

PEDAGOGICAL OPPORTUNITIES FOR THE EDUCATION OF PHYSICAL QUALITIES IN PRESCHOOL CHILDREN

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Abstract: *In this article, the use of moving games as a means of physical education in the upbringing of physical qualities through the application of moving images in preschool children and on this basis to determine the theoretical basis and methodological ways of technology of development of children's movement activities in the conditions of preschool institutions, in the process of achieving the goal, it is envisaged to organize and conduct research on physical education and mass health activities carried out for the development of children's mobility activities in the conditions of pre-school educational institutions.*

Key words: *preschool education, moving game, movement activity, quality of movement, physical education, physical development, physical quality, recovery, ability, physiologic factors, muscle, activity of vegetative organs.*

Introduction

At the meeting chaired by the President of the Republic of Uzbekistan Sh.M.Mirziyayev on August 16, 2017, the important tasks of radically reforming the system of preschool education, the full coverage of children in these institutions put. As a result of the analysis, three major documents were issued in a short period of time, the Resolution of the President of the Republic of Uzbekistan No. PQ-3261 of September 9 "On measures to radically improve the system of preschool education." Decree PF-5198 of 30 September "On measures to radically improve the management of the preschool education system" and PQ "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" - Resolution 3305 was adopted.

LITERATURE ANALYSIS AND METHODOLOGY

From the introduction of the above-mentioned decisions and decrees, the goal is to lay the groundwork for him to be healthy so that the future generation can grow as a mature person. A healthy generation means a healthy country, and the task of raising a healthy generation is primarily the responsibility of pre-school educational institutions.

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, Says, 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.

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.

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 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 gawda) 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 Kompleks 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.

DISCUSSION AND RESULTS

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 jismonan. 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. Within five weeks, the children performed one of five different psychic qualities at least 12 times in action games aimed at developing strongertirishga.

Expert assessments (from 5 points) for the stronger development of physical qualities for moving Games small preschool children (3-4 years)

	Name of games	Physical attributes				
		Power	Rapidity	Quickness	Elasticity	Durable
1	Gum to the line	2		3		
2	Who will throw away	5				
3	Walk over the bulges	2		3		
4	Baseball	3	2			
5	Jump over the stick	3		2		
6	Pass the ball on to the partner	2	1	2		
7	Jump down and down	3		2		
8	Chickens in the Tamar		1	2	2	
9	The White Rabbit is sitting	2		3		
10	Distant horse	3		2		
11	Grass on the rope	3		2		
12	Marksmanship	2,5		2,5		
13	Sparrows	2	1	2		
14	Take the ball	2,5		2,5		
15	One foot along the sidewalk	2	1	1		1
16	From ring to ring	2,5		2,5		

As a result of statistical processing, 14 tests were selected for each of the four age groups consisting of girls and boys to assess their physical fitness according to the requirements of the theory of testing the performance of control exercises by children aged 3-6 years. In each age - sex group, the content of the tests had individual characteristics. For example, to characterize the endurance of 3-year-old girls, the following tests were used: running to 60 and 120 m; running to 70 and 120 m for 4-year-olds; running to 90 and 120 m for 5-year-olds; Up to the first stop and running to 120 m for 6 young people. So, for all age groups, only one test is repeated - running to 120 m. About the application of these or that tests will be detailed below. The materials of the pedagogical experience conducted in the educational institution № 25 in Urgench City are presented. The experiment and control group consisted of peer children, 61 teaching classes, 244 different action games were used in the experiment. The planning of pedagogical experience was carried out as follows. Before starting the experiment, all children were tested for physical qualities and psychological processes with the aim of determining the initial state of development. Then, during the 25 training days, the children of the experimental group performed differentiated motion games on the development of more than one of the five physical qualities according to the scheme presented in Table 2. After the end of the 25-

day experimental period, the children again switched to performing control exercises, the goal of which is to evaluate the results of the pedagogical experiment in relation to the initial indicators. The next physical quality was studied in the same technique for the next 25 days. In this way, a total of 5 different physical quality checks were carried out during 75 training days.

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.

To examine the capacity of power in the process of development of physical qualities in children during the experimental period. Three-year-old children. In the first studies conducted before the beginning of the experiment, there were obvious differences in the development of the right and left paw in three-year-old boy children. Differences in Bunda showed that the advantage of the right hand is reliable (tq3, 29). At this time, there was no serious discrepancy between the forces on the right and left paws of the girls. After 25 training days, during the final study, it became known that both the boy and the girl had increased strength in the right and left arm paws and wrists (Table 2).

