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https://doi.org/10.52449.soh22.88

CHARACTERISTICS OF PHYSICAL DEVELOPMENT AND MOTOR SKILLS IN CHILDREN AGED 7-10 YEARS-OLD

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Abstract. *Asigurarea dezvoltării fizice optime și a bunăstării copiilor este una dintre sarcinile cu care se confruntă fiziologia, pedagogia, teoria și practica educației fizice legate de vârstă. Vârsta de școală primară este o perioadă de dezvoltare fizică intensivă a unei persoane. La această vârstă are loc formarea practic a tuturor abilităților motrice vitale și se înregistrează cele mai intense randamente de creștere a indicatorilor calităților fizice de bază, care scad semnificativ în adolescență. Dacă se pierde o perioadă favorabilă pentru dezvoltarea uneia sau alteia calități motrice, atunci în viitor va fi extrem de dificil de compensat. Numeroase studii științifice sunt dedicate problemelor aptitudinii fizice a copiilor, ale căror rezultate au stat la baza programelor educaționale și a metodelor de lucru cu copiii de vârstă școlară primară.*
Cuvinte-cheie: *copii, aptitudini, dezvoltare, caracteristici.*

Introduction. The growth and development of children, the state of their physical and neuropsychic health are of great social and medical importance. The rate of growth and development of a child is influenced by a complex of factors - genetic, biological, domestic, alimentary and socio-economic [11, 20].

Before the child enters school, there is a leap in growth, namely height - the length and weight of the body increase, its proportions change. The speed of these changes is not the same in all children and reflects their biological age. Intensive growth, together with the immaturity of muscles, ligaments and tendons, can lead to increased tension on the spine and cause a violation of themusculoskeletalsystem.

The level of physical development is an important criterion for a comprehensive assessment of the health status of children and adolescents [1, 19]. Physical development is influenced by factors such as heredity, socio-economic conditions, environmental conditions, as well as study and living conditions, nutrition, level of physical activity, smoking, alcohol and psychoactive substances, inappropriate reproductive behavior [2, 3].

The study of physical development, despite its apparent simplicity, is a very complex process, because it requires the solution of several interconnected tasks: firstly, the assessment of the state of physical development of the individual at the time of the survey and in dynamics, and secondly, the assessment of the physical development of population group at the moment and in dynamics [16].

There are many definitions of the concept of "physical development", each of them has its own practical meaning and is determined by the tasks that the authors have set for themselves. V. A. Medic et al. [16] give the following definitions:

- the process of change, as well as all the morphological and functional properties of the body;

- a set of functional and morphological characteristics of the human body, which determine the reserve of its vitality and are the result of the formation of the genotype and phenotype of a certain population under the influence of the factors of the natural and social environment;

- natural biological process of formation and modification of the morphological and functional properties of the organism during the individual life, improving under the influence of physical education;

- a complex of morphological and functional indicators that are closely related to physical performance and the level of the biological state of the individual at a given moment in time;

- a complex of morphological and functional properties of the body, which determine the mass, density, shape of the body, its structural and mechanical qualities and are expressed by the reserve of its physical resistance;

- a set of signs that characterize the state of the body at different age stages;

- the dynamic process of changing body size, proportions, physique, muscle strength and performance.

Summarizing the above, we can give the following definition of physicaldevelopment – thisis a complex indicator that characterizes the state of health of both an individual and a group of people at different age periods of their lives, including a set of anthroposcopic, anthropometricandanthropophysiometriccharacteristics, dynamically changing in accordance with biological laws and under the influence of environmental factors.

A person's physical development is diverse and complex. It includes such an extensive complex of various traits that it is not possible to characterize them exhaustively. Therefore, from the whole variety of qualities of physical development, you need to choose a certain minimum of the most important, signs that, if possible, objectively coincide with the majority of requirements.

Three main methods are used to study them:

- anthroposcopy (description of the body as a whole and its individual parts);
- anthropometry (measurement of the size of the body and its individual parts);

- anthropophysiometry (determination of the physiological state, of the body's functional capacities).

