

Psychophysiological and Socio-Pedagogical Features of the Development of Physical Qualities in Children of Preschool Age

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Abstract:

This article describes the psychophysiological and socio-pedagogical features of the development of physical qualities in children of preschool age.

Keywords: physical qualities, psychophysiological characteristics, socio-pedagogical characteristics.

Introduction

The education of physical qualities is one of the main aspects of physical education. The physical aspects are related to the functional, psychological and biological characteristics of the child's organism. The education of physical qualities, combined with training in the skills of movement, affects the improvement of these skills, the wellness of the whole organism, the improvement of the positive emotional state of the psyche. Children's movements increasingly they begin to perform with more confidence, that is, faster movements they master, strive to achieve more success, creative begin to show independence.

Psychophysiological characteristics of children of preschool age include: the possibilities of the body's ability to work, emerging interests and needs, visual movement, visual image and forms of logical thinking, the specificity of the type of dominant activity, in connection with the development of this activity, significant changes in the child's psyche take place and prepare for the "transition of

the child to a new Accordingly, children develop the theory of physical education, the content of all forms of Organization of physical education and their implementation in optimal pedagogical conditions.

In the development strategy of the new Uzbekistan, “bringing the quality of education to a new level in the preschool education system” is defined as the goal. The development strategy also sets out tasks such as further improving the system of continuing education, improving the quality and efficiency of the activities of preschool educational organizations, raising young people with independent thinking, loyal to the motherland, with a strict life perspective. In this regard, it is important to educate the pupils of preschool educational organizations as physically energetic, mentally developed, creatively thinking and develop a pedagogical system for this.

In the process of performing physical exercises, the qualities of agility, speed, strength, endurance and flexibility are brought up in children of preschool age. When we take them into account their anatomical-physiological characteristics, the chances of nurturing the qualities of agility and speed are greater in them than in other qualities, but on the contrary, care is needed to educate the qualities of strength and endurance movement. But the development of these qualities is not stopped at all, since the elements of strength and endurance are necessary for each action activity, these qualities are manifested during other action activities, even without the desire of the educator. in the structure of movements such as walking, jumping, throwing, these qualities are manifested anyway.

The flexibility of the nervous system of children of preschool age provides a good opportunity to equally develop physical qualities. Because excitation and braking in the nervous system are associated with the ability to quickly exchange one with the other. Especially during action games, which are not planned in advance, it is necessary to perform the emergency actions necessary for the game activity, and they are manifested in the rapid exchange of their place for each other in a short time. This creates conditions for the easy development of agility quality.

The nerve process accelerates the development of the physical quality of a large speed speed. Running, cycling and other exercises with minimal speed over a short period of time will be a factor in the development of speed. In these exercises, of course, it is important that the norm is chosen correctly and they are exchanged.

In children of this age, the muscles of the neck, abdomen, back, back are weak, and the figure does not develop well in them. Accordingly, the same group will consist in choosing exercises for the development of their muscles (walking, running, doing it by bending and straightening the body), gaining them the speed of walking, expressing the fact that they can achieve a higher indicator compared to other qualities of movement. Without these, the child would have had difficulty doing the physical exercises found in his daily life, in physical labor.

Physical movement is a period of formation of vital skills and abilities for a person, especially in childhood and adolescence. Without physical effort, it leads to the creative activity of children and insufficient development of their physical abilities. Limiting or disrupting movement has its own negative effects at each stage of life. It turned out that a lot of effort is necessary for an organism growing in childhood. Physical inactivity, on the other hand, reduces children's chances of getting tired quickly, slowing their growth, slowing mental development, and fighting infectious diseases. In children who have tried a lot, a natural desire for physical and psychic improvement arises. For the full-fledged development of children, the rational use of mental and physical loads is of great importance. It is advisable to use them widely when planning physical education work, which is carried out on the agenda.

It is known that in order to properly organize the physical education, physical development, training of children from a methodological and pedagogical point of view, it is imperative to know well the physiology and psychology of children, on which, relying, specific tasks should be set before each training session. The number of tasks is 2-3, and according to the tasks, the main actions, exercises

and action games are selected. The selected exercises, firstly, should be associated with basic movements, and secondly, it is also required that the exercises be appropriate for age, preparation, gender. In addition, these exercises are mandatory for children to be simple, understandable, familiar, able to perform. Only then can movement skills be formed and developed into skills be achieved in children. The physical fitness and development of children is the main component of Health. The physical development and quality of preparation of children depends on the pedagogically correct placement of the process of physical education using modern methods and forms.

