

**THE IMPORTANCE OF ACTION GAMES IN THE PHYSICAL
DEVELOPMENT OF PRESCHOOL CHILDREN**

Sidikova Gulbahor Sabirovna

Teacher of the Faculty of Physical Culture of the
department of physical education

Yakubova Zarina Temurovna

Student of the faculty of physical education

Annatatsiya

Ushbu maqollada maktabgacha ta'lim yoshidagi bolalarning jismoniy rivojlanishida harakatli o'yinlarning ahamiyati haqida ko'rsatib o'tilgan

Аннотация

В данной статье показано значение подвижных игр в физическом развитии детей дошкольного возраста

Annatation

This proverb mentions the importance of action games in the physical development of preschool children

Key words: Physical education, physical development, sports, education, preschool age, educational, game, movement, physical quality

Kalit so'zlar: Sport, ta'lim, maktabgacha yosh, tarbiyalanuvchi, o'yin, harakat, jismoniy sifat

Ключевые слова: Физкультура, физическое развитие, спорт, образование, дошкольный возраст, воспитанник, игра, движение, физическое качество

Preschool is a very important period in every child's life. It is believed that physical and mental development in preschool age suffers absolutely completely. Many parents worry that their children are not growing well. In fact, this is an absolutely normal phenomenon. According to statistics, children from 4 to 6 years old are 10-15 cm tall and weigh only 3-5 kg. While preschoolers are active and full of energy, their energy may suddenly disappear. Many parents find that their children get tired in the evenings. This is explained by the fact that the child has an extreme tendency: severe fatigue and very active play. Excessive activity can

lead to increased arousal. Kindergarten is given enough time per day for exercises and sliding games: morning, physical education, physical education, tourism, physical education, sports for physical education. For the positive physical development of preschoolers, a reasonable daily routine is important: enough time for night sleep and daytime rest, regular meals, time for outdoor games.

The legal basis for the activities of pre – school educational institutions, the law “on education”, “national program of Personnel Training”, the law “on Physical Education”, the concept “on preschool education”, the regulation “on preschool institutions”, “child” and state requirements, as well as other regulatory legal acts. Growing up in Uzbekistan, the younger generation is able to maintain health, raise them as physically strong, agile, business people and bring them to life, to work. In order to implement directive documents related to the issues of preparation for the protection of the motherland, a new approach to physical education work, being in search of it will entail the scientific - theoretical and re-elaboration of the practical foundations of the system.

Therefore, one-point training, the second-one-point entry can be in the description of physical fitness. The task of this part of the training consists in the emergence of an interest and emotional mood for it in children, checking the level of training of the figure, clarifying certain movement skills, preparing the child's body for a somewhat intensive activity, which gradually takes place in the main part of the training. To this end, children are offered to perform familiar exercises and their options, which will help to raise the right old age, prevent flatulence, and do not require a lot of time to perform in connection with aiming in space and in the team.

It serves to transfer children to the teaching of all-in - one exercises at the beginning of the main part of training. This part lasts 2 to 4 minutes in small groups, 3 to 5 minutes in medium groups, 4 to 6 minutes in large groups. If the first part of the training is planned in the quality of the introductory-preparatory part, at the beginning of it, exercises are given that are intended for the above-mentioned introductory part. However, after that, in this part of the training, all-inclusive exercises were given, which did not require training, consisting only of repeated and Variational exercises. Their task is to prepare the child's body for a slightly higher physical load on the main part of the training. In this case, basic movements with complex coordination or sports exercises of an intensive description with sufficient physical load are planned.

The main main tasks of education for preschool children consist in developing children physically, mentally and spiritually, preparing them for regular

education (school) on the basis of national and universal values, taking into account their innate competence, interest, need and capabilities. The goals and objectives set before the process of development and preparation of preschool children are controlled through this “state requirements for the education of preschool children”. State requirements define the main directions of educational content given to preschool children, as well as the minimum requirements for their level of school readiness, which is recognized as a state document.

The physical education and education of the younger generation is defined in the law of the Republic of Uzbekistan “on education” and the “national program of Personnel Training”. At the age of preschool education, the child's organism develops rapidly. Its nervous system, bone muscle cystitis are intensively formed. The respiratory organs are improved. It is during this period that the ground is laid for health and full-fledged physical and spiritual maturation. This is the main goal of the “education law” and the “National Training Program”. Targeted physical education has a positive effect on the mental development of the little ones. Their knowledge of what is and is in the natural environment increases, their knowledge of place and time improves, positive sensations of character trait are composed.

