

Characteristics of Using Football Elements in the Physical Education of Preschool Children

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Abstract: The article discusses the use of game elements in the development of motor skills of preschool children. It is said that the use of football elements, which is a very interesting team game for children, arouses interest in children, their ability to perform exercises using football elements, good development of coordination ability.

Key words: game, child, coordination, coordination ability, football, ball, goal, receiving the ball, dribbling, speed, flexibility, endurance

Introduction

One of the main issues in the physical education of preschool children is movement. It is a question of which tools are most effective in developing tools, increasing the level of development and strengthening health. Educational specialists and psychologists of our country and abroad consider the game to be a means of targeted pedagogical influence on the child and one of the main means of physical education. Classification of basic tools by types of motor activities is used in physical education programs. These include exercises from gymnastics, athletics, swimming, game exercises and others. In the physical education of preschool children, game exercises take a leading place in solving the problems of the educational process.

According to many authors, a set of tools and various physical exercises should be used in the process of physical education of older preschool children. According to them, the more diverse the activities, the more intense the process of physical and intellectual development of children. It is necessary to strive for a large collection of physical education tools and their comprehensive use. A decrease in the range of motion leads not only to a weakening of the activity, but also to a decrease in interest in training. Therefore, it is necessary to use additional tools that include sports games and their elements, along with physical training tools that ensure the development of basic types of movement.

Since play is the main activity and form of children's life, it is very important to use elements of sports games adapted to their age characteristics.

All games for preschool children based on movement can be divided into two large groups: movement games with rules and simplified sports games.

In addition to creative games that appear in children's independent movement activities, there are organized, pedagogically appropriate, movement games with a fixed content and certain rules. These games are convenient for playing with groups of children in a group or for a walk under the guidance of a teacher. Various authors have noted that the use of mobile games with a ball is particularly effective in developing the intellectual abilities of preschool children. Ball games are not only interesting

entertainment, but also greatly contribute to the development of coordination of movements, which is very important in teaching writing, drawing, designing.

Research confirms the importance of the elements of sports games in the development of various organs and functions of the body, as well as in the formation of "tasks required by school" in preschool children.

Recommended and organized sports in preschools include basketball, football, hockey, badminton, and others. The unique difference between sports games and action games is that the rules in them are strictly regulated. At the same time, specially equipped fields are necessary for holding games, which are characterized by complex movement techniques, tactical training of players, and organization of refereeing. In accordance with the recommendations on physical education programs of preschool educational organizations, sports games are held with children of senior and preparatory groups. It is worth noting that preschool educational organizations mainly use games and game elements in which movements with the ball are performed by hand (elements of basketball, volleyball games) and to a lesser extent; the elements of the game where movements with the ball must be performed with the feet are given importance (soccer).

Along with the expansion of the scope of movement, the physical fitness of children is also increasing. They will have the ability to rationally use the skills formed in physical education classes in different conditions, especially in unexpected conditions, which will help children to develop their coordination skills.

Outdoor games at different times of the year help to increase the level of protective functions of the body against the effects of negative environmental factors, it is an effective means of training the child and plays an important role in its improvement. children. The use of games helps to significantly increase the physical activity of children during the day [91]. The use of elements of the football game allows for outdoor training at any time of the year.

Such activities are of particular importance for increasing the physiological load on the child's body. During the period of emotional recovery, active motor actions combined to achieve a common goal help to significantly increase the activity of the locomotor, cardiovascular and respiratory systems, the metabolism in the body improves, and the functions of various systems are trained accordingly. and organs.

During the game, children not only get to know each other better, but also learn how to overcome difficulties and achieve their goals. In sports games, the execution of the means of action is determined by a common goal that can be achieved only through the interaction of the players with each other. This, in turn, ensures that their actions correspond to the actions of their comrades, who understand the importance of determination, self-control, decision-making, and teamwork to achieve a goal.

According to a number of authors, the implementation of moral education in the game occurs due to the presence of inviolable rules in each game. As a result, it leads to the formation of feelings such as honesty, self-demanding, endurance, attention, in addition, a sense of mutual support in team games, as well as striving for leadership, develops coordination and willpower with the players' movements, and finding each child's place on the playground.

In sports games, game situations change frequently, which helps to develop creative thinking. Children develop interest in physical education and sports during the use of sports games in the preschool educational organization.

Children's participation in football, basketball, hockey, and tennis elements begins to enter the child's and sports life. However, according to researchers and practical experience, it is not recommended to practice sports for children of preschool age, literally, to train children to achieve high sports results and participate in sports competitions. Because this is an unbearable complex psychological and physical load for preschool children. Therefore, it is not recommended to completely force and involve preschool children in competitions. It is desirable for specialists to teach the elementary movements of sports games, to deal with individual elements of competition. The child's mastery of the elements of sports games is the basis for further sports activities.

Scientific and methodical literature shows a significant effect of sports games on body parts. The use of sports games in the practice of physical education helps to develop the functional systems of the children's body. According to a number of authors, sports games have different effects on the child's mental, physical and functional development. Also, the Game develops the manifestation of speech and thinking. When accepting a task, children in the game do it with the help of gestures, movements and words, which is especially evident in a sports game, where the actions of all players must be coordinated.

