

CURRENT METHODS AND MODELS COMBINING NUTRITIONAL REGIMES WITH MOTOR ACTIVITY

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INTRODUCTION

Since ancient times, health has been considered the highest value of a person, which has no value, and the educational ideal is connected with the formation of a healthy and viable generation (Dimitrova, 2019; Nesheva, 2023a). It is an indisputable fact that health is of great importance for the full development of the personality since only a healthy person is truly happy and can fully realize his intellectual capabilities, aptitudes, and abilities (Chipeva, 2019; Dimitrova, 2019a; Nesheva, 2023b). The development of forms for healthy and balanced eating of children is a necessity for the realization of one of the priorities of the kindergarten - healthy, well-developed, and happy children (Dimitrova, 2018a; Nesheva, 2022). The actuality of the problem of healthy upbringing and development of the child is determined by: deterioration of the health condition of the children; wide tolerance of health facts, such as non-passionate and unbalanced eating, psycho-emotional stress, low hygiene culture, practicing unhealthy eating patterns, mass application of harmful health it caught (Dimitrova, 2018). Among the facts listed, anyone who cares for children plays an important role in providing them with adequate and healthy food, as well as in developing healthy eating habits (Dimitrova, 2020; Nesheva, 2023). This fact is of fundamental importance for creating a healthy eating pattern (Dimitrova, 2023). Optimizing the interaction between the kindergarten and the family is necessary to achieve useful and effective work in the nursery. Loss of trust between parents and educational specialists, such as partnership and cooperation. Healthy eating, combined with a properly adjusted motor mode, supports the harmonious development of the child. The kindergarten has the opportunity to combine these two indicators very well, unconditionally influencing the development of the children and increasing their happiness index. In the child's daily life, there is a constant realization of motor activity with eating. In the patterns of a whole day, the consumption of different types of food - carbohydrates, proteins, amino acids, vitamins, and minerals. The variety in the menu, including different types of food, collective motor exercises, and games of recovery, contribute to the development of the motor potential of children and the achievement of balance in the organism. After all, the kindergarten could not perform all this work without the direct participation

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of the most responsible people in the children's lives - the parents. Very often, there are significant differences in the provision of healthy eating for children, as a complete lack of motor potential development is found in the family, compared to the eating habits combined with limited motor activity applied in the children's garden. That is why we are increasingly talking about obesity, a consequence of established hypodynamy and incomplete development of children's intellectual and motor potential. With the aim of harmonious development in the conditions of the modern kindergarten, the teachers are the ones who take the main steps in the formation of the eating culture, based on various game forms. Their goal is to achieve cognitive activity, develop creative thinking, improve the skills of distinguishing healthy from unhealthy food, form skills for speed and accuracy when selecting food conditional products, stimulate motor activity, development of collective relationships, and enrichment of the cognitive experience. Games with such a cognitive orientation are: "Cooking Relay", for children of preschool age, "Hunting for Food", "Delicious Food", "Know the Portion", "Hunting for Useful Treasures", "Funny Fruits and Vegetables", "Come to our restaurant", "Know the taste".

METHODS

Daily meal intake in the kindergarten

It is recommended for the child to eat five times during the day, as it is done four times in the conditions of the kindergarten. The main meals are breakfast, lunch, dinner, and two cold intermediate meals before lunch and in the afternoon.

In addition, a large amount of liquid must be drunk during the day. The main consumption during the day does not lead to an increase in the level of obesity, and as a result, children have better productivity and concentration. The meals complement each other and give the child optimal energy for the whole day, which determines the development of their motor and intellectual potential.

RESULTS

In Bulgaria, all public kindergartens and most of the private ones have kitchens where the children's meals are prepared on-site. For those places where the kitchens are located outside, it is mandatory to provide healthy food to the children. A parallel can be drawn with one European country - Luxembourg, where kitchens are located in kindergartens, but many things do not enter our healthy eating libraries and are provided to the children there. Despite this, the places for recreation, gymnastics, outdoor salons, and parks are mandatory to visit and are part of the children's daily life. A type of European country where, regardless of the weather conditions, children are obliged to spend some time outside and carry out motor activities. Educational institutions are equipped with places for the development of motor potential, where eating is best combined with the motor development of students.

The healthy eating behavior of children is the responsibility of parents and teachers

To raise healthy children, it is necessary to achieve an energetic and motor balance. It is important to know that the adverse consequences for the health and nutrition of children appear to be both low-energy and low-calorie foods, as well as the intake of high-energy and high-calorie foods. When the intake of the necessary nutrients for the development of the children's brain is not provided and restricted, there is a delay in attention and motor development, the suppression of immunity, and an increase in morbidity, which increases the risk of infections, and in more severe cases it could more serious diseases are reached. After a prolonged high intake of high caloric nutrients especially in combination with low motor activity, the children's organism very often leads to weight gain and subsequent obesity. Nutrition specialists have established that the presence of excess fat during childhood largely determines the presence of obesity in adulthood. Any thinking person could reach this conclusion independently. That is why it is necessary for both the family and the childcare center, which provides the children's meals, to have a responsible and adequate attitude when preparing the meals /menu/ for the children (Ignatova, D. & A. Iliev, 2020). These diets must be optimally balanced and consistent with the established "Recipes and guide for healthy eating for children up to 3 years of age" and "Recipes with a nutrition guide for children from 3 to 7 years of age.

Exemplary eating regime - applicable in kindergarten settings

The feeding of children must be carried out by Recommendation No. 6 for healthy feeding of children aged 3-7 years. It must meet the requirements for quality and safety according to the "Food Act", and the products must be certified and accompanied by the necessary documents proving their safety.

