



Technology of Teaching Preschool Children to Game Table Tennis

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Annotation: The article discusses a technological approach to teaching preschool children to play table tennis. The positive aspects of table tennis lessons are revealed, the content of the additional education program "Teaching children of senior preschool age to play table tennis" is described.

Keywords: technological approach, teaching, children of senior preschool age, table tennis.

Introduction. One of the strategic objectives of the development of the Republic of Uzbekistan is the formation of a healthy generation. Preschool children are happy to engage in motor activities, and sports games, one of which is table tennis, are of great interest to them. Table tennis has great potential for the physical development of preschoolers: it develops all kinds of attention, dexterity, speed, flexibility, endurance, coordination and strength [1, 2].

Playing table tennis improves not only the speed of movements, but also the speed of reactions - both a simple, direct reaction to a partner's blow, and a complex prediction reaction. This game develops operational thinking [3].

Table tennis also creates favorable conditions for mastering spatial orientation, strengthening the muscular-ligamentous apparatus. Actions with the ball and racket contribute to the development of the eye, consistency of direction, strength and expressiveness of the movement of the arms and body [4, 5]. During outdoor games with the ball, conditions are created at the preparatory stage for the inclusion of both hands in the work, which is important for the full development of the child [6, 7].

Exercises and games with a small tennis ball develop both large and small muscles, increase mobility in the joints of the fingers and bones. In the game of table tennis, favorable conditions are created for the upbringing of positive moral and volitional traits of the child, tact and endurance, honesty, and responsibility for one's actions are brought up.

In addition, table tennis is an exciting sports game, which is an effective means of physical education and comprehensive physical development [8, 9, 10]. The relative theoretical and methodological underdevelopment of the problem of teaching children of senior preschool age to play table tennis is the increased interest of specialists in this sport [11].

The methodological support of the additional educational program includes a long-term plan; techniques and methods of organizing training sessions; multimedia material (interactive games, presentations about table tennis, a media library with video lessons on table tennis), which contributes to the formation of children's ideas about the game of table tennis; author's games and manuals that contribute to mastering the techniques of playing table tennis [12, 13].

Training sessions for teaching children to play table tennis have their own characteristics and differ from ordinary physical education classes. The main difference is the possibility of classes for children with different levels of initial physical fitness [14, 15].

Table tennis training session consists of three parts: preparatory, main and final. The division of training sessions into parts is of great pedagogical importance. During their implementation, the

following rules are observed: the lesson begins with a warm-up; then the main work (the main part) is carried out, in this part the load may be different depending on age, motor experience, type of exercise, and so on, but, as a rule, always high; the final part of the classes (the final part) is characterized by a decrease in the load [16].

In the introductory part, a psychological mood is created in children, motivation of children for upcoming activities in order to improve the quality of the tasks of this lesson [17, 18]. Children are introduced to the content and intensity and distribution of training loads.

The task of the special part of the warm-up is to prepare the body for specific tasks of the main part of the lesson, special preparatory exercises are performed, which, in terms of coordination of movements and physical activity, are similar to motor actions in the main part of the lesson [19, 20].

Physical qualities are important for playing table tennis: special endurance combined with mobility and quick reaction. The speed of the athlete's actions is important: quickly assess the situation, change the direction of movement, react, start, move, swing. The presence of these qualities in the ever-changing environment of the game is an opportunity at an opportune moment to seize the initiative and achieve victory.

For the development of physical qualities, it is recommended to plan training loads in the following order: exercises for the development of agility and speed, then for the development of strength, and at the end of the session for the development of endurance.

The final part is obligatory in any training sessions. The purpose of this part is a gradual decrease in load, bringing the body to a state close to normal in order to avoid overloading the cardiovascular system, since a sharp transition to rest activates the muscle pump and, as a result, overloads the heart muscle.

The educational tasks of the lesson are solved by appropriate selection of games and game exercises, rational distribution and alternation of the volume of loads.

Training in table tennis is carried out based on the scheme of initial learning of the technical elements of sports games:

1. Introduction to table tennis in general through the methods of words and visualization.
2. The initial learning of the simplest techniques by isolating them from a complex set of special actions and movement's characteristic of table tennis.
3. Deep learning of simple special movements. Bringing them up to skill level. Learning on their basis of elementary ligaments, combinations.
4. Consolidation of simple combinational actions and movements of a specially directed nature using the methods of a partial regulated exercise.
5. Improving the basic technical techniques that are typical for table tennis using game and competitive methods.
6. Initial learning of an elementary tactical scheme of the game according to simplified rules.
7. In-depth learning of both elementary and more complex tactical schemes.
8. Fixing the main tactical pattern of the game.
9. Solving simple tactical problems through the use of techniques, motor actions and movements characteristic of table tennis.
10. Improving the game through the development of interest in it. The leading place in teaching the game of table tennis is given to the imitation method, since imitation and easy suggestibility are the main characteristic features of the neuropsychic development of preschool children.

Conclusions. Great importance in the implementation of the program is given to the activity of the child, his initiative and independence during classes. Thanks to games and game exercises, the meaning of the movements performed by the child becomes clear and close. Training in motor actions and their application should take place in different conditions, so it is recommended to conduct game classes in different conditions: in the gym, in open areas. This gives scope for the mobilization and development of the child's motor abilities.

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