Anthroposcopyisbased on a visual examination of a person [16]. Body type, skin condition, degree of muscle development, fat deposits, locomotor system condition, development of secondary sexual characteristics, etc. are assessed [8]. The state of the musculoskeletal system is visually assessed by shoulder width, posture, body dimensions.

Anthropometry is performed with the help of special instruments [12]: anthropometer, stadiometer, centimeter tape, various compasses, etc. Anthropometry includes somatometry (measurement of the size of the body and its parts), osteometry (measurement of size of the skeleton) and its parts and craniometry (measuring the size of the skull). There are basic and additional anthropometric indicators.

The main indicators include: height, weight, surface area, body volume, chest circumference (with maximum inspiration, pause and maximum expiration).

Additional anthropometric indicators include [4, p.88]:sittingheight; neck, abdominal, waist, thigh, leg circumference; shoulder size; sagittal and frontal dimensions of the chest; arm length; subcutaneous fat mass, etc.

When conducting anthropometric studies, in the collection and processing of anthropometric material, methodical impeccability and thoroughness are necessary, theuse of unified methods, which makes the results of individual observations obtained by different authors comparable with each other [12, 13].

Somatoscopy (external examination of the body) is performed starting from the front, continuing from the side and back.

Anthropophysiometry is performed using special instruments, such as dynamometers, goniometers, bicycle ergometers, spirographs, etc., and special methods (performing functional tests, etc.). They are evaluated according to a number of indicators characterizing the strength of the hand, the strength of the back, the vital capacity of the lungs, the physical performance of a person, etc.

The assessment of physicaldevelopment at anyageisdonebycomparinganthropometric data with regional averagevalues (standards) for thecorrespondingageand sex [12, 17].

The physical development of children of primary school age affects all the most important systems of the body, especially the cardiovascular and respiratory systems.

In the process of growth and development of small schoolchildren, metabolic processes are very significant for their bodies. Thus, the protein metabolism of young people between the ages of 20 and 25 is 100% in intensity, in 10-year-olds it is 190%, and in six-year-olds it is also 230% [21, p.54].

In children aged 6-7 years-old, there is a decrease in the excitability of the nerve centers, and the inhibitory processes are intensified. The motor area of the cerebral cortex is activated, so that children in this period benefit from extraordinary pleasure from the new possibilities of the newly started motor activity.

We can say for sure that in children of primary school age, physical development is very active. This allows them to perform complex psychomotor acts.

However, physical development cannot but be influenced by social causes. For example, first graders often face the problem of being underweight. The main reason is the difficult period of adaptation of children to school as a new stage of education. Also, the need to start training from the age of 6 has a bad effect on the child's body because many of them are not functionally mature, thus negatively affecting the health of the students.

In order for the physical development of children to continue without failures, it is necessary to correctly plan the daily routine, including physical education lessons during the day. At primary school age, children cope much better with those types of physical exercises that are the simplest and do not require serious effort.

We must take into account that optimal physical development in children is possible only if they have healthy, high-quality nutrition, respect sleep and rest hygiene, motivation to maintain their own health, doing their favorite sport, if possibleoutdoors [18].

In the life of a junior schoolboy, the most important role should be played by sports. Due to the fact that it has a positive effect on the development of the children's muscular system, it allows you to strengthen the respiratory muscles, as well as improves the coordination of movements. At this current age there will be the following sports branches such as: dance; athletics; swimming; tennis; martial arts.

It is important that the chosen sport has a positive effect on physical development and that the child likes it. Psychologists recommend that parents listen to the child's conversations, then you can easily find out what he would like to do. For example, a boy might say, "I'm going to sign up for athletics." Provided he is healthy and of the same age, you should not prohibit him from doing athletics.

