

Theory and methods of physical education of preschool children with serious speech disorders (SSD)

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Basic concepts:

Physical education is a pedagogical process aimed at improving the form and functions of the human body, the formation of motor skills, skills, related knowledge and the development of physical qualities.

Physical culture is the most General concept, viewed as part of the General culture of a person. The totality of material and spiritual values of society that are accumulated, created and used for the physical improvement of people.

Physical perfection is a historically determined level of harmonious and physical development, health, and physical fitness of a person that optimally meets the requirements of society and the profession.

Physical development is the biological process of becoming and changing the structure and functions of the human body. (In a narrow sense-astrometric and biometric indicators (height, body weight, posture)).

1. Taking into account the features of the motor sphere of preschool children with SSD in the process of physical education

Children with SSD, along with General somatic weakness and slow development of locomotor functions, also *have some lag in the development of the motor sphere*.

In a significant part of children motor insufficiency is expressed in the form of:

- poor coordination of complex movements;
- lack of confidence in reproducing accurately measured movements;
- reduced speed and dexterity of their execution;
- lagging behind normally developing peers in accurate reproduction of the motor task according to spatial and temporal landmarks;
- violations of the sequence of elements of the action, omission of its component parts;
- insufficient self-control when performing the task.

2. Correctional orientation of physical education classes

The main directions in the work of the head of physical education with children with SSD are:

- correction of general motor development;
- development of fine motor coordination;
- normalization of muscle tone;
- development of static endurance;
- ordering the pace of movement;
- synchronization of the interaction between movement and speech;
- memorizing the sequence of actions, education of quick reaction to verbal instructions;
- development of physical abilities and qualities: dexterity, speed, balance, eye, etc.

3. the Meaning and use of physical minutes in correctional and pedagogical work

Physical training is a short-term exercise session, usually for 1-2 minutes in order to relieve fatigue during long sessions.

Meaning:

- physical training sessions prevent overwork of preschoolers;
- serve as a means of emotional discharge;
- relieve static load;
- allow you to achieve the greatest corrective and educational effect;
- during physical training, children with general speech disorders become more confident, motor active, learn the rules of games, which are then transferred to independent gaming activities.

4. Organization of motor mode, distribution of motor activity throughout the day

Motor mode-a rational combination of different types, forms and content of motor activity of the child.

Currently, the generally accepted criteria for evaluating daily motor activity are: its duration, volume, and intensity.

For the organization of the motor mode are used:

- morning gymnastics;
- gymnastics after morning sleep;
- physical exercises. minutes during classes;
- physical education classes;
- active recreation for children;
- independent motor activity of children;
- additional types of classes (sections, circles);
- joint physical education classes for parents and children.

5. Forms and methods of work on forming the foundations of a healthy lifestyle

The main forms of work are:

- classes;

- regime moments;
- sports competitions;
- sporting events and holidays.

Physical education classes are the main form of physical education.

Physical education classes consist of three interrelated parts:

- introductory and preparatory;
- main;
- final.

Introductory and preparatory part:

- creating interest and emotional mood for the lesson;
- checking the degree of readiness of attention;
- clarifying some motor skills;
- gradual preparation of the child's body for more intensive work in the main part of the lesson.

Main part:

- the tasks for teaching General developmental exercises are outlined. General development exercises are performed with small objects-flags, sticks, hoops, ribbons, cord. Their selection is determined by the task of gradually involving large muscle groups in intensive work.
 - the first given exercises to develop and strengthen the muscles of the shoulder girdle (for example, spreading the hands apart and flatten them out in front of chest, etc.);
 - the second exercise for developing and strengthening the abdominals and legs (squats, lifting legs, bent at the knee, etc.);
 - third-exercises for the development and strengthening of the back muscles and spine flexibility (straight and side bends followed by straightening, bends and turns to the right and left, rotation of the trunk);

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