

## Ways to improve the physical education of children aged 5-7 in preschool institutions

<sup>1</sup>*Maxmudov Shoxjaxon Baxtiyor o'g'li*

*Bukhara State University, 1st year master's degree in Physical Culture. Uzbekistan*

<sup>2</sup>*Mahmudov Maqsud Kamolovich*

*Teacher of the Department of Interfaculty Physical Culture and Sports. Bukhara State University. Uzbekistan*

**Annotation.** *The article discusses ways to improve the physical education of children aged 5-7 in preschool institutions. Physical exercise in preschool educational institutions with children between the ages of two and seven has a variety of forms. Physical education is the main form of educational work. Morning exercises are one of the most important recreational activities of the kindergarten regimen. Physical education is used in classes for the development of speech, mathematical concepts, etc., where concentration of attention, active mental performance is required. Outdoor games are held every day for a walk. Physical culture leisure is carried out 1-2 times a month for 20-30 minutes in younger groups and 45-50 minutes in senior and preparatory groups. Physical culture holidays are held at least twice a year in the middle and preparatory groups. Independent motor activity of children is organized at different times of the day: in the morning before breakfast, between classes, on daytime and evening walks, during game hours after naps.*

**Keywords:** *preschool, physical, educational institutions, children, education, active mental performance is required.*

The period from birth to 7 years is the most important for the formation of the child's personality, his physical development. At this time, the formation of the basic movements necessary in life takes place.

Physical education as a system of pedagogical influences directs the formation of motor skills from chaotic movements to such motor actions as walking, running, jumping, throwing and many others. Physical education of preschoolers is an integral part of the Russian system of physical education and solves a common goal for all age groups - the formation of a harmoniously developed personality.

Based on the goal, there are 3 main, inextricably 6 related groups of physical education tasks: educational, upbringing and health-improving.

Along with the general methodological approaches to solving the listed tasks, it is necessary to note the specifics of their solution in preschool age. In the first years of a child's life, health problems are brought to the fore. This is due to the fact that the child's body has a low resistance to environmental conditions, a weak musculoskeletal system, an undeveloped cardiovascular and respiratory system.

Wellness goals can be concretized as follows:

1. Promote hardening of the body, increase resistance to the effects of environmental conditions.
2. Promote the strengthening of the musculoskeletal system and the formation of a rational

posture. The significance of this task is due to the fact that the child's skeleton has not yet been formed and therefore easily lends itself to deformation.

3. To promote the increase in the functionality of vegetative organs and systems. In children with little motor activity, there are delays in the development of the cardiovascular, respiratory and other systems. Educational tasks of physical education involve teaching motor skills and abilities, teaching theoretical knowledge in the field of physical culture. It is at the preschool age that the motor base is laid, skills are formed in vital motor movements (walking, running, climbing, jumping, etc.). In the future, these movements form the basis for mastering more complex locomotions (swimming, skiing, cycling, sports games, etc.).

Preschool age (3-6 years) is characterized by significant changes in the physical and motor development of the child. By the middle of the 3rd year of life, mainly displacement movements are formed, although their final maturation occurs only in adolescence. The skeleton and muscle mass are growing rapidly. The proportions of the body change significantly. Basic vital movements are mastered. The peculiarities of the psyche of a child of this age determine the expediency of short in time, but often repetitive activities of a varied, predominantly game content. Overloading the child's body with exercises associated with large power strains and fatigue is unacceptable.

At a younger preschool age (2 - 3 years), it is important to accustom the child to daily physical exercises and outdoor games as an obligatory and immutable element of everyday life. During this period, it is necessary to create all the conditions for the child to master many types of the simplest movements, actions and hardening procedures.

In middle and senior preschool age (4-6 years), it is necessary to educate the child's interest in mastering new types of physical exercises, to increase the level of his physical abilities, to stimulate the desire to participate in collective games and competitions with peers. It is desirable to make hardening a familiar element of the daily routine. All this will allow the child to prepare well for the start of school.

Already by the age of 5, the child's coordination of movements significantly improves. It was during this period that the process of mastering the skills of drawing, modeling, making toys from paper and cardboard takes place. At the same time, the more intensive development of large muscles makes it even more difficult to perform precise movements with the fingers and the hand.

In preschool age, higher nervous activity is still characterized by instability of nervous processes. Although conditioned reflex connections arise in early childhood, due to the predominance of excitation processes over inhibition processes, they are easily destroyed. Therefore, one should not count on the solid mastering of complex motor skills and actions by a child of this age. Of greater physiological and psychological importance is the very process of mastering new things, including in the field of physical culture.

