METHODS OF PHYSICAL DEVELOPMENT AND FORMATION OF A HEALTHY LIFESTYLE IN PRESCHOOL CHILDREN

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Abstract. Incorporating physical activity into early childhood play is a fantastic tool for helping a kid's development. Whether they are at child care or preschool, spending time on play-based activities and games can pique a child's interest and allow them to showcase their unique abilities. Before you begin planning activities for your preschoolers, you will need to create a safe and productive environment. Since children need structured and unstructured play, you can create a zone that can serve both. Physical development in children can be dependent on several factors, such as age, brain development, and physical growth in different parts of the body. Toddlers especially are in an exploratory period where many things pique their interest.

Introduction. They also have a unique way of exploring the world. Many toddlers will follow their curiosity and questions by tossing toys around or testing the limits of their environment and body. Here are some ideas for creating a safe space where toddlers can follow their curiosity. Physical developmental milestones are provided for children, and these milestones outline the typical developmental patterns for children at different ages. The development of movement skills influences cognitive skills, memory, attention and thinking skills. Physical Development brings a child into contact with new challenges that affirm or tests their self-esteem. Supporting young children's physical development supports their overall achievement[1]. Physical development is one domain of development. It relates to the changes, growth and skill development of the body, including the brain, muscles and senses. Physical development is evident primarily in gross-motor and fine-motor skills. These skills are essential to children's overall health and wellness. Early childhood development programmers vary in coordination and quality, with inadequate and inequitable access, especially for children younger than 3 years. New estimates, based on

proxy measures of stunting and poverty, indicate that 250 million children (43%) younger than 5 years in low-income and middle-income countries are at risk of not reaching their developmental potential. There is therefore an urgent need to increase multisectoral coverage of quality programming that incorporates health, nutrition, security and safety, responsive caregiving, and early learning. Equitable early childhood policies and programmers are crucial for meeting Sustainable Development Goals, and for children to develop the intellectual skills, creativity, and wellbeing required to become healthy and productive adults. In this paper, the first in a three-part Series on early childhood development, we examine recent scientific progress and global commitments to early childhood development. Research, programmers, and policies have advanced substantially since 2000, with new neuroscientific evidence linking early adversity and nurturing care with brain development and function throughout the life course. Parents were recruited using a variety of different approaches to maximize uptake. Researchers provided induction sessions at the children's centers, during which they explained the project fully and asked staff to identify suitable families. Local health visiting teams and other outreach staff were also asked to refer families to the study. Researchers regularly attended outreach sessions at children's centers and other local childcare settings (such as community groups, primary schools and private nurseries) to meet suitable families [2]. The researcher gave a brief explanation of the study, assessed eligibility and invited parents to take part. Eligible parents registered their details and were then followed up with a telephone call from the research team to arrange their initial home visit. Problems of pre-school age children's physical development, strengthening and preservation of their health cannot lose its urgency. Especially it concerns the present time, as far as in some pre-school establishments quantity of sick children reaches 50-90%. Just owing to this fact, in compliance with Laws of Ukraine "On pre-school education" and "On physical culture and sports", physical education of pre-school children is oriented, first of all, on protection and strengthening of psychic and physical health of children, on strengthening of organism's immune system, education of stable interest to motion activity, formation of vitally necessary motion skills, abilities and physical qualities (quickness, endurance,, dexterity, coordination, flexibility), formation of health culture. Alongside with it, data of numerous researches witness that today approximately 80% of children have one or several diseases, 40% of pre-school children have abnormalities of posture and 56% have insufficient physical condition [3]. In modern conditions of computerization, aggravation of social problems, unsatisfactory ecological conditions in Ukraine

full-fledged development of children, rising of their organisms' adaptation level become of great importance. In such conditions just, physical education can be special kind of activity, which would facilitate training of physical and moral qualities, optimization of psychic processes, which are connected with formation of harmoniously developed child's personality. Pre-school age – is a period, when the most intensive processes of organism's growth and development, formation of child's personality are going on. In conclusion, the methodology employed in this study has provided a wide range of invaluable insights into the development and testing of an early years' community-based nutrition intervention. The developmental and exploratory stages are of fundamental importance in developing, implementing and evaluating a complex intervention.

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