write this study, an integrated methodological approach was applied. Primarily, the philosophy of physical education is based on recognizing play and movement not just as activities, but as vitally necessary elements of children's existence. This understanding is key to recognizing the role of these elements in normal metabolism, growth, development, and in training the body's most important functions.

The foundation of physical educators' work is based on ten fundamental principles. Among these are: emotional support and safety of children, which form the basis for their emotional and physical well-being; positive personal example set by the educator; collaborative work with children, allowing them to participate in directed activities; providing opportunities for acquiring life experience, even if it involves risks and difficulties; teaching children to understand their abilities and limitations within the bounds of human freedom; guiding children's behavior according to established rules and rewarding their compliance; adequate expectations, corresponding to the children's developmental level and personal experience; creating valuable experiences that contribute to positive memory development and the child's overall development.

The methodology includes a variety of physical exercises, selected according to the age and developmental stage of the children. Exercises that contribute to the development of endurance and coordination play an important role, as does utilizing children's natural propensity for imitation and play. Including elements of rhythmic music and sounds helps enhance motor activity, making it more attractive to children.

Monitoring and assessing children's physical activity is based on several parameters: heart rate frequency, external signs of fatigue, and overall mood. The methodology emphasizes the importance of relaxation exercises and breathing practices after physical activity to overcome fatigue and stress.

Thus, the proposed approach integrates scientific principles with a child-centric philosophy, ensuring the effectiveness and appropriateness of physical education to the developmental needs of preschool-age children.

Results and Discussion: The physical education of preschool-aged children and the methodology for maintaining and enhancing their health must not be sidelined from progressive teaching methods. To achieve significant outcomes in physical education for preschoolers and instill healthy lifestyle skills that meet

contemporary societal demands, innovative tools and new instructional technologies built upon these tools are required.

A holistic approach to nurturing preschoolers into physically fit, broadly developed, assertive, and free individuals with a strong self-esteem involves various aspects. It's essential to promote both their physical and mental wellness, reinforce their health, and acquaint them with global moral values. Tailoring this approach to suit each child's age, the surrounding environment, and specific strategies is crucial.

Such an approach demands exceptional professionalism and comprehensive theoretical and practical training from educators and physical education professionals. It also requires a kind and respectful interaction with children, fostering a collaborative communicative atmosphere.

A proficient physical education expert working with young children should demonstrate capabilities in:

- ✓ Skillfully managing a group of children to encourage both independence and a sense of security and belonging;
- ✓ Engaging with children on a casual level, being part of their world without hindering their activities, prioritizing listening over talking;
- ✓ Remaining patient and calm, adept in relaxation and proper breathing techniques, and capable of teaching these to children;
- ✓ Being well-versed in both local and international methods for health enhancement and innovative techniques for physical and psychological development;
- ✓ Implementing a cooperative communication approach with children;
- ✓ Empowering children to recognize and solve their problems autonomously;
- ✓ Proactively identifying and addressing any potential adverse emotional responses in children;
- ✓ Creating an environment conducive to fulfilling the children's need for regular physical activity;
- ✓ Developing the ability to understand each child individually, acknowledging their emotions, and respecting their uniqueness.
- ✓ Identifying children's interests, inclinations, and abilities in physical activity and realizing them through physical fitness, wellness, and sports wellness programs;
- ✓ Promoting a healthy lifestyle;
- ✓ Being capable of diagnosing physical preparedness and development in children.

Physical education for preschool-aged children encompasses several key areas:

Diagnosis of physical development: This involves assessing the physical growth and capabilities of the children.

Organization of motor activity: This area focuses on planning and executing various physical activities tailored to children's abilities.

Therapeutic and preventive work, hardening: These activities are aimed at strengthening the children's immune system and overall health through physical exercises and other health-promoting practices.

Planning and organizing physical events: This includes the development and execution of physical activities and events that are both educational and engaging for children.

Collaborative effort of kindergartens, parents, and medical professionals in raising a healthy child: This area emphasizes the importance of a coordinated approach involving educators, parents, and healthcare professionals.

Cultivating the need for a healthy lifestyle: This aspect focuses on instilling an appreciation and desire for a healthy lifestyle in young children.

