

## CHARACTERISTICS OF EDUCATION OF PHYSICAL QUALITIES THROUGH USING ACTIVITY GAMES IN PRE-SCHOOL CHILDREN

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### ABSTRACT

This article discusses the use of movement games as a means of physical education in the development of physical qualities through the use of movement games in preschool children, and on this basis to identify the theoretical foundations and methodological approaches to the development of children's movement activities in preschool institutions. It is planned to conduct research by organizing physical education and public health activities for the development of children's physical activity in the context of preschool education.

**Keywords:** Preschool education, movement play, movement activity, physical education, physical development, physical qualities, fitness, ability, physiological factors, muscle, vegetative organ activity.

### INTRODUCTION

At the meeting held on August 16, 2017 under the leadership of the President of the Republic of Uzbekistan, Sh.M. Mirziyayev, important tasks for the structural reform of the preschool education system, the full inclusion of children in these institutions were discussed. was placed. As a result of the analyzes in this regard, in a short period of time, three major documents, the Decision of the President of the Republic of Uzbekistan dated September 9, "On measures to radically improve the preschool education system" No. PQ-3261. Decree No. PF-5198 of September 30 "On measures to fundamentally improve the management of the preschool education system" and the Decree "On organizing the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" - 3305 Resolution was adopted.

The purpose of introducing the above-mentioned decrees and decrees is to create a healthy environment for the future generation to grow into mature individuals. A healthy generation means a healthy country, and the task of raising a healthy generation is primarily the responsibility of pre-school education institutions. Humanization of preschool education is the basis of the process of its renewal. More and more scientists and practitioners come to the conclusion that the system of physical education of children of preschool age should have a complex, human effect on the individual, and should ensure the realization of the right of every child to regular and as full as possible physical development . The environment surrounding children is changing. Simple, simple games were replaced by computer games.

Mental and aesthetic development of the child is becoming a priority. Without denying their importance, it should be said that the child's time for active games, walks, communication with peers is getting less and less. Game and other types of child activity, imbalance between different types of games (active and sedentary, separate and joint) have a negative impact on the health of preschool children and the level of development of motor skills. The search for new ways to solve the problems of physical development of preschool children is connected, firstly, with the need to resolve the indicated conflicts, and secondly, with the need to study

the laws, methodological and methodological conditions of improving the development process of the physical fitness of the growing young generation. 'liq. A critical feature of early infancy is the interrelationship and interdependence of the child's health and physical development. Accordingly, it is an urgent issue to find and substantiate effective means of physical health of preschool children, development of the child's range of motion, increasing his interest in movement based on the vital needs of being agile, strong, and brave. It is not an exaggeration to say that the solution to this problem lies in the creation of a holistic educational process, a unity of socio-pedagogical conditions that ensure the child's comprehensive, including physical and personal development. Game forms of organizing children's movement activities are considered the most valuable. However, the issue of purposeful development of physical qualities and mental processes of preschool children on the basis of action games has been touched upon in some works, but has not been discussed in detail. Therefore, the purpose of working on this topic is to determine the theoretical foundations and methodical ways of developing the technology of children's movement activity in the conditions of preschool educational institutions based on the use of movement games as a means of physical education. In the process of achieving the goal, organizing and conducting research on physical education and public health activities for the development of children's movement activity in pre-school educational institutions creates a basis for solving the above-mentioned problem.

In the context of pre-school educational institutions, the content, form, means and methodology of the theoretical foundations of the creation of the technology for the development of children's activity are carried out at the expense of the subject of the work. In the process of applying this subject, it is appropriate to put forward the following hypothesis, among other things, it is based on assumptions about the theoretical justification of the process of development of children's motor activity in the conditions of preschool educational institutions. Also, the implementation of this direction in children's physical education can help to significantly improve the effect of using traditional means, in particular, movement games, for the purpose of developing children's motor activity. The age characteristics of improving the physical fitness of preschool children have been determined, their development in the conditions of a preschool educational institution is justified by theory and experience , for this the following has been determined:

1. Young characteristics of the development of physical qualities processes based on the use of action games in the physical education of preschool children;
2. Laws on the correlation between the main physical qualities of preschool children;
3. Means and methods of influencing the 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 research clarify the laws of the theory and methodology of physical education related to the problems of improving the educational process in the conditions of preschool educational institutions. In the conditions of pre-school educational institutions, the technology of development of children's movement activity is developed and theoretically justified. The characteristics of physical education in children of preschool age are mainly given to the child at birth, the appropriate set of physical capabilities placed in his blood by genetic programs of individual development. During the biological maturation of organs and body structures,

personal capabilities develop and determine various physical characteristics of a person. According to the information provided by E.A. Pimonova, LV Karmanova and others, the general positive trends noted in the physical development of children (increasing all sizes of the body) during the last 20 years, there is a noticeable increase in their readiness for movement. and a number of indicators (speed, speed-power capabilities) are significantly reduced. Nevertheless, experts believe that education of physical qualities should begin in the pre-school period. Physiological factors of development of qualitative aspects of movement activity of children and adolescents are manifested in the improvement of control of the activity of muscles and vegetative organs. In short-term, speed and power movements, more importance is given to improving the control of the activity of the neuromuscular system. Along with the improvement of movement functions, the coordination of vegetative functions is also of great importance in long-term activities. However, the most important place in the improvement of the physiological control of the functions of the body of children and adolescents, which determines the improvement of strength, speed and endurance indicators, is occupied by the nervous system, especially the formation of connections that ensure the improvement of the functions of the body during muscle tension. Thus, the physiological mechanisms that determine different forms of interdependence of strength, speed and endurance in childhood are also diverse. Conditional-reflective factors are important.