Many children are very active from birth and derive great pleasure from physical activity. This means that you don't need to make great efforts to motivate him, you just need to set an example or go with him to various sports sections so that he can make the right choice for himself. Many parents fear overloading their children, citing the fact that they already have too much schoolwork. Other parents believe that they should not force their child to play sports, others are afraid of trauma and categorically forbid their children to run, jump and lift objects. However, as the results of annual surveys of schoolchildren show, children who do sports regularly differ significantly from their peers in terms of the best health, stable immunity, work capacity, endurance, self-control and discipline [15, p. 14].

Primary school age is favorable for the development of many physical skills. The anthropometric data of boys and girls during this period are almost the same. By the age of 10-11 years-old, both boys and girls achieve relatively high possibilities of aerobic energy supply for muscular work. At this age, children are able to perform long-term moderate and high intensity cyclic exercises, but as a result of the high mobility of the nervous system, emotional outbursts predominate, so we should not exaggerate with heavy loads and the same type of exercises. The exercises performed during this period must be varied and built from

simple to compound, through play and the development of natural forms of movements. The quality of the skill is finally formed at the age of 7 to 12 years-old. It is typical for a child to master frequent movements, these being still more complex, therefore it is impossible to apply separate movements in training, it is best to learnthe integral movement.

Strength capacities at the age of 7-11 years-old are the same for boys and girls, they have relatively low indicators of the muscular system. Strength exercises and especially isometric (static) exercises cause rapid fatigue in children. During this period, children are adapted to short-duration speed-force exercises of a dynamic nature. Strength exercises, as a rule, should be performed using your own body weight: jumping, climbing, climbing, crawling, hanging, resting, squatting.

You can use weights in the form of stuffed balls, dumbbells. After performing the exercises with weights, it is necessary to do hanging or stretching exercises for the spine. The development of all physical qualities must be strictly followed, even a slight improvement must benoted: the child develops an incentive to fight forward, and the indifference of the teacher slows down the development process [7, p.186-188].

The motor apparatus of children aged 7-10 adapts mainly to dynamic tasks. Static loads, even small ones, such as maintaining a sitting position, are less tolerated. Aerobic energy provision of muscle motor activity in untrained children aged 6-10 year-old ensures short-term work. High muscular efforts for children of this age in the practice of physical education are used less often and must be strictly dosed. When forming the motor function of children, it is necessary to take into account the complexity of the coordination of the exercises used, their effect on the vegetative organs and the energy consumption during their implementation. The working capacity of children of this age is much lower than that of adults. I tire quickly, but recover quickly.

At primary school age, changes in the main types of motor actions occur. When running and jumping, due to the flight phase and the increased flexibility of the joints, the stride length increases, the running speed becomes 4 times higher than the walking speed, the length and height of the jump increase. At this age, the greatest increase in jumping accuracy is observed. When throwing from the age of 7-8, the accuracy of hitting the target improves, and the deviations from the given direction decrease. In boys and girls, with age, the indicators characterizing the ability to evaluate movements in space and time improve significantly. The most difficult thing for young children is to differentiate the degree of complexity of muscle effort. A comprehensive assessment of spatiotemporal characteristics is possible for childrenfrom 8-9 years-old.

Numerous studies indicate the presence of sensitive periods in the development of motor functions, the targeted impact of which has a positive effect on the child's motor skills and physical development. Failure to use these periods to achieve optimal results will result in the body's full potential not being realized or taking longer to achieve.

At primary school age, motor skills do not develop simultaneously and uniformly. The basis for determining the periodization of the development of physical qualities was the

annual increase in the average training indicators of the group, determined in the test tests. The existence of the so-called critical or sensitive periods allows at a certain age stage to achieve the greatest achievements or positivechanges.

So, for boys of grades 1-2, the most effective are physical education lessons, the content of which are exercises that develop speed. In grades 2-4, physical qualities such as general endurance, flexibility and balance are well developed. For girls, speed exercises should be present in all physical education lessons. Their resistance develops well from the 2nd grade. Primary school-aged girls are recommended exercises that develop static, dynamic and general strength and balance.