Professionals in preschool settings, including those specializing in physical education, need to reassess their strategies, extending their focus beyond mere physical education and training to encompass a more holistic approach in teaching, child-rearing, daily routines, health maintenance, and communication. It's imperative to integrate movements that are physiologically beneficial throughout a child's day. An essential element in our perspective of physical education involves meeting children's innate need for movement, primarily through cyclic endurance exercises that are both widely accessible and highly effective in physical conditioning.

Physical education activities ought to target the enhancement of cardiovascular and respiratory functions and the improvement of the body's thermoregulation capabilities, thereby contributing to each child's overall health development. Moving beyond inflexible and repetitive teaching methods in physical education is crucial. Fitness

standards must consider children's physical growth, health conditions, and personal experiences, ensuring a comprehensive approach to their physical well-being.

The objectives and goals of preschool educational institutions include:

Protection and Strengthening of Children's Physical and Mental Health: This involves initiatives to safeguard children's overall well-being and ensure they are healthy both physically and mentally.

Ensuring Physical, Intellectual, and Personal Development of the Child: This encompasses activities aimed at fostering a child's all-round development.

Caring for Each Child's Emotional Well-being: This involves creating an environment where each child feels emotionally secure and content.

Engaging with families is vital for the comprehensive growth of children, forming a partnership with them to bolster the child's developmental journey. From ages 3 to 10, a diverse array of strategies is employed to not only enhance and maintain the physical and mental well-being of children but also to facilitate their hardening, physical advancement, and the nurturing of their creative talents along with the assimilation of universal ethical values.

As a child approaches the end of their childhood, the aim is for them to be well-rounded both spiritually and physically, grounded in universal values, and adept in self-management. This stage of life holds significant importance, and at its completion, a child should demonstrate:

- *Competence suitable for their age.*
- *Communication skills for effective interaction with both peers and adults.*
- *The necessary cognitive abilities.*
- *The capacity for voluntary behavior and articulation of emotional and affective responses.*
- *Established value systems.*

Acknowledging the reality that while children experience their childhood, it is the adults who shape this journey, those involved in physical education are tasked with several key objectives. They are responsible for creating an environment that promotes both physical and mental health in children. This includes fostering conditions conducive to the children's educational and personal development and necessitates the active participation of parents and other educational professionals. This collaborative effort in education and upbringing is fundamental to the holistic growth of the child, underscoring the significant role that extracurricular activities and parental involvement play in this process.

The goals and objectives of preschool educational institutions are multifaceted, focusing on the comprehensive development and well-being of children. They include:

Protection and Strengthening of Physical and Mental Health of Children: This emphasizes the importance of ensuring the overall health and well-being of the children, covering both physical and psychological aspects.

Ensuring Physical, Intellectual, and Personal Development: This involves activities and programs designed to promote the holistic development of the child in these three key areas.

Caring for the Emotional Well-being of Each Child: The objective here is to create an environment where children feel emotionally secure and nurtured.

Interaction with Families to Ensure Full Development of the Child: Recognizing that a child's development is a cooperative effort, this goal stresses the importance of working collaboratively with families to support the child's growth.

Throughout the early years, from age 3 to 10, a detailed and encompassing series of initiatives is put in place. These initiatives are geared towards bolstering and preserving both the physical and mental well-being of children. They also focus on encouraging physical maturation and resilience, alongside fostering an environment conducive to the blossoming of creative talents and the instilling of universal ethical principles.

As a child transitions out of this early developmental phase, they should embody certain key attributes and skills. These include:

Holistic development, both in spiritual and physical realms, firmly rooted in universally acknowledged values, coupled with the ability to self-manage.

It's recognized that this period in a child's life has its distinct worth. By the end of this stage, a child is typically

expected to have developed:

- *Competence that is commensurate with their age.*
- *The ability to effectively communicate with both adults and their peers.*
- *Adequate cognitive skills befitting their age.*
- *Proficiency in controlling their behavior and expressing their emotions in a regulated manner.*

Acknowledging that children live through their childhood while adults organize this process, physical education professionals should pursue several goals:

Creating Conditions for Forming a Physically Developed and Psychologically Healthy Child: This entails establishing an environment conducive to physical and mental health.

