

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ТУРИЗМ ВА СПОРТ ВАЗИРЛИГИ

**ЎЗБЕКИСТОН ДАВЛАТ ЖИСМОНИЙ ТАРБИЯ
ВА СПОРТ УНИВЕРСИТЕТИ**



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Республика илмий-амалий анжумани материаллари тўпламида жисмоний тарбия ва спортни ривожлантиришнинг ижтимоий-психологик муаммолар, юқори малакали ва ёш спортчиларни тайёрлашда, паралимпия спортидаги психодиагностик усуллар ва психотехнологияларни шакллантириш, спортда маркетинг ва реклама психологияси ривожлантириш ечимлари ҳамда мактабгача таълим ва бошланғич таълимдаги жисмоний тарбия ва спортнинг педагогик-психологик масалаларига бағишланган тадқиқотлар муҳокамаси ўрин олган.

Тўпланда нашр этилан мақолалардаги маълумотларнинг ҳаққонийлигига муаллифлар масъулдирлар.

Тўпландаги мақолалар муаллифлар жўнатган кирилл ёки латин алифбосида чоп этилди.

**Масъул муҳаррир: психология фанлари бўйича фалсафа доктори PhD,
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Ўзбекистон давлат жисмоний тарбия ва спорт университети Кенгашининг қарорига асосан нашрга тавсия этилди.

хил нарсалар яшаш каби) намоён булади. Болалар ўзларини уйин ва тасвирий фаолиятларида катталарнинг меҳнатларини таклидий тарзда қайта тиклаб, меҳнат ҳаётини фаол равишда ушлаштира бошлайдилар. Бу уларнинг фаолиятига тайёрланишда катта аҳамиятга эгадир. Болалар ҳаётининг қўп қиррали ва сермазмунлиги болалар билиш фаолиятларининг кенгайишига ҳамда чуқурлашишига ёрдам беради. Бу эса, ўз навбатида, асосий билиш жараёнлари бўлмиш идрок, тасаввур, хотира ва тафаккур каби жараёнларнинг характерини ўзгартириб юборади. мактабгача тарбия ёшидаги болаларда бу жараёнлар уларнинг ёки бирон амалий фаолиятлари билан бирга намоён бўлади. мактабгача ёшидаги болаларда эса бу асосий билиш жараёнлари бир - биридан дифференциялашган (ажратилган) бўлади.

THE ROLE OF PHYSICAL EDUCATION IN PREPARING PRESCHOOL CHILDREN FOR STUDY

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Requirements for the organization of physical education are modern society makes high demands on the work of preschool educational institutions designed to lay the foundations for good health and harmonious development of the child's personality. to create for each preschooler all the conditions for the fullest disclosure and realization of his unique, specific age potential.

1. Physical education of children should be aimed at improving health and physical development, expanding the functional capabilities of the child's body, the formation of motor skills and motor qualities.

2. Movement regime, physical exercises and hardening activities should be carried out taking into account the health, age of children and the season.

It is recommended to use the forms of physical activity: morning exercises, physical education indoors and outdoors, exercise minutes, outdoor games, sports exercises, rhythmic gymnastics, training on simulators, swimming and others.

In the volume of physical activity of pupils 5-7 years old, 6-8 hours a week should be envisaged in organized forms of health-improving and educational activities, taking into account the psychophysiological characteristics of children, the time of year and the mode of operation of preschool educational organizations.

For the implementation of the motor activity of children, the equipment and inventory of the gym and sports grounds are used in accordance with the age and height of the child.

3. Physical development of children of the first year of life is organized in the form of individual lessons, including massage and gymnastics complexes as prescribed by a doctor.

4. With children of the second and third years of life, physical development classes of the main educational program are carried out in subgroups 2-3 times a week. With children of the second year of life, classes on the physical development

of the main educational program are carried out in a group room, with children of the third year of life - in a group room or in a gym.

5. Classes on physical development of the main educational program for children aged 3 to 7 years are organized at least 3 times a week. The duration of physical development classes depends on the age of the children and is:

- in the younger group - 15 minutes,
- in the middle group - 20 minutes,
- in the older group - 25 min.,
- in the preparatory group - 30 min.

Once a week for children 5-7 years old, physical development classes for children in the open air should be organized year-round. They are carried out only if children have no medical contraindications and if children have sportswear that matches the weather conditions.

In the warm season, under favorable meteorological conditions, it is recommended to organize directly educational activities on physical development in the open air.

6. The hardening of children includes a set of activities: wide aeration of premises, a properly organized walk, physical exercises carried out in light sportswear indoors and outdoors, washing with cool water and other water, air and solar procedures.

To harden children, the main natural factors (sun, air and water) are used differentially, depending on the age of the children, health, taking into account the preparedness of the personnel and the material base of the preschool educational organization. When organizing hardening, the basic hygienic principles should be implemented - gradual systematicity, complexity and taking into account the individual characteristics of the child. The listed forms of motor activity are aimed at strengthening the health and all-round physical development of children. The solution of these problems is carried out both within the framework of physical culture and health-improving work, and directly in the course of educational activities and in regime moments.

In order for the physical culture activity to be effective, coordinated actions of the physical culture instructor and the educator are necessary. And the educator is not only present at the event, but must show interest in what is happening.

Educators explain this by the fact that if there is a physical education instructor in a preschool educational institution, then it is he who is responsible for the physical development of preschoolers and the organization of appropriate activities or leisure activities. Of course, a specialist organizes and conducts the event. And the task of the educator is to help the physical education instructor, provide insurance for preschoolers, monitor the quality of exercise and discipline, and also carry out individual work with weakened children. The same requirements are imposed on the teacher as for the preschoolers: the obligatory presence of physical culture form and appropriate footwear.

