

## INTEGRATION OF THE AREAS OF EDUCATIONAL ACTIVITIES FOR CHILDREN IMPLEMENTED IN PRESCHOOL EDUCATIONAL INSTITUTIONS

E.I. Gamirova<sup>1</sup>, I.E. Kononov<sup>2</sup>, V.I. Volchkova<sup>3</sup>

Volga Region State Academy of Physical Culture, Sport and Tourism, Kazan, Russia

Для связи с авторами: E-mail: elza0311@mail.ru

### Abstract:

The author of the article analyzes the Federal State Educational Standard, a key regulatory document regulating the activities of the entire system of preschool education, which spells out the goals, objectives, principles, functions and requirements for educational programs. The article is interesting as the question of the use of means of physical training to improve the quality of training in various areas of educational activities for children of the preschool age, realized in the framework of pre-school educational institutions is considered.

**Key words:** integration, the field of educational activities, pre-school institutions, federal state educational standard, environmental education, speech development.

### ИНТЕГРАЦИЯ ОБЛАСТЕЙ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ ДЕТЕЙ, РЕАЛИЗУЕМЫХ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

Э.И. Гамирова<sup>1</sup>, И.Е. Коновалов<sup>2</sup>, В.И. Волчкова<sup>3</sup>

Поволжская государственная академия физической культуры, спорта и туризма Казань, Россия

### Аннотация:

В статье приводится анализ Федерального государственного образовательного стандарта – ключевого нормативного документа, регламентирующего деятельность всей системы дошкольного образования, где прописываются цели, задачи, принципы, функции и требования к образовательным программам. Рассматривается вопрос применения средств физической культуры для повышения качества обучения в различных областях образовательной деятельности детей младшего дошкольного возраста, реализуемых в рамках дошкольных образовательных учреждений.

**Ключевые слова:** интеграция, области образовательной деятельности, дошкольные образовательные учреждения, Федеральный государственный образовательный стандарт, экологическое образование, речевое развитие.

### INTRODUCTION

Due to the increasing requirements for the quality of the educational process of children, realized in the framework of pre-school educational institutions (PEI), the role of all of its components, including physical education and other educational activities increase.

In PEI, a large number of methods and technologies related to the formation in preschoolers' knowledge in the field of physical training and other educational activities as new integrated activities are currently implementing. However, practically no specific programs directly address to the problem of the general education of preschool children in the course of employment exercise.

In the modern system of preschool education PEI, the main goal is the full development of a pre-school child, which includes a solution of three interrelated tasks: to provide a complete education and development and to provide quality education. The solution to these problems is not possible without the realization of one of the basic principles of the Federal State Educational Standards of preschool education (FSES PE) - the principle of integration of educational areas, in accordance with the age and abilities of pupils of the features, characteristics and possibilities of educational areas [2].

One of the most important tasks of the PEI is the physical education of children. Good health, having got in the preschool years, is the founda-

tion of the overall development of a person. In no other period of life, physical education is not associated so closely with the overall development and education, as in the first six years of a child's life. During the preschool years, the child the foundation of health, harmonious physical, mental, social and intellectual development, and comprehensive motor readiness lays.

In this context, the aim of our research is to justify theoretically and to verify experimentally the integration of physical training in the field of educational activities for children of the preschool age.

The study was conducted based on Autonomous Municipal preschool educational institution "Kindergarten №339 combined type" of the Moscow district of Kazan, Republic of Tatarstan.

#### **THE RESULTS OF THE RESEARCH AND THEIR DISCUSSION**

Application of physical training in the general education of children is one of the promising directions of PEI, in which it is possible to solve one of the most important tasks of education of preschool children - understanding of the value of own life and health through the formation of a fully developed personality.

The analysis of the calendar-thematic plans showed that in PEI the means of physical culture in the educational activities for children of preschool age are not used. In own work, the specialists use mainly observations, reading fiction and educational games. Meanwhile, many of the tools of physical culture have the content that is able to effectively influence in PEI educational activities, to the development of the common culture of preschool children in general, and the level of education in particular. The operation of modern PEI is primarily aimed at the formation of the integral development of the child's personality, which is put forward as the main purpose of the training and the condition of its efficiency. Which in turn requires ensuring the integration of all kinds of activities such as environmental education, and because of many factors, the most productive means of solving this problem is the physical training.

At the beginning of the experiment it was de-

veloped and subsequently implemented a program of physical training with the elements of environmental work to ensure the integration of the educational field of physical culture and environmental education to enhance the formation of environmental awareness in children of preschool age using exercises.

The content of the pilot program included traditional (outdoor games) and traditional (elements of yoga) means of physical culture.

Physical exercise as a means of physical education is the most natural and affordable human activity, forming a character, which in turn determines an attitude towards the world, including nature.