Realization of Creative Potentials within their Competence: This means creating psychological and pedagogical conditions for the education and upbringing of children within the realm of their expertise.

Active Involvement of Parents and Additional Education Teachers in the Education and Upbringing Process: This goal emphasizes the importance of engaging parents and other educators in the child's comprehensive developmental process.

Each of the highlighted goals of preschool educational institutions is articulated through specific tasks:

To cultivate a conducive psychological and pedagogical atmosphere for child development and education, the following strategies are employed:

Development of a Conducive Group Environment: This involves creating a space that stimulates development within the group.

Acknowledgment of Individual Child Development: Attention is given to the unique developmental needs of each child and the dynamics of the group as a whole.

Provision of Social and Psychological Support: Offering support tailored to the individual child's needs.

Forecasting Developmental Progress: Predicting how a child's development might evolve.

Execution of Developmental Programs: Implementing structured programs that promote growth and learning.

Undertaking Corrective and Adaptive Actions: Addressing specific needs through tailored interventions.

Active involvement of parents and additional educators in the child's physical education is critical. This includes: **Cultivating Awareness in Parents:** Encouraging a deeper understanding among parents regarding the importance and objectives of child upbringing.

Involving Parents and Educators: Engaging them in activities that facilitate a favorable environment for child development.

Promoting Positive Attitudes towards Knowledge Acquisition: Encouraging parents to value learning about psychology, pedagogy, basic medicine, and health education.

Educational activities during childhood encompass two primary aspects: educational and health-promoting, going beyond mere physical education which often focuses only on motor skill development. Key components of this holistic approach in educational institutions include:

Rational Physical Activity Regime: Establishing a well-thought-out plan for children's physical activities.

Effective Hardening Systems: Implementing strategies that physically fortify children, complemented with psychological techniques.

Ensuring Proper Nutrition and Health Regimes: Creating an environment that supports the physical well-being of children.

Diagnostic evaluation is a vital initial step in educational and health-promoting activities, involving an assessment of children's baseline physical development, motor readiness, and health criteria.

Such a comprehensive strategy is essential to achieve the primary objectives of educational and health-promoting work, focusing on enhancing both the physical and mental health of children, as well as their physical development and preparedness for movement. Important principles include:

Incorporating Cyclic Exercises: To enhance general endurance with activities like long-distance running and hiking.

Daily Outdoor Physical Education Sessions: Encouraging overall health and enjoyment in natural environments.

Variety and Repetition in Exercises: Keeping children engaged and avoiding monotony by frequently changing exercises and repeating them several times.

Playful Physical Education Sessions: Making physical activity enjoyable to increase children's participation.

High Motor Activity Density: Ensuring that the majority of the session involves active engagement in physical activities.

Mandatory Musical Accompaniment in Physical Education Classes: Music adds an element of enjoyment and rhythm to the activities.

Conscious Approach of Children to Exercise Execution: Encouraging children to understand and focus on their movements enhances effectiveness and safety.

Muscle Relaxation and Proper Breathing as Essential Components: These practices help in reducing injury risk and enhancing relaxation.

Prevalence of Positive Emotions in All Types of Motor Activities for Children: Fostering a positive environment encourages children to engage more willingly in physical activities.

Special Attention to Safety Techniques in Physical Education Classes: Safety is paramount to prevent injuries during physical activities.

Physical Load Should Be Adequate to the Child's Physical and Mental State in Each Session: Tailoring activities to individual children's abilities and states ensures effective and safe participation.

It is crucial to observe key principles in the physical education of children. The principle of developmental learning suggests that exercises offered to children should challenge their current capabilities, pushing them to master new movements. Alongside this, the principle of educative learning dictates that the activities focused on developing motor skills should simultaneously serve educative purposes, like fostering traits such as perseverance and courage. The principle of versatility ensures a diverse range of motor activities to boost overall body functionality, while the principle of a systematic approach calls for progressively complex content, integrating new learnings with previous knowledge and gradually elevating skill level expectations.

