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GAME EXERCISES FOR DETERMINATION OF FORMATION OF MOVING FEELINGS AND PERCEPTIONS AT CHILDREN OF THE THIRD YEAR OF LIFE: PSYCHOLOGICAL ASPECT

Abstract. *The article discloses game exercises for the study and determination of the formation of motor sensations and perceptions in children of the third year of life. They allow the researcher to focus on the individual history of the development of sensations and perceptions in a child, to determine the specificity and patterns, conditions and factors that ensure the motor development of children of the third year of life. Concretization and description of the game exercises allows you to conduct a study, adhering to the principles of personal orientation, objectivity and consistency.*

Key words: *motor development, motor sensation, motor perception, child of the third year of life, play exercises.*

INTRODUCTION

Today, children of the third year of life are in a social situation, when life requires them to mobile adaptation, leads to an understanding of the movement, forms its education and management. I am sure that I have the opportunity to communicate with the world of adults, peers, opens up opportunities to learn about the world. Given the social, biological determinants, motor activity, socio-cultural determinants, the development of the child's body, socio-cultural problems and the needs of the organism and homeostasis, morphological, functional, biomechanical, psychological states that have a direct impact on the child's motor development. To determine these factors, it is necessary to pay attention to issues related to the formation of motor sensations and perceptions in children at the stage of ascertainment. Analysis of historiographic sources (N. Bernstein, A. Zaporozhets, I. Pavlov, I. Sechenov) allowed to conclude that the objects that call them; frequency of sensations, their quantitative assessment; the duration of sensations, their temporary effects, the duration of the stimulus. Next, pay attention to the process of perception of the child movement. We are interested in the child's selection of the perceived object from other objects, the presence of previous experience in the perception of movements, and the sensible perception of movements. In determining the presence of prior experience in the perception of movements by a child, it is necessary to determine whether he recognizes movements, has an idea of himself and an idea of

movements. To the sensible perception of movements we attributed: the orientation of the child in the direction of movement, which we establish in the direction of the stimulus; the perception of the speed of movement, which is determined by the speed with which the stimulus moves and the volume of the stimulus moves, as a subjective perception of the strength and intensity of sound by a child. The above indicators of the formation of motor sensations and perceptions in children of the third year of life are related to the cognitive component, to the cognitive criterion.

MAIN TEXT

For the research of the formation of a sense of movement (quality of sensations) in a child of the third year of life, which are determined by the properties of the objects that cause them, we offer children the game exercise “Play with a Ball”. We inform the children that today they have come to the toys that live with them in the group room. We suggest children to consider soft toys and choose one with which the child will play. In order to get acquainted with selected toys, we advise children to take one ball from the basket (balls of different colors) and look at the ball.

The game exercise has some peculiarities: children play from 1 to 3 people, balls are different in color, the names of the children are depicted on them; balls of the same size, small, fit well in the hand of a child; made of rubber. Soft toys of medium size in the amount of not less than ten (Bunny, Chanterelle, Kitten, Dog, Bear, etc.) so that the child has the opportunity to grasp the toy foot with his hand, and the ball was placed in the toy's hand. Choosing a toy (Bunny and others), the teacher should pay attention to the fact that it was not made only for perception in a static position, this toy should be movable in the hands of the child.

The study is carried out by three adults, preferably two teachers and a psychologist, taking into account the speed of the game exercise and the processes of forming sensations and perceptions in children, children's appeal to their own experience and learning new content, proposed by the teacher during the game exercise. This number of adults is necessary for the complete fixation of objective information during what is seen, heard. To determine the child's orientation in the object, its properties, adults record the child's actions: examines the ball, how it acts with it, whether it acts with it at all, recognized the ball, all movements of the child. When the teacher offers to play with the ball, another adult captures the movements of the child when he rolls the ball from one hand to the other (from himself and to himself), when he kicks the ball with his foot, hits the ball on the floor, rolls the ball to the teacher. We also fix the emotions of the child during movements, the articulation of movements. We provide the child with a different game exercise with questions: what does she (he) play with? Does she (he) like to play?