Great attention is paid to the fact that preschool children are polite and fall in love with work. Teaching children to be able to know and actively participate in the names, rules of national games, including those that are suitable for their age, to run and jump, to carry out norms established in accordance with their age, to deploy agile movements, to perform conditioning exercises forms the basis of educational content that ensures the physical development of preschool children.

It is noted by research teachers and practitioners that the system of physical education of preschool children should provide a holistic, humanistic impact on the individual, ensuring the right of every preschooler to constant and most complete physical development. The modern reality is that exciting outdoor games have been replaced by computer games. The intellectual and aesthetic development of preschoolers has become a priority. Modern children spend less and less time playing outdoor games, walking and communicating with their peers. The manifested disturbed balance between play and other activities of children, between different types of games, has a negative impact on both the state of health and the level of development of physical qualities of preschool children. Insufficient physical activity of children acts as the leading cause of deterioration of children's health, lowering their vitality.

All this makes it relevant to search for possible ways to physically improve preschoolers, identify the most effective means of developing the motor sphere of children, and develop preschoolers' interest in movements based on the need to become nimble, strong and brave. The solution of this problem is possible by creating certain pedagogical conditions that ensure the integrity of the educational process, the harmony of the physical and personal development of preschool children. The most effective means of physical development of preschoolers are the game forms of organization of children's motor activity.

Outdoor play is the first form of activity available to preschoolers that involves the conscious reproduction of motor skills. The study of outdoor games was carried out by such authors as V.G. Barbash, T.I. Osokina, E.Ya. Stepanenkova, E.A. Timofeeva and others. The authors pointed out the role of outdoor games in the development of preschoolers. So, in the works of T.I. Osokina emphasized that outdoor play acts as a means to ensure the harmonious development of the child, allows the preschooler to master his behavior, form positive relationships, and ensures a prosperous emotional state. E.I. Adashkevichene, R.I. Vavilova, L.V. Karmanova, T.I. Osokina and others paid attention to the issues of outdoor games in the theory and methodology of physical education and child development. In particular, R.I. Vavilova notes that outdoor games give a child the opportunity to master a variety of complex motor actions, to show independence, activity and creativity. These authors have revealed quite deeply the content and pedagogical conditions of teaching preschoolers outdoor games. Examining the peculiarities of the development of physical qualities of preschoolers, G.V. Ilyina pointed out that "the selection of the content of physical culture for preschoolers is based on the patterns of natural development of the child, in particular on the law of heterochronous maturation of systems and functions of the body in ontogenesis, the manifestation of sensitive periods that determine the predominant use of certain means and methods in physical education".

At the age of 5-7 years, children are distinguished by well-developed large muscles of the trunk and back, while the small muscles of the back, which contribute to maintaining correct posture, and fine motor skills of the hands are poorly developed. In the research of N.A. Bernstein, it was found that "the sensory representation of small muscles in the cerebral cortex is significantly greater than that of large muscles" [5, p. 76]. This provision serves as another confirmation of the expediency of using these motor actions in the system of physical education and development of older preschool children. The experience

accumulated by the child in the process of mastering outdoor games contains a variety of motor programs, thereby increasing the child's ability to master new movements. Therefore, it is preferable for preschoolers to move with frequent changes in the direction of movement of the body and its links. Outdoor games provide a comprehensive, harmonious development of motor abilities by including a variety of motor tasks performed in changing conditions.

The essence of motor skills and physical qualities is most fully described in the works of L.P. Matveev. The author highlights strength, speed abilities, the ability to show endurance and flexibility. L.P. Matveev highlights motor coordination abilities, which play a leading role in the physical development of preschoolers. The author refers to motor coordination abilities as "the ability to expediently coordinate movements (coordinate, subordinate, organize them into a single whole) in the construction and reproduction of new motor actions, as well as the ability to rebuild coordination of movements, if necessary, change the parameters of the mastered action, improve the ability, transform the established forms of coordination of movements in accordance with the existing circumstances".

The determination of the level of general physical fitness of children is carried out during the assessment of the development of basic physical qualities, which include strength, dexterity, speed, endurance, flexibility. The researchers point out that the insufficient level of development of physical qualities in children significantly complicates the process of learning physical exercises, and in some cases makes it completely impossible.