Moreover, the principle of consciousness and activity highlights the importance of children's deliberate engagement with exercises, which enhances their learning and fosters qualities like independence and initiative. Lastly, the principle of an individual approach recognizes and adapts to varying motor skill levels among children, advocating for tailored, flexible exercise selections.

In terms of child health preservation and enhancement, hardening procedures are pivotal, executed with a keen focus on principles that facilitate effective hardening. These include ensuring children wear weather-appropriate, non-synthetic clothing, and gradually introducing barefoot physical activities as a hardening technique. Established hardening methods such as contrast baths and showers play a vital role, particularly in developing and refining the body's thermoregulation system, often less efficient in early childhood. Activities like cyclic exercises, performed in loose clothing that doesn't restrict movement, especially outdoors, contribute significantly to hardening and health improvement. Finally, comprehensive health and hardening benefits can be achieved through facilities like wellness complexes, offering features like pools, saunas, phyto-bars, and varied temperature rubdowns.

In the context of preschool education, employing psychological and psychoprophylactic approaches yields substantial benefits. These approaches encompass the identification and management of factors that could lead to stress or neurotic behaviors in children. Crucially, they also involve the deployment of psychological and pedagogical tactics aimed at reducing and averting negative emotional responses. Establishing an environment where positive emotional experiences are predominant for every child is paramount. This objective entails fostering a supportive psychological atmosphere in the educational setting and instructing children in muscle relaxation techniques, which are integral to both psychological and physical self-enhancement. Additionally, the creation of a space within the institution dedicated to psychological relief, as well as integrating natural elements into each group's environment, can be highly advantageous.

Engaging in psychoanalytical and person-centered dialogues with children who display affective and neurotic tendencies is of significant value. Strategically utilizing therapies such as music and color therapy can effectively stabilize children's emotional states. Moreover, it's important to implement health-enhancing routines tailored to the unique biorythmological profiles of each child, encompassing their physical, mental, and emotional patterns throughout the day.

Maintaining consistent daily routines, including meal times, sleep schedules, and balancing indoor and outdoor activities, is vital. Although these routines are typically established in preschool environments, they often necessitate adjustments in the home setting. Other components of these routines should be adaptable to suit

varying needs.

The educational goal of fostering and sustaining a child's health can be achieved through educators applying their understanding of psychophysiological development. This involves a focus on cultivating conditions conducive to the child's physical, emotional, and intellectual growth.

This approach underscores the professional responsibilities of educators and leaders within educational institutions. Their critical role encompasses organizing the educational process to cater to each child's unique needs. These include the child's intellectual, emotional, motivational characteristics, temperament, and individual approach to processing and engaging with educational content. It's essential to shift away from overly demanding intellectual and emotional learning environments, instead fostering a supportive moral and psychological group climate. Such a climate is vital for upholding and enhancing the psychological well-being of children, precluding any elements that could adversely affect their mental state. This approach necessitates avoiding authoritarianism, rudeness, caustic sarcasm, insensitivity, and the denial of opportunities for children to express themselves, feel secure, and maintain healthy peer relationships.

The educational journey is akin to a lifestyle that evolves as an individual grows, often spanning several years. This journey is marked by the pursuit of independence, autonomy, and social and personal responsibility. The essence of this process lies in constructing a way of life that not only suits the individual but also unlocks their potential human capabilities. Every day, educators, administrators, parents, and children collaboratively build this educational lifestyle, which can significantly influence a child's development. The extent of its impact largely depends on how well it addresses fundamental human needs like physical well-being, safety, interpersonal relationships, respect, dignity, and the search for meaning and prospects in daily activities and the future. Overlooking these needs can obstruct educational achievements, whereas acknowledging and meeting these needs can offset other limitations, ensuring successful outcomes even with limited resources.

For preschoolers aged 3-7 years, physical education must aim to:

Cultivate Interest in Physical Activities: Use physical culture to foster positive character traits and behaviors.

Strengthen and Broaden Fundamental Motor Skills: Build upon existing motor skills, abilities, and physical qualities, while introducing basic physical education concepts.

