

HYGIENIC FACTORS FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF CHILDREN IN PRESCHOOL EDUCATION

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Annotation. This article analyzes hygienic factors for the development of physical qualities of children in preschool education. It was also mentioned about the methods of physical exercise in the development of physical qualities of preschool children.

Keywords: training mode, rest, nutrition, sleep, headwear, shoes, physical education equipment, pitches.

Introduction

Hygienic factors (training regimen, rest, nutrition, sleep, clothing, shoes, physical education equipment, rooms, grounds, etc.) are mandatory conditions for solving physical education tasks. They increase the effectiveness of the effect of physical exercise on the body of those involved. For example, physical activity contributes well to the development of the bone and muscle system (when full-fledged and timely feeding). Cleanliness of rooms, physical education equipment, attributes, toys, children's clothing and shoes can prevent diseases. The fulfillment of hygiene requirements Awakens positive emotionality in children and creates favorable conditions for mastering physical exercise.

Discussion and results

Common cultural hygiene factors include requirements common to all children: Room width, lighting, fit of cabinets, table, chair, washroom, bedroom ties to children's age, height to general cultural hygiene.

Personal cultural hygienic factors include hygiene associated with the child's personality, i.e. cleanliness of the child, the suitability of his clothes, the receipt of his nails, the presence of handkerchiefs, his own wardrobe, his own towels, his own tie, his own place.

Hygiene factors are also of independent importance: they contribute to the normal functioning of all organs and systems. For example, regular and high-quality nutrition positively affects the functioning of the digestive organ and ensures the timely access of essential nutrients to other organs, promotes the normal development and growth of the child. Full sleep gives rest to the nervous system and increases its ability. Proper lighting prevents the occurrence of eye diseases (scabies, etc.), creates favorable conditions for children to move on the playground. Strict adherence to the daily regime teaches organization, discipline.

Natural forces of nature (Sun, air, water) increase the impact of physical exercises on the body and increase a person's ability to work. In the process of exercises performed sunny, outdoors or in water (swimming), positive emoticons appear, the functional capacity of certain organs and systems of the body increases (more oxygen is absorbed, the metabolism increases, etc.).

The sun, air, water are used to inflame the body, increasing its ability to adapt to high and low temperatures. As a result of these, the heat - conducting apparatus moves, that is, the person's organism comes to a level where he can respond in time to various changes in meteorological factors. In doing so, adding natural forces of nature together with exercise increases the efficiency of temperance.

Natural forces of nature can also be used as an independent tool. Water is applied to clean the skin from dirt, mechanical exposure to the body of a person. The air, rich in healing substances (phytoncides) in the forest, gardens, alleys, helps to lose microbes, absorbs blood into oxygen, has a good effect on the human body. Sunlight serves to preserve vitamin D under the skin, kills various microbes and protects a person from various diseases (rickets, etc.). In order to have a comprehensive

effect on the body, it is necessary to apply all the natural forces of nature, to bring them together in a rational way.

The main specific form of physical education that affects a person in every possible way. They are used in solving the health-improving, educational and educational tasks of physical education: they serve to carry out mental, moral, aesthetic and labor education, and are also a tool in the treatment of many diseases.

Dance exercises in the form of music affect all systems of the body, develop physical qualities (agility, agility, etc.), as well as movements become elegant, free, expressive, create positive emoticons, help to form the right figure. Therefore, various elements of dance and games (such as placing the legs side by side) are used as physical education tools.

Actions that include a variety of types of activities (labor, painting, and making something others) can have a positive effect on the child's body only if the correct posture of the figure is followed, as well as if the physical loads are given taking into account the age and individual characteristics of children, the state of health, physical development and training.

Massage (stroking, rubbing, rubbing, slapping, shaking) affects the entire body of a person by affecting the skin. The conductive pathways of skin analyzers occur until the birth of the child, so the newborn is more receptive to the external effects that come through the skin receptors (up to 6 months of age in children, the receptors on the skin surface are relatively abundant). Massage also affects the blood vessel system. In response to the action of nerve forces on the skin, vascular reflexes occur, capillaries expand, blood circulation increases, heat release increases. In this sense, massage keeps the body from getting hot air, overheating. Under the influence of massage, the sectoral function of the sebaceous and skin glands improves, the oxidation-reduction process in the muscles increases, and their ability to contract increases.

