

PEDAGOGICAL OPPORTUNITIES FOR THE UPBRINGING OF PHYSICAL QUALITIES BY PURPOSEFUL DEVELOPMENT OF ACTION POTENTIAL IN PRESCHOOL CHILDREN

Achilova Saxibakhon Khamidovna

Teacher of the Kokand State Pedagogical Institute

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Abstract: *One of the most important tools in the upbringing of a healthy child is physical exercises, moving games and sports entertainment. When performing physical exercises with children, it is very important to monitor their health, pay attention to their appearance, mood, fatigue, appetite, posture. It is desirable that every even absolutely healthy child has a medical examination 2-3 times a year. Development of the necessary and sufficient level of development of physical qualities, movement skills and skills of the child in accordance with the nature and individual - appropriate way, giving information on physical general education to children of preschool age, achieving the assimilation of intellectual, technological, moral, ethical and aesthetic values related to their physical education, relevance of knowledge at the level of initial skills.*

Key words: *exercise, movement skill, qualification, action games, physical attributes, Strength, Agility, agility, elasticity, endurance, technological, mental, moral, boots, aesthetic.*

Introduction

Resolution of the President of the Republic of Uzbekistan dated September 30, 2017 No PQ-3305 "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" and the Decree of the President of the Republic of Uzbekistan dated December 29, 2016 In accordance with the Resolution No. 2707 "On measures to further improve the system of preschool education in 2017-2021", the ongoing socio-economic reforms in the country, the best practices of foreign countries and scientific achievements and The education of a spiritually perfect and intellectually developed person in the system of preschool education, taking into account modern information and communication technologies, is the introduction of pedagogical and modern information and communication technologies in the educational process.

It is an integrated process aimed at the comprehensive development of preschool children, taking into account their interests, abilities, individual mental and physical characteristics, cultural needs, as well as the formation of spiritual norms in the child, life and social experience.

A healthy generation means a healthy country. The task of educating a healthy generation is first and foremost the responsibility of preschool institutions. The humanization of preschool education is the basis of the process of its renewal. Scientists and practitioners are increasingly concluding that the physical education system for preschool children should have a complex, human impact on the individual, ensuring that every child's right to regular and full physical development is realized.

The environment around children is changing. Simple games have been replaced by computer games. Mental and aesthetic development of the child is a priority.

Without denying their importance, it should be noted that the child's time for active games, walks, communication with peers is declining. The imbalance between play and other types of children's activities, between different types of games (moving and sitting, separate and joint), has a negative impact on the health of preschool children, as well as on the level of development of motor skills.

The need to find new ways to address the problems of physical development of preschool children, firstly, the need to resolve these contradictions, and secondly, the need to study the laws, methodological and methodological conditions for improving the physical fitness and mental development of the younger generation related to.

A serious feature of early infancy is the interrelationship and interdependence of the child's health, physical and neuropsychological development. A healthy, physically fit child is less likely to get sick and develops better mentally.

The implication is that preschools need to create a "bridge" of mental and physical readiness for school so that first graders can cope with the serious stresses of the school day schedule.

Accordingly, it is important to find effective ways to improve the physical and mental health of preschool children, to develop the child's range of motion, to increase interest in action based on vital needs such as agility, strength, courage. The solution to this problem, in our opinion, lies in the creation of a holistic socio-pedagogical conditions that ensure a holistic educational process, balanced in all respects, including the physical and personal development of the child. In this case, the most valuable forms of organization of children's movement activities are games.

LITERATURE ANALYSIS AND METHODOLOGY

As soon as the child is born, an appropriate accumulation of physical capabilities, placed in his blood by hereditary programs of individual development, will be endowed. During the biological maturation of organs, body structures, individual capacity develops, which determines the different physical characteristics of a person.

E.A. Pimonova, L.A. Karmanova to information given by Vovaova and others, against the background of the general positive trends (all-dimensional magnification of gavda) recorded in the physical development of children over the last 20 years, there is an increase in their movement

preparation without sensation, while a number of indicators (speed, speed-power options) significantly decrease.

Nevertheless, experts believe that the purposeful upbringing of physical attributes should begin exactly in the preschool period (E.N. Vavilova, M.Yu.Kistyakovskaya, A.V.Volkov, E.S.Vilchkovskiy).

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. Age dynamics of the development of the main physical qualities of a child V.S.Farfel, F.G.Kazaryan, L.V.Karmanova, N.A.Fomin, V.P.Filin it is revealed in the works of Filin and others.