Enhance Functional and Adaptive Abilities: Focus on improving the overall functional capacity of the growing body, with a special emphasis on the specific needs at this developmental stage.

Targeted Physical and Psychomotor Development: Include hardening activities that take into account a range of environmental factors, aiming for a well-proportioned physical development.

Children should be able to:

Perform age-appropriate motor tasks effectively, such as walking, running, jumping, climbing, navigating obstacles, cycling, skiing, skating, throwing, and carrying objects, as well as swimming and water safety skills.

Engage in accessible gymnastic and dance routines and actively participate in mobile and sports games.

Reach developmental benchmarks in physical readiness involving coordination, speed, strength, endurance, flexibility, along with maintaining healthy posture and body weight.

Acquire foundational knowledge in physical education and personal hygiene, basic self-care skills, and understanding of safety protocols and care for physical education equipment.

Methodology involves:

A range of exercises, including basic, hygienic, and respiratory gymnastics; physical quality development exercises; mobile games; dances; cyclic exercises; and other motor activities, all tailored to suit different preschool age groups.

Incorporating elements like sunbathing, air and water baths, hygienic practices, and massage.

A structured regime of physical and motor activities, ensuring a minimum of three diverse physical and health-enhancing activities daily. This equates to 5-6 hours per week for younger groups, 6-8 hours for middle groups, and 8-10 hours for older groups.

In structuring physical education for children aged 3-7 years, daily routines are established, consisting of morning gymnastics, physical education classes, and post-nap gymnastics. This routine is designed to optimize their motor development, with a preference for outdoor activities to enhance the experience.

These sessions are integral in providing children with vital experiences that contribute to their overall development. Instructors play a pivotal role, drawing on each child's unique life experiences to enrich the

learning process. To keep the children engaged, daily activities are a blend of training, education, and entertainment, as outlined in Uzbekistan's law regarding physical culture and sports. This blend ensures that learning is tailored to individual groups, taking into account each child's health and interests while avoiding overexertion.

Physical education sessions are adapted to suit different age groups. With younger children, the emphasis is on enjoyment and basic skills like navigating the playground and using equipment safely. For children in the middle age range, the focus shifts to developing physical attributes such as endurance and strength, laying the foundation for their future physical education.

Older preschoolers receive more focused physical training to enhance their motor skills and encourage independence. These sessions are ideally scheduled towards the end of outdoor activities, with children donning sportswear for a 35-40-minute session.

Session durations vary between 20-40 minutes, depending on factors like the intensity of activities, content, children's mood, and weather conditions. More complex training is limited to three times a week.

Apart from these, other sessions are designed to be thematic and playful, incorporating elements of sports entertainment. These sessions aim to refine movement skills and cover developmental areas such as mathematics, language, and world understanding.

An essential aspect of all sessions is the inclusion of health-promoting activities. Combining these with air and water treatments, and breathing exercises, contributes to the children's physical and mental well-being. Creating an emotionally supportive and psychologically enriching environment is vital, ensuring children feel their achievements are recognized and valued.

Various main types of physical education sessions for preschool children include:

Standard Sessions: Found in many methodological developments.

Game-Based Sessions: Built around mobile games and relay games, including attraction-type games.

Training Sessions: Focused on specific skills or physical training.

Walking and Hiking: Incorporating elements of exploration and physical activity.

Thematic and Game-Based Sessions: These sessions address tasks like developing speech, familiarization with the surrounding world, etc.

Sessions on Sports Complexes and Exercise Equipment: Utilizing specialized equipment for physical development.

Dance-Based Sessions: Centered around dance routines and movements.

Independent Sessions: Encouraging self-guided physical activities.

'Mastering Self-Control' or 'Discover Yourself' Sessions: Focused on self-awareness and personal development.

Assessment and Competition Sessions: In various sports, conducted under medical supervision.

Planning of Physical and Health-Improving Events:

Morning gymnastics routines are planned a month in advance in four main variants, depending on weather conditions, with each variant considering the individual characteristics of children. New variants of morning gymnastics are composed monthly.

Variations of physical education sessions are also planned a month ahead to ensure diversity and proper distribution of loads throughout the week.

The operation of sports sections and clubs is planned annually and semi-annually.

