

The Formation of General Motor Skills in Children with Down Syndrome

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Abstract – The article reveals the main shortcomings that impede the normal development of the general motility of children with Down syndrome. The article also contains tips on developing general motor skills.

Keywords – General Motility, Cognitive Functions, Down Syndrome, Skills, Movement.

Any child with limited movement in space lags behind in the development of cognitive functions. The number of objects that he must explore is sharply limited. A child can manipulate and examine objects that are only nearby. There are times when a child, seeking to take a particular object that is far away, falls or loses balance, thereby causing him apathy to know something.

The concept of general motility includes the ability to maintain balance and relate body movements to each other. In this case, we are talking about the large muscles of the body, with the help of which we carry out movements of the head, arms, we can walk, run, jump. The algorithm for the formation of general motor skills is associated with the development of the ability to maintain balance and withstand gravity.

General motor skills form the foundation for mastering self-care skills, which in turn significantly affect further social adaptation. As for the potential training opportunities for children with Down syndrome, they are great, especially the work on the formation and development of skills in general motor skills turned out to be especially effective, since it is very easy to notice progress in this area.

In the research of N.A. Bernstein, V.N. Ankylosing spondylitis, M.V. Antropova, M.M. Koltsova et al. Confirm that motor development, on the basis of which the development of sensory processes takes into account the general laws of ontogenesis, is the basal level for further mental development as the basis for the full education of the child in school and the formation of learning skills.

Any kid develops according to his individual program: some are slower, others faster. Children with Down syndrome are no exception, but they have some physical features, and often diseases that can cause the development of certain skills of general motor skills. Patricia Winders notes that the development of large movements in children with Down syndrome goes through the same stages as a normally developing child, but the time for the appearance of skills is later and the age range is much wider. According to foreign authors, Patricia Winders, Gerard Lejeune, Peters Moira, Trilor Robin, there are a number of factors that slow the motor development of children with Down syndrome:

- Fatigue of the heart, slow formation of motor skills;

- Violation of visual-motor coordination due to visual diseases (myopia, nystagmus, cortical disturbances);
- Dysfunction of the thyroid gland;
- Decrease in immunity to infectious diseases;
- Special nervous system;
- Decrease in muscle tone;
- Excessive mobility of the joints;
- Weak muscles;
- Short limbs;
- A small oral cavity and a large clumsy tongue that interferes with articulation;
- Decrease in tactile sensitivity of the whole body;
- Features of the development of cognitive activity.

The listed characteristic features of children with Down syndrome significantly complicate the process of formation of motor skills.

Patricia Winders has developed tips for practicing general motor skills:

Motivation for the child. In this case, motivation is able to induce the child to make one or another movement. For example, to get to your favorite toy, a child may decide to crawl. Allocating separate time for joint games between adults and a child serves as a motivation for him.

The effectiveness, efficiency and level of fascination with a child's game depends on how the game is organized, what toys will be used and where we will place them. For example, the child learns to sit, and you give him a rattle, he begins to shake it, it will lose balance and will fall. The correct behavior will be where you will try to keep it calm, while encouraging you to sit and watch how you "clap your hands or make a pie," listen to the song. Thus, he will be able to maintain balance and learn to sit.

The development of motor skills is most important. It is better to give the child certain short lessons in which the child will learn new skills well than spend an entire hour with strenuous tasks.

There must be a good time. It is necessary to take into account the time when the child is active and then put before him a more difficult task. During a less active state of the child, it is advisable to choose postures for lesson. You

should always follow the child's willingness to do some exercise.

First practice then practice the skill. After the child has mastered the skill, it can be shown where this skill is applied.

The alternation of difficult and easy activities and their combination with the game. After the child is tired, you need to offer him an easier task. After playing for a few minutes himself, perhaps he will want to do what he just learned again. If not, interrupt until he is again active.

First, encourage the child to perform the action that you are working on, and then begin to hone his skill. For example, encourage him to walk on his own. When he learns to do this, teach him to put his feet when walking closer to each other. It is important to encourage him to independently begin to master a new skill.

If a child uses one side of the body more than the other, let him do so until he has mastered the appropriate skill well. For example, a child likes to grab items with his left hand more after he starts to do it confidently.

The actions that you teach your child, you also need to do. This makes it possible to understand what steps this or that skill consists of.

Each child, due to his temperament, physical characteristics, state of health and of course his own desire to learn one or another action, masters the skill in due time.

At the first stage of development, the infant should have the following skills in the spotlight: - keep the head in the midline (head looks straight ahead); - bringing the hands to the midline and resting on them; - Holds legs together and moves them.

Skills formed at the second stage of development of general motility: - lying on the back stretches to the legs and plays with them; - lying on his stomach, resting on his elbows and palms stretches to the subject; - sits when the upper and middle torso are supported; - sits down; -turns.

At the third stage, the child develops the following motor skills: -turns to toys lying on his stomach; - sits on the floor; - sits with support; - with the help of others out of a sitting position; - moves on all fours; - sits on his knees and on a small bench; - stands with support.

At the fourth stage, the child develops the following motor skills: - crawls; - gets up on all fours; - moves on all fours; - climbs; - sits down; - gets out of a sitting position; -

Tightens to kneel; - Tightens to stand on the legs; - stands holding on to the support.

The fifth stage includes: - maintains balance in a standing position; - moves along pieces of furniture; -stands on the steps and palms and rises from this position; - climbs onto the sofa and gets off her; - walks with support and without support.

Thus, before a child with Down syndrome begins to walk, it is necessary to form and consolidate the above-mentioned skills consisting of five stages. Each stage is important and serves as the basis for the formation of the subsequent stage.

In the analysis of theoretical and methodological literature, it is possible to allocate funds that can stimulate the development of the general motility of children with Down syndrome:

- Active games and game exercises using fitballs, which have a comprehensive effect on the child's body due to the joint work of the motor, vestibular, visual and tactile analyzers, which are turned on when performing exercises on the ball and enhancing the developmental effect of lessons and exercises. The ball is multifunctional in its properties, therefore it can be used as a support, a simulator, an object, a massager and a weight. And also the exciting and interesting content and emotional richness of the game satisfies the child's need for movement and encourages him not only to physical, but also mental activity.

- Crouptotherapy is an unconventional form of work with different types of cereals, which is aimed at correcting disturbed vital processes of the body. A wide variety of cereals allows you to combine different in size, shape, color, surface of the groats and use them in various ways, depending on the tasks.

In the process of crouptotherapy with children with Down syndrome, various methods can be used: we distribute and sort cereals into different containers; stick the groats in clay or clay; fill out the form; draw with your finger on the croup; lay out various images from cereals; sift the cereal through a sieve; put the groats along the contour and glue it on the workpieces; games with tweezers (grab tweezers with various types of cereals); search for toys in groats, etc.

- Finger games, thanks to which the strongest flow of impulses enters the brain, which have a stimulating effect on the motor, speech, and mental development of children with Down syndrome. Also, finger games are a means of increasing immunity, since nerve endings are located on the

palms. If their activity is activated, the functional state of internal organs improves, muscles, joints and ligaments of the hands become stronger, which is especially necessary for children in this category.

After mastering the basic skills of general motility, you can switch to other areas of development, among which will be the development of speech and the development of an educational program. Since children with Down syndrome often have a tendency to less stress during physical education classes, regular exercise is more important for them. Physical education allows the child to be in shape and monitor weight. They will help the child with this syndrome become stronger and more resilient, learn how to better maintain balance and coordinate movements.

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