

# Study of the Physical Status of Children in Sensitive Periods of Their Development

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**Annotation:** The article presents the results of studies conducted to identify the level of physical development and motor fitness of preschool children. At the end of a preschool institution, it is necessary to take into account the individual characteristics of the physical status, as well as the regulation of physical activity corresponding to the biological needs of the children's body.

**Keywords:** Preschool age, physical status, the process of physical education, sensitive period, complex-coordinated motor actions, strength capabilities of boys.

Improving the quality of education is one of the urgent problems of pedagogical science of the Republic of Uzbekistan, the solution of which is associated with the modernization of the content of education and the optimization of pedagogical technologies in the organization of the educational process.

The process of physical education in secondary schools provides for the creation of the basis for basic physical training of schoolchildren, the formation of a fund of motor skills and abilities.

Preschool age is the most favorable period for the targeted impact of physical activity on the development of the physical status of children, which aroused interest in the experimental substantiation of the proposed hypothesis. Children 6-7 years old took part in the experiment.

Body length in children annually increases significantly, in girls by 6.3% ( $P < 0.01$ ), in boys by 5.6% ( $P < 0.01$ ). By the age of 7, body weight in girls increases by 2.5 kg on average ( $P < 0.01$ ) compared to 6 years old, in boys by 1.3 kg ( $P < 0.01$ ). The circumference of the chest for one academic year increased by 5.3 cm in girls ( $P < 0.01$ ), in boys by 1.7 cm ( $P < 0.01$ ).

It is known that the basis of all conditions that stimulate the development of the child is pronounced muscular activity and movement. Improving the motor fitness of children is an urgent task of physical education.

In order to monitor children's motor readiness by quarters of training during the academic year, pedagogical testing of motor qualities was carried out, where the battery of normative indicators of this age group was borrowed from state standards for physical education.

An analysis of the initial indicators at the beginning of the school year revealed that, on average, boys overcame a distance of 30 m in  $6.6 \pm 0.6$  seconds, girls in  $7.2 \pm 0.5$  seconds. According to the test shuttle run 3 x 10m. the result for boys was  $9.9 \pm 1.3$  sec., for girls  $10.9 \pm 0.6$  sec. Accented activities allowed to significantly improve the results for boys by 5.1%, for girls by 6.3%

When assessing the speed-strength capabilities of children, assessed by the results in standing long jumps, the boys had an initial result of  $105.1 \pm 26.7$  cm, girls jumped an average of  $99.2 \pm 11.0$  cm.

Already at the first stages of schooling, a significant amount of time was devoted to the strength capabilities of boys, where in the physical education classes, complexes of the simplest physical exercises aimed at their strength training were offered.

Analysis of test indicators in pull-ups lying on the bar, as well as in flexion and extension of the arms in the lying position revealed that the average result was  $11.7 \pm 2.3$  times, respectively. and  $6.9 \pm 1.9$  times. A similar pattern in girls is also observed in the body lifting test from the supine position, where the progressive increase was 20.7%.

Difficult-coordinated motor actions of throwing a tennis ball evaluated in the test showed that in boys they amounted to  $14.1 \pm 4.0$  m, exceeding the result of girls by 3.7 m.

Completing education in the first grade, the proposed method of accentuated classes with children of the first year of study was experimentally substantiated, which is confirmed by our hypothesis.

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The experiment made it possible to reveal the insufficient level of the physical status of children entering the general education school and requires:

- taking into account the individual characteristics of physical development and physical fitness of children of this age group;
- normalization of physical activity corresponding to the biological needs of the body of children.

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