Educators and coaches typically coordinate their work, often creating a joint work plan. Some sessions conducted by the educator serve as preparatory for learning new motor actions, which are then continued by the coach.

The motor experience accumulated by children with coaches or physical education instructors should later be utilized by educators in various physical and health-improving activities.

A stable calendar of competitions and sports events allows children to prepare purposefully for specific competitions, with events evenly distributed throughout the academic year.

Participation in competitions fosters interest in sports and physical culture among children, encourages a healthy lifestyle, develops physical qualities, and cultivates moral and volitional qualities.

Regular participation in hikes also develops children's physical qualities and has health benefits. Children receive good physical exercise, emotional release, and relaxation in nature. Forest air positively affects children's health.

In summer, visiting beaches or city stadiums, children have the opportunity to walk barefoot on grass, sand, and pebbles, aiding in hardening, preventing flat feet, and being beneficial for health.

The features of physical education for preschool-aged children involve specific guidelines for ensuring a well-rounded and age-appropriate physical development. The total volume of independent motor activity under adult supervision in kindergarten and at home should be 9-12 hours per week for younger and middle-aged preschoolers and 12-14 hours for older preschoolers, including 2-5 hours at home. Daily morning gymnastics (5-10 minutes depending on the child's age) and 2-3 physical education sessions per week (ranging from 30 minutes for younger children to 45 minutes for older preschoolers) are recommended.

In addition, targeted training sessions under the guidance of a physical education instructor in kindergarten should be conducted 2-3 times a week. Mobile games during walks (up to 20 minutes) should be organized at least twice a week. The fundamental principle is to perform physical exercises with children in a playful manner. Conducting sessions in the form of stories is advisable, where the instructor encourages the child to perform a sequence of movements, creating familiar images. This means less explanation and more demonstration, such as taking a walk in the zoo, hiking, or a trip to the moon, etc. Explanations should be clear, concise, and given in a cheerful, lively voice. Remember to monitor the child's breathing, teaching them to breathe through the nose and not hold their breath. Special attention should be paid to breathing, relaxation, and posture – these are fundamental in combating fatigue and stress.

When designing exercise routines for 3-4-year-old children, include 2-3 exercises for the arms, 1-2 for the torso, and 2-3 for the legs. For 5-6-year-olds, the number of exercises in a routine can be doubled or tripled. Joint gymnastics should be included in almost every session, along with variations of finger gymnastics and elements of self-massage.

Physical exercises and various entertainments should mainly be organized outdoors. Special attention should be given to children's clothing and footwear during these activities. Jumping, regardless of the specialization of the physical education instructor or the sports direction led by the trainer, should be a significant part of a child's motor activity. Jumping strengthens the musculoskeletal system, develops muscles, and improves coordination. With children of this age, exercises that strain the spine should be avoided, focusing more on stretching and relaxation exercises – this is the foundation of a preschooler's future health. After each physical activity, regardless of its focus, the child must perform relaxation exercises.

Diverse physical exercises play a pivotal role in holistically influencing the muscular and nervous systems, strengthening the skeletal structure, and developing the cardiovascular and respiratory systems while regulating metabolism. Integrating elements of school sports, particularly athletics like endurance and sprint running, jumping, and throwing, into preschool institutions (DOUs) can significantly enhance the capacities of a child's body.

Running is an excellent developmental and health-improving activity. As the ancients said: "If you want to be strong, run! If you want to be healthy, run! If you want to be smart, run! If you want to be beautiful, run!" It's clear that expanding the range of children's physical activities is essential, with a focus on enhancing both physical and intellectual qualities. Primarily, endurance should be developed as it's a critical determinant of the cardiovascular system's health. Running is, of course, the primary method for developing endurance.

In endurance training, six intensity zones are recognized, defined by heart rate indicators. For preschoolers, physical exertion is monitored by heart rate (pulse should not exceed 155-160 beats per minute) and external signs of fatigue – severe reddening, heavy breathing, loss of coordination. An optimal pulse rate for endurance exercises is considered to be 145-150 beats per minute, with a recovery period lasting no more than 3 minutes. Running is most beneficial in spring and autumn, though studies indicate significant benefits from running exercises conducted in winter.