Table 3

Indicators of the development of physical qualities of children 3 years old

Tests	Gender	Control group				Experimental group				t
		M	±m	C,%	M	±m	C,%			
Power										
Claw strength (right) kg	M	3,6	0,2	0,85	20,7	4,2	0,8	0,8	16,7	1,9 R<0,05
	W	2,64	0,27	0,67	30,5	3,2	0,19	0,8	22,0	1,7 R<0,05
Panja kuchi (chap) kg	M	2,72	0,19	0,80	29,0	3,6	0,14	0,6	16,45	3,5 R<0,05
	W	2,36	0,28	0,72	32,6	2,61	0,2	0,72	2,46	0,71 R>0,05
	M	0,78	0,08	0,19	18,2	0,72	0,09	0,12	18,9	1,3 R<0,05
	W	7,4	0,2	0,9	15,2	9,2	0,33	1,4	14,25	4,8 R<0,05
	M	7,2	0,3	1,18	19,3	7,6	0,26	0,97	10,2	0,75 R<0,05
Endurance										
Running 60 m., P.	M	23,9	0,31	1,18	3,9	21,1	0,28	1,6	4,8	6,9 R<0,05
	W	21,7	0,32	4,96	20,8	20,2	0,3	1,6	5,83	3,02 R<0,05
Running 120 m., P.	M	45,1	1,26	5,83	13,0	42,0	0,6	2,8	6,2	1,38 R<0,05
	W	43,9	0,96	6,19	13,6	41,1	0,8	2,4	5,85	1,97 R<0,05
Speed										
Running 10 m., P.	M	3,43	0,18	0,52	12,0	3,21	0,12	0,37	9,9	1,83 R<0,05
	W	3,59	0,10	0,38	11,2	3,3	0,20	0,3	11,3	2,1 R>0,05

10 s. bend the fingers during writing	M	5,23	0,12	0,42	8,1	4,85	0,18	0,3	6,3	3,3 R<0,05
10 s. sit down	W	9,98	0,28	0,97	9,6	8,60	0,05	0,4	2,8	4,4 R<0,05
	M	1,0	0,42	1,23	12,8	11,4	0,3	1,2	12,6	0,9 R>0,05
Jump 10 times while standing, p	W	4,72	0,18	0,36	9,1	4,16	0,06	0,4	6,8	3,75 R<0,05
Agility										
Throwing the ball (times)	M	0,8	0,01	0,1	9,6	1,6	0,02	0,17	8,8	9,2 R<0,05
	W	0,95	0,2	0,6	79,8	1,8	0,2	1,4	67,4	2,56 R<0,05
Hands sideways (gr.)	M	5,94	0,36	1,8	21,2	2,95	0,08	0,38	16,9	8,6 R<0,05
	W	6,46	0,8	5,8	82,5	2,25	0,8	0,94	91,2	10,2 R<0,05
Complex balance exercises MMM (points)	M	2,40	0,08	0,3	17,9	3,98	0,1	0,35	5,4	14,6 R<0,05
	W	2,7	0,4	0,7	13,9	4,8	0,2	0,93	15,8	16,5 R<0,05
Elasticity										
Bridge, CM	M	48,6	3,9	16,8	40,6	45,6	1,0	4,0	11,5	0,8 R>0,05
	W	46,6	1,9	6,8	1,49	41,8	1,7	5,1	12,4	1,9 R<0,05
Bending, CM	M	2,04	0,5	1,7	69,0	3,8	0,8	1,6	51,2	2,7 R<0,05
	W	2,9	0,7	2,0	54,4	3,5	0,6	1,3	38,9	1,5 R>0,05

The experimental group for the final control tests showed that the children of the boys were significantly surpassed by their peers in the control group according to all the tests of strength training. At this time, the girls, as a result of their pedagogical experience, passed ahead of their peers in the control group according to the results of two Tests from four to seven (Table 3). In all cases, the experimental group on the level of development of strength, the boys themselves came out superior to all the girls in ten. Four-year-old children pedagogical experience has led to a serious increase in the capacity of power both in boys and girls in relation to the control groups. For example, in relation to the control group, the experimental group consisted of 38,5% of the absolute values of the right paw power of the son children, and 44,2% on the left paw.

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 adacent 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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