Massage acts on the lymphatic system, accelerating fluid flow. Non-spherical (innate) reflexes, which are manifested from the first days of a child's life, have a positive effect on his physical development. If the child is laid with his belly, he raises and turns his head, takes it forward when lying on his back. It turns to the left when leaning to the right, and to the right when leaning to the left. The child begins to crawl when the skin of the feet is touched, and begins to boil when the skin of the back is touched. Thus, sharper reflexes cause muscle contractions and can be used to develop and affect the body as a whole in the first week of a child's life, when physical exercise cannot yet be used (due to hypertension of muscles that bend the arms and legs). Wellness is a mandatory condition for the complete solution of educational, educational tasks: the general use of all the above-listed tools of physical education is considered. The effectiveness of the implementation of the tasks outlined in the various age stages will only increase if the main and additional tools are correctly combined. Chunonchi, in the first three months of the child, hygiene factors, natural forces of nature, reflexes without balloons will be of great importance. When a child is one year old, mas - saj, sluggish, sluggish-active exercises, basic movements (crawling, etc. As you get older, the role of hygienic factors, natural forces of nature does not decrease, but sleep, nutrition, etc., less time is spent and the ground is laid for the use of some complex physical exercises.

The mobile activity of children is associated with the development of basic physical qualities in them. This includes qualities such as agility, dexterity, strength, perseverance. In practice, it is also impossible to imagine the development of any of these qualities separately. The upbringing of different physical qualities is actually different aspects of the single process, such as the physical comprehensive development of the child. Because as a result of such development, a general increase in the quantitative capabilities of the organism occurs. But still, there are specific features of the upbringing of each of the physical qualities listed above

Agility is the ability to quickly acquire new movements of movement activity according to the unexpected conditions that arise during this activity. It occurs on the basis of the skill of developing

87	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 04 in April-2023 https://www.gejournal.net/index.php/IJSSIR
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the harmony of movements in the training of strength, distinguishing their pace and scale, the degree of muscle tension and relaxation from each other, as well as being able to tune in to time and place. To educate agility, it is important to develop the ability to make specific movements. In addition, being able to maintain the balance of the torso while walking in a stationary position and from one place to another is considered one of the manifestations of agility. In the preschool age of childhood, a long shift occurs in the development of the motion analyzer. This provides an opportunity to gradually improve agility. Agility in the performance of movements is also an important feature that develops rapidly in preschool children.

Dexterity is the ability of an action to perform in less time. It will depend on the speed of certain movements and the speed of movements repeated many times, performed in response to some signal (the so-called movement reaction). This is all the definition-description of movements, starting with small children in kindergarten and growing as a result of regular exercise in children in the older group. The development of agility and agility is achieved through regular play and exercise. In doing so, it is important that those involved according to the changes in the conditions of the surrounding environment react with speed and dynamically move from one movement to another, quickly shift and complete the task. Various games as well as overcoming obstacles, stopping and turning, and doing various tasks on a given signal at once, exercises related to crossing, paragliding, bending and crawling, balance exercises, various sports games, etc. are considered such agility and dexterity-enhancing exercises. The muscles of a preschooler will not yet be well developed, his nervous movement is also not yet sufficiently improved, kindergarten children do not have the ability to clearly distinguish when working out the muscles by force. This is important for kindergarten children, especially for those in a small group, in which the vital activity of the flexor muscles is greater than the vital activity of the adjusting muscles, children move while walking and running, keeping their legs half-hunched, while bending over during games, etc. Therefore, when developing the child's strength qualities, it is important to pay special attention to increasing the strength of the adjusting muscles, perform exercises that adjust the child's torso and limbs, teach him to stand up straight.

Conclusion

Exercises aimed at training strength in preschool children should have, in principle, a dynamic character. At this time, it should not be, which is due to the same stresses that last for a long time, making the nerves much more tense. In addition, exercises that require tension should not be used, forcing in the development of strength. To train the strength of preschool children, it is appropriate to perform exercises that are short in duration and require speed and strength (for example, long jump standing in one place, long throw exercises), as well as some exercises that involve lifting one's own weight (bent and standing ladders, climbing boards, pulling with one's own hands, strength and similar exercises). Perseverance is the ability to perform physical work while maintaining a sufficient level of intensity for as long as possible. Matonate training is considered to increase the quantitative capabilities of the organism's structural systems, to gradually adapt to the conditions, to get used to, that is, to the body as a result of long-term activities that lead to fatigue as a result and strong tension. Therefore, when raising perseverance in children, exercises and games are used that have a higher physical impact on them than on the task that they have developed skills in themselves. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals. In small groups of preschool age, special exercises related to the education of perseverance are not carried out. Play and exercise are used to educate matonat in older kindergarten children. In such games and exercises, much more severe, but short-term physical exertion is required. In such exercises, it is necessary to devote time to adjusting the breath to children, concentrating attention on the same place, giving them long enough breaks when repeating the exercises. In children of this age, perseverance develops

primarily during walking, running, jumping, skiing, dancing, swimming and playing action games and independent activities.

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