Preschoolers are exceptionally observant and show particular interest in animals and plants. They are also sensitive to the rhythmic sound of melodies and words. Therefore, imitative movements are natural for 3-4-year-olds. They will eagerly depict "a butterfly flapping its wings," "a rooster," "a hopping bunny," "a flying bird," "a running train," etc. When a song about a rabbit or frog plays, and the child makes movements in rhythm with the melody and lyrics, the joy it brings is evident. Any imitative movement performed for a specific task is essentially a game.

A.S. Makarenko aptly spoke about the game: "A game has important significance in a child's life, holding the

same value as work, service, or occupation does for an adult. A child in a game is largely reflective of what they will be like in their work when they grow up. Therefore, the upbringing of a future worker primarily takes place through play."

Play and movement are not just vital needs for a child but constitute their very life essence. Without these, there can be no normal metabolism, growth, or development, nor the conditions for training crucial body functions.

Physical education professionals engaging with children are advised to follow a set of ten fundamental guiding principles in their upbringing approach:

Embrace and Cherish the Children: This involves appreciating the children's presence, acknowledging and accepting them in their entirety, avoiding demeaning behavior, fostering their self-confidence, sustaining a trustful relationship, and nurturing a loving environment.

Ensure Children's Safety: Prioritize their physical and emotional safety, sometimes even over personal interests and health.

Exemplify Positive Behavior: Act as a beacon of good conduct and moral values for the children to emulate.

Cultivate Respect for Established Values: Live in a way that respects traditional values and instill the same in children, ensuring they grow up in an atmosphere filled with honesty, humility, and harmony.

Collaborative Engagement: Work alongside children, supporting their participation in various activities.

Encourage Experiential Learning: Permit children to undergo even the tough experiences, as these are crucial for their personal growth. Overprotection can lead to social challenges in later life.

Educate About Freedom and Responsibility: Physical education specialists should guide children in understanding and harnessing their potential and individual talents, while also teaching them the importance of boundaries and respect for societal norms and communal rules.

By adhering to these principles, physical education specialists can significantly contribute to the holistic development of children, helping them grow into well-rounded, responsible individuals.

Teach Obedience: Educators must monitor and guide children's behavior to prevent harm to themselves and others. Reward compliance with established rules but enforce respect for rules through discipline if necessary.

Have Age-Appropriate Expectations: Expect opinions and judgments from children that align with their maturity level and experience.

Provide Meaningful Experiences: Offer experiences that will be valuable memories. Like adults, children 'feed' on experiences that allow them to understand the lives of others and the world around them.

Following these principles can greatly enhance the effectiveness of physical education and the holistic development of children.

Conclusions.

We have thoroughly examined the integrated methodological approach to physical education for preschoolers. The ideas gathered indicate that incorporating play and movement into children's daily lives is not only beneficial but also necessary for their comprehensive development. These activities are extremely important for healthy metabolism, growth, and the overall development of key bodily functions.

A key element of this approach is the implementation of ten fundamental principles, which include emotional support, safety, positive role modeling by educators, collaborative participation in activities, gaining life experience with its inherent risks and challenges, and educating children about their own capabilities within the context of human freedom. These principles play a crucial role in shaping a comprehensive and effective physical education program.

We emphasize the importance of age-appropriate physical exercises, which are key to developing endurance, coordination, and other physical skills in children. Furthermore, the use of rhythmic music and playful activities not only improves motor skills but also makes the learning process more attractive and engaging for children.

Monitoring and evaluation of physical activity based on pulse rate, signs of fatigue, and overall mood are necessary to tailor the physical education program to the unique needs of each child. Additionally, special attention is paid to post-activity relaxation exercises and breathing practices for their role in alleviating fatigue and stress, contributing to the overall well-being of the child.

The integrated methodological approach discussed in this article combines scientific principles with a child-centered philosophy, ensuring the effectiveness of physical education that meets the evolving needs and well-being of preschool children. This approach has laid a solid foundation for lifelong physical health and well-

being, underscoring the important role of physical education in early childhood development.

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