

## Methods and Technology of Developing Physical Qualities of School-Age Children

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**Abstract:** *This article provides information on the methods of teaching physical development of school-age children, taking into account the real means and conditions for developing physical qualities such as agility, strength, dexterity, willpower, and endurance in school-age children along with spiritual and moral qualities.*

**Keywords:** *physical quality, training, education, modern technology, interactive exercises, creative imagination, pedagogical observation, teaching children to move.*

### Introduction.

In the world, special attention is paid to scientific research on improving the technology for developing physical qualities in school-age children and an integrated approach to educational and upbringing processes in this regard, the development of innovative pedagogical models for the formation of physical competencies in students, and the development of socio-pedagogical opportunities for ensuring the harmony of folk pedagogy, national and universal values.

The issue of forming a healthy lifestyle in our republic, creating conditions that meet the requirements of the times for the population, especially the younger generation, to regularly engage in physical education and mass sports, strengthening young people's confidence in their own will, strength and capabilities through sports competitions, and developing feelings of courage and patriotism, as well as loyalty to the Motherland, is becoming a priority area of state policy.

In school educational organizations, mainly in physical education classes, morning health-improving activities, walks and excursions, children develop physical qualities such as agility, strength, dexterity, endurance, flexibility, willpower, endurance, along with spiritual and moral qualities. Educational methods involve combining a number of methods depending on educational issues, taking into account specific didactic issues, real means and conditions of teaching. The most important of such methods in the process of providing physical education is the "Method of coordinating physical exertion and the procedure for combining this exertion with rest".

### Materials.

The child's nervous system is extremely flexible throughout the body and is very susceptible to external influences. Therefore, alternating movements with rest determines the optimal dynamics of the body, ensures the timely recovery process and increases working capacity. On the one hand, stress is expressed in the effect of exercises on the body and the intensity of these exercises, and on the other hand, in the effect of the child's mental activity on the dynamics of the psychic function.

This is expressed in the child's diligent perception of the subject being explained, learning the exercises shown, mastering the task, the accuracy of the response to it, and so on. It is important that the exercises correspond to each other in terms of their movement characteristics, complexity, execution time, and emotional impact. The demonstration of physical education of preschool children is ensured by the correct and clear demonstration of physical exercises, the widespread use of gestures, and the use of local

landmarks and visual aids: moving dolls, diafilms, etc. The use of devices that ensure wide or continuous, intensive movements is a good help in the correct formation of skin-muscle sensations. Methods of teaching physical exercises. In the development of physical qualities in school-age children, methods such as narration (explanation of the exercise, instructions, commands, stories, conversations), demonstration (demonstration, gesture - imitation, sound and visual landmarks, use of visual aids), practical methods (exercises, specific tasks, game methods, support and assistance) also have a positive effect. Telling stories about the physical qualities of positive heroes in fairy tales and stories (strength, dexterity, agility, perseverance, willpower, etc.) and organizing a conversation process help children form a conscious attitude towards the qualities they should possess. In this regard, explanation and demonstration are the main ways to teach children to act. The scale of explanation and demonstration may vary in the educational process, depending on the age, readiness of children, as well as the complexity of the educational material.<sup>176</sup>

### **Research and methods.**

The game method and game technologies are widely used in teaching school-age children to movements. Game methods are used when teaching school-age children to movements. In this case, games are played based on children imitating the movements of various animals and human behavior: children fly like birds, row like rowers, etc. Such imitative actions give a cheerful spirit to the exercises. Toddlers diligently perform actions combined with a common content: they fly on a hypothetical plane, go on a trip by train, and perform other similar games. They are attracted by the cheerfulness of the exercises associated with such games. They are also interested in the fact that children have the opportunity to perform actions in such exercises at their own pace. The images to be imitated should be close to the life of children, understandable to them, because children should be able to easily express the specific features of this game in their actions. The educator, introducing preschool children to the image in a clear and emotional spirit, emphasizes only the most basic actions that meet the goal set for him.

### **Results.**

A figurative plot story belongs to oral methods. It is used to develop expressiveness in actions and better enter the image of the game. A plot story is practically similar to a short story (1.5–2 minutes) of a fairy tale. It allows children to re-imagine the game situation and all the actions as if they were seeing them, and restores the emotional state. Instead of explaining the game in the usual way, distributing roles and showing the place of action (as in a game without a plot), the educator reveals the plot and rules of the game in a short figurative story. For example, the fairy tale

### **Discussion.**

“The Goat, the Little Goats and the Wolf” begins like this: “Once upon a time, there was a beautiful, harmless, gray-white mother goat with curved horns. She had little kids..” etc. This method arouses emotions in children, encourages imagination, and clarifies imagination. It encourages them to act out the whole situation creatively, ensuring the imagery of actions. In active games, texts and rhymes can be used that help form the content of the game. Through them, children perform the appropriate actions.

### **Conclusion.**

As a result of improving the pedagogical mechanisms for the development of physical qualities in school-age children: - strengthening the health of children from an early age, teaching them to serve themselves, and developing physical competencies in students, it is appropriate to organize the process of developing physical qualities in preschool children on the basis of modern didactics through technological methods. In order to gradually integrate the process of developing physical qualities in school-age children in the context of educational and educational harmony, it is necessary to clarify the sequence of educational and educational goals, a systematic approach to the introduction of innovative pedagogical technologies

into the educational and educational process, and pay attention to the stages of designing the pedagogical process.

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