At the same time, under the conditions of an ever increasing improvement in the analytic activity of the cerebral cortex, the child acquires the ability to think logically, analyze and generalize the phenomena of the environment reflected in his consciousness. The ability to focus for some time on any one occupation or subject arises. The combination of the desire to imitate with the desire to show their own initiative, creativity increases the child's activity, encourages him to activity.

In preschool children, typological features of higher nervous activity begin to appear, character is formed, personal motives and interests appear, which, however, are very unstable. Children of this age are very susceptible to the reactions of adults to their behavior. Encouragement and praise evokes strong

positive emotions. The foundations of the discipline of behavior, the ability and desire to subordinate their actions to the rules of the game, the requirements of parents and educators, and the interests of the collective are being formed.

The main task of physical education of a 3-year-old child is the development and improvement of new types of movements of the fingers and hands, consolidation and improvement of the skills of the already mastered types of movements. The content of the child's motor activity is enriched by improving walking skills, moving in difficult conditions (walking on a rope, on a board, climbing over a log), jumping from a low height, long jumps from a place, jumping on two legs, tossing and catching a ball, arbitrary changes in the positions of the legs, arms, trunk and head, swimming and exercise in the water, playing outdoors and indoors.

Coordination develops when moving with a change in the direction of walking and running, in exercises with objects, especially with a ball, coordination of movements of the hand and fingers - in special exercises, as well as when playing with cubes, plasticine, etc.

Physical exercises should be carried out daily in the form of exercises, exercises to master and improve movements (3 times a week) and various games.

The duration of classes at the beginning of the period is 15 - 20 minutes, by the end of it - 20 - 25 minutes.

Morning exercises take an important place in the mode of physical activity of a child of the 3rd year of life. Charging should be done daily. The value of morning exercises is not limited to its health-improving function, the removal of the child's "inhibition" after a night's sleep, and cheering up the baby. The huge psychological role of morning exercises is to instill in the child the habit of starting the day with physical exercise.

Exercises for charging should be constructed from movements known and well mastered by the child. It is best for an adult to do the exercises with your child. This will create a favorable emotional environment and make it easier for the child to perform movements, especially reproduction of tempo and rhythm. The number of exercises in the charge is not recommended for more than 4 - 5, not counting the walking at the beginning and in the final part.

The main task of physical activity in a 4-year-old child is mastering new movements, mainly from the arsenal of sports exercises. A new feature of physical training during this period is the setting of goals for individual exercises. Such goals can be: run fast, throw far, hit the target with the ball, jump far, accurately reproduce the movement, quickly respond to the command.

In a child aged 3 to 4 years, it is necessary to begin the purposeful development of motor abilities - dexterity, speed, flexibility, strength and endurance.

The content of physical exercises is enriched due to new movements and new exercises, actions, types and forms of physical activity mastered by the child. A significant place in the classes should be devoted to preparation for mastering or partial mastering of the basic elements of movements in sports exercises - elements of running, jumping, throwing techniques, elements of playing with the ball with hands and feet, short ligaments of gymnastic exercises, elements of acrobatics, swimming.

Game will remain the prevailing form of training, but more and more it is necessary to use classical forms of training with multiple repetition, memorizing movement elements and their ligaments.

When developing quickness, the main emphasis should be on training reaction speed and

frequency of movements in simple exercises.

In exercises for flexibility, active and active-passive stretching of muscles and ligaments prevail.

Special endurance and strength training should not be performed. These qualities will naturally develop in a child against the background of the motor activity that is carried out with the development of dexterity, flexibility and speed.

The duration of the lessons is 30 - 35 minutes. Classes are held 3-4 times a week. The main direction of physical training of children of the 5th year of life is the all-round expansion of the arsenal of mastered elementary movements and preparation for the intensive development of new technically difficult exercises. A significant place in the target settings for this period of physical education of children is occupied by the development of those motor abilities and psychomotor abilities, which in the future will serve as the foundation for mastering complex coordination movements and their improvement. These qualities and abilities of the child include: agility, flexibility, strength, speed (mainly the speed of reaction) and the ability to quickly form in consciousness and sensations an image of a new movement, in other words, quickly "grasp" the essence and features of the movements being learned and their elements, to understand explanations of an adult and be able to embody the ideal image of movement in their own actions.

