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PEDAGOGICAL POSSIBILITIES OF RHYTHMIC GYMNASTICS TOOLS IN THE MOTOR DEVELOPMENT OF CHILDREN 5-7 YEARS OLD

DOI: https://doi.org/10.5281/zenodo.16194230

Annotation. This article analyzes the pedagogical capabilities of the means of rhythmic gymnastics in the process of motor development of girls 5-7 years old. The study highlights the methodological importance of rhythmic gymnastics in the formation of movement coordination, balance, fine and large motor skills in preschool children. In particular, the positive effect of training using such tools as tape, rings, ropes, balls and sticks on the movement activity and emotional development of children is scientifically and experimentally justified. The article reveals the possibilities of choosing rhythmic gymnastics based on pedagogical approaches adapted to the age and psychophysiological characteristics of children, improving the effectiveness of the lesson through the structure of classes and game elements.

Keywords: motor development, rhythmic gymnastics, pedagogical opportunities, Movement Coordination, preschool education, physical education, training by means, emotional development, game elements.

Introduction.

The physical and psychomotor development of preschool children serves as a solid foundation for their successful formation in the subsequent stages of education and upbringing. The age range of 5-7 years in particular is characterized by rapid changes in the child's body, an increased need for movement activity and increased adaptability to the social environment. During this period, motor skills, that is, movements based on the activity of large and small muscles, are systematically formed in children. Therefore, the use of special pedagogical tools is relevant in enriching the children's culture of movement, developing the ability to control the body and strengthening their coordination functions. It is one such tool that is artistic gymnastics. Rhythmic gymnastics differs from other physical exercises in its aesthetic, rhythmic, musical and functional aspects. This sport provides not only physical, but also aesthetic and emotional development in children by working with tools, performing movement with elegance, adapting to a musical tone. Especially for 5-7 — year-old girls, activities organized through rhythmic gymnastics tools-tape, hoops, balls, sticks, ropes-awaken their interests, create the opportunity to learn through play and help to effectively implement pedagogical goals. These tools are of great importance in the formation of skills such as the formation of movement coordination, the development of fine and large motor skills, the conscious execution of the sequence of movements.

Main part.

The motor development of children between the ages of 5-7 is directly related to their general level of psychophysiological maturation, during which the central nervous system actively improves, while the musculoskeletal system begins to form sufficiently to expand the range of movements. The activity of movement is manifested as the main tool in the child's learning of the environment, self-expression and adaptive response to external stimuli. In children of this age, basic skills in large motorics (walking, jumping, running) and small motorics (holding, spinning, shooting) are formed in stages. While maintaining body balance, speed control and spatial move-

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Rhythmic gymnastics tools are effective tools that are able to develop the activity of movement in children not only physically, but also aesthetically and creatively. These tools include objects such as ribbons, rings, sticks, balls, and ropes. Each tool is of interest in children with its construction, requirements for movement, aesthetics of execution techniques and appearance, increases emotional activity and forms a conscious approach to training. For example, movements performed with tape develop the skills of feeling rhythm, gently controlling movement, and spatial drawing. Exercises such as hoop jumping, spinning and shooting shape the ability to perceive space, maintain balance and perform movement with precision. Ball training, on the other hand, enhances reaction speed, hand-eye coordination, and attention stability. The movements performed with the stick serve to maintain balance and control symmetrical movements. And the rope is used as a means of serving general endurance, cardiovascular activity and leg muscle development

The pedagogical significance of the means of rhythmic gymnastics is manifested in the fact that they are able to give a didactic, aesthetic and emotional load on the activities of the child. Activities organized by such means encourage the child to move through play activities, teach him to perform the movement in a musical, Beautiful and conscious way, and through this form a culture of movement. At the same time, each tool enriches the type of training, increases the types of movement and opens up the possibilities of individual expression in the child. Viewed from a pedagogical point of view, the means of rhythmic gymnastics are considered as a tool that is strengthened in the process of mastering the movement aimed at the personal development of the child. Through each tool, the child participates in the movement, tries, examines and evaluates himself, which leads to the conscious formation of movement skills. For this reason, it will be necessary to evaluate these tools not only as a tool for teaching sports techniques, but also as a methodological resource with a comprehensive educational, developmental and educational significance

The pedagogical experiment was aimed at determining the practical aspects of this research. Its main goal was to practically assess the impact of rhythmic gymnastics on the formation of motor skills in girls 5-7 years old. According to the terms of the experiment, a system of special training based on the means of rhythmic gymnastics was introduced in the experimental group. The program included exercises that used tools such as tape, hoops, sticks, balls, and ropes.he pedagogical experiment was aimed at determining the practical aspects of this research. Its main goal was to practically assess the impact of rhythmic gymnastics on the formation of motor skills in girls 5-7 years old. According to the terms of the

experiment, a system of special training based on the means of rhythmic gymnastics was introduced in the experimental group. The program included exercises that used tools such as tape, hoops, sticks, balls, and ropes. Each lesson was organized based on established pedagogical principles. The complexity of the exercises was gradually increased, the movements were adapted to the rhythmic tone, the level of independent performance of children was monitored. During the experiment, motor indicators were studied to be modified through tests and observations. The final results showed a significant improvement in coordination, balance, fine and large motor movements, speed and accuracy in the experimental group. The ability to perform movements in a conscious way, to confidently control the means, to adapt to the musical rhythm became much more active. In the control group, however, no such changes were recorded. This confirms the effectiveness of exercises based on Rhythmic Gymnastics on a scientific basis

Through the means of rhythmic gymnastics, it is possible to develop children in every possible way. With these tools, children are formed not only by the activity of movement, but also by the concept of sensitivity, control of emotions, creative thinking, balance and aesthetics. Since the movements are performed in harmony with the musical rhythm, the child seeks to perform each exercise with elegance.

Conclusion.

Rhythmic gymnastics means have a high pedagogical efficiency in the motor development of preschool girls. Activities organized using such tools as tape, hoops, sticks, balls, ropes develop children's movement activities on an aesthetic, rhythmic and creative basis. Based on the results of the experiment, it is determined that exercises performed with these tools are much more effective in increasing large and small motor skills, coordination, balance and agility in children. A deep study of the pedagogical capabilities of the means of rhythmic gymnastics and their systematic use serve to develop modern forms of physical education in preschool education.

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