

AGE CHARACTERISTICS OF PRESCHOOL CHILDREN'S DEVELOPMENT AND PHYSICAL EDUCATION ACTIVITIES

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Abstract:

The article explores ways to optimize the process of physical education of preschool children based on the targeted use of stratified movement games, as well as the effectiveness of methods of child rearing and ways of mental development of preschool education.

Keywords: preschool education, children, development, physical education, play.

Due to the independence of the Republic of Uzbekistan, there is an all-round rise in all areas, fundamental socio-political and moral changes, renewal in the system of universal human values, all personal needs, requirements and interests of a person are being promoted to the first place, especially the spiritual, moral and physical capabilities of the growing young generation are increasing today. It's not a secret.

A healthy generation means a healthy country. Preschool education institutions are primarily responsible for raising a healthy generation.

In this regard, an important direction of the complex and multifaceted important problem of raising a new person is to inculcate in each person a culture of caring about his health.

Family, pre-school educational institutions, neighborhood, health care, physical education to form it and the employees of sports systems should use all their energy and enthusiasm to instill in the mind of the child the love for physical education from a young age.

Today, it is not a secret to anyone that only children who regularly play sports from an early age grow up to be physically healthy and strong. On this basis, there are great opportunities to raise healthy children, which is the dream of every parent, and to promote a healthy lifestyle among our population.

In the system of pre-school physical education, it is necessary to educate and teach children on the basis of pedagogy and psychology, all-round formation, movement, improvement of physical abilities, movement skills, skills and knowledge under the influence of the pedagogical process of adults. The pre-school period is considered an important period in the development of a child, which lays the foundation for his health, physical development and movement culture.

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That is why it is important to carry out work on physical education in preschool educational institutions in a broad sense.

In this work, we recommend the forms of physical education in preschool educational institutions, that is, recreational exercises related to sports, active games, physical exercises, going for a walk, and gymnastics-type exercises. Effective use of gymnastic exercises accustoms children to perform all their movements clearly and clearly. In action games, children use the basic movements, skills and abilities they have learned and mastered.

Complex sports games, formal competitions are not recommended to be held with children of pre-school education and educational institution age, because these activities require continuous training and great physical load and nervous tension. But it is very important to recommend light elements of sports games and recreational exercises, some exercises of sports to children of preschool education and educational institutions.

When choosing physical exercises, it is necessary to take into account specific age groups of children of preschool education and upbringing institutions, not children of preschool education and upbringing institutions in general. It should not be forgotten that increasing the complexity of the exercises is not only due to increasing the volume and standard of the exercises, but it is necessary to require them to perform the movements in quality. Here it is necessary to take into account the level of preparation of the child: for example, during the transition from a large group to a preparatory group for school, the child is still correct

may not have mastered or learned to jump. It should be like this, that is, he should be able to jump at least 20 cm forward, and then 25-30 cm. The reason why the child could not master it in time is that the teaching of these types was not carried out together.

The fact that 5-6-year-old children cannot master the basic types of movements (walking, running, balancing, hanging, jumping, throwing) indicates that they rarely use these movements in their play activities and independent activities.

According to the well-known psychologists A.S. Vygotsky, A.V. Zaporozhets, A.N. Leonteva, play is the leading activity at preschool age, and due to it, great changes occur in the child's psyche. Movement games are the most convenient form of activity for a preschool child, which involves the conscious repetition of movement skills.

Daily physical activities in preschool education and training institutions have a positive effect on children, lead to their physical development, work activity, exercise of the children's body, all of which are reasons for saving children from various diseases.

Accordingly, it is an urgent issue to find effective means to improve the physical and mental health of preschool children, to develop the child's range of motion, to increase his interest in movement based on the vital needs of being agile, strong, and brave. The solution to this problem, in our opinion, is to create a unity of socio-pedagogical conditions that ensure a comprehensive educational process, a child's balanced, including physical and mental development.