7-10-year-old schoolchildren have low absolute and relative indicators of muscle strength - strength, and especially static exercises, cause them to tire quickly. The speed-force effort is well tolerated by children, although they still do not reach the maximum speed indicators (repetition frequency) in the simplest movements. With short-term high-speed tasks, the working capacity of younger schoolchildren remains high, and the functional state of the cardiovascular and respiratory systems is quickly restored. Thus, speed-strength training based on the morphological and functional strengthening of the body can be a powerful stimulus for increasing the general level of physical development of the child and improving his functional capabilities.

Children aged 7-10 year-old are already able to sustain functional activity for a long time. Primary school age is sensitive for the formation of the capacity for long-term purposeful activity, both mentally and physically. Physiological mechanisms that ensure the rapid development of endurance consist primarily of expanding the reserve capacities of most functions.

At this time, a certain stage is completed in the formation of such a motor quality as dexterity, which is based on the fine coordination of movements due to the balanced control of antagonistic muscles.

Recently, data has appeared on the effective development of physical qualities of younger students, taking into account seasonal characteristics. So, physical exercises that contribute to the development of speed and skill should be planned for autumn and spring, means aimed at the development of speed-strength qualities, strength and flexibility should be better used in theautumn-winter period.

Among the basic motor skills, most intensively developed at primary school age, are: coordination skills; speed skills; speed-strength skills; flexibility; the ability to perform cyclic exercises of moderate and high intensity for a long period of time. In children of primary school age, it is necessary to develop motor skills (dexterity, speed, balance, eyes, flexibility, strength, endurance, etc.). To walk, run, jump, throw, you must have the necessary motor skills.

Systematiclearning of new exercises leads to the development of dexterity in children. Training increases the plasticity of the nervous system, improves coordination of movements and develops the ability to master new, more complex exercises. The development of agility

is facilitated by performing exercises in changing conditions. So, during outdoor games, children must continuously move from one movement to another, undetermined; quickly, without any delay, to solve complex motor tasks in accordance with the actions of their peers.

Speedisdeveloped in exercises performed with acceleration (walking, running at a gradually increasing speed), at speed (running to the finish line as fast as possible), with a change of pace (slow, medium, fast and very fast), as well as in outdoor games when children are forced to perform exercises at the highest speed (running away from the driver).

Flexibility is developed when performing high-amplitude physical exercises, especially those of general development.

Balance develops to a greater extent in exercises performed on a small surface and at an angle (skating, cycling, walking, bench running), as well as in exercises that require a significant effort to maintain a stable body position (long jump, long jump), from a seat and a running start etc.).

Multilateral physical development involves the development of motor skills. Playing, moving, the child becomes stronger, dexterous, resistant, self-confident, more independent. The achieved level of development of motor qualities, psychological preparation for a greater concentration of volitional efforts determines a new stage of physical development, further growth of children's physical abilities, assimilation of more complex motor actions, mastery of their technique. Thus, the level of physical perfection required for a certain age stage is gradually reached.

In the process of developing the motor qualities of children of small school age, the following methods are used as the main ones: the method of exercises with a clearly defined program of actions, the order of their repetition, the exact dosage of the load and the established rest intervals; game method; the competitive method.

The game method is characterized by the organization of children's motor activity in accordance with the concept of play, their relatively high freedom and independence (in connection with which the predetermination of the methods of action and loading is limited), pedagogical guidance on children's relationships and a high level of emotionality of children's activity .

The competitive method is used in games with rules and competitions to compare the forces of participants fighting for the highest possible qualitative and quantitative indicators [5, p.322].

At the same time, a number of problems can be noted in the physical training of younger students. One of them is the lack of continuity of content and methodological approaches to managing the physical development of children of adjacent ages. So, currently, much less attention is paid to the physical training of children of primary school age than in adolescence and higher school age, which, of course, cannot be justified.

Also, there is no necessary continuity between preschool and primary age. It is known that the beginning of school is a special stage in the continuity of a child's age development.