Features of using football equipment with preschool children are primarily related to children's age, level of development of the organism, level of physical fitness, physical and mental development. Football is played in a simplified form with older preschoolers. According to the recommendations, the teaching of the elements of the soccer game and the game itself is given through different programs at different time intervals. Basically, training is held outdoors in the warm season. In many cases, this section is excluded from the mandatory program and is presented in a variable section or is not used at all.

At this age, it is not recommended to use corner kicks, headers, stopping the ball with the chest and other elements that are difficult for children. It is directly related to the physiological development of the organism [9].

Various recommendations and rules for playing the game are shown in the literature. EI Adaskevicienė Teams consisting of 5-8 players and several substitutes, the duration of the game is 30 minutes, divided into two equal halves of 15 minutes with a five-minute break. The size of the field is 18 x 24 m, the size of the goal is 2 x 3 m. two halves of 3-5 minutes each, second teams play during the break. At the end of the game, a relaxing game (lasts 3-5 minutes) is played to bring the child's body into a calm state and restore breathing. Despite the fact that the recommended dimensions of the field during the game are unclear, the number of players in the team, the rules of the game should be simple, clear and uniform. Players have the right to carry the ball only with their feet, pass it to a teammate, enter the ball into the goal. During the game, it is forbidden to push, push, kick the opponent's legs, catch the ball with the hand, abuse the goalkeeper, try to take the ball away from him, distraction. Any penalty agreed before the start of the game will be applied to players who break the rule. Due to the fact that excessive physical exertion during the game can have a negative effect on the child's body, the referee or responsible person must strictly control not only the actions of the children, but also their feelings.

The basic techniques of the game recommended for preschool children to learn are movement, hitting the ball, stopping the ball, movement with the ball, fighting for the ball and the goalkeeper's actions. At the same time, movement techniques include the

following group of techniques: running, jumping, stopping, turning. In the course of game activity, movement techniques are used in various combinations.

By walking or running, children move in a straight line, arcing sideways, backwards and forwards and in different directions. A combination of different running methods helps to develop coordination ability. Almost all muscle groups are involved in this type of activity. A characteristic feature of the football game is the rapid change of game situations. As children play football, new, diverse tasks appear that require timely and correct solutions. For this, it is necessary to see the created situation (position of partners and opponent, position of the ball), evaluate it, choose the most correct actions and apply them in the shortest possible time. All this requires the development of certain skills. Therefore, simplified football and other sports games are a more complex form of activity and, according to a number of authors, are one of the leading means of physical education for older preschool children. Unlike older children, older and preparatory group preschoolers need more time to learn to control the ball. Strengthening and improvement of the learned techniques is mainly carried out in action games, game exercises, relays. Experts say that preschool children who have mastered the necessary technique can play football.

Since the main specific movement in football is the kick, muscle proprioceptors and sensory receptors are involved in this movement at different stages of its execution. First, it is felt by muscle proprioceptors as a vibration (ballistic muscle work), then sensory receptors participate in overcoming the foot mass during contact with the ball and overcome the inertia of their mass due to their elastic properties. In football, there is a close relationship with the opponent. These are more tactile sensations. A specific negative feature of the vestibular analyzer is felt when interacting with players. The auditory analyzer perceives the rhythm of his, his partners', opponents' steps and the position of others on the field (especially from behind and from the side), the sound of the ball being hit.

In games, the most complex reception coordinated with the work of muscle proprioceptors corresponds to the share of the visual analyzer in the central and peripheral vision.

In games, there are feelings of hitting the ball, catching the ball, hitting the target, catching the ball, and receiving the ball. At the same time, opponents, partners, their location on the field, their actions, their own movements are often perceived through peripheral vision. Central vision mainly captures the ball and its movement across the court. The player follows the ball as soon as he sees it, and in preparation and adjustment, he limits the movement of the ball or changes its direction. All this places very high demands on the practitioner's spatial vision. According to a number of authors, in accordance with the simplified rules of preschool age, the use of some sports, including football, significantly facilitates the initial period of schooling for children, due to intensive acquisition of reading, writing, involves the calculation. Therefore, when working with preschool children, it is appropriate to introduce sports games with simplified rules in large and preparatory groups of kindergarten. The connection between mental and physical development has been known since ancient times. Research by scientists has shown that in 73% of cases of low cognitive activity of preschool children, the development of physical fitness was at a low level. A low level of cognitive activity was not found among children with high physical fitness. The need to use sports games and exercises in the physical education of preschool children has been noted by many experts. Sports games can also serve this purpose, because

children's performance of tasks that require spatial orientation helps to develop visual-figurative thinking [81]. According to the scientists, children of senior and preparatory groups can be included in general physical education groups of sports schools. Sport is recommended for them to develop coordination and technique. Only in this case, you should adhere to the recommended training time of 25-30 minutes for 5-6-year-old children, 30-35 minutes for 6-7-year-old children. Currently, in many countries of the world, various federations have established commissions for sports (mini-handball, mini-football, etc.), and competitions are organized among children aged 5-10 years. Such a movement has not yet developed in our country. The main difficulty in the implementation of football in the system of physical education and health work with children of preschool age as a means of education and development of children is the lack of methodological developments.

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