This will allow the teacher to be free in movement, thanks to which he will be able to engage in educational activities for physical development. For example,

during the introductory part of a physical education lesson, the teacher can, together with the children, under the guidance of a specialist, perform the planned types of walking and running.

The main part of the function of the caregiver is to provide individual assistance to a child who needs it. The teacher can help him take the correct starting position or correct an incorrectly performed movement. If the children perform general developmental exercises in columns, then the physical education instructor controls the correctness of the exercises in the front rows, and the teacher in the back rows. Also, the educator can help the specialist arrange the necessary sports equipment and remove it after the children have completed the exercises. As you know, there are different ways of organizing children during physical education classes: frontal, group, individual, circuit training.

When using each of them, the functions of teachers can also be distributed. With the frontal method, the same exercises for all are performed by all children at once. Both the specialist and the teacher monitor the correctness of the exercises and the posture of preschoolers.

In the group method of organization, children are divided into groups, each of which performs its own task. At the same time, a physical education instructor deals with one group, and a teacher with another.

The individual method consists in performing separate exercises by each practitioner independently. The value of individual performance is that it allows each child to pay attention to the quality of movement. The task of a specialist and educator is to help him see the shortcomings, and if necessary, come to the rescue at the right time.

When organizing circular training in physical education classes, the educator and the physical education instructor divide the "stations" among themselves, monitor the quality and ensure the safety of the exercises, and, if necessary, carry out insurance.

During outdoor games, the teacher, like a physical education instructor, must know the game, learn its rules in advance and learn words with children, if any. The teacher's participation in outdoor games and game exercises improves the emotional mood of preschoolers, has a positive effect on increasing the level of their physical activity.

In the final part of the physical education lesson, when the specialist sums up the results, the educator can also express his opinion about how the event went, which of the children coped with the task, what they did not succeed.

After a joint physical education lesson, the teacher's activity does not end. He reinforces new motor skills with children during individual work (during the day during the hours of games and walks). Following the recommendations of the physical education instructor, the teacher organizes individual work with children who are lagging behind in mastering the program material, activates sedentary and weakened preschoolers.

In turn, a physical education instructor should provide assistance to educators on various issues of physical development of preschoolers: select exercises for

morning exercises, physical exercises, invigorating gymnastics, organize games for a walk, as well as independent motor activity of pupils in a group and on a walk; to draw up recommendations for parents on the organization of motor activity of children in the family.

When organizing physical culture leisure, holidays, health days and other public events, the educator is an indispensable assistant to the physical culture instructor.

This approach to the organization of physical culture leisure and holidays provides preschoolers with the opportunity to show activity, initiative, independence, creativity, which has a beneficial effect on the development of their abilities and personal qualities.

BOG‘CHA YOSHIDAGI BOLALAR BILISH JARAYONLARINING RIVOJLANISHI

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Bog‘cha yoshidagi bolalarda sezgi, idrok, diqqat, xotira, tasavvur, tafakkur, nutq, xayol, hissiyot va irodaning rivojlanishi jadal kechadi. Bola ranglarni hali bir-biridan yaxshi farq qila olmaydi. Unga ranglarning farqini bilishga yordam beradigan o‘yinchoqlar berish lozim, rangli kiyimlar berish, rangli xalqalar, qutichalar va shu singari o‘yinchoqlar berish maksadga muvofikdir. Bog‘cha yoshidagi bolalarning turli narsalarni idrok qilishida ularning ko‘zga yaqqol tashlanib turuvchi belgilariga (rangi va shakliga) asoslansalar ham, lekin chuqur tahlil qila olmaydilar. Bog‘cha yoshidagi bolalar kattalarning yordami bilan suratlarni analitik ravishda idrok qilish qobiliyatiga ega bo‘ladilar. Bolalar suratlarni idrok qilayotganlarida kattalar turli xil savollar bilan ularni tahlil qilishga o‘rgatishlari lozim.

Diqqat har qanday faoliyatimizning doimiy yo‘ldoshidir. Shuning uchun diqqatning inson hayotidagi ahamiyati benihoya kattadir. Bog‘cha yoshidagi bolalar diqqati asosan ixtiyorsiz bo‘ladi. Bog‘cha yoshidagi bolalarda ixtiyoriy diqqatning o‘sib borishi uchun o‘yin juda katta ahamiyatga ega.

Bog‘cha yoshidagi bolalarning tafakkuri va uning rivojlanishi o‘ziga xos xususiyatga ega. Tafakkur bolaning bog‘cha yoshidagi davrida juda tez rivojlana boshlaydi. Buning sababi, birinchidan, bog‘cha yoshidagi bolalarda turmush tajribasining nisbatan ko‘payishi, ikkinchidan, bu davrda bolalar nutqining yaxshi rivojlangan bo‘lishi, uchinchidan esa, bog‘cha yoshidagi bolalarning erkin, mustaqil harakatlar qilish imkoniyatiga ega bo‘lishlaridir. Bog‘cha yoshidagi bolalarda har sohaga doir savollarning tug‘ilishi, ular tafakkurining faollashayotganligidan darak beradi. Odatda, har qanday tafakkur jarayoni biron narsadan taajjublanish, hayron qolish va natijada turli savollarning tug‘ilishi tufayli paydo bo‘ladi.

Bolaning maktabda muvaffaqiyatli o‘qishi ko‘p jihatdan ularning maktabga tayyorgarlik darajalariga bog‘liq. Bola avvalo maktabga jismoniy jihatdan tayyor bo‘lishi kerak. 6 yoshli bolalarning anatomik-fiziologik rivojlanishi o‘ziga xos tarzda

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