Therefore, the content and methods of physical training, as well as all education in the primary school period, can only be successful when they are based on preschool childhood. Unfortunately, as a rule, teachers have no idea about the level of motor skills acquired by children and start their work, as they say, from scratch. Intentional and competent management of physical development is possible only if there are objective criteria for its effectiveness.

In recent years, studies have been carried out that ascertain the existing uncertainty in the criteria for evaluating the physical capabilities of primary school-age children in the context of a comparative analysis of indicators at different age stages. This does not contribute to the definition of development prospects in this direction and confirms the need to develop common approaches for identifying, clarifying assessments, forms and methods of physical training [6, p.175-178].

The physical development of children is one of the main indicators of the health of the young population and the population as a whole [9, 14].

Constant monitoring of physical development makes it possible to determine the characteristics of the growth and development of children who have been formed in a certain lifestyle and habitat, as well as timely identification of deviations from the normal level of physical development and the development of preventive and elimination measures todevelopmentbatteries [9].

Conclusions. The need to start physical education as early as possible is justified by the fact that at a young school age the automatisms that are the basis of healthy habits are easilyformed. The systematic activity of physical education contributes to the formation of these elementary skills, to the improvement of acquired skills and to their transformation into habits. At the same time, special attention must be paid to the development of children's interest in sports activities and the desire to participate in them. Children are not interested in "traditional" activities, they get tired and lose their ability to concentrate quickly, it is important that school institutions focus on the process of obtaining pleasure as a result of practicing physical exercises.

In small school age students, a direct relationship is established between the level of motor activity and the field of cognitive development. Practicing physical exercises has a beneficial effect on the body, leading to the increase of biological compounds, which improve the quality of sleep and have beneficial effects on the well-being of children and, at the same time, causing a significant increase in performance for mental and physical health. So the child constantly needs movement, namely through movement the childknowstheworld.

Thus, primary school age can be considered as a sensitive period of development, especially susceptible to intentional influences. What will be lost sight of at this age will be difficult to recover in thefuture.

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https://doi.org/10.52449.soh22.89

SPORT SANCTIONS IN WAR SITUATIONS UNDER INTERNATIONAL LAW

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Аннотация. *Когда понятие "спорт" изменится на "современный спорт", многие факторы, такие как определение и подход, изменятся.*

Одним из вопросов современного спорта является военная ситуация и принятие решений о наложении санкций на целевую сторону международного спортивного мероприятия другими международными спортивными организациями в соответствии с международным правом.

В этой статье авторы сравнили различные взгляды на спортивные санкции; история санкций в Древней Греции; Олимпийское Перемирие; практика спортивных санкций на Олимпийских играх; понимание терминологии и доктрин войны и санкций; различия между отстранением, бойкотом и запретом в спортивных санкциях; текущая (2022 г.) практика применения санкций к российским и белорусским спортивным командам из-за вторжения в Украину, а также анализ и уточнение аргументов относительно этих санкций, которые выдаются международными спортивными организациями во главе с Международным олимпийским комитетом; "умные" санкции и то, как защищаются права спортсменов, которые уважают lexsportiva из государств, на которые распространяются санкции, на участие в международных спортивных мероприятиях; положительные последствия спортивных санкций как урок для государств, которые нарушают lexsportiva.

Ключевые слова: *lex sportiva, санкция, война, современный спорт, олимпизм, МОК, ООН.*

When we are speaking about modern sport [1], sport has become more than any form of physical activities or games competition which results in using, maintaining, or improving physical ability and skills while providing enjoyment to participants or entertainment to spectors [2], ipso facto, in modern sport, we consider sport which pervades at asocieties and become tied with entertainment, nationalism, patriotism, culture, economy and, as well as, we may consider it an industry.

Today, sport permeated into all modern life levels and areas. Even in many cases, despite aristocratic ideals which consider sport stands above politics, gender, class, ideology and religion, often the reality is absolutely different.

One of the issues in the modern sport epoch is the war situation and making the decision to put sanctions on a party of an international sport event by other international sport