



FOLK OUTDOOR GAMES AS A MEANS OF PHYSICAL EDUCATION OF PRESCHOOL CHILDREN

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Annotation

This article discusses the use of folk outdoor games in preschool educational institutions. The means of physical education, examples and methods of using folk outdoor games are given.

Keywords: preschool educational institutions, preschool children, means of physical education, physical qualities.

Introduction

As part of the introduction of new federal state requirements, each teaching staff must independently develop a regional component of the educational program. One of the most effective means of physical education of preschoolers through the regional component can be a folk outdoor game. It is a unique phenomenon of human culture, since every century, every era, every specific ethnic group, every generation has its favorite games [1, 2].

Folk outdoor games are a traditional means of pedagogy. From time immemorial, they have clearly reflected the way of life of people, their way of life, work, national foundations, ideas of honor, courage, courage, the desire to possess strength, dexterity, endurance, speed and beauty of movements, to show ingenuity, endurance, creative invention, resourcefulness, will and desire to win.

The folk outdoor game, performing various functions (developing, cognitive, entertaining, diagnostic, corrective), serves as a means of familiarizing children with folk culture. An outdoor game is a natural companion of a child's life, a source of joyful emotions, which has great educational power [3, 4, 5].

Mobile games are diverse in content and organization. Some games have a story, roles, and rules that are closely related to the story; game actions in them are performed in accordance with the requirements, a given role and rules. In other games, there are no plots and roles, only motor tasks are offered, regulated by rules that determine the sequence, speed and dexterity of their implementation. The plot, the actions of the players are determined by the text that determines the nature of the movements and their sequence [6, 7, 8].

The content of games should correspond to the level of development and preparedness of the players, be accessible and interesting for them. The difficulty of outdoor games for children from 2 to 4 years is not the same, it depends on their saturation with various motor actions. For example, games based on throwing and jumping are more difficult for children of this age than those based on walking, crawling and running [9, 10, 11, 12]. Even more difficult are games built on a combination of several types of movements (running and jumping, walking and stepping over). Therefore, games should be selected in such a way that motor tasks in them, even those based on the same movement, become more



complicated gradually. Suppose children are being exercised in balance (the folk game “On a flat path”). First, they are offered to walk, maintaining balance, between two lines (along the path), then along a board lying on the floor, along a bench, along an inclined board, along a board raised horizontally, along a narrow rail of a bench. You can complicate the task by changing the nature of the movements - go quickly, run, walk silently on toes, taking a certain position of the hands (to the sides, behind the head). Such a system of playing exercises gradually leads children to the correct execution of basic movements, ensures the repetition and consolidation of previously learned skills and abilities [13, 14, 15].

We must strive to ensure that game images are understandable and interesting to children. These may be already familiar images (cat, bird); it is easy to introduce kids to unknown characters using a picture, a toy, a fairy tale, a book (bear, fox, hare). It is important that the movements of the characters in the games are varied, but accessible to young children [16].

The pedagogical effect of a folk outdoor game largely depends on its compliance with a specific educational task. Depending on what skills and abilities the educator seeks to develop in children at the moment, he chooses games that help develop these particular skills. So, if the teacher is faced with the task of teaching children to act in concert in a team, to move over a large area, then story games are most suitable for this purpose. If the task is to develop, for example, balance in children, then in this case, game exercises for coordination are most suitable.

The general condition of the group should also be taken into account. If children are excited, it is better to play a calm, sedentary game, the rules of which require some attention from them. If the children have been sitting in class for a long time, they need active actions. In this case, you need to choose a game in which the movements are varied, often changing in accordance with the plot and rules.

Folk outdoor games cause active work of thought, contribute to the expansion of horizons, clarify ideas about the world around us, improve all mental and physical processes, stimulate the transition of the child's body to a higher stage of development. The game situation captivates and educates the child, and the beginnings and dialogues found in some games directly characterize the characters and their actions, which must be skillfully emphasized in the image, which requires active mental activity from children. There is a lot of cognitive material in folk outdoor games that contributes to the expansion of the child's sensory sphere, the development of his thinking and independence of action. There is a lot of humor, jokes, competitive enthusiasm in folk games; the movements are precise and figurative, often accompanied by unexpected funny moments, tempting and beloved by children, counting rhymes, draws, and nursery rhymes. They retain their artistic charm, aesthetic value and constitute the most valuable, undeniable game folklore.

Conclusion

The main condition for the successful introduction of folk outdoor games into the life of preschoolers has always been and remains a deep knowledge and fluency in an extensive game repertoire, as well as the methodology of pedagogical guidance. The educator, creatively using the game as an emotional-figurative means of influencing children, arouses interest, imagination, achieving active performance of game actions. So, folk games in combination with other educational means are the basis of the initial



stage of the formation of a harmoniously developed personality, combining spiritual wealth, moral purity and physical perfection.

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