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Development of coordination skills in children aged 6-7 years with disabilities through action games

Muradov Farkhat Mukhmudjanovich[1]
[1]Uzbekistan state university of physical education and sport, Chirchik, Uzbekistan

Abstract
Purpose: The goal was to create an integral system of the pedagogical process, which, taking into account the age and individual characteristics of preschool children with disabilities, ensures the creation of optimal conditions for the comprehensive development and strengthening of motor and psychophysical abilities by increasing their physiological level. Activity of organs and systems of the child's body; correction of motor disorders; as part of the training, it consists in the development and use of methods and tools that have a high ability to protect the body from adverse environmental factors, contribute to the functional improvement of its body, increase its efficiency, make it permanent and durable. Based on this, the purpose of the scientific work is to study the positive impact of outdoor games on the development of coordination abilities of children 6-7 years old with disabilities in pedagogical practice.
Methods: We included in the training schedule a set of exercises and movement games that we specifically recommended (in accordance with the instructions for the first step). Prior to the study, children with disabilities were observed to meet established standards. After research, the differences were explored. The methodology mainly calculated the level of coordination skills development among students with disabilities according to the selected exercises and motor games.
Results: We know that in special kindergartens, the processes of physical education are carried out on the basis of a specially developed and approved program. In order to study the number and composition of children with disabilities in the annual training period, the educational process of children aged 6-7 years was analyzed. It should be noted that many coaches of MDSOPO (a multidisciplinary special organization of preschool education) are very responsible about the programs developed during their training. In this case, the amount of time spent on exercises with subjects and the amount of time spent on exercises without subjects were correctly distributed over the 1-year educational process. But in all scientific works devoted to the functions of forming and improving the balance of coordination of actions in preschool children, the lag in the development of this function is poorly highlighted.
Conclusion: Based on the above, we can conclude that in the development of the human body, the core of each physical quality in the development of physical qualities is based on a certain set of exercises of outdoor games. Therefore, when developing any physical qualities, it is necessary to pay attention to the coordination of movements (exercises) with the previous places. For this reason, when teaching children initial physical exercises, this issue is given more serious attention, a satisfactory development of coordination abilities in relation to age is achieved.

Keywords: Coordination skills , children with disabilities, action games, integral system, initial physical exercises.

Introduction

The scientific work of many major Uzbek scientists has developed a physiological basis for training the balance organs and the theory of reflex (FA Kerimov, SR Salomov, TS Usmonhojaev, RD Kholmukhamedov, ZG Gapporov, OV Goncharova). According to these scientists, educators and psychologists, a clear analysis of the position and actions of the human body in the environment depends on the coordinated interaction of visual, auditory receptors, muscle joints and tendons under the constant control of the central nervous system. The complete elimination of the process of achieving balance with the restriction of visual control or physical exertion leads to a temporary change in the maximum structure of movements, as well as a loss of balance of movements in space (Aliev et al., 1998; Vinokurova et al., 2018; Lyakh,1989).

The purpose of the study. To study the positive impact of outdoor games on the development of coordination skills of children 6-7 years old with disabilities in pedagogical practice.

Research objectives. Analysis of the peculiarities of the development of coordination abilities in children aged 6-7 years with disabilities-development of a set of exercises aimed at the development of coordination abilities - determination of the effectiveness of the use of outdoor games in the development of coordination abilities.

Methods

The analysis of scientific and methodological literature was carried out in order to determine the factors that increase the effectiveness of the coordination ability of motor games in observation and control exercises. The method of theo-

retical analysis included the study of scientific and methodological literature and the processing of the results of the entire study. The theoretical analysis was expressed in the search for a problem, its goals and objectives, the object and subject of research, the logical construction of a scientific article, the method of collecting factual material, a theoretical review of the ways of interpreting the collected materials. This scientific article effectively uses the opinions of mature specialists in the field of theory and practice of physical education, preschool education, adaptive physical culture, scientific, theoretical and practical information of specialists. The dissertation, article, educational and methodological manuals on the topic of this article are analyzed. In total, 12 scientific and methodological sources were studied, of which 6 are foreign and 6 are domestic literature (Lyakh, 2016; Lyakh et al., 1991; Mahkamzhonov et al., 2006).

Pedagogical observations focused on the development of coordination skills in the learning process at all stages of the study: the stages were held in January, February, March and April. During the pedagogical observations, the stage of physical fitness and control-measurement exercises of preschool children with disabilities, the volume of training on the duration of movement in the playground during the movement games were studied.

During the educational process, the following indicators were recorded and analyzed: the program of physical development of preschoolers with limited accessibility in January, February and the methods and means used; the influence of applied loads on the mobility of children was studied. In the training on the scale of control, coordination of the actions of these instructors and the rationality and reliability of the execution of actions, control was achieved. The data obtained as a result of pedagogical observations were recorded and analyzed. According to the results of observations, the degree of dependence of the set of exercises on the dynamics of the development of the qualities of preschool children with limited accessibility is studied.