At preschool age the assimilation of new knowledge in the form of gaming exercise takes place better than during direct educational activities. The training objectives set out in the form of games has several advantages, because in the game a child understands the need for acquiring new knowledge and methods of action. The child, fascinated plan, does not notice that he learns new ways, although he continually faces with difficulties that require restructuring of his representations and cognitive activity. If at the lesson a child performs a task of an adult then is in the game he decides his own task [7].

During the contact with nature in an entertaining way children form emotional responsiveness, ability and desire to protect nature forming, living objects in all their diversity to see. In the creation of the necessary conditions for the normal functioning of living creatures to participate that are in the field of children's reach, the importance of nature protection to understand, consciously to carry out standards of behavior in the nature.

In the process of physical education of children, it is necessary to use both traditional and non-traditional means of physical education, one of which is yoga.

Yoga helps a child to develop flexibility, good posture and coordination of movements, and to avoid subsequently such common diseases of the spine, such as scoliosis to strengthen internal organs and to improve general condition helps. Yoga exercises strengthen the muscles, making them more flexible, developing joints,

making movement of the child beautiful and malleable. [3]

In the process of yoga about children it is formed a view about the nature of some representatives of flora and fauna, especially their appearance, habits, lifestyles. Children are introduced to the character of the interaction of plants and animals. In addition, the development of elements of yoga children develops flexibility; good posture and coordination of movement helps, and overall health improve.

Expected results from implementation of the program received in full, ecological knowledge that children receive in the course of the experiment, were at the last stage of the study demonstrated.

The implementation of the principle of integration in the development of the content of the educational field "Physical development" ("The formation of the initial ideas about a healthy way of life" and "Physical Education"), based on the joint work of all participants in the educational process in PEI, you can create the preconditions for full physical and mental development personality and skills of health preservation, which are a part of the comprehensive development of children.

There are the following forms of interactive process: joint creative projects, events, experiments, excursions, plot-role-playing games, etc. ("Visiting Dr. Dolittle," "We are - strong, brave, agile and skillful" - 1 junior group)

At each educational area in different types of children's activity, it is possible to focus attention on children's health preservation rules. In the course of research, comparative observations in the design process, when reading fiction educator has to address issues of health culture, and healthy life, the rules of health-behavior that contributes to the formation of a child of the valuable relation to their health have the opportunity.

The developed complex case planning educational and educational process for all age groups valeological unit are integrated ("We protect the pen," "We protect the legs," " We protect our ears," "We protect the eyes," "We protect the nose," "It's me", "How mom taught to eat properly bear ", " Doll have a toothache, "" Our

handkerchief ", " My Hands " - 1 junior group).

All the work on physical education and health of children in PEI with extensive use of game activity is being built, and the entire motor-playing activity of a child is considered a basis of his physical development, training, rehabilitation and education.

Thanks to well-constructed system of sports and recreation activities and dissemination of gaming activities in PEI, we could reduce significantly the illness levels of children. That does the positive dynamics of the health index: 2012 - 17%, 2013 - 21.5%, 2014 - 22% (at a rate of 15-40%).

Therefore, the integration of education in the areas of health saving as a guiding principle of the organization activities in PEI is aimed at achieving a common goal - promoting a healthy lifestyle.

Another important task is to correct the activities of preschool speech abnormalities in the child's development. Successful overcoming underdevelopment of speech is possible only if the use of the whole complex of various tools and techniques that contribute to mental, intellectual, mental development, education of moral-strong-willed personality traits, as well as the full physical development [13].

At preschool age children with general underdevelopment of speech slowing of physical development, mental retardation with the manifestation of the general underdevelopment of speech, motor disinhibiting, impaired vigilance, visual and auditory perception pay attention to themselves. Increased distractibility is combined with a low cognitive activity, personal immaturity, learning difficulties. Many children with systemic underdevelopment of speech in the neurological examination a variety not usually pronounced movement disorders revealed. These changes are characterized with muscle tone changes, poor coordination of movements. Expressed in different degrees total motor failure, as well as developmental disorders of movements of the fingers, since the motion of the fingers are closely related to speech feature marked.

Children with general speech underdevelopment from the normally developing peers in the reproduction of motor tasks on the spatial

and temporal parameters behind, actions violate the sequence of elements, its component parts lowered, in the performance of metered movement's uncertainty experience. The development of the motor areas characterized by poor coordination, decrease in speed and agility perform movements. Often there are difficulties in carrying out movements of verbal instruction. For example, rolling the ball from hand to hand, transferring it from a short distance, hitting the floor with alternate alternation; jumping on the right and left leg, rhythmic movements with musical accompaniment.

For the purpose of preventing and overcoming physical disabilities and motor area about children with speech impairments, in the practice of PEI new approach to training has been introduced, namely integrated classes.