According to scientists, the sixth year of the life of the child is the strength (G.M.Kasatkina, V.N.Novoxatko), including speed-strength skills and agility of movements (N.A.Notkina, M.N.Koroleva) is a sensitive period of upbringing.

At the age of 6, the ability to rapidly develop these qualities is preserved and opportunities for general endurance training appear (N.V.Zimkin, V.G.Frolov, G.P.Yurko, A.V.Yashchenko, V.V.Beloyartseva N.A.Notkina va o.). According to T.Yu. Logvina, in children aged 5-6 years, such qualities as strength, endurance, elasticity, obtaining a landmark in space are most strongly manifested, mainly in boys, these indicators are higher than in girls.

At the age of 7 years, the movement coordination in regular training remains the leading quality. (A.I.Kozlov, L.I.Penzullaeva, G.M.To the tape). There are also data that the most rapid development period of different coordination abilities is between 4-5 young people (T.I.Asakina L.T.Mayorova (V.M.Zoev and o.)

In this case, the gender differences between boys and girls in terms of their ability to repeat, classify and measure movements are insignificant. In other respects (ability to quickly change movement activities in time constraints, spatial targeting), seven-year-old boys begin to outperform girls of the same age. However, according to many indicators of motor coordination skills, the clear advantage of boys is seen only at the age of 13-14 years (V.S. Farfel et al.). Scientists who have advanced the problem of the integrated study of man in ontogenesis place great emphasis on the interdependence of mental and motor development.

The unity of psychic and somatic features was noted by many specialists (A.Ts.Puni, A.V.Zaporozhets, A.T.Ketkin and o., Yu. F. Zamanovskiy va o.).

It has long been known that the action has an effective effect on all psychic activities without beistisno. A.S.Vigotsky, M.M.Koltsova, G.M.Kasatkina's research confirmed the presence of a direct

link between the features of movement activity in children and the manifestation of perception, memory, thinking and feelings.

RESULTS

Interdependence of physical training and indicators of psychological processes in preschool children. While investigating the dynamics of physical training and psychological processes of preschool children in the natural conditions of preschool education institutions, we tried to determine the correlation link between these indicators. A comparative analysis of the correlation coefficients was carried out on the basis of their integration, taking into account the tests used to characterize the physical attributes. The results of such analysis are presented in Table 1.

Among the integral indicators of physical training in preschool children and the perception of the continuation of the age periods we are examining, positive correlations are noticeable. However, reliable gardening was found only among the perception and resilience in four-year-old boys, among the perception and resilience indicators in five-year-old girls. In other cases, this bond did not have a reliable magnitude of the correlation coefficient. The smallest indicators of the coefficients of variants were manifested among the integral indicators of quickness and perception in six-year-old boys and three-year-old girls.

It is observed that the level of development of visual memory often positively affects the rise in physical readiness of children 3-6 years old. But serious interaction is known only in girls at the age of three among the indicators of visual memory as well as elasticity, and among the indicators of agility at the age of four.

(Table 1)

Interaction of indicators of physical training and psychological processes in preschool children

Psychological processes	Gender	3 years old					4 years old					5 years old					6 years old				
		Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity	Power	Durable	Rapidity	Quickness	Elasticity
Perception		75	38	03	23	09	76	25	19	27	92	50	19	15	42	00	59	95	9	58	7
		22	29	2	86	78	19	55	07	47	65	62	06	82	59	1	51	21	37	46	41
Visual		98	80	80	9	69	57	65	95	36	05	40	12	82	60	96	2	85	5	8	29

memory		82	45	50	05	69	46	31	93	70	50	10	61	38	52	90	60	09	52	59	96
Attention Thought		79	10	75	30	9	6	85	5	2	75	10	02	83	25	80	19	3	45	61	78
		65	94	36	48	51	19	13	79	70	90	78	03	90	88	42	56	64	30	55	49
		20	58	18	19	30	24	69	2	8	20	90	56	38	27	17	32	7	1	8	95
Concepti on		12	30	19	29	49	46	2	59	70	5	72	94	99	99	08	89	50	78	95	70
		16	00	5	58	01	98	58	25	55	40	6	19	60	34	56	75	26	06	3	4

A relatively high percentage of the coefficient of variants among the indicators of visual memory and strength is determined by the fact that the boy is five years old in children, and the girl is four and six years old, respectively, in the indicators of endurance - the boy is three and six years old in children, the girl is three and five years old; The lowest coefficients of the variants are among the indicators of visual memory, the boy is known to be three and six years old in children, in agility and strength, and in girls only four years old among the indicators of strength.

