

METHODOLOGY FOR EDUCATING PHYSICAL AND MENTAL QUALITIES IN PRESCHOOL CHILDREN

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Annotation. This article provides for the organization and conduct of research on the process of achieving the goal, physical education and mass health activities carried out to develop children's mobility activities in the conditions of preschool educational institutions.

Keywords: physical development, physical quality, recovery, ability, physiologic factors, muscle, activity of vegetative organs.

INTRODUCTION

Humanization of preschool education is the basis of the process of its renewal. Scientists have come to the conclusion that an increasingly large number of practicing specialists believe that the system of physical education of preschool children should have a complex, human impact on the individual, ensuring that every child has the right to regular and full physical development. The environment surrounding children is changing. Simple, simple games came into play instead of computer games. Mental, aesthetic development of the child is a priority. Without denying them the importance, it should be said that the time of the child to communicate with moving games, Sayrs, peers is gradually decreasing. With the game, other types of child activity, a violation of the balance between different types of games (moving and sitting, individually and in combination) is reflected negatively both in the health of preschool children and in the level of development of movement abilities.

METHODOLOGY

New ways of solving the problems of physical development of preschool children izlash, firstly, with the need to solve the specified contradictions, and secondly, with the need to study the laws, methodological and methodological conditions of improving the process of projection of physical training of the growing younger generation.

A serious feature of the first infancy is the health of the child, the interaction of the state of physical development and interdependence.

Accordingly, it is an urgent issue to seek and substantiate the effective means of improving the health of children of preschool age, the development of the child's sphere of movement, his interest in movement on the basis of vital needs, such as being enthusiastic, strong, brave. The solution of this problem can not be overestimated if we say that we are creating a unity of socio-pedagogical conditions that ensure a holistic educational process, a comprehensive proportion of the child, including physical and personal development. Bunda is considered the most valuable of the game forms of the organization of children's movement activities. However, on the basis of moving games, some work on the issue of the targeted development of physical qualities and psychological processes of preschool children has not been mentioned in detail, although some work has been touched on. Therefore, the purpose of carrying out work on this topic is an expression from the definition of theoretical bases and methodological ways of technology for the development of children's mobility in the conditions of preschool institutions on the basis of the use of moving games as a means of physical education. In the process of achieving the goal, the organization of physical education and mass health activities carried out for the development of children's mobility activities in the conditions of pre-school educational institutions creates a basis for the solution of the above-mentioned treatment.

DISCUSSION AND RESULTS

Updating the content, Form, tools and methodology of the theoretical basis for creating the technology of development of children's movement activities in the conditions of preschool institutions is carried out on the account of the subject of the work. In the process of applying the

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same subject, it is desirable to put forward the following hypothesis, in particular, based on the assumptions about the theoretical justification of the process of development of children's mobility in the conditions of pre-school educational institutions adi. Also, the implementation of this direction in the physical education of children can help to seriously improve the effect of traditional means, in particular, the use of moving games for the purpose of developing children's mobility activities.

Age features of improvement of physical training of preschool children were determined, development of them in the conditions of preschool educational institution is based on theoretical and experimental methods, for this purpose the following were determined:

1. Physical attributes on the basis of the use of moving games in the physical education of preschool children age characteristics of the age of development of processes;
2. Legislation on the interdependence between the main physical attributes of preschool children;
3. Means and methods on the principle of influence on physical qualities and development of preschool children.

The practical and theoretical significance of the work is that the scientific data obtained in the course of the study clarify the legalities of the theory and method of educational physical education to the problems of improving the educational process in the conditions of preschool institutions. In the conditions of pre-school educational institutions, the technology of development of children's mobility activities is developed and theoretically based.

The features of the upbringing of physical qualities in preschool children are largely determined by the fact that as soon as the child is born, the corresponding sum of the physical capabilities placed in his blood by the hereditary programs of individual development is assigned. During the biological maturation of organs, structures of the organism, individual opportunities develop, which determine the different physical characteristics of a person. E.A Pimonova, L.V Karmanova and others, during the last 20 years, the overall positive trends noted in the physical development of children (the increase in all dimensions of gavda) are observed in their preparation for movement, an increase without sensation, while a number of indicators (speed, speed-power options) are significantly reduced. Nevertheless, experts believe that the upbringing of physical qualities should begin exactly in the preschool period.

The physiological factors of the development of qualitative aspects of movement activity in children and adolescents are manifested in the improvement of the functioning of muscles and vegetative organs. More importance is attached to improving the management of the nervous and muscular system activity in short-term, fast-acting and strength movements. In some long-term activities, in addition to improving the functions of Movement, Coordination of vegetative functions is also of serious importance. However, the most important place in improving the physiological management of the functions of the body of children and adolescents, which determines the improvement of the indicators of strength, speed and endurance, is occupied by the formation of connections that ensure the improvement of the functions of the body in the nervous system, especially in muscle tension. Thus, in childhood, the physiologisms that determine the various forms of interdependence of strength, speed and endurance are also diverse. Conditional-reflex factors are important. During training, certain forms of programming of the work of muscles and vegetative organs occur in the central nervous system for movements that develop strength, speed or endurance in one direction. Action games have the ability to move Komplex development maximizes the implementation of the task, since their content is focused on the formation and replacement of action programs. It is known that the experience of movement, which a person occupies in the process of development, is manifested in the occurrence and strengthening of programs of action of different degrees. The more diverse the skills of the movement, the more opportunities to master new

movements, it is natural. Motion games are characterized by the frequent alternation of states of the body and its parts, movements and movement activities, which are complex systems.