Certain forms of programming of the work of muscles and vegetative organs occur in the central nervous system for actions that develop strength, speed or endurance in a certain direction during training. Movement games maximize the implementation of the task of complex development of movement skills, as their content is focused on the formation and replacement of movement programs. It is known that the movement experience acquired by a person in the process of development is expressed in the emergence and strengthening of movement programs at various levels. Naturally, the more diverse the movement skills, the more opportunities to master new movements. Movement games are complex systems characterized by frequent changes in the state of the body and its parts, movements and movement activities.

In the practice of pedagogy, subject, action and didactic games with subjects are distinguished. Movement games are very important in children's physical education, movement games can have a small, medium and high level of movement. Children of preschool age acquire natural movements with the help of games (walking, running, jumping, throwing, crawling). Active games are one of the main means of physical education of children. They can be used from the age of two. During this period, children begin to master the movement skills necessary for life, such as running, jumping, throwing, and climbing. As older preschoolers compete in strength (hand pull), speed (sprint, shuttle run) and other qualities, they are able to evaluate their own efforts and capabilities. In addition to physical development, active games help children develop such qualities as will, bravery, perseverance, endurance, and courage. Children try to satisfy their great need for movement, usually through games. For them, the game is, first of all, activity, movement. During active games, children's movements improve, initiative and independence, confidence and perseverance develop. They learn to coordinate their actions and even follow some rules (at first, of course, in a simple form). Children under the age of three are usually very impressionable, emotional, unstable, they are active, but they get tired

quickly from different activities, they cannot walk (run) for a long time without a break. Therefore, it is necessary to control very active children: do not allow them to hang on their hands, jump from a great height, draw their attention to games with a slightly slower pace. Gradually, the content of the games is also changing. At first, children perform actions under the instructions of adults: for example, they depict a chicken or a bird - "sink grain", "fly". At age three, children move from imitating the actions of adults to a variety of "pretend" or role-playing games. They play role-playing or pretend games, pretending to be a doctor, a salesman, a driver, a cook, etc. Children actively repeat what they see, not only actions they are familiar with. The game lasts longer, its plot becomes more diverse and understandable. Later on, the game gets more complicated. Three roles appear in it, for example, one child portrays a sheep, another - a wolf, and the third - a shepherd. Independent movement games with different toys are very useful. Children can be grouped by two or three. The child's actions are usually determined by the types of toys, for example, flags, running with hoops, driving cars, rolling balls, throwing, hanging. Children are interested in such toys. In some independent games, children cannot immediately show activity and initiative, their actions are uniform and limited. But in games related to the fulfillment of adults' tasks, children's actions are directed to a specific goal, they repeat the actions several times, strengthen their movement skills, develop agility, dexterity.

It is very important to guide children even when they are playing on their own. It is advisable to complicate the game of some of them, to teach others to finish what they started, and if the third one is playing quietly, it is advisable to keep talking. Often in independent games, children perform wrong and even dangerous actions. They jump over a chair or pole with almost straight legs, resting on the soles of their feet; they run pushing off the ground with their whole feet. In such cases, different ways are used. The adult himself enters the game, reminds the children of a familiar and close image that they can imitate (how the cat gently jumps, how the birds fly quietly). The first games that should be taught to children will not have specific subjects and rules. The child performs simple, interesting tasks, comes and takes a toy, runs to adults and sees what is hidden in their hands. Examples of this are the games "Take the flag", "Run to me", "Find the flag". A certain consistency should be observed when teaching games. For example, Catch Me is simpler than Catch You. In the first case, the child has to catch someone older than him, in the second game there is a risk of being caught, so the child has to spend more physical effort. It is necessary that the games become more and more diverse in content and include more complex tasks. If the child initially runs at the pace he wants to get the toy, after the game is well mastered, the running pace should be set by an adult.

Thus, in our final words, we can definitely say that the results obtained during the pedagogical experience are not unambiguous. In 4-year-old children, when this or that muscle group is developing more strongly at this or that stage of ontogenesis, the heterochronic aspect of strength development is considered natural, and therefore the inadequate results we obtained are the result of a poorly planned experiment. we can't say. The age-related characteristics of the development of children's motor activity in the conditions of pre-school educational institutions were determined through experiments and theoretically justified. The use of movement games in physical education training in the conditions of pre-school education

institutions helps to develop children's movement capabilities, physical fitness, and also increases the quality of their preparation for the transition to junior school age.

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