The interdependence analysis between physical training and integral indicators of attention did not reveal any significant differences. This is clearly seen in Table 3.1. A reliable bond between the values of attention and endurance was observed in boys only five years old, and in girls only six years old.

A relatively high degree of attachment in boys at the age of three is determined among the indicators of attention and endurance, with elasticity at the age of four, five and six, respectively, in girls at the age of three, endurance at the age of four - speed and elasticity, at the age of five and six - occurs only with indicators of elasticity. The lowest coefficients of options among the analyzed parameters were determined in boys at the age of three (with indicators of elasticity), and in girls at the age of five (with indicators of endurance).

Among the values of contemplation and resilience in three - year - olds children were noted relatively robust garden fluidity, four - year-old-endurance, five-year-old-all five different physical attributes, six-year-old-strength and agility. Respectively, such a direction was manifested in girls by three-year-old dexterity, four-year-old elasticity, five-year-old dexterity and six-year-old strength and dexterity. The lowest coefficient of dependence (correlation) was determined in boys (rapidity) and girls (strength) at the age of four.

In this case, only in girls, two reliable coefficients of options between agility (three years), endurance (four years) and integrated indicators of imagination were known.

In other cases, the magnitude of interaction between physical attributes and psychic processes was not reliable. But if we take into account that the indicators of children 3-6 years old, who are experiencing a period of rapid development, we are examining, have gone through statistical

processing, then even a positive correlation can at least give information about the direction of the interaction of physical and psychological processes.

Among the indicators of imagination, strength and agility in three - year-old boys and girls, only strength indicators were observed in boys at four years old, and in girls at five years old boys-strength, agility and elasticity in girls, in boys at six years old boys-agility, agility and elasticity, and in girls-relatively strong positive correlations were observed with the indicators of strength The lowest coefficients of the variants were noted in boys at the age of four (endurance), and in girls at the age of three (agility).

Thus, the analysis of the statistical materials of the research according to the interdependence made it possible to determine the specific characteristics of the interdependence between physical qualities as well as psychological processes in children developing in the natural environment in a preschool institution. These properties are due to the fact that the level of development of psychic processes in children aged 3-6 years, different indicators of physical preparation certainly influence. But the magnitude of these effects is not yet manifested in the form of yakkal expressed (reliable). We did not notice any legitimacy in the interdependence between the physical qualities of children of different ages and genders, as well as the processes of the psyche. It is possible to speak with full confidence about the presence of an age factor in the manifestation of the interaction between these indicators and sexual dimorphism.

In our work, moving games were selected as an external factor that clearly influenced the process of improving the physical qualities and psyche of children aged 3-6 years with a specific goal.

DISCUSSION

I have installed pedagogical experimental materials aimed at determining the level of effectiveness of the use of differentiated motion games in order to further develop the physical qualities and psychological processes of preschool children. Research has shown that experimental modality seriously affects the development of psychological processes in three-year-olds, to a lesser extent four-year-olds and girls. After pedagogical experience, the strongest growth of the indicators of psychic processes was as follows: in children of a three - year - old son - attention, imagination, vision memory; in four-year-vision memory and attention; in five-year-vision memory and imagination; in six-year-vision memory and imagination.

In such a comparison, it is not difficult to make sure that vision memory occupies the first place. The highest values of growth in three - year - old girls were attributed to the memory of vision, perception and attention, at four - to the memory of vision, contemplation and imagination, at five-to the memory and perception of vision, at six-to the memory of vision and imagination. So, even in girls, the memory of vision took the first place. It is interesting that the pedagogical experience was at least: in children 3 - year - old son - perception, in four-year-old age-perception, in five-year-old age-imagination and attention, in six-year-old age-hearing affected the growth of the level of memory

development. In girls in a suitable way - 3 and 4 years old - to imagination, 5 years old - to attention, 6 years old-to the memory of hearing.

Pedagogical studies conducted in different age - sex groups of children aged 3-6 years allowed to determine not only the characteristics of the pedagogical experience, but also the age characteristics of the changes in them, the process of improvement of various physical qualities. If, on the basis of a special selection of moving games, the effectiveness of the indicators of the targeted development of physical and psychological qualities is analyzed, one can draw such conclusions: such exercises seriously improve the development of all physical qualities. Pedagogical experience has shown that it is possible not only to preserve the natural age characteristics inherent in the changes of all physical attributes, but also in some cases to accelerate these processes. This is due to greater agility and elasticity, minimum endurance, strength and agility. Data were obtained that indicate a pronounced heterochron reaction of the movement apparatus to the effects of separate physical exertion. This is manifested in the fact that even in the analysis of changes in this or that physical quality on the basis of various test assignments, the degree of reliability was very different, in exceptional cases the coefficient of variability reached 80%: this allows us to talk about the strong influence of the range of functional systems, which often limits the importance of physical It is clear that the neuromuscular nature of children aged 3-6 years has not yet been established, and it is at the stage of rapid formation. Further it is necessary to pay attention to this phenomenon: children of this age will have a special age-gender trait, expressed in yakkal. This gives way to confirm the views of a number of scientists not only children of different sexes, but also representatives of different ages, about the need for a different approach - in the process of physical education in this period.