A large place among physical exercises during this period will be occupied by those that contribute to the development of the ability to correctly, in accordance with the task, move the body links in space, accurately reproduce the given trajectories, direction, speed and pace of movements. Special efforts of the educator should be directed to the strength training of the child's muscles, especially the smaller muscles; controlling the movements of the hand, foot, lower leg, forearm. An important role will be played by exercises aimed at mastering individual elements of sports movements (running, jumping, throwing, cycling, skiing, sledging, in the water). During this period, exercises for agility and responsiveness can be complicated. Greater emphasis should still be placed on developing flexibility.

The complication of tasks and an increase in the tension of the child's psyche and his physiological functions do not allow to increase the duration of classes at this age, but they require from educators and parents a lot of attention to the active rest of children, their timely psychological recovery.

As noted earlier, the age of the 5th year of life is critical for many parameters of the child's physical health. During this period, there is a weakening of some links of the muscular system and articular ligaments.

There is only one effective means of preventing these anomalies of physical development, it is properly organized physical activity of children, their regular and carefully thought out physical training.

At this age, the content of physical activity significantly expands, especially due to the development of new types of movement, but its intensity is not recommended to increase.

The schedule of classes remains the same as at the age of 3 years. You should train 3 times a week and do morning exercises every day if the child does not go to kindergarten, and on Saturdays and Sundays if he is attending a kindergarten. The duration of morning exercises remains the same - 10 - 12 minutes, and the duration of classes can be increased up to 40 minutes.

Against the background of versatile physical improvement of 6-year-old children, the specialized development of individual motor abilities, first of all, the development of new movements, as well as the mastery of more complex types of movements from the arsenal of sports, will gradually take an increasing place.

The main task during this period is the preparation of an extensive foundation, the basis for the intensification of the process of physical education in subsequent years. The difference between this stage and the previous one lies in the increased emphasis on the development of motor abilities - mainly speed and endurance. Strength training will also take a big place. However, speed and strength training, as well as the development of endurance, should not be an end in itself for the physical training of children of this age. The task of such classes is, first of all, in the preparation of the child's physiological organization, his muscles and ligaments, movement control systems and their energy supply and, finally, his psyche for the upcoming significant increase in physical and mental stress in the near future in connection with the beginning of school. ...

Physical exercise in preschool educational institutions with children between the ages of two and seven has a variety of forms.

Physical education is the main form of educational work. The purpose of the lessons is to teach new movements, consolidate previously mastered actions, develop motor abilities. They are held 3 times a week for 20 - 25 minutes in junior and middle groups and 30 - 35 minutes in the preparatory group.

Morning exercises are one of the most important recreational activities of the kindergarten regimen. It is aimed at enhancing the body's activity and increasing its efficiency. Daily exercises have a positive effect on the formation of correct posture, develop perseverance and discipline, foster interest in physical exercises, and cause emotional uplift. For children of younger groups, its duration is 5 - 10 minutes, in the preparatory group - 12 - 15 minutes. It consists of three parts: introductory (various types of walking, running from 30 s to 1.5 minutes), the main (a set of general developmental exercises for the development of the main muscle groups) and the final (quiet walking or games of little mobility).

Physical education is used in classes for the development of speech, mathematical concepts, etc., where concentration of attention, active mental performance is required. It is used to prevent fatigue, rest, increase mental performance and includes 2 - 3 exercises lasting 2 - 3 minutes.

*Outdoor games are held every day for a walk. They increase motor activity, increase emotional tone, and educate moral and volitional qualities. During the year, children get acquainted with 22 - 25 outdoor games.*

*Physical culture leisure is carried out 1-2 times a month for 20-30 minutes in younger groups and 45-50 minutes in senior and preparatory groups. Leisure is a form of active recreation for children. In contrast to physical education, more free activity is provided here, games, entertaining tasks, and funny relay races are used.*

*Physical culture holidays are held at least twice a year in the middle and preparatory groups. They are viewed as a review, the sum of the achievements of children. Children prepare in advance for the holidays, learn exercises, games, dances, which they demonstrate at the holiday, compete in speed, dexterity, strength. The duration of the holidays is 1 - 1.5 hours.*

*Independent motor activity of children is organized at different times of the day: in the morning before breakfast, between classes, on daytime and evening walks, during game hours after naps. It is*

carried out under the supervision and with the participation of a teacher and is aimed at activating motor activity and forming a habit of regular independent physical exercises. Its nature and duration depend on the individual characteristics and needs of the children.

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