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Game forms of organizing children's movement activities are the most valuable. Physical culture training in age-mixed groups requires a very careful selection of physical exercises. These exercises should correspond to the age characteristics and capabilities of all the children in the same group. Each separate age stage in child development has its own mental and physical characteristics. Therefore, the content of physical exercises and educational methods should be different. In both cases, the material that is difficult for young children, given prematurely, and at the same time light for older children, which does not require some mental and physical effort, is not appropriate. Young children fail to overcome the difficulties of the necessary intermediate link that are difficult for them.

A. V. Zaporozhets warns that "at each age stage, the next floor of the general psycho-physiological building is laid, the task is to build it very handsomely, without unnecessary haste, without finishing the previous floor and putting the next one."

At the same time, when older children perform exercises below their capabilities, they lose interest in material that does not require mental and physical effort. Therefore, the content of the training program for mixed groups should be suitable for the abilities of children of each age group.

The difficulty of planning training in such groups is that, on the one hand, it is necessary to choose physical exercises for each group of children according to their age groups, and on the other hand, it is necessary to find an opportunity to unite all children in activities that are interesting for them.

Before the start of training, older children put on sports clothes, then some of them help younger children to get dressed, others independently prepare the necessary physical culture inventory for training.

When the work is organized in this way, the little ones do not postpone the training, and the adults are engaged in the type of work appropriate to their age and help the little ones.

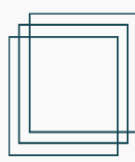
The lesson can start differently: for example, first small children enter the room and sit down, then older children enter. Their posture and actions serve as visual examples for the younger ones to imitate.

After that, young children perform a series of exercises according to their program. Sometimes older children can participate in this by showing how to perform the exercises (for example, when lining up in a circle, older children stand between the younger ones, and the little ones watch their movements). In another case, young children can be divided into groups and each of them can be handed over to adults, and adults will teach them under the guidance of an educator.

"Look," says the Educator, "how the older children raise the flags up and gently lower them down." After the demonstration, he says: "Now do this exercise together with the adults." Such organization of work has a great educational content, it instills in older children a sense of responsibility, harmony, satisfaction, and in younger children a sense of respect for their elders who do everything well

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It is also possible that when the teacher is busy with small children, adults are independently engaged in some other type of activity in the other corner of the room, in which they are under the attention of the teacher.

The choice of one or another form of organization of children in training depends on the tasks and content of the training, the number of children and their general discipline.

When conducting an active game with young children (sometimes a general game can be held for all children), the teacher should explain the game to some children in the group of adults (if the children have such experience), create a game situation (put out chairs, place toys if necessary, etc.) or the mother gives the role of a bird, a fur coat, a cat, a car: other children can participate in the game together with the younger ones.

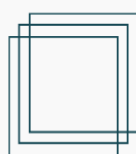
After home, the younger ones are prepared for the walk under the supervision and help of the babysitter, while the older ones continue to work with the educator according to their programs.

The training plan provided is approximate and may not be permanent. It is necessary to strive for different organization of physical culture training in age-mixed groups. For example, children can take turns: first, older children work out, while younger children play under the supervision of a nanny, or vice versa - younger children do physical exercises with the help of a teacher, and older children do something independently according to the teacher's instructions.

In practice, there are different ways to assemble mixed groups. For example, N.V. Potekhina considers it successful to unite children of two mixed ages. Some features of the training program for basic movements (walking, running, etc.) are emphasized. This will depend on the complexity of the application requirements. not at the expense of introducing new actions, but at the expense of improving the quality and quantity of different methods of learning to perform them. Therefore, it is possible to plan the same type of basic movements for both groups in physical culture training, but the program requirements will be different. This ensures children's activity, concentration, and motor intensity of training. For example, in a small middle group consisting of more young children, a small group program is considered, but for children of the middle group age, the exercises are more complicated and the demand for the quality of its execution is increased.

Large - designed for training groups

training can be planned in the same way. If there are more children of the preparatory group in this group, then the material will be planned taking into account their capabilities, but the requirements will be relaxed for younger children. It takes into account the level of physical and general development of children of both age groups.



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