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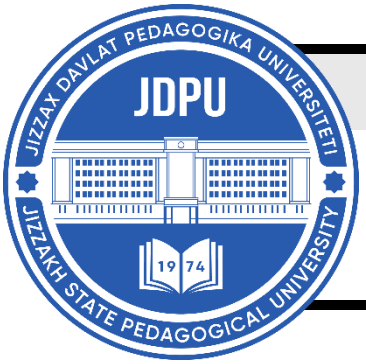

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METHODOLOGY OF USING INTERACTIVE METHODS IN PHYSICAL EDUCATION CLASSES FOR PRESCHOOL-AGED CHILDREN WITH LIMITED ABILITIES

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ABOUT ARTICLE

Key words: inclusive education, physical education, interactive methods, preschool age, children with limited abilities, motor activity, corrective exercises.

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Abstract: This article examines the pedagogical and methodological foundations of using interactive methods in physical education classes for preschool-aged children with limited abilities. The study analyzes the organization of physical exercises while taking into account the children's individual capabilities, nosological characteristics, and psychophysiological states. The possibilities of increasing children's motor activity, developing their physical qualities, supporting the socialization process, and enhancing their interest in classes through interactive-method-based lessons are substantiated. The research findings contribute to improving the effectiveness of the physical education process in inclusive education settings.

Introduction. Today, inclusive education is recognized as one of the most important and priority areas on a global scale. Because it serves to actively engage children and adults with disabilities in social life, to develop mutual cooperation and support practices.oday, inclusive education is recognized as one of the most important and priority areas on a global scale. Because it serves to actively engage children and adults with disabilities in social life, to develop mutual cooperation and support practices. It is also an important factor in overcoming formed prejudices and stereotypes towards children with an alternative developmental character in

society. Special attention is paid to the systematic and intensive development of physical activity, skills and abilities of children of preschool age with limited opportunities, the appropriate place in society, comfortable life and the effectiveness of the social adaptation process.pecial attention is paid to the systematic and intensive development of physical activity, skills and abilities of children of preschool age with limited opportunities, the appropriate place in society, comfortable life and the effectiveness of the social adaptation process. Inclusive education is an important principle of the social values and educational policies of countries and serves as an important criterion in assessing the extent to which the educational system adapts to international standards. At the same time, it is an urgent task to early identify children with special educational needs and improve the system of their support, to create equal opportunities and favorable conditions for obtaining quality education, taking into account the individual needs of each child.

The purpose of the study is to develop physical qualities of preschool children with limited opportunities through interactive solutions, as well as to improve the activity of the movement.

Objectives of the study:

development of fine, gross and sensory-motor skills through interactive methods in preschool children with disabilities;

improving motor skills and abilities of preschool children with disabilities through interactive exercises and games;

The object of the study was the physical education training process of preschool children in specialized preschool educational institutions.

The subject of the study is the stratification of the means and methods of physical education, taking into account the individual characteristics of the development of the organism of children with limited opportunities.

Methodology

The scientific novelty of the study consists of the following:

the set of variative exercises corresponding to the physical development and training of preschool children with disabilities and their nosology, physical education has been improved by visual, simple-elementary selective improvement.;

nosological types of preschool children with limited opportunities the possibility of developing physical movement skills and skills at the expense of focusing on the stratification of the set of action games (surdo) into physical education training, focusing on spatial and spatial orientation, directing plot-drama games.

Results. Each stage of a specialized kindergarten student's life cycle has its own stages, depending on their growth and development characteristics and needs.ach stage of a specialized kindergarten student's life cycle has its own stages, depending on their growth and development characteristics and needs. Physical activity in the growth and growth of a child, the main order of action is considered muxim, and it is these processes that serve the physical progress of the child's personality, if they are methodically correctly and systematically organized. In state specialized preschool educational organizations, these tasks should be carried out systematically, the initial link of which is the correct Organization of physical education training in this nosology.

Table 1.

Analysis of indicators of physical development of pupils of control and experimental groups at the beginning of pedagogical research (n=36)

№	Specification		Before the experiment	
			NG $\overline{X} \pm \sigma$	TG $\overline{X} \pm \sigma$
1	Body weight (kg.)		21,68±2,85	22,57±3,21
2	Height length (sm.)		111,29±5,22	110,05±7,35
3	KQA (chest circumference) (sm.)		48,10±4,21	47,17±5,13
4	Axis / lung living capacity/ (ml.)		535,1±78	541,2±93
5	Number of heart contractions	in a calm state	98,2±4,3	95,3±2,7
		in action	128,4±4,9	125,2±9,8
6	Right hand punch power		6,27±2,12	6,34±2,31
7	Left-handed feather strength		5,34±1,42	5,12±1,18

