



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: **10.5958/2249-7137.2021.00650.9**

DETERMINING THE LEVEL OF DEVELOPMENT OF COORDINATION SKILLS IN PRESCHOOL CHILDREN

Boltaev Zayniddin* ; Mamatkulova Shokhsanam Dilshodovna**

*Professor

Faculty of Physical Culture,
 Samarkand State University, UZBEKISTAN

**Preschool Education, 1st year Master,
 Faculty of Theory and Methods of Education
 UZBEKISTAN

Email id: suyinjon9154544@gmail.com

ABSTRACT

To effectively manage the development of coordination skills, the formation and improvement of balance function in preschool children is aimed at determining the level of development of coordination skills in each child. Uneven development of coordination skills of preschool children was observed. The highest rates of development of the ability to maintain static and dynamic balance were observed in children aged 5-6 years. The development and implementation of new pedagogical methods, technologies, approaches to improving the physical education of children is becoming a priority.

KEYWORDS: *Preschool Education, Physical Education, Coordination Skills, Development, Effective Management, Static, Dynamic, Balance.*

INTRODUCTION

It is necessary to create a new type of modern kindergartens in the world education system through the introduction of new curricula in preschool education, the development of science-based authoring programs, the organization of modern educational courses, individualization in various forms and the introduction of other innovative processes.

In many countries around the world, pre-school education is the first link in the general education system. Each country has its own national education system, the purpose of which is to develop the child in all respects, to create the most favorable conditions for their life activities.

Each country has its own national education system, the purpose of which is to develop the child in all respects, to create the most favorable conditions for their life activities. The development and implementation of new pedagogical methods, technologies, approaches to improving the physical education of children is becoming a priority. Deficiencies in the methodology of physical education, the irrational organization of the movement regime of preschool children are considered by scientists as a pressing problem in the field of preschool education. [1]

The Action Strategy for the further development of the Republic of Uzbekistan, developed under the leadership of the President of the Republic of Uzbekistan, which has launched a new phase of reforms, serves as a methodological basis for this research.

T.S.Usmankhodjaev, A.N.Livitsky, R.S.Salomov, K.M.Makhkamjanov on the formation and development of basic motor skills and abilities necessary for life in preschool children; on the theory of physical fitness of preschool children and adaptation to physical activity F.Kh.Khadjaev, G.Q.Jalolova, F.A.Raimbekova and other experts conducted research in the field. On the peculiarities of increasing the effectiveness of the educational process of preschool children in the field of education, leading scientists from both Russia and the countries of the Commonwealth of Independent States received M.N.Aliyev, V.K.Balsevich, M.A.Vershinin, M.A.Godik, S.I.Isaak; the effectiveness of the use of new technologies in the process of physical education in preschool education M.P.Mukhina, T.M.Osokina, V.P.Nazarov and L.V.Abdulmanova; improving the indicators of physical development and physical fitness in preschool education N.A.Fomin, V.M.Shebeko, A.S.Makhov, N.V.Sedix; the main factors in the development of physical qualities and coordination skills of preschool children have been studied by L.P.Matveev, L.I.Penzulaeva, V.I.Lyax and others. The works of the First President of the Republic of Uzbekistan, the Action Strategy for the further development of the Republic of Uzbekistan, developed under the leadership of the President, who launched a new phase of reforms, serve as a methodological basis for this research. [2]

The aim of the study is to determine the level of development of coordination skills in preschool children.

To achieve the goal, the research tasks identified the levels of physical development, physical fitness and balance ability of preschool children.

In order to effectively manage the development of coordination skills, it is necessary to form and improve the balance function in preschool children, determine the level of static and dynamic balance achieved in each child and use the available means and methods of education accordingly. [3] Criteria for the development and assessment of coordination skills were implemented in four ways: accuracy, speed, rationality and ingenuity, quantity and quality. (See Figure1) For example, a child can run (jump) correctly, jump, and throw any object. On top of that, he can do it quickly and intelligently, while at the same time allowing the child to find a way out of difficult games or life situations in a timely and resourceful manner. This determines the good appearance of the coordination ability.



