

DEVELOPMENT OF SKILL QUALITY IN PRESCHOOL CHILDREN

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Annotation: This article provides information on the development of agility in preschool children, taking into account the specific features of age-related development.

Key words: preschool education, physical education classes, dexterity, variability of dexterity, age-related development of dexterity.

Based on the integral indicator, which is a characteristic feature of the age-related development of agility in preschool children, exercises for assessing the ability to move rationally under probable conditions, the interaction of indicators of agility in hand and motor activity (locomotor) and the relationship of the main manifestations of agility with indicators of the functional state of the motor sphere have not been sufficiently studied.

The main possibility of developing agility in preschool children, despite the fact that the mechanisms of this process have not been studied, has not led to the birth of hyperbole by the authors, which determines the relevance of the topic.

Purpose of the research. It consists of developing the agility abilities of preschool children aged 6-7.

Research objectives:

- study and analysis of scientific and methodological literature on the development of agility in preschool children aged 5-6 years;
- study and analysis of the features of the development of agility in preschool children aged 5-6 years;

Research results and their discussion. The level of development of agility in preschool children aged 6-7 years is an important condition for learning and improving outdoor games, and the ability to quickly adapt to changing situations in the necessary situations plays an important role in the necessary types of activities.

Analysis of the age dynamics of various manifestations of agility shows that a more intensive increase in the indicators of agility in hand movements is observed in boys at 5 years of age, and in girls at 6 years of age. The period of intensive growth of agility in motor activity is noted in girls at 5 years, and in boys at 6 years. Consequently, it is appropriate to say that the rapid growth of indicators of dexterity in hand and motor activity (locomotor) in boys and girls was proven by the fact that age periods do not coincide with each other, showing that this ability has complex characteristics.

It is known that for the proper organization of physical education, physical development, and training of children from a methodological and pedagogical point of view, it is necessary to have a good knowledge of children's physiology and psychology, and based on this, it is necessary clear objectives should be set before each lesson. The number of tasks consists of 2-3 tasks, according to which the main movements, exercises, and active games are selected. The selected exercises must, firstly, be related to the main movements, and secondly, be appropriate for age, fitness, and gender. Moreover, these exercises must be simple, understandable, familiar, and performable for children. Only then can the formation of motor skills and their transformation into skills be achieved in children.

Children's physical fitness and development are the main components of health. The quality of physical development and preparation of children depends on the pedagogical correctness of the physical education process using modern methods and forms.

According to A.N. Liviskiy, the average indicator of running 30 meters in children aged 5-7 years is 8.7-7.9-7.6 seconds in boys aged 5-6 years, respectively, while in girls aged 5-6-7 years it is 9.3-9.0-8.3 seconds, and according to our data, it is 10.0-10.5; 9.5-9.8; 8.6-8.9 seconds. Although the above results do not differ statistically, we can see that the results of the quality of agility of 5-6-year-old children prepared for the experiment are relatively low (see Table 1)

Table 1

Results of the experimental group of children aged 5-6 years in terms of agility

№	Motor capacity indicators	Boys		Girls	
		5 years old	6 years old	5 years old	6 years old
1	Height (cm)	102,8±0,9	108,1±0,5	100,6±0,4	105,3±0,5
2	Weight (kg)	16±0,3	17,3±0,5	15,3±0,2	16,2±0,6
3	Palm strength right arm (kg):	4,9±0,2	7,1±0,2	4±0,1	6,1±0,3
4	Palm strength left arm (kg):	4,8±0,3	6,9±0,1	3,8±0,5	5,8±0,2
5	30 m run	11,0±0,31	10,0±0,55	11,5±0,3	11±0,4

6	4x10m shuttle run	18,2±1,5	17,5±0,5	18,7±0,68	17,9±0,6
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In 5-year-old boys, height (cm) was 102.8 ± 0.9 , while in 6-year-olds this indicator was equal to 108.1 ± 0.5 cm. In 5-year-old girls, it was 100.6 ± 0.4 , while in 6-year-olds this indicator was equal to 105.3 ± 0.5 cm.

In 5-year-old boys, the weight (kg) was 16 ± 0.3 , while in 6-year-olds this indicator was 17.3 ± 0.5 kg. In 5-year-old girls, it was 15.3 ± 0.2 , while in 6-year-olds this indicator was equal to 16.2 ± 0.6 kg.

In 5-year-old boys, the strength of the right hand (kg) was 4.9 ± 0.2 , while in 6-year-old boys this indicator was 7.1 ± 0.2 kg. In 5-year-old girls, it was 4 ± 0.1 , while in 6-year-olds this indicator was 6.1 ± 0.3 kg.

In 5-year-old boys, the strength of the left hand (kg) was 4.8 ± 0.3 , while in 6-year-old boys this indicator was 6.9 ± 0.1 kg. In 5-year-old girls, it was 3.8 ± 0.5 , while in 6-year-olds this indicator was equal to 5.8 ± 0.2 kg.

The results shown in the 30m run in boys were equal to 11 seconds in 5-year-olds and 10 seconds in 6-year-olds. In 5-year-old girls, it was 11.5 ± 0.3 , while in 6-year-olds this indicator was equal to 11 ± 0.4 seconds.

The results shown in the 4x10 m shuttle run in boys were 18.2 ± 1.5 seconds in 5-year-olds, and in 6-year-olds this indicator was 17.5 ± 0.5 seconds. In 5-year-old girls, this indicator was 18.7 ± 0.68 , while in 6-year-olds it was 17.9 ± 0.6 seconds.

In preschool age, large muscles of the body are only beginning to form, therefore children (especially at 4 years old) have not yet mastered the coordination movements in which these muscles participate. During this time, the fine muscles that help quickly master hand movements are intense.

begins to form. Thus, the anthropometric characteristics of children are determined by indicators of hand movement frequency, moving object

can be explained by the reliable relationship between the general and kinetic reaction time.

Analysis of the relationship between agility indicators and forearm dynamometry showed that there are no reliable correlations in girls.

As children grow older, motor activity in boys, i.e., speed abilities and muscle strength, is expressed by interrelationships in these types, while in girls, flexibility indicators are becoming increasingly important. As girls grow older, the number of reliable relationships decreases.

(from 3 to 7 years), and in boys, on the contrary, it increases (from 4 to 7 years).

Thus, agility in motor activity (locomotor) is mainly associated with the speed indicator, while arm agility is associated with strength and flexibility.

will be related to. As boys master running coordination as they grow older, positive correlations between similar motor activities in the biomechanical structure increase, while in girls, this principle is more pronounced between indicators of hand agility. Interrelationships are observed between indicators that determine the level of development of basic physical qualities in boys and girls. It is impossible to evaluate each of them "cleanly and transparently," therefore it is necessary to start with the selection of gifted swimmers, gymnasts, and track and field athletes among preschoolers, but in general, it is advisable to select children based on their motor abilities.

Thus, as preschool children grow older, there is a correlation between motor abilities and mental processes more clearly manifested.

Conclusion: During the analysis of scientific and methodological literature, it became known that there is insufficient data on the physical development and physical fitness of children aged 5-6 years. Issues of organizing classes in preschool educational institutions have not been developed, and there is insufficient scientifically substantiated information on the directions of the pedagogical process. In the process of studying and analyzing the features of agility in preschool children and its age-related variability, it was established that with the age-related development of children, the specificity of various manifestations of agility increases, and its structure becomes variable. The introduction of national games and game styles in the form of competitions into the physical education process of preschoolers contributed to the awakening of children's interest in classes, increasing their general physical fitness, and strengthening the assimilation of program materials.

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