



A REFLEXIVE PEDAGOGICAL MODEL FOR DEVELOPING PHYSICAL PREPAREDNESS BASED ON FOLK GAMES.

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ABSTRACT

This article presents a reflexive pedagogical model for developing physical preparedness based on folk games, which is aimed at enabling the child to consciously analyze and assess their own activities, movements, inner feelings, and experiences, as well as to manage their physical, psychological, and social development..

Introduction.

In the modern pedagogical process, the reflexive approach is considered one of the most promising methodologies for effectively organizing education and upbringing, as well as ensuring the comprehensive development of the child as a personality. A reflexive pedagogical model is an educational technology aimed at enabling the child to consciously analyze and evaluate their own activities, movements, inner feelings, and experiences, as well as to manage their physical, psychological, and social development.

The core essence of this model is manifested in the child's understanding of their own activities through reflection (internal analysis, self-awareness) and, through this, active and conscious participation in the process of personal development. The contemporary scientific foundations of reflexive pedagogy focus not only on the child's acquisition of knowledge and skills but also on the development of higher psychological abilities such as self-perception, internal analysis, independent decision-making, and self-management of their activities.

Literature review.

The main theoretical foundation of the reflexive pedagogical model is based on the theories of scholars such as V.V. Davydov, A.V. Zaporozhets, L.S. Vygotsky, D.A. Kolb, and J. Dewey, which focus on the development of the individual as a personality, as well as on reflexive education and upbringing. These theories scientifically justify the importance of reflexive activity in the educational process, the necessity of forming the child's personal attitude toward each activity, and the opportunities for effectively organizing education and upbringing aimed at the pace and outcomes of individual development.

The use of folk games in the physical development of primary school children further reveals the content and essence of the reflexive pedagogical model. Folk games, by their

nature, are a universal pedagogical tool that promotes active movement, healthy competition, creativity, and social cooperation in children. However, in traditional pedagogical practices, folk games are often applied mechanically, without reflection, and primarily as a means to develop physical qualities, neglecting the child's inner experiences, individual developmental characteristics, and intrinsic motivation.

Therefore, integrating folk games with a reflexive pedagogical model elevates the activity to a qualitatively new level. In this approach, the child not only performs movements but also consciously reflects on why they perform them, what emotions accompany their actions, and what outcomes they achieve. Such a reflexive approach enables each child to accurately assess their physical abilities, consciously set personal development goals, and develop skills for independently managing their activities.

Thus, organizing the physical development of primary school children through a reflexive pedagogical model based on folk games is a necessary and effective approach for modern education. It supports not only the child's physical preparedness but also their psychological and social development in a comprehensive manner. The contemporary scientific and theoretical foundations of the reflexive pedagogical model rely on advanced concepts from psychology and pedagogy, as well as humanistic approaches. This model views reflection as a central pedagogical tool in developing children's ability to consciously understand and evaluate their activities, results, and personal development. At the same time, reflexive technologies not only ensure educational outcomes but also allow attention to the child's internal feelings, interests, and individual capabilities at every stage of the learning process.

Conclusion.

The reflexive pedagogical model and technologies described above, when integrated with folk games, ensure the physical, psychological, and social development of primary school children in a more effective and scientifically grounded manner. Therefore, the implementation of these models and technologies into the primary education system is recognized as one of the most relevant directions in contemporary pedagogical practice.

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