

Technology for the Targeted Development of Children's Motor Potential in Preschool Educational Institutions

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Abstract: *This article addresses the issues of purposeful development of children's motor potential in preschool educational institutions.*

Keywords: *Technology, cognitive, sensory, motor, intellectual, potential, rational.*

Introduction: At the international level, programs and technologies aimed at developing children's motor activity are considered one of the priority directions of the education system.

Preschool education is one of the most important stages in ensuring the physical, psychological, and social development of children. The technology for developing children's motor potential is an integral part of this process, contributing not only to strengthening physical health but also to the formation of intellectual, social, and emotional skills. The role of this technology in the global education system is growing day by day, as it lays the foundation for guiding future generations towards a healthy and active lifestyle.

Analysis of the literature. Theories of psychomotor development in preschool children suggest that children learn to interact with their environment through physical movements. The psychological and intellectual development through these movements, the influence of actions on the stages of a child's cognitive development, and the fact that motor activity serves as a means of stimulating thought processes were studied by Lev Vygotsky and Jean Piaget. The importance of sensory and motor development was researched by D.B. Elkonin and Nikolai Amosov. Based on the child's age, physiological and psychological characteristics, physical education solves health-improving, educational, and developmental tasks. They are aimed at forming rational, conscious actions in a child, and the issues of accumulating motor experience and creating the possibility of its use in everyday life are illuminated in the educational and methodological works of B.B. Mamurov, K.M. Makhamdzhonov, and M.Sh. Rasuleva.

The standards of physical activity for children recommended by the World Health Organization are also widely covered in the literature. These standards provide clear instructions on the quantity and quality of traffic.

Research and methods.

Preschool education serves as an important foundation for the comprehensive development of a child's personality. During this period, it is necessary to develop children's physical and motor activity, strengthen their overall health, and foster interest in future physical activity. Developing the motor potential of preschool children is of crucial importance.

Physical activities for preschool children:

1. Strengthening health: Motor activities help develop children's cardiovascular, respiratory, and musculoskeletal systems.

2. Improving psychological state: Movement-based games reduce stress in children and increase self-confidence.
3. Developing cognitive function: Movement-related activities enhance a child's ability to think, remember, and solve problems.
4. Forming social skills: Through team games, children learn to communicate and cooperate.

Conclusion. Developing children's motor potential is one of the primary tasks of preschool educational institutions. In this regard, by implementing modern technologies and scientific approaches, it is possible not only to improve children's health but also to form essential life skills in them.

Recommendations:

1. Develop an individual development program for each child.
2. Professional development of teachers and training them in innovative technologies.
3. Engaging parents in cooperation and supporting children's motor activity at home.

These technological approaches play an important role in shaping a healthy and active lifestyle for children in the future.

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