The content area "Physical development" to gain experience in the following activities consists of the following aspects: motor, including those related to the implementation of exercises aimed at the development of physical skills and motor abilities; contributing to the proper formation of the musculoskeletal system of the body, the development of balance, coordination of movements, large and fine motor skills of both hands, as well as the right, without prejudice to the implementation of the basic movements of the body, the formation of the initial ideas about some sports, the mastery of mobile games with the rules; becoming the focus and self-control in the motor area; formation of values of a healthy lifestyle, his mastery of basic regulations.

The content of the field "Speech development" includes possession of speech as a mean of communication and culture; enrichment of vocabulary; the development of coherent, grammatically correct dialogic and monologue speech; development of verbal creativity; the development of sound and intonation of speech, phonemic hearing; familiarity with the culture of books, children's literature and listening comprehension of texts in various genres of children's literature; formation of a sound analytical and synthetic activity as a prerequisite for literacy.

In this way, integrating the above area for chil-

dren, imagination is activated, creative abilities in the process of motor activity develop, skills to act in a collective develop, emotional development of the interest and desire to exercise is created, proper breathing is formed, and phonemic hearing is developed.

In order to implement the principle of integration of different educational areas in PEI the forward-thematic plan in close cooperation of experts of various specialties was developed. The main objective of this plan is a comprehensive remedial and pedagogical impact on children aimed at preparing them for full mastery of oral and written speech, the development of attention, thinking, connected speech, preservation and promotion of health. In turn, for the effective implementation of correctional and pedagogical influence on children with speech impairments, we held such forms of employment as the integrated sports and speech classes. The primary means of integrated sports and speech training is a game activity.

The use of integrated sports and voice lessons as a means of learning gives a positive result. Children have their own interest in the question raised, vocabulary intensified and enlarged. Due to the practical application of integrated sports and speech training for children voice level of development of physical qualities (speed, strength, endurance, flexibility, coordination), fine motor skills, and concentration there was tenacity, willingness to cooperate with other children improved.

Given all of the foregoing it can be concluded that integrated sports and speech classes for children are expanding the arsenal of motor skills, improve coordination (balance and spatial orientation), improve concentration; promote a positive emotional response; increase the total knowledge of the lexical topics, form a more coherent and intelligible speech.

## CONCLUSIONS

Thus, on the basis of all said the above, we can conclude that at the moment of physical education in many circumstances, and great potential, can and should act as the most productive means of solving the integration of the major areas of educational activities for children im-

plemented by preschool educational institutions and provided by the FSES PE.

The use in the classroom with children of pre-

school age the traditional and conventional means of physical culture allows to solve the problems of their upbringing and education.

#### BIBLIOGRAPHY

1. Veraksa, N. E. Exemplary basic educational program of preschool education «From birth to school» / N. E. Veraksa, T. S. Komarova, M. A. Vasiliev. – M.: Mozaika-Sintez, 2011. – 336 p.
2. Veraksa, N. E. BIRTH TO SCHOOL. The main educational program of preschool education / N. E. Veraksa, T. S. Komarova, M. A. Vasiliev. – M.: Mozaika-Sintez, 2015. – 368 p.
3. Gomyzheva, I. I. The use of yoga in training of 7-8 years old gymnasts / I. I. Gomyzheva, V. I. Volchkova // Modern problems and prospects of development of system of preparation of sports reserve in anticipation XXXI Olympic Games in Rio de Janeiro : The All-Russian scientific-practical conference with international participation. – PGAFKSIT, 2015. – S. 336-337.
4. The Constitution of the Russian Federation / The official publication. – M.: Legal literature, 2009. – 64 p.
5. Konovalov, I. E. structure and software and ensure meaningful system of modern physical education students music secondary specialized educational institutions: monograph / I. E. Konovalov. – M.: Flint, 2011. – 352 p.
6. Molodova, L. P. Gaming environmental classes for children / L. P. Molodova. – Minsk : Asar, 1996. – 128 p.
7. Nikolayev, S. N. Place game in ecological education preschoolers / S. N. Nikolayev. – M.: The New School,

2006. – 51 p.
8. Novikov, I. A. know nature through games / I. A. Novikov // Tutors of preschool educational institutions. – 2009. – № 9. – S. 34-39.
9. Potapov, L. M. Children about nature. Ecology in games / L. M. Potapov. – Yaroslavl Academy of Academy K° Academy Holding, 2000. – 224 p.
10. Children's rights in the Russian Federation: Law and Practice // Analytical Bulletin of the Federation Council. – 2003. – № 3 (196). – S. 89-94.
11. Order of the Ministry of Education of the Russian Federation of 10.17.2013 № 1155 «On approval of the federal state educational standards of preschool education» // «Rossiyskaya Gazeta» on November 25, 2013. – № 265.
12. Federal Law № 273-FZ of 29.12.2012 «On Education in the Russian Federation».
13. Filicheva, T. B. Program preschools compensating for children with speech defects «Correction of speech disorders» / T. B. Filicheva, G. V. Chirkina, T. V. Tumakova. – M.: Education, 2009. – 272 p.
14. Shcherbakov, J. V. Educational games for preschoolers / J. V. Shcherbakov. – M.: Globe, 2007. – 175 p.
15. Gamirova, E. I. Physical culture Integration in educational areas of preschool age children / E. I. Gamirova, I. E. Konovalov, V. I. Volchkova // University sport: the health and prosperity of the nation : V International scientific conference of students and young scientists. – VPO PGAFKSIT, 2015. – S. 352-354.

#### БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Веракса, Н. Е. Примерная основная образовательная программа дошкольного образования «От рождения до школы» / Н. Е. Веракса, Т. С. Комарова, М. А. Васильева. – М.: МОЗАИКА-СИНТЕЗ, 2011. – 336 с.
2. Веракса, Н. Е. ОТ РОЖДЕНИЯ ДО ШКОЛЫ. Основная образовательная программа дошкольного образования / Н. Е. Веракса, Т. С. Комарова, М. А. Васильева. – М.: МОЗАИКА-СИНТЕЗ, 2015. – 368 с.
3. Гомыжева, И. И. The use of yoga in training of 7-8years old gymnasts / И. И. Гомыжева, В. И. Волчкова // Современные проблемы и перспективы развития системы подготовки спортивного резерва в преддверии XXXI Олимпийских игр в Рио-Де-Жанейро : Всероссийская научно-практическая конференция с международным участием. – ПГАФКСИТ, 2015. – С. 336-337.
4. Конституция Российской Федерации / Официальное издание. – М.: Юридическая литература, 2009. – 64 с.
5. Коновалов, И. Е. Структура и программно-содержательное обеспечение системы современного физического воспитания студентов музыкальных средних специальных учебных заведений : монография / И. Е. Коновалов. – М.: Флинта, 2011. – 352 с.

6. Молодова, Л. П. Игровые экологические занятия с детьми / Л. П. Молодова. – Минск : Асар, 1996. – 128 с.
7. Николаева, С. Н. Место игры в экологическом воспитании дошкольников / С. Н. Николаева. – М.: Новая школа, 2006. – 51 с.
8. Новикова, И. А. Познаем природу с помощью игр / И. А. Новикова // Воспитатель дошкольного образовательного учреждения. – 2009. – № 9. – С. 34-39.
9. Потапова, Л. М. Детям о природе. Экология в играх / Л. М. Потапова. – Ярославль : Академия развития: Академия К°: Академия Холдинг, 2000. – 224 с.
10. Права детей в Российской Федерации: законодательство и практика // Аналитический вестник Совета Федерации ФС РФ. – 2003. – № 3 (196). – С. 89-94.
11. Приказ Минобрнауки Российской Федерации № 1155 от 17.10.2013 г. «Об утверждении Федерального государственного образовательного стандарта дошкольного образования» // «Российская газета» от 25 ноября 2013 г. № 265.
12. Федеральный закон РФ № 273-ФЗ от 29.12.2012 г. «Об образовании в Российской Федерации».
13. Филичева, Т. Б. Программы дошкольных образовательных учреждений компенсирующего вида для

- детей с нарушениями речи «Коррекция нарушения речи» / Т. Б. Филичева, Г. В. Чиркина, Т. В. Тумакова. – М. : Просвещение, 2009. – 272 с.
14. Щербакова, Ю. В. Развивающие игры для детей дошкольного возраста / Ю. В. Щербакова. – М. : Глобус, 2007. – 175 с.
15. Gamirova, E. I. Physical culture Integration in educational areas of preschool age children / E. I. Gamirova, I. E. Konovalov, V. I. Volchkova // Университетский спорт: здоровье и процветание нации : материалы V Международн. научн. конф. студентов и молодых ученых. – ФГБОУ ВПО ПГАФКСиТ, 2015. – С. 352-354.

**СВЕДЕНИЯ ОБ АВТОРАХ:**

Коновалов Игорь Евгеньевич – доктор педагогических наук, доцент Поволжской государственной академии физической культуры, спорта и туризма, Россия, Республика Татарстан, г. Казань, e-mail: igko2006@mail.ru;  
Волчкова Венера Ильдусовна – кандидат педагогических наук, доцент Поволжской государственной академии физической культуры, спорта и туризма, e-mail: vi-volchkova@rambler.ru;  
Гамирова Эльза Ильхамовна – аспирант кафедры теории и методики физической культуры и спорта Поволжской государственной академии физической культуры, спорта и туризма, Россия, Республика Татарстан, г. Казань, e-mail: elza0311@mail.ru.