Analyzing the interaction of physical qualities and psychological processes in the garden, it was possible to gain a deeper understanding of the essence of the changes that occurred as a result of pedagogical experience. If we draw a straight line under these studies, we can say with high confidence that thanks to pedagogical experience it is possible to seriously increase the amount of reliable connections between the psychological processes and physical qualities of preschool children. For example, in the 3-6-year-old boys of the experimental group, such correlations were recorded 2.8 times more than in the control groups, and in girls 2.1 times more than in all groups of children 2.4 times more.

Conclusion

At the present time, additional Important Scientific and theoretical bases of improving the process of physical education of preschool children are the following::

- conflicts between the actual (existing) state of physical training and the objectives of physical education expressed in the official documents of the Khorezm region and the physical education of preschool children, which have arisen today in connection with the specific climatic and ecological characteristics of the Khorezm region;

- in the system of physical education of preschool children, the use of a multivariate action game is carried out taking into account the age and sex of physical attributes on the principle of priority development of psychological processes in the hmda without categorizing them clearly.

Analysis of literature sources shows that in the current research, however, the territorial characteristics inherent in the children's mobility opportunities under the conditions of pre-school educational institutions today are not sufficiently taken into account.

As a result of the analysis of the characteristics characteristic of the age changes in the indicators that characterize the level of development of physical qualities and psychological processes in the age dynamics of children aged 3-6 years, the following legislation is established:

- the annual dynamics of the level of development of physical training indicators in children varies both in the getexron way and on the basis of sexual demorphism. Even physical attributes in elderly children are not the same manifestations of the peculiarities of changes in absolute indicators. Sexual dimorphism was especially pronounced in the study of strength capabilities at 4 and 5 years old, endurance at 5 years old, agility at 3 years old, elasticity;

- elements of sexual dimorphism in the dynamics of age are reflected in the growth rates of indicators of physical readiness of children;

- the average group of indicators of the dynamics of the age of psychological processes also indicates the presence of sexual dimorphism in preschool children - 3-4 years old in memory, attention and thinking, 5-6 years old in the manifestation of perception and imagination. In this age period, girls are superior to boys in terms of the degree of development of psychological processes (except imagination);

- psychological processes undoubtedly affect the development of physical attributes, but in all cases when the interdependence is analyzed, sexual dimorphism is manifested between the physical attributes and the psychological processes.

On the basis of theoretical analysis, pedagogical and psychological testing, it was found out that there is a need to make changes in preschool institutions in Khorezm region with emphasis on the development of opportunities for movement of children in physical exercises and practices. To this end, the technology of targeted development of physical and psychological qualities of children aged 3-6 years was developed. The proposed technology implies the use of blind stratified mobile games on the characteristics of children of preschool age to influence the psychological processes.

Pedagogical experience shows that it is not only to preserve the natural age characteristics of all changes in physical qualities, in some cases, even acceleration of this process has been achieved. This is due to the development of greater agility and elasticity, less endurance, the development of strength and agility.

The most pronounced increase in the indicators of psychological processes after pedagogical experience: in boys from 3 years to 4 years - attention is paid to the memory of imagination and

vision, from 5 years to 6 years - memory of vision, thinking and imagination; in girls: from 3 years to 4 years - memory of vision, thinking and imagination; from 5 years to 6 years - memory

The leading psychic process in both girls and boys is the memory of vision. The analysis of the interaction of physical qualities and psychological processes with each other, as a result of pedagogical experience, has revealed a number of reliably related aspects. For example, in the 3-year-old boy children of the experimental group, such aspects of the garden were 2,8 times higher than in the control groups, in the girls-2,1 times, and in the entire contingent of preschool children 2,4 times.

The technology of using differentiated motion games in physical education exercise in preschool institutions helps children 3-6 years of age to develop mobility opportunities, physical training and psychic abilities, as well as improve the quality of their preparation for the transition to a junior school age.

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