The set of variative exercises consists of exercises aimed at ensuring physical development and training in nosology and selected. The basis of variative exercises are some elements of gymnastics, athletics and sports games.he set of variative exercises consists of exercises aimed at ensuring physical devehe set of variative exercises consists of exercises aimed at ensuring physical development and training in nosology and selected. The basis of variative exercises are some elements of gymnastics, athletics and sports games. By including such exercises in children's daily routine, inactive muscles are used. After all the muscles of the body are involved in physical activity, the body warms up and the tone of the muscles increases, the skin becomes elastic, helping to control and coordinate the movements of the body. The physical education curriculum stipulates that the inclusive education and training process is

carried out in accordance with the state curriculum, on the basis of which individualized programs can be developed.he physical education curriculum stipulates that the inclusive education and training process is carried out in accordance with the state curriculum, on the basis of which individualized programs can be developed. This individualized inclusive program ehysical education curriculum stipulates that the inclusive education and training process is carried out in accordance with the state curriculum, on the basis of which individualized programs can be developed. This individualized inclusive program emphasizes the need to adapt the learning environment and teaching methods to eliminate all possible barriers to the learning, development, participation, and well-being of each child with special educational needs. The state curriculum recognizes a child's right to play. Since the importance of play for the child and its pedagogical potential are taken into account in organizing the educational and upbringing process, we also attach importance to play activity as a leading means of action.ince the importance of play for the child and its pedagogical potential are taken into account in organizing the educational and upbringing process, we also attach importance to play activity as a leading means of action. Through the inclusion of differentiated action games in physical education exercises, socio-emotional, creative and physical development was achieved, the formation of speech and social skills, as a result of which the motor skills of movement were improved. The main goal of the program developed by us is to develop differentiated approaches aimed at the effective formation of movement skills and competencies in the process of physical education of preschool children with limited opportunities. In addition to carrying out health-improving, educational and educational tasks, this program provides for the stratification of a complex of variative-Correctional exercises aimed at developing the physical qualities of children of preschool age with limited opportunities, as well as action games corresponding to their nosological characteristics.

We have implemented in preschool organizations within the framework of the Basic Law, since the reason for this is the fact that there is an extract from the Institute of preschool education, which, having considered this program in the Scientific Council, recommends it for publication and application in preschool organizations, and on this basis we have implemented the program in practice.ve implemented in preschool organizations within the framework of the Basic Law, since the reason for this is the fact that there is an extract from the Institute of preschool education, which, having considered this program in the Scientific Council, recommends it for publication and application in preschool organizations, and on this basis we have implemented the program in practice. Thus, the results of the experimental group participants in the experimental group showed significant differences compared to the results

of the control group participants. Using these methods, we implemented the program in practice. This is also defined in the standard, meaning that if a child completes the tasks outlined in this developmental map, we can say that the child is ready for future education and fully meets the standards. In determining the 10-meter running rate, NGda found that the results shown at the beginning of the study averaged 9.65±0.91, while the study showed an average result of 10.54±0.95, an increase of 9.22%.n determining the 10-meter running rate, NGda found that the results shown at the beginning of the study averaged 9.65±0.91, while the study showed an average result of 10.54±0.95, an increan determining the 10-meter running rate, NGda found that the results shown at the beginning of the study averaged 9.65±0.91, while the study showed an average result of 10.54±0.95, an increase of 9.22%. At the beginning of the study at TG, the results averaged 9.09±0.96, while at the end of the study it showed a result of 7.25±0.73, that is, it was found that the result increased by 20.24%. At the conclusion of the study, this indicator was equal to 10.54±0.95 in Ng and 7.25±0.73 in TG, respectively, and we can see that the difference was statistically reliable (P<0.001). In the off-site high jump (sm) (frequency)), NGda found that the results shown at the beginning of the study averaged 23.95±2.51, while at the end of the study it showed a result of 26.44±2.69, an increase of 10.4%.n the off-site high jump (sm) (frequency), NGda found that the results shown at the beginning of the study averaged 23.95±2.51, while at the end of the study it shon the off-site high jump (sm) (frequency)), NGda found that the results shown at the beginning of the study averaged 23.95±2.51, while at the end of the study it showed a result of 26.44±2.69, an increase of 10.4%. In TG, the results shown at the beginning of the study averaged 25.08±2.28, while in the study oir, it showed a result of 29.48±2.57, that is, an increase of 17.54%. TG showed a 7.14% increase compared to our control group. At the conclusion of the study, this indicator was equal to 26.44±2.69 in Ng and 29.48±2.57 in TG, respectively, and we can see that the difference is statistically reliably organized (P<0.001).