To study the intensity of sensations, we determine their number, strength and weakness, which depend on the strength of the stimulus. We offer children to play further if the desire to play is not extinguished. The teacher demonstrates actions with a toy, commenting on them. He takes the Bunny, puts it on his own knees, gives the ball to the bunny in his paws and shows how the bunny can roll the ball from one paw to the other paw on a flat surface, then how he beats it with the back paw hits the ball on the floor with the front paw, rolls the ball to the teacher. Adults record how many seconds or minutes a child places a toy on his or her own knees, how he controls the toy so that it performs actions with the ball. Whether the chosen toy is a strong or weak irritant (the number of sensations depends on the number of analyzers involved (visual, auditory, kinetic, tactile, etc.)). We also fix the child's emotions, articulation of movements, the impression of actions with the toy. At the end of the game exercise, you should ask the children: satisfied (Bunny, Chanterelle, Kitten or others) with a ball game? Is the child happy with this game? We fix the answers of the children in writing.

To study the sensation of movement (duration of sensations, their temporal characteristics, which depend on the duration of the stimulus), the teacher records the duration of the stimulus (time (sec, min.)). When the child acts with the ball, with the toy, selects the toy, examines the ball, plays he plays with him while manage a toy - acts with an irritant. That is, during the whole game exercise, one of the teachers fixes all actions with a ball and a toy and focuses on the sensation of movement, the second teacher records the child's perception of movement. The third teacher during the deployment of the game exercises, its existence, completion, fixes the duration of the child's movements when she (he) acts with the ball, controls the toy and the ball (examines, beats, hits the floor, rolls, stops, catches and etc.).

In order to determine the formation of the perception process of movement (selection of the perceived object among other objects) in children of the third year of life, we ask children to find a familiar ball among toys that move. The teacher actuates balls of various sizes (up to ten), among which there are small balls familiar to children. Suggests to find them among the balls that are rolling in different directions. We fix if each child has found his own ball, when the teacher, collecting all the balls, beats them with his foot, once again bringing them together; when the teacher puts all the balls on top.

In order to identify the child's experience of perception of movement, we expand the game "Learn movements", offering children (no more than 3-5 people) to watch several children's cartoons (according to the age of children), during which children should call familiar movements (goes, runs, sits, stands, throws the ball, etc.), which are carried out by cartoon characters, stimulate children's answers with questions if there are no answers. Continuing the game exercise, we advise children

to play with the ball (do you have a ball, how will you play with it? Show and name movements). We fix children's comments while watching cartoons, focus on the names of movements; during the second part of the game exercise, we fix actions with the child with the ball, whether the child names his own actions, or articulates movements.

We investigate the sensible perception of movements, identifying the orientation of the child in the directions of movement, which we will establish in the direction of the stimulus; the perception of the speed of movement, we define the speed with which the stimulus moves; The irritant loudness is examined as a subjective perception of the strength and intensity of sound by the child. The game "Find the Ball" offers the child (3-5 children) to find the ball among various toys in the group room. Come and find the ball, bring and put in the basket. It is important for the teacher in such a case to catch the time when the child turns to him for help (in his eyes, in his address, in a state of confusion) and to tell the child the direction where the ball was hidden, with his hand (left, right). We fix the movements of the child (goes, bends, examines, searches, takes articulating, gets, carries, runs, goes slowly), which she (he) carries out, looking for the ball; emotional state, performance of the teacher's verbal task (to approach, take, bring, put in the basket).

We continue to play with the ball during the game exercise "Fast-slow." We invite 3-5 children to the exercise and ask them to perform actions with the ball quickly and slowly. The teacher sits in front of the child (the distance from the child to the teacher is the same 40-50 cm., Indicated by a strip on a flat surface), explains the game rules (I will to roll the ball to you slowly, and you roll to me quickly, then vice versa (three times)) . The teacher demonstrates the movement, commenting on his actions and the actions of the child and invites the child to comment on the actions with the ball himself. We fix the comments of the child during the six rolling of the ball.

The perception of the loudness of the stimulus as a subjective perception of the strength and intensity of the sound by the child is determined when the playing game "I listen to the ball" is deployed, observing the following conditions: the localization of the stimulus in the space of another room, the same amount and strength, the intensity of the ball hitting the floor, the wall. We fix the facts of the child's recognition of the ball as a stimulus and whether the child will guess that in the room next to someone hits the ball on the floor, on the wall, how loud, hard, quiet, almost inaudible.

CONCLUSIONS

So, the proposed gaming exercises are real tools for the implementation of the ascertaining stage of research into the characteristics of the motor development of children of the third year of life in a pre-school educational institution. At the same

time, such game exercises allow the teacher to focus on the individual history of the development of sensations, perceptions in children, to identify the levels of formation of motor sensations and perceptions, to identify the specifics and patterns of motor development of children of the third year of life.

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