In pedagogical practice, plot, action and didactic games with subjects are distinguished. In the physical education of children, moving games are of great importance, moving games can be of small, medium and large degree of mobility. Children of small preschool age master natural movements with the help of games (stepping, running, jumping, jumping, climbing). Moving games are one of the main means of educating children jisonan. They can be used from the age of two. During this period, children begin to master the skills of movement necessary for life, such as running, jumping, throwing, climbing.

Children of the senior preschool age will be able to assess their actions and opportunities, as they compete in the section of strength (traction in the hands), speed (running for a short distance, mokisimon running) and other adjectives. In addition to physical development, moving games help to educate such qualities as willpower, courage, perseverance, endurance, courage in children. Children try to satisfy their enormous needs for their movement, as a rule, through games. For them the game-primarily activity, action. During the action games, children's movements improve, their qualities such as Initiative and independence, confidence and perseverance develop. They learn to coordinate their actions, and even observe certain rules (initially, of course, in a simple form). Children under the age of three, as a rule, are very impressionable, emotional, cases are unstable, they become restless, but quickly get tired of one different movement, can not walk (run) for a long time without breaks. Therefore, it is necessary to control extremely active children: not to allow them to hang in their hands, jump from a large height, draw their attention to a slightly sluggish pace game. Gradually, the content of the Games also changes. Children initially perform actions according to the instructions of adults: for example, they depict a chicken or a hare - "grain crumb", "fly". At the age of three, children switch from imitating the actions of adults to games that will be different "pictorial" or by roles. They play a role-playing or fictional Game, describe a doctor, a seller, a driver, a cook, etc. Children actively repeat what they see, not what they are familiar with. The game will last longer, its plot will become more diverse and understandable. Then the game becomes more complicated. Three roles appear in it, for example, one child describes a sheep, the other - a wolf, the third - a shepherd.

Independent action games, which are held with different toys, are very useful. Children can be grouped into two, three. The movements of the child are usually determined by the types of toys, for example, running with flags, rings, walking machines, rolling balls, throwing, hanging.

Children are interested in such toys and are engaged. In some independent games, children can not immediately show activity and initiative, their actions are the same and limited. But in games related to the performance of an adult's task, the actions of children will be aimed specifically, they will repeat the actions several times, strengthen the skills of movement, develop dexterity, dexterity. It is very important for children to be guided by them even when they themselves are engaged in the game. It is worthwhile to complicate the game of some of them, teach others to bring the beginning to the end of his work, while the third, if he is quietly playing, will be able to talk. Often in Independent Games, children perform wrong and even dangerous actions. They jump with almost straight legs, leaning on the entire foot palm over the chair or rafters; from the ground they are pushed and run with the entire foot palm. In such cases, different ways are used. The older man himself enters the game, reminds the children of a familiar and close image in which they can imitate (how the cat jumps softly, how the birds fly without noise). The first games that should be taught to children will not have a certain plot and rules. The child will perform simple, interesting tasks, come and take the toy in his hands, run to the adult and see what they are hiding in their hands. "Take the flag", "run to my side", "find the Flag" games can be an example of this. When teaching games, it is necessary to adhere to a certain consistency. For example, the game "Catch Me" is simpler than the game "catch

you". In the first case, the child should catch an older person from himself, in the second game there is a risk of catching, so the child will have to spend more physical effort. It is necessary that the games become increasingly diverse in content, containing more complex tasks. If the child initially ran at the pace that he wanted to get the toy, then the pace of running should be determined by the adult after the game is well mastered.

In the process of carrying out the research, we carried out work on the following objectives:;

1 .To study the age-related features of the development of children's mobility activities in the conditions of preschool institutions, as well as to determine the specific features in the interdependence of the indicators of children's physical training.

2 .Development of children's mobility in the conditions of pre-school educational institutions, reasoning through experiments and identification and theoretical justification of the technology of development of children's mobility activities.

Planning of experiments on physical education of children of preschool age was carried out according to the scheme presented in Table 1. For five weeks, preschool children consistently performed special stratified motion games for this purpose, which were adapted depending on whether one of the five physical qualities was strongly developed by one or more of the indicators of psychic processes. For example, strength and attention, strength and imagination. In addition to power capabilities, improvements in speed, agility, endurance, and resilience have also been studied, taking into account age and gender, in harmony with psychic processes.

There were no clear differences in the initial indicators of the state of 3-6-year-old children in the control and experimental group. Therefore, in further analysis of the results of pedagogical experience, we only compare the final results.

CONCLUSION

Thus, in our final word, we can firmly say that the results we receive during the pedagogical experience are not one-literal. In 4 - year-old children, at a time when he or she or this muscle group is making stronger improvements at that or that stage of ontogenesis-the heterochron aspect of strength development is considered natural, and therefore we can not say that our indicators, which are not so adecent at all, are the result of a planned experiment. The development of children's mobility in the conditions of pre-school educational institutions was determined by experiments conducted on age-related characteristics of the NMG and was theoretically justified. The use of moving games in physical education classes in the conditions of preschool institutions helps children develop mobility opportunities, physical training, as well as increases the quality of their preparation for the transition to a junior school age.

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