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EFFECTIVE METHODS AND MEANS FOR DEVELOPING BALANCE IN PRESCHOOL CHILDREN

Ikramov B.F.
Doctor of Philosophy of Pedagogical Sciences(PhD)
Uzbek State University of Physical Culture and Sports

Annotation. The article discusses the importance of static and dynamic exercises in the development of balance in preschool children.

Keywords. Balance, pre-school children, statics, dynamics, exercises.

Introduction. At the present stage of the development of society, state policy is aimed at supporting the development of childhood, individualizing the development of personality, the individual needs of the child, associated with his life situation and state [5].

At no other age is physical education so closely related to general education as in the first seven years. During preschool childhood, the child lays the foundations for health, longevity, all-round motor fitness and harmonious physical development.

Movement forms the basis of any child's activity, and most of all play. According to VV Gorinevsky, limitation of the child's motor activity contradicts the biological needs of the growing organism, negatively affects the physical condition and motor functions, and leads to mental retardation [3].

The importance of the development of coordination in preschool age is due to the fact that it is the basis for the child's mastering of motor actions and their inclusion in various activities.

Objective. To reveal the importance of static and dynamic exercises in the development of balance in preschool children.

Equilibrium is the ability to maintain the stability of the body and its individual links in the supporting and unsupported phases of motor action.

This quality is necessary for a person to move indoors and outdoors, without touching objects, each other, to successfully cope with the duties necessary for different jobs.

Equilibrium depends on the state of the vestibular apparatus, all body systems, as well as on the location of the general center of gravity of the body. In preschoolers, the general center of gravity of the body is located high, so it is difficult for them to maintain balance. When performing exercises, changing position, the center of gravity of the body shifts, and balance is disturbed. It takes effort to restore the desired body position. Balance is developed in exercises performed on a reduced and raised area of

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support, as well as in exercises that require significant effort to maintain a stable body position.

The main means of developing a stable balance are physical exercises of increased complexity and containing elements of novelty. The complexity of physical exercises can be increased by changing the spatial, temporal and dynamic parameters, as well as by external conditions, by changing the order of the shells, their weight, height; changing the area of support or increasing its mobility in balance exercises, etc.; combining motor skills; combining walking with jumping, running and catching objects; performing exercises on a signal or for a limited time

Physical exercise is the main and specific means of physical education. They represent specially selected, methodically correctly organized movements and complex types of motor activity, as well as outdoor games. They are based on voluntary active motor actions.

Methods. In order to implement the tasks, the following research methods were used: theoretical analysis and generalization of scientific and methodological literature on the topic of scientific research; pedagogical observation.

Various methodological techniques are used to improve static and dynamic balance.

a) for static balance:

- lengthening the time of maintaining the pose;
- exclusion of the visual analyzer, which makes additional requirements for the motor analyzer;
- reduction of the support area;
- increasing the height of the supporting surface;
- introduction of an unstable support;
- introduction of accompanying movements;
- creation of counteraction (paired movements);
- b) for dynamic balance:
- exercises with changing external conditions (relief, ground, track, surface, location, weather);
- exercises for training the vestibular apparatus (equipment for a swing, lounger, centrifuge and other simulators).

Results. To develop balance in a preschool institution, exercises of a dynamic nature are used, which are purposeful motor tasks with a focus on a specific result; walk (run, skip, dance) along the bench and jump (get off) at the end; walk along the bench, stepping over objects; walk along the bench with an object in hand; with a pouch on the head; follow the trail in the snow; to hit the target with a snowball, standing on a snow shaft (bench), and also of a static nature, this is a stand on toes, on one leg, on

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the toe of one leg. Children master them in play tasks, such as "Who will stand longer" (heron, stork, swallow, the staunch tin soldier, etc.), as well as in general developmental exercises: squatting on toes, alternating leg swings, stretching with lifting on toes, etc. , (squatting on toes, standing on one leg, etc.)

Balance exercises increase in difficulty from one age group to the next. First, exercises on the floor are given, and later on in manuals. The smaller the support area, the greater the height of the object (board, bench, log) and the angle of its inclination, the more difficult it is to perform exercises and maintain balance. Therefore, the width of benefits decreases with age from 25 to 10 cm, and their height increases from 10 to 40 cm.

Discussion. The development of the static and dynamic component of coordination provides both the expediency of coordinating movement (coordinating, subordinating, organizing them into a single whole) during the construction and reproduction of new motor actions; and the ability to rebuild the coordination of movement (if necessary, change the action parameters in accordance with the requirements of changing conditions) [2].

The development of coordination abilities requires strict adherence to the principle of systematicity. Unjustified breaks between classes should not be allowed, as this leads to the loss of muscle sensations and their subtle differentiations during tensions and relaxation.

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