Healthy eating needs to be achieved through:

- Intake of wholesome and varied energetically balanced food
- Sufficient intake of fruits and vegetables
- Limiting intake of fat, sugar, and salt - foods with a high energy index
- It should be drinking enough liquids, especially in the summer period

Intake of healthy food is ensured by daily inclusion in the diet of at least one representative of the following groups:

- Fast food
- Vegetables
- Fruits
- Milk and milk products
- Foods rich in protein /meat, fish, eggs, legumes and pulses/

It is recommended to add a fresh vegetable to the morning and afternoon breakfast and to include salad in the lunch menu. The eating mode should be structured in such a way that it contributes to the development of the intellectual and motor potential of the children.

Afternoon gymnastics - 8.15 / 8.30h.

- Breakfast - 8.30am.
- Intermediate breakfast at 10 a.m. - fresh seasonal vegetables and fruits;

- Lunch - soup with meat and meat products, in addition - fish on four days of the week and set menu on one day of the week;
- Afternoon snack - dairy products with low salt content.
- In addition to water during the day, it is necessary for children to receive herbal tea with lemon and honey, cow milk, natural fruit drinks, as well as milk-fruit drinks.

It is necessary to prepare the food using the technologies of boiling, stewing, and baking, which limit the additional intake of fats. After the consumption of food, the children must engage in a creative activity - modeling, applying, constructing, writing, and singing, as after these creative activities they turn into motor activity again. Thus, the daily life of children is balanced by the necessary motor needs, combined with their intellectual development.

The process of eating in the kindergarten - useful and fun

Very often we have heard about people who do not consume certain foods, because of a bad memory from their childhood. In the conditions of modern preschool care, this should not be allowed! That is why the primary goal of the teacher in the periods of children's eating is to always present the eating as "little magic" that will help them to become stronger, bigger, and smarter.

There are unwritten rules that educators are advised to follow:

- Creating a relaxed atmosphere during meals with suitable music for each breakfast, lunch, or intermediate meal
- Safeguarding the eating place - eating out on the terrace /if the group has one/, rearranging the tables, reading the story, changing the groups during one of the eating
- Individual or group learning/learning that engages and communicates with children in the preparation or completion of a stage of everyday life
- A positive attitude towards the process of eating as something very valuable and important for health and mood through the presentation of games and talks, with which children can understand the influence of food on us
- Presentation of types of workshops with parents in children's schools on the topic: "Healthy eating and the influence of good food on children's nutrition and health"
- Another variant is the creation of a cookbook by the teacher, in which each parent can share their favorite recipe that they prepare together at home. Each recipe can be presented to the children before a specific mealtime.
- Organization an exhibition based on healthy and balanced eating and food products entirely prepared by children

Development of motor potential of children in kindergarten

Through the different forms of work, physical culture ensures daily optimal loading, which leads to significant changes in the activity of individual systems. In the process of motor activity, a system of motor skills and habits is built, motor skills are developed, and motor culture is enriched. The construction of a flexible, dynamic stereotype and the formation of permanent motor habits take place when children master the technique of motor exercises. The competitive mastering of these

exercises, and their repeated repetition become the basis for the formation of motor skills, for teaching children to plan and regulate motor actions and behavior. In this way, an attitude towards motor activity is built.

The specificity of the motor activity makes it possible to make integration connections with other activities, expanding and enriching knowledge, ideas, and concepts. Children's sensory experience develops. The purposeful educational process in the development of motor activity sets before children value-normative requirements aimed at the manifestation of volitional and moral qualities. Value orientation is built in children, moral aesthetic feelings, and an attitude towards the beautiful, harmonious, and ethical in behavior and activity are nurtured. An attitude towards work and public property is cultivated. In kindergarten, due to their applied nature, motor exercises are called natural-applied exercises.

These are motor exercises divided into the following six groups:

- walking
- running
- jumping
- climbing and heights
- crawling
- rolling and throwing

Each motor exercise has its content and form, which are in a dialectical unity. The content has a decisive role, as it relates to the impact of the exercise on the development of motor skills. It is known that working memory is important in the process of learning a new motor action (Ignatova, 2020). During the initial execution of the movement, a process of initial encoding of information (memorization) is carried out, characterized by the active participation of the working memory in the process of motor execution itself. Disaggregated execution of more complex movements is associated with retention in the mind of information about the intermediate transitional units between the elements or phases of the movement. The acquisition process reflects the volume of initial memorization of the motor action, as well as subsequent, secondary memorization (Ignatova, 2022).

DISCUSSION

In 3-7-year-old children, the nervous regulation of movements is imperfect. The small muscles of the hands are poorly developed, the ossification of the bones of the palms and the flanks of the fingers is not complete, and the resistance to static physical exertion is low. It is noteworthy that the behavior of children today is markedly different, and their adaptability to generally accepted norms is much lower than that of previous generations. They want us to treat them as equal adults. They understand what is right and what is wrong, they are inquisitive. When parents and teachers do not allow them to act on their convictions, it causes serious resistance in children. Therefore, they must be carefully guided to achieve effective results not through orders, but through motivation and persuasion. Physical education in preschool age lays the foundations for building a conscious attitude toward one's own body - appearance, quality of functioning of organs and systems, persistence, and self-

discipline in self-organized and time-planned sports activities. The dependence of the development of abilities on the activity is determined by the nature of the individual's attitude towards the activity itself, by the ways of inclusion in it, and by the importance it has for the entire life activity of a person. Knowledge, skills, and habits acquired in the pedagogical process need upgrading throughout life.

CONCLUSION

What has been said so far is important to transform these healthy eating regimes into fun, exciting, interesting, useful, and informative ones. This applies to every single moment in the conditions of the modern kindergarten, which requires creative thinking, desire, and persistence. As educators, this is the only way we can be sure that we educate and raise harmoniously developed and healthy children. Fully prepared to face the challenges of today's society.

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