

**DIDACTIC PRINCIPLES OF PHYSICAL EDUCATION CHILD LIFE.**

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**Abstract:** This article contains a number of opinions about the role of physical culture in the life of the nation and in the development of the state, and special attention is paid to its teaching as a subject in family and secondary special education centers. In addition, the article also discusses the historical stages of the emergence of physical culture and education as a science, and also mentions a number of factors in the emergence of this science hoping to add contribution to the life of humans' healthy life.

**Key words:** initial formation of physical education, objective, subjective, biological factors

**INTRODUCTION**

A nation's growth, healthy and happy life depends not only on its education, but also on a healthy lifestyle and, of course, on the extent to which sport takes place in life. It is no exaggeration to say that regular sports and physical culture education can raise every stratum of the people to high levels. Because physical education creates a healthy life and a healthy mind. Physical culture means not only playing sports, but also small aspects such as walking correctly, sitting correctly, performing movements correctly. Because the life of an active person consists mainly of movement.

Physical education is a complex and organized educational process, based primarily on learning [1.9]. The changes that occur through learning and practicing physical education classes should strive to be permanent. Learning various movement techniques and elements from various sports are closely related to education, so it can be said that the education of students does not go without education. Learning in physical education is a progressive and permanent change of the individual created under the influence of exercise and the environment, and caused by the needs of the individual who is changing [2.1].

**MATERIALS AND METHODS**

Physical education and physical culture skills develop communication skills in a child's life, improve communication skills, and in addition, a person who regularly engages in physical education increases muscle strength and bone density, which in turn It also significantly increases the likelihood of students engaging in healthy activities outside of school. In addition, sport teaches children about the positive benefits of exercise and allows them to understand how good it makes them feel.

We can say that physical education and physical culture are new disciplines formed as a science. Although the origins of physical culture go back to ancient Greece, in ancient times it was not considered as a science, as a spiritual and educational teaching. It served as the main agenda and training of the military. Competition and intensity were second nature in ancient Greece. Physical education became very important during this period. Because it was a very necessary factor in the training of Greek soldiers and athletes. And for children, physical education and training began when they were seven years old, with the goal that they should become good at boxing, chariot racing, and other activities. Therefore, they did need to understand their bodies and what went into physical activity, so physical education played a major role in the development of Greek society.

As nations developed and states prospered, physical culture continued to rise in human consciousness and life. By the 19th century, physical culture was organized as a science in the United States of America, and physical education and culture were taught as a science in schools in all states of the country. It is no exaggeration to say that the science of physical education and physical culture in the Republic of Uzbekistan has been considered the main means of strengthening health since ancient times, but it was formed as a science in recent centuries. A great Uzbek philosopher and writer, Mahmud Koshgari's work "Devonu Lugotit Turk" contains information about more than a

hundred folk games and folklore songs that reflect physical training. Moreover, “Alpomish” Uzbek folk heroic epic work, Alisher Navoi's one of the masterpieces, “Farkhod and Shirin”, Zayniddin Vasifi's “Badoye ul-vaqaye” (“Rare events”), Zakhiriddin Mukhammad Babur's “Baburnoma” and many other masterpieces by great writers and philosophers included stories about physical, military exercises to teach the defenders and men of the country.

In the years of independence, physical education and sport in our country rose to the level of state policy. In 1992 (and in 2000 in a new version) the adoption of the Law “On Physical Education and Sports”, in 1993 the development of the Healthy Generation State Program, the Cabinet of Ministers on the Development of Special Types of Sports, and finally in 1999 “Physical Education and Sport in Uzbekistan” Many laws and decisions, such as “On Measures for the Further Development of Sports”, created the legal foundations of physical education and culture as a science.

A comprehensive system of physical education: family-preschool period (from infancy to kindergarten age), school age, period of secondary special and higher education, as well as the physical health of adults (male and female) includes the presence of physical education. In Uzbekistan, physical education in secondary schools is considered a pedagogical process and is carried out through physical education classes and training in sports sections. According to the state educational standard of physical education for general secondary schools, physical education classes of 2 hours per week have been introduced in the 1st - 9th grades. Special tests were developed in 1999 in order to improve and popularize physical culture among students and improve their health. "Alpomish" and "Barchinoy" badges of 3 levels were established for those who successfully passed these tests. Also, public competitions "Umid nihollar" for schoolchildren, "Barkamol Avlod" for lyceum-college students, and "Universiade" for university students were held every 2 years. "Alpomish Games" festival and "Tomaris Games" are held every 2 years in terms of folk games and public sports. [3.1]

It can be analyzed that paying special attention to physical education and culture as a science improves the culture and healthy lifestyle of the people, makes the future generation healthy, and serves as a guarantee of a prosperous age of the people.

