



## Influence of Mobile Games on the Physical Development of Older Preschool Children

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**Abstract:** In this article, the author describes an experimental work on the use of outdoor games in the development of physical qualities of children of senior preschool age. The physical development of older preschoolers is considered in two senses: narrow and broad. Anthropometric and biometric indicators are indicated.

**Keywords:** physical development, physical qualities, preschoolers, outdoor games.

**Introduction.** The age of 5-7 years is extremely important, since it serves as a transitional stage to a new stage of its development - the period of primary school age [1]. There is a further physical and psychophysiological development of the child, laying the foundation for future schooling. This period is designed to prepare the child for the upcoming restructuring of all cognitive processes, the acquisition of qualities characteristic of an adult [2]. This is due to the fact that the older preschooler will have to enter into new activities for him in the system of interpersonal relations, which will require the presence of new mental qualities.

In motion, children literally open themselves, their physical body [3, 4]. Senior preschoolers have a huge stock of motor skills and quite consciously use them in their activities. The movements of children acquire coherence, confidence, swiftness, ease. There is an increase in previously accumulated motor qualities and abilities [5, 6].

The most significant for the comprehensive development of the physical capabilities of children of senior preschool age are speed-strength and coordination abilities - dexterity, flexibility and endurance.

The correct physical development of children is one of the leading tasks of preschool institutions. Good health obtained in preschool age is the foundation of the overall development of a person [7].

The physical development of a person is the process of changing the natural morphofunctional properties of his body during an individual life. External quantitative indicators of physical development are changes in spatial dimensions and body weight, while qualitatively physical development is characterized, first of all, by a significant change in the functional capabilities of the body over periods and stages of its age-related development, expressed in changes in individual physical qualities and the general level of physical performance [8, 9, 10].

Researchers D. Yu. Turdimuradov and Ya. M. Abdullaev argue that physical development is considered in two meanings: narrow and wide. A narrow value denotes anthropometric and biometric indicators: height, body weight, chest circumference, and a wide value includes physical qualities (speed, agility, eye, strength, endurance) [11].

Physical development is closely related to overall development in the first six years. During preschool childhood, a child lays the foundations of health, longevity of all-round motor readiness and harmonious physical development [12, 13]. The outstanding teacher V. A. Sukhomlinsky emphasized that their spiritual life, worldview, mental development, strength in knowledge, and self-

confidence depend on the health and cheerfulness of children. Therefore, it is extremely important to correctly carry out the process of organizing the physical development of a person precisely in childhood, which will allow the body to accumulate strength and ensure the comprehensive harmonious development of the personality in the future, and also bring pleasure directly to the child himself [14, 15].

At preschool age, priority attention should be paid to the development of dexterity, speed, eye, flexibility, balance, but one should not forget about the commensurate development of strength and endurance [16, 17, 18]. Referring to the statement of the famous Russian teacher A. S. Makarenko, we can safely say that the game is the main activity of the child. It is she who is of great importance in the life of a child: what he is in the game, such is he in life. "Therefore, the upbringing of the future figure takes place, first of all, in the game ...". Since we are considering the physical development of the child, more attention should be paid to outdoor games.

To a large extent, it is outdoor games that contribute to the development of physical qualities: speed, dexterity, strength, endurance, flexibility, and, this is very important, for the development of the child as a whole.

A mobile game is a complex emotional activity of children based on movement and the presence of rules, aimed at solving a motor problem [19, 20]. P.F. Lesgaft believed that an outdoor game is an exercise through which a child prepares for life. The specificity of the outdoor game is the lightning-fast, instant response of the child to the signals "Catch!", "Run!", "Stop!".

An important feature of an outdoor game is emotionality. The positive emotions that the child experiences in the game are of great importance, D. Yu. Turdimuradov believes. Emotional tone is a prerequisite for health, prevents various diseases, and also maintains interest in physical exercises. The good mood of the child is maintained for the whole day.

An outdoor game is an indispensable means of replenishing a child's knowledge and ideas about the world around him, developing thinking, ingenuity, dexterity, and valuable moral and volitional qualities. In the course of the game, there is not only an exercise in existing skills, their consolidation, improvement, but also the formation of new personality traits, as E. Ya. Stepanenkova asserts in her writings [1]. With the help of the game, the child satisfies the need for movement, which means that the freedom of imagination of movements develops. Creative activity has a positive effect on the self-development of the child, has important biological significance and is the basis of his healthy lifestyle.

When analyzing the methodological literature for studying the use of outdoor games in the group of senior preschool age, the following parameters were considered: the number of games per day, the time they are played in the daily routine, the type of game, based on the classification, the place of the game, learning a new one or repeating a learned one.

An analysis of pedagogical experience showed that in the older group, outdoor games are played with all children 3-4 times a day: in the morning, in between classes; after class, on a walk and after an afternoon snack. Games are held in accordance with the perspective and calendar plans of the educator. The plans reflect the periodic learning of new outdoor games, which will be further used in physical education classes.

Most outdoor games are organized by educators from those proposed in the methodological recommendations, but there are games that were developed by educators of the group or educators of other kindergartens. Outdoor games are held in accordance with seasonal changes: in the cold season, games are organized indoors, and in the summer, outdoors. Group educators organize different types of games with children: with a large, medium and low degree of activity, plot and plotless, with rules and sports. All games are repeated in a certain sequence throughout the year. This contributes to the consolidation of motor skills in children and the development of physical qualities. Outdoor games are held no earlier than 30-40 minutes after eating.

**Conclusions.** An analysis of the psychological and pedagogical literature led to the conclusion that education is an eternal and universal category of social life, and physical education is a significant

part in the overall development of the individual; outdoor games are an obligatory part of a child's daily life and an indispensable means of developing physical qualities.

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