We have developed a training program aimed at developing coordination training in physical education classes. This training program was conducted on the basis of control measurements in January-March 2021. To participate in the pedagogical experiment, the 30th MDSOPO and the 20th MDSOPO (47 people) in the city of Chirchik were conducted in children with disabilities aged 6-7 years.

The subjects' training was held 3 times a week and lasted for 2-3 academic hours (depending on the planned workload) in natural learning conditions. The members of the training group were involved in the training program which was developed by us. In the mathematical processing of data obtained in the course of scien-

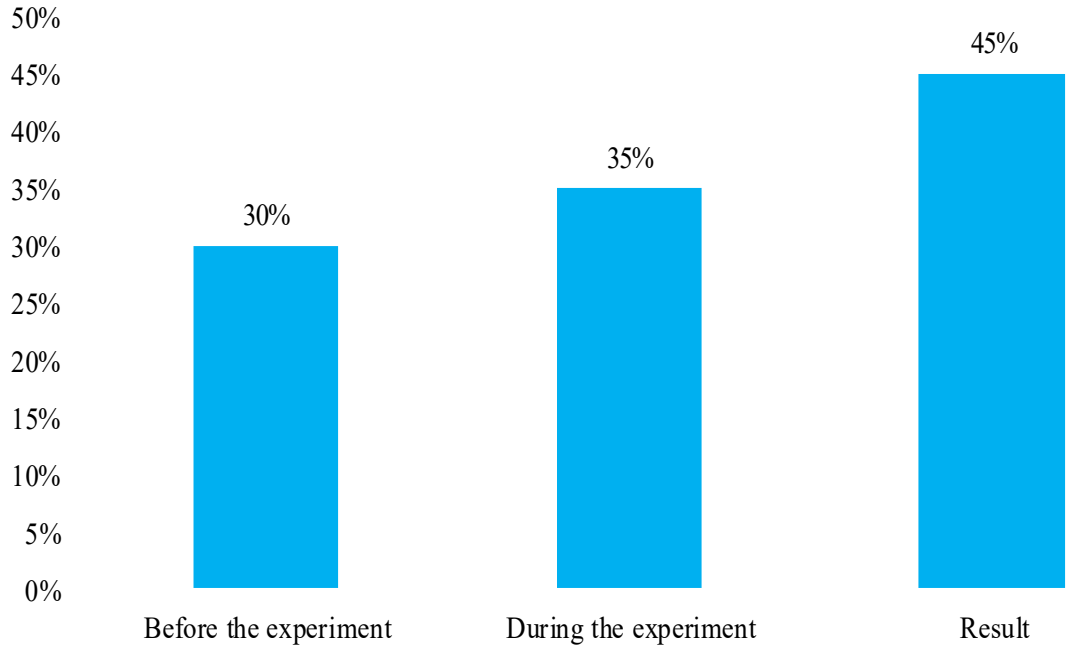


Figure 1. Percentage indicators of changes in the coordination abilities of children aged 6 -7 years of preschool age with disabilities using movement games.

tific research, generally accepted statistical characteristics were taken into account: the arithmetic mean () was calculated as a percentage (%), the average value.

Two arithmetic mean parameters were also compared to determine the dynamics of changes that occurred as a result of the introduction of a new methodology developed in the teaching of preschool children with disabilities to improve their coordination abilities.

Results and discussion

We know that in special kindergartens, the processes of physical education are carried out on the basis of a specially developed and approved program. In order to study the number and composition of children with disabilities in the annual training period, the educational process of children aged 6-7 years was analyzed. It should be noted that many MDSOPO trainers are very responsible about the programs that they have developed during their training. In this case, the amount of time spent on exercises with subjects and the amount of time spent on exercises without subjects were correctly distributed over the 1-year educational process (Tazhibaeva et al., 2017; Usmonkhazhaev et al., 2006).

But in all scientific works devoted to the functions of forming and improving the balance of coordination of actions in preschool children, the lag in the development of this function is poorly highlighted.

The physical education training program includes a special set of exercises aimed at developing motor skills, developing coordination skills in children aged 4-6 years and forming the function of maintaining balance. Therefore, their successful performance in physical education classes largely depends on the degree of development of their coordination abilities and on improving the child's ability to maintain a balanced position when performing static and dynamic movements.

It would be desirable that the function of “maintaining balance”, taking into account the importance and need for the timely development of coordination skills in preschoolers, be included in the preschool education program.

Table 1. Age-related indicators of AMS ability in children aged 6-7 years who are lagging behind in development.