In different literature on the physical education of preschool children, the content of the process of physical and action training of children is not interpreted in the same way. For Example, T.I.Osokinani's textbooks note the physical qualities along with the formation of movement activities: agility (including motion coordination abilities), general endurance, speed-strength qualities, as well as the need to develop the ability to maintain balance.

When choosing physical exercises, it is necessary to take into account not children at all, but specific age groups of preschool children. It should not be forgotten that, despite the fact that children of the preschool educational organization 6-7 years old know a lot, it is necessary to complicate the activities carried out not only at the expense of increasing the size and norms of the exercises, but also to require them to perform the movements qualitatively. Here it is necessary to take into account the level of readiness of the child: for example, during the period of transfer from a large group to a preparatory group to school, the child may not have yet mastered or learned to jump to the net. It is necessary to be such that, at least in the high jump, he should be able to jump 20 cm in front of him, and then 25-30 CM freely. The reason why the child was not able to master it in time is that training in these types was not carried out together.

The theory of physical education of children, having studied each age stage, summarizing scientific data and practical experience, defines the tasks of physical education, comprehensively reveals their essence, very effective tools and methods of organizing the entire process of physical education, their intended forms.

It is an important function of physical education that determines the special importance of physical education as the basis of comprehensive development of the personality of a child who is healthy, energetic, genuine, cheerful, kind, enterprising, able to control his movement well, love physical education and sports, can act independently in the environment, is capable of school education and further active creative activity.

The theory of physical education includes the following psychophysiological features of children of early and preschool age: the possibilities of the body's working capacity, emerging interests and needs, visual movement, visual image and logical forms of thinking, the specificity of the type of dominant activity, significant changes in the child's psyche are made in connection with the development of this Accordingly, children develop the theory of physical education, the content of all forms of Organization of physical education and their implementation in optimal pedagogical conditions.

The theory of physical education provides for the requirements of the scientifically based program of the entire educational complex of physical education (movement, skills and qualifications, physical qualities, some elementary knowledge), studying and taking into account the laws of the potential capabilities of the child at each age stage. Mastering them allows you to provide the necessary level of physical fitness for children to study at school.

In accordance with the content of education, preschool children organize selected physical exercises, action games based on the state requirements for education. In the educational process, adults give children the experience of goal-oriented activities. Its content also includes the experience of mastering actions that serve to develop and improve.

When working with preschool children, it is very necessary to take into account their age characteristics, certain knowledge that ascends in the conscious activity of the child; the unity of knowledge about the methods of activity that teach the child to actions, about the activities and the qualifications and skills of their implementation form components based on the work processes. One of the parts is the experience of creative activity. A person who has not been trained in independent thinking since childhood and assimilates everything after being given ready-made cannot show the qualities given to him by nature.

Therefore, society cannot look completely indifferent to the learning of the younger generation to creative activities. In the process of raising movement activity, adults (parents, caregivers), taking into account the psychophysiological features of the development of children, put new tasks of movement before them.

Education requires the child to concentrate attention in one place, develop active imagination, active thinking, memory: for example, if the educational process acquires fun and is in an emotional spirit – emotional; if the pattern of movement is shown figuratively by the educator and performed by children – figurative; when the consistency of performing all exercise elements in action play and their independent performance is understood and remembered. For this, education should be free, only then can exercises be performed consciously, independently.

The organization of the educational process makes it possible to train children in labor movements that they will have the strength to achieve.

Conclusion

The caregiver said that they themselves keep the physical education equipment from children organized and clean (compact twisted flags, ironed tape, handkerchiefs, etc.) in regular demand. First of all, the duty officers care about this and avidly place the necessary items. At the same time, they also keep in mind the layout of the subject and inventory so that it is convenient for all children to use. Children wash balloons, balls, etc. from time to time and wipe large equipment. In such an event, all educators participate under the guidance of the educator.

Thus, in the process of training in actions, children develop mental abilities, moral and aesthetic feelings, a conscious attitude to their activities and, in connection with this, striving for a goal, organization are formed. All this is the implementation of a general approach to the educational process in interaction. This process serves to form the physical qualities of a comprehensively developed child.

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