The development of physical qualities of preschoolers occurs in certain forms of organization of physical education activities of children: physical education, outdoor games, physical recreation and sports holidays. G.V. Ilyina emphasizes that "the motor activity of children in the presented forms of organization has a beneficial effect on physical development, forms motor skills and develops physical qualities, contributes to improving the functional activity of the body and to enhance the emotional and joyful feelings of children".

The use of outdoor games in the older preschool age, which are a means and form of organizing physical education, makes it possible to ensure the unity of the child's personal, physical and mental development. The game is the first form of activity available to preschoolers, involving conscious reproduction and improvement of movements. In his works, E.A. Arkin noted that outdoor play is "the most powerful and indispensable means of child development, the main lever of preschool education, as well as outdoor games contribute to strengthening the body through the development and improvement of the motor apparatus".

Outdoor play is a conscious, active activity of the child, the purpose of which is achieved through accurate and timely completion of tasks that are associated with mandatory rules for all players. According to the definition proposed by P.F. Lesgaft, outdoor play is "an exercise through which a child is prepared for life, the fascinating content and emotional intensity of the game encourage him to certain mental and physical efforts".

Outdoor games, being a complex of natural movements of various types and in different combinations, are distinguished by a wealth of intellectual content: ingenuity and wide orientation in the surrounding space are required from the players. The overcoming of difficulties by children arising in the game is also interconnected with mental activity, i.e. preschoolers are faced with the need to analyze the situations that have arisen, to make operational decisions on motor tasks.

Outdoor games can be considered as a way to improve motor skills already mastered by preschoolers and develop their physical qualities. During the game, children focus on achieving their goals, rather than on how to perform movements. They act purposefully, adapt to the conditions of the game, show dexterity and thereby improve their movements. As P.F. pointed out. Lesgaft, "games use everything that is learned during systematic classes, therefore all movements and actions performed here should fully correspond to the forces and skills of those involved and are performed with the greatest possible accuracy and dexterity".

Outdoor play, being a motor activity, has certain specifics: a preschooler is required to show a quick reaction to signals and an unexpected change in the game environment. The various situations that arise in the game require a change in the nature of movements and actions, the level of muscle tension, and a rapid change in the direction of movement. For example, in the game "Traps", each child needs to carefully monitor the actions performed by the driver - when the driver approaches, the child must quickly run away in the opposite direction, being in a safe place, the child must slow down the pace of movement, slow it down, stop. Each subsequent approach of the driver requires a new acceleration of movement from the child.

Almost any outdoor game contains any signals indicating to the child a change in the game action and movement. For example, in the game "Friendly Guys", the signal "Line up!" causes preschoolers to react quickly, which manifests itself in the transformation of actions, directions and features of movements (for example, a purposeful one in the forward direction replaces the easy running in a straight

direction for the fastest possible formation in a column one after another at pre-designated positions). According to L.N. Voloshina, "manifestations of such active motor activity contribute to the training of the nervous system of preschoolers, improvement and balancing of the processes of excitation and inhibition".

Outdoor play gives preschoolers the opportunity to learn how to regulate the level of voluntary attention, the level of muscle activity, children learn the alternation of movements and rest, determined by the peculiarities of the game situation in which they are. In his research, T.A. Tarasov, "all this contributes to the development of qualities such as observation, ingenuity, the ability to navigate in changing environmental conditions, to search for a way out of the situation, develops the speed of decision-making and their enforcement, promotes the development of courage, dexterity, initiative, develops skills of an independent way to achieve goals".

Teaching to walk evenly while maintaining balance in the right direction, climbing (climbing and descending independently on a small ladder), throwing objects and not dropping them when rolling. The development of small muscles of the fingers - the formation of skills for Lansing, chambering, performing certain movements and activities together with other children. Encourage children to be active in action.

The process of physical and mental development of small children of preschool age is intense. Because their body is growing tirelessly, they cannot sit in A Quiet Place. But at this stage, the physical growth of the child will seem to subside a little more than from the outside. That is, children from 3 to 4 years old are only 4 sm.ga grow. Parents should pay special attention to the physical development of their children, creating conditions for their free, leisurely movement. Because the opinion of the child depends on his sharpness, wealth of speech, mastery of spiritual qualities, first of all, on his health.

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