№	Control exercises	Gender	The duration of cognitive activity	
			6 years old	7 years old
1	Maintain a static balance on one leg, (M. Romberg test) seconds	M	5,36±0,67	6,84±0,84
		F	6,15±0,75	7,10±0,83
2	Maintain a static balance on one leg with closed eyes, for seconds	M	2,11±0,26	2,46±0,29
		F	2,26±0,28	2,64±0,27
3	Maintain a static balance on two legs, (M. Romberg test) seconds	M	59,6±7,01	76,8±8,62
		F	67,8±7,7	80,9±8,99
4	Maintain a static balance on two legs with closed eyes, for seconds	M	8,94±1,05	10,95±1,23
		F	9,65±1,12	11,12±1,28
5	Hold the "Swallow" position, seconds	M	2,11±0,26	2,46±0,31
		F	2,24±0,34	2,57±0,37
6	Hold the "Swallow" position with closed eyes, seconds	M	1,24±0,20	1,35±0,23
		F	1,33±0,22	1,56±0,24

A number of useful organizational and methodological recommendations for performing exercises to maintain balance in physical education lessons and special physical exercises that serve as an exercise to maintain balance for preschool children

The pedagogical foundations of the development of coordination skills in the scientific and methodological literature devoted to activities to strengthen the physical health of preschool children are insufficiently and in detail covered (means and methods of developing and improving the function of maintaining balance; age and individual characteristics of the child (degree of disability) 6-the development of the ability to coordinate.; the procedure for their use for the development of physical and coordination skills; methods and methods of introducing a special approach to children in the process of physical and health improvement).

Conclusion

The set of exercises developed by us and the program of active games were introduced into training sessions in the 30th MDSOPO in the city of Chirchik and the 20th MDSOPO (47

Table 2. Special exercises for the education of children with disabilities in a preschool educational organization in connection with the age of children with disabilities in a preschool educational organization and the state of health, the ability to perform physical exercises:

№	Control exercises	Gender	The duration of cognitive activity	
			6 years old	7 years old
1	Maintain a static balance on one leg, (M. Romberg test) seconds	M	5,36±0,67	6,84±0,84
		F	6,15±0,75	7,10±0,83
2	Maintain a static balance on one leg with closed eyes, for seconds	M	2,11±0,26	2,46±0,29
		F	2,26±0,28	2,64±0,27
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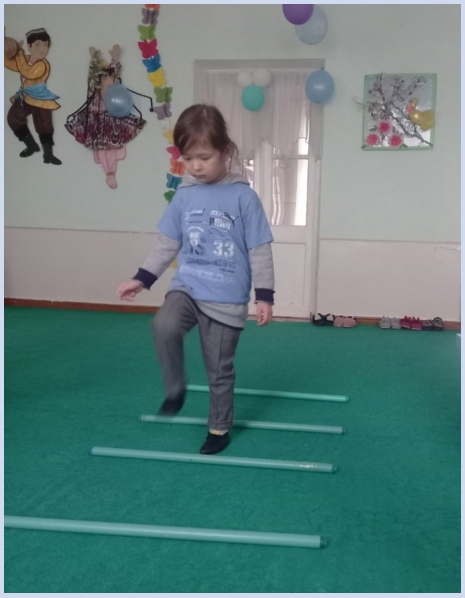


Figure 1. shows the exercise “Gym sticks” (rails), which, as explained in the table above, develops distance distribution, differentiation and visual acuity.

people) children aged 6-7 years with disabilities have achieved a high sports result.

Summing up the results of the training conducted on the basis of the program developed in the study, it can be noted that the program developed by us for the development of coordination abilities of preschool children with disabilities had a positive impact on their physical development, as well as on the growth of the quality of strength.

In the course of the study, it was found that the correct distribution of loads during training has a positive effect on a sharp increase in the dynamics of movements and mobility.

During the growing up of preschool children with disabilities, a set of special exercises and outdoor games with high efficiency in the development of coordination abilities was identified.

In our scientific article, we recommend the conclusions of the studied MDSOPO program (a multidisciplinary special preschool educational organization:

- In the process of organizing physical education classes for preschool children, it is necessary to pay more attention to the development of coordination skills, the division of time parts, the determination of the volume of physical exercises performed. In this case, special physical exercises should be selected in such a way that children with a relatively low level of development of their ability to maintain balance (coordination) should be successfully controlled by the educator (educators). Students should know how to combine various forms of physical education, that is, they are ready to work individually for groups and individual children, focusing on teamwork, frontal, group, individual.

- The instructor (educator), first of all, must coordinate the physical exercises (movements) performed by the children and pay attention to the simplification of the pedagogical process. Only then will the children be fully prepared for schooling. When physical education lessons are organized using specific physical exercises, it contributes to the formation of an interest in physical education in children.

- In teaching children with developmental disabilities, through the use of special physical exercises that we have developed, the ability to perform their coordination movements, along with improving the quality level, can serve as an effective tool for those who are engaged in achieving high-quality training in school education, organizing physical education classes and forming skills to maintain balance at school.

- Based on the results of our research, it is possible to widely use a special set of physical exercises in preschool educational institutions for the development of coordination abilities of children aged 6-7 years and recommend them not only theoretically, but also practically.

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AUTHOR BIOGRAPHY



Farkhat Mukhmudjanovich MURADOV

Employment

Scientific researcher at Uzbekistan state university of physical education and sport.

Degree

MD

Research interests

Theory and methodology of physical education of preschoolers, folk out-door games, action games.

E-mail: muradovfarhat1@gmail.com