Figure 1. Criteria for assessing coordination ability (V.I. Lyakh, 2006)

Based on statistical analysis of static balance maintenance indicators by defined criteria, a group of children with low and moderately developed balance function was identified using special control exercises, tests and methods.

The highest level of static balance maintenance was observed in children aged 5-6 years. High static balance was observed in girls of all ages. However, no obvious differences were found between them. Uneven development of coordination skills of preschool children was observed. The highest rates of development of the ability to maintain static and dynamic balance were observed in children aged 5-6 years. It was found that the time of rapid growth of coordination ability and simplification of static and dynamic balance exercises and maintaining a stable position during the performance of simplified exercises are maintained during the growth of preschool age.

TABLE 1 AGE INDICATORS OF SMS ABILITY IN 5-6 YEAR OLD CHILDREN WITH DEVELOPMENTAL DELAYS

№	Control exercises	Gende	Duration of a given condition			
			5 years old		6 years old	
			$\bar{x} \pm \sigma$	v	$\bar{x} \pm \sigma$	v
1	Maintain static balance on one leg, seconds	B	5,36±0,67	12,5	6,84±0,84	12,3
		G	6,15±0,75	12,1	7,10±0,83	11,7
2	Maintain static balance on one leg without closing eyes, seconds	B	2,11±0,26	11,6	2,46±0,29	12,0
		G	2,26±0,28	11,7	2,64±0,27	10,2
3	Maintaining balance on both feet,	B	59,6±7,01	13,7	76,8±8,62	11,3

	seconds	G	67,8±7,7	13,4	80,9±8,99	11,1
4	Keeping balance on both feet with eyes closed, seconds	B	8,94±1,05	10,1	10,95±1,23	11,2
		G	9,65±1,12	10,6	11,12±1,28	12,5
5	Hold the "Swallow" position, seconds	B	2,11±0,26	11,3	2,46±0,31	7,9
		G	2,24±0,34	11,8	2,57±0,37	14,5
6	Hold the "swallow" position with eyes closed, seconds	B	1,24±0,20	16,1	1,35±0,23	15,3
		G	1,33±0,22	16,7	1,56±0,24	15,6

A comparative analysis of the developmental indicators of coordination skills on static and dynamic balance maintenance data in girls and boys found that they had a higher rate in girls. The study found that girls of all ages had a higher rate of development of balance skills. This is determined by the better formation of balance management and the higher level of development of the vestibular analyzer involved in the regulation of balance in girls than in boys.

The study found that 74 (37%) and 88 (44%) of the children examined had low and moderate levels of static and dynamic balance maintenance. In this category of preschool children, slow coordination of movement was observed during the transition from one movement to another. This indicates that the functional training of vestibular and motion analyzers, which regulate the development of balance in preschool children, it is underdeveloped.

Come to the conclusion, in many scientific sources, scientists acknowledge that one of the important tasks in the field of physical education of preschool children is the targeted development of coordination skills. The development of coordination skills has been shown in the scientific literature to have a major impact on the level of development of children's ability to maintain static and dynamic balance. However, the use of special exercises aimed at developing the vestibular apparatus for children with developmental deficits in coordination and balance skills in preschool children has not been sufficiently covered in the literature, and almost no research has been conducted.

At the end of the study, a comparative analysis of the developmental indicators of coordination skills on data on static and dynamic balance maintenance in preschool boys and girls showed that the results were better in girls.

LIST OF REFERENCES:

1. Decree of the President of the Republic of Uzbekistan UP-4947 of February 7, 2017 "Strategy of actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021"
2. Kholmurodov L.Z. Current issues in the current stage of development of children's and youth sports. // Scientific-practical journal of FAN-SPORT. 2018, No. 4.-P.17-20. (13.00.00 № 16).
3. Eshtaeva V.B., Hasanova N. R. Rhythmic gymnastics. - T.: ITA, 2018. - 132 p.