#### RESEARCH AND DISCUSSIONS

The main educational characteristics and tasks of physical culture include the habit of strictly following a daily routine in children from an early age, teaching them to engage in daily physical exercises and strictly adhere to this routine, to cultivate habits and independently engage in these exercises in institutions and at home. It is necessary to develop the skill of communication. It is important to teach children to organize and conduct physical exercises, including active games, with their peers and toddlers, to help them form a healthy lifestyle. In the process of physical education, there are many opportunities to implement moral, finesse, work education. That is, not only the physical health of a person, but also his spirituality improved with physical activities.

When physical training sessions are properly organized, to educate positive characteristics (organization, discipline, independence, activity), moral qualities (honesty, fairness, sense of friendship, mutual assistance, teamwork skills) , a good attitude to equipment, responsibility for completing tasks), as well as favorable conditions are created for the manifestation of voluntary qualities (courage, decisiveness, determination to overcome difficulties, self-confidence, endurance, etc.). Good physical education in many ways allows students to develop mentally and develop their speech. All mental processes (receiving, thinking, remembering, imagining, etc.), as well as thinking processes (observation, comparison, analysis, generalization, etc.) develop in children during physical exercises.

It is necessary for students to strive to be able to creatively use the knowledge and skills they have acquired, showing their activity, independence, thinking, resourcefulness. Physical education allows for the education of sophistication. In order to develop the ability to perceive, understand and

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correctly evaluate beauty, height, expression of movement, clothes, physical education equipment, environment while performing physical exercises, to strive for elegant discipline, in actions and words It is also necessary to develop the fight against the rough situation. In addition to these, physical culture not only promotes sophistication, but also prepares for work in the process of physical education. For example, health is strengthened not only in children, but also in adolescents and adults, movement skills are formed, physical qualities necessary for work, abilities such as quick acquisition of movement skills and labor processes are developed. In particular, with the help of this field, labor skills related to the proper equipment of rooms and necessary areas, and keeping them in order, are also developed.

According to J. Rodriguez, in her article called “Didactic Principles in the Physical education”, “the beginning they are general postulates about the structure of the content, the organization of the teaching methods, the objectives, etc. The beginning they apply to all subjects and levels of education, being of a general and compulsory nature. [8.1] Four main basic principles are as followings:

- a) Principle of adaptation
- b) Principle of continuity
- c) Principle of alternation

Moreover, didactic principles play a main as well fundamental role in attending to the fundamental laws of teaching and responding to the needs of teaching practice, in addition, they make teaching be carried out effectively. Also, following pedagogical principles are differentiated:

- principle of awareness and activity - It is considered that the realization of this principle creates the possibility for the realization of other principles in the teaching of physical education. This principle is the most crucial, significant and role among the didactic principles,

- the principle of obviousness - obviousness is reflected in the attitude in the learning process one should always start from what is concrete, clear and obvious. It has a main role in the teaching of physical education hence it is based on the activation of the senses and sensory experiences, and illustrates initial step in the process of motor education. In physical education classes, the adoption of new elements of movement and activity begins with perception, when students get an imagination of a specific element that the instructor explains, and students try to repeat a given element several times, to automate the element itself. Elements from the teaching content are demonstrated by the teacher or trainer, with the usage of other teaching aids.

- the principle of systematicity and gradualness - physical education classes should provide each student with systematized knowledge, not a mechanical set of activities that the student should learn. Elements of sports techniques should be given based on a system that illustrates the logical structure of a movement.

- principle of accessibility and individuality – it is a principle that is one of the most important in the process of teaching physical education, due to the inadequate application of the factor cannot cause positive effects, by acting on the important features of the organism where injuries occur. Therefore, accessibility is a match between students' abilities and challengings that arise during teaching. The right dose of availability in physical education, the teacher can show only if he knows well the age of pupils or students, their abilities and characteristics, interests, levels of prior knowledge, training and gender.

- principle of durability and knowledge-dosing - the most crucial part of physical education classes is for children or teenagers to permanently get knowledge and skills. The principles of permanence in the teaching of physical education are represented by procedures in which the preservation of acquired habits and abilities is ensured for a longer period of time. How long motor habits will be lasting depends on the training method, but also on the character of the activity itself.

#### CONCLUSION

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In conclusion, it can be mentioned that physical education and physical culture play important roles in humans' life. That is why it is necessary to pay special attention to it as a science in order to turn this field into the life of the young generation. People who are physically cultured, that is, follow a healthy lifestyle, will be healthy and strong. A healthy lifestyle is a guarantee of a long life. We can say the following as the main factors for the emergence of physical education as a science and as a vital necessity:

1. Objective factors - primitive man's labor activity, environment, natural factors;
2. Subjective factors - the development of human consciousness and thinking;
3. Biological factors - a person's natural need for movement.

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