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## INFLUENCE OF MOTORIC ACTIVITY ON THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN

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A decrease in the motoric activity of preschoolers is a prerequisite for a significant deterioration in their physical and mental development. Preschool education is designed to ensure the harmonious development of a child, and we consider care for the health of the youngest generation to be the foundation of this process. After all, a healthy child acquires more efficiently the vital skills and abilities, and adapts more quickly to rapid changes in the environment. After all, these values are provided for by the Basic Component of Preschool Education. Optimal motoric activity enables further development in various aspects of the child's personal development [3; 4].

The activation of physical activity triggers the corresponding mechanisms in the preschooler's body, which improve the functions of not only the muscular, but also the cardiovascular, respiratory, nervous, and digestive systems [2].

The development of the main physical and mental qualities is achieved by the use of appropriate psychophysiological tools of physical culture [1].

We consider the physical activity of a preschool child as a kind of catalyst for the growth and development of their body. Proper motoric activity of a preschooler ensures the necessary level of health, physical development and enables quick acquisition of physical skills [5, p. 11].

Regular physical exercises, provided they are properly regulated, gives children cheerfulness, optimism and a high level of physical and intellectual capacity. The ability to withstand the constant physical strain by regularly training the body significantly increases the immunity and resistance to negative external influences, such as diseases of the upper respiratory tract, colds, etc.

Children are characterized by an individual manifestation of motoric activity, which makes it possible to distinguish between hyperactive, sedentary, inert children, etc.

There is a classification of physical activity or performance of various motoric acts:

- daily natural motoric actions;
- participation in mobile games;
- specially organized physical exercises;
- independent motoric activity;
- execution of pre-planned complexes of regulated movements [5].

Thanks to the development of motoric skills, the formation of abilities and skills, the implementation of basic locomotion in preschool age, the development of the child's cognitive sphere is activated (attention, feeling, perception, memory, imagination and thinking) [5; 14].

Scholars correctly associate motoric functions with the functions of the higher central nervous system, believing that the motoric analyser plays a leading role in the integral structure of human development and cognitive activity. There is a close relationship between motoric functions and the activity of the higher central nervous system, which once again proves the influence of movements on the mental development of a person, and therefore on their cognitive activity [13].

P.F. Lesgaft, the founder of physical education of preschool children as a science, convincingly emphasized the close connection between mental and physical development, because mental development is impossible without corresponding physical development [5].

Prominent psychologists L. Vygotskyi, O. Zaporozhets and J. Piaget argued the existence of a direct interdependence between the volume and quality of motoric activity and the processes of perception, memory, thinking, and emotions with pre-schoolers of various ages [8].

Current cognitive processes significantly improve the quantitative and qualitative characteristics of motoric acts. That is, the positive dynamics of mental processes occurs as a result of the impact of physical exertion on the child's body [10].

Educators, psychologists and physiologists jointly created the category «psychomotorics», which allows characterizing the properties of movement according to the following characteristics: speed, force, direction, intensity.

It is common knowledge that any motoric activity is closely interconnected with mental processes in the human body. Therefore, in order to form higher mental functions and properties (speech, abstract thinking, imagination, etc.), it is necessary to acquire certain sensory and muscular experience, which is the foundation of the psyche, an important prerequisite for more complex activities, the performance of more complex tasks [6].

As is well known, the motoric sphere of a child begins at the infant age, therefore the purposeful development of motoric skills enables the development of all mental functions of the child. The lack of favourable conditions for the formation of physicality causes an obvious slowdown in the development of mental processes, which is extremely difficult to compensate on subsequent stages of development [12]. Accordingly, improving the psychomotor abilities of young children has a noticeable impact on the development of cognitive activity and the formation of a number of important skills of pre-schoolers [9].

Performing psychomotor actions by preschool children requires active involvement of thinking efforts. Prohibitions or restrictions on motoric activity lead to a slowdown or lag in mental development compared to peers. The sensitive psychomotor period is considered to be the age of 5 to 8 years, when the child develops the sophistication of motoric acts, their sophistication, attractiveness, etc. [7].

The proprioceptive impulses in the process of muscle activity most effectively stimulate the development of pre-schoolers in a sensory, intellectual, and physical direction, and therefore is a catalyst for the child's cognitive activity [9; 10].

After all, any motoric activity is an inexhaustible source of health, physical and intellectual capacity, as well as an important criterion for

the development of psychomotor skills, thinking, perception, attention, memory – that is, the cognitive sphere of a pre-schooler. Active motoric activity enables the child's socialization, developing among others such qualities as: courage, determination, culture of behaviour, independence and initiative.

Therefore, a variety of motoric activity has a significant impact on the cognitive development of a preschool child, because it occurs as a result of the involvement of the processes of speech, thinking, imagination, etc. Toddlers are characterized by high motoric activity, which is regulated by the corresponding age periods of preschool childhood.

The undeniable value of preschool education is the strengthening of physical, mental, spiritual and social health. A clearly planned and properly organized motoric activity creates a solid foundation for further successful development of the child's personality, which is impossible without the cognitive segment.

Thus, an optimally thought-out, clearly planned and detailed system of motoric activity is a specific regulator of the growth and development of the whole body of a preschool child in general. Physically active pre-schoolers are characterized by a good state of health, a high level of physical development, as well as the ability to quickly learn not only a variety of complexly coordinated physical exercises, but also to successfully solve intellectual tasks.

The indisputable effect of systematic physical exercises is observed not only in specially organized physical development classes, but also during self-performed motoric activities, which create the necessary prerequisites for successful learning in primary school, and also allow for the effective formation of educational and cognitive interests of a preschool child at the same time.

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