Table 2

Analysis of the physical fitness indicators obtained at the beginning and end of the study of the Surdo experimental group testers (n=36)

Indicators under study	At the beginning of the experiment			At the end of the experiment			t	P
	$\overline{X}$	σ	V%	$\overline{X}$	σ	V%		
Standing long jump (sm.)	94,74	9,45	9,97	109,49	10,12	9,24	3,37	<0,01

10-meter sprint (sec.) speed	9,09	0,96	10,56	7,25	0,73	10,07	4,82	<0,001
Standing high jump (sm.)	25,08	2,28	9,09	29,48	2,57	8,72	4,05	<0,001
Forward bending of the body on a gymnastic bench (sm)	1,96	0,21	10,71	2,25	0,22	9,78	3,02	<0,01

Standing high jump (CManding high jump (CM.) While the results shown at Ng at the start of the study averaged 12.32±1.31, the study showed a result of 13.63±1.39 in Ohiri,tanding high jump (CM.) While the results shown at Ng at the start of the study averaged 12.32±1.31, the study showed a result of 13.63±1.39 in Ohiri, an increase of 10.63%. In our experimentaling high jump (CM.) While the results shown at Ng at the start of the study aol group.

DISCUSSION.

At the conclusion of the study, this indicator was equal to 25.08±2.28 in TG and 13.63±1.39 in Ng, respectively, and we can see that the difference is statistically reliably organized (P<0.001).

In the gymnastics seat, the results shown at the beginning of the study at NG in forward flexion (sm) (flexion) of the body were found to have averaged 2.12±0.25, while the study showed a result of 2.31±0.23 i.e. an increase of 8.96%.n the gymnastics seat, the results shown at the beginning of the study at NG in forward flexion (sm) (flexion) of the body were found to have averaged 2.12±0.25, while the study showed a e gymnastics seat, the results shown at the beginning of the study at NG group.

At the conclusion of the study, this indicator was equal to 2.25±0.22 in TG and 2.31±0.23 in Ng, respectively, and we can see that the difference is statistically reliable (P<0.01).

By the end of the pedagogical experiment, the relative differences in physical qualities of NG and TG children from the statistical characteristics of the indicators of development and movement activity made up a significant difference in average arithmetic values compared to the indicators at the beginning of the experiment. In the case of the tests obtained, the average of the relative differences of TG results with respect to the average arithmetic values of NG results was 2.32% at the beginning of the experiment, while at the end of the experiment this figure was equal to 9.13%, that is, it was observed that with large differences at the end compared to the initial results.

The facts that have arisen, the indicators of the dynamics of change in TG during pedagogical experiment of indicators of the development of physical qualities of preschool children with limited physical capabilities are much higher, and the statistically reliable change proves the effectiveness of interactive methods used in the experimental group. The effectiveness of the introduction of differentiated action games and the use of interactive exercises and the analysis of the results of pedagogical research were expressed in an increase in the indicators ($p<0.05$) that reflect the improvement of the physical development and socialization of these children.

Conclusion. The following conclusions can be recognized based on the study of their data, the observation carried out, the survey carried out, current research and a comparative analysis of the results of pedagogical experience.he following conclusions can be recognized based on the study of their data, the observation carried out, the survey carried out, current research and a comparative analysis of the results of pedagogical experience. The formation of vital movement skills and qualifications in physical education activities (physical education training, action games) with children belonging to various nosological groups (surdo)in specialized preschool educational organizations is revealed by many specialist scientists. But, the use of such exercises in a differentiated style, as a result of their application, it was found that the dynamics of change in the heterochronic bias of morphofunctional and physical indicators, the sensitive periods of their physical development, were not sufficiently studied.ut, the use of such exercises in a differentiated style, as a result of their application, it was found that the dynamics of change in the heterochronic bias of morphofunctional and physical indicators, the sensitive periods of their physical development, were not sufficiently studied. From the results of our current research, it was also found that the exercise used in activities with children was morphofunctional and had a sluggish effect on physical capabilities. On the basis of pedagogical observation, it was found that the lack of attention to the issues of formation of exercises on Surdo nosology in physical education of children of preschool age with disabilities, insufficient use of physical development and physical training tools, leads to a low level of children's structure and development in relation to age, and causes an disproportionate. By comparing the results obtained in the pedagogical experiment, comparative and statistical indicators, it was found that the results of selected tests for studying functional indicators characteristic of young chicks of children of preschool age older and school preparatory experimental groups increased by 8-14% in control groups, and statistical reliability in research groups increased by 15-19%. Based on the results of a pedagogical experiment carried out in order to determine the activity of movement of children with

disabilities, feedback on their analysis and a cross-comparison of the recorded statistical indicators, the results of children of preschool experimental groups on nosology were found that the average arithmetic values \ u200b \ u200bof the results of control groups in Therefore, the program we developed and used in the experimental group showed higher effectiveness than the traditional program used in the control group.

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