

# Methods Of Organizing Children's Physical Education In Preschool Educational Organizations

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## Annotation

This article covers a wide range of forms, methods and content of the organization of physical education of children in preschool educational institutions. The structure of physical activities, their health-improving, educational and educational significance have been scientifically analyzed. It also explains the factors affecting the physical development of children, methods of effectively organizing training, and pedagogical approaches.

**Keywords:** formation and reformation, means of morning exercises, formation exercises, types of movements and dance steps, content and tasks of the main part of the lesson, physical qualities.

The main goal of preschool education is to raise the younger generation as physically healthy, mentally mature, spiritually rich, and fully developed individuals, and to prepare them for school education. The tasks of raising preschool children are to give physical, mental, moral, aesthetic, labor education and prepare them regularly (to school) through the means of national and universal values, taking into account their innate capacity, interest, need and capabilities.

The goals and objectives of physical education classes in preschool educational institutions are to develop various physical development skills and abilities in children, and to develop physical qualities such as strength, agility, agility, and intelligence in them. Regular physical exercise has a positive effect on the growth and development of children.

Physical development-the process of transformation of the forms and functions of the human organism is considered. The term "physical development" is used in a broad and narrow sense. When the term "physical development" is used in a narrow sense, it is used to understand anthropometric and biometric indicators, chunonchi: posture, height, weight, chest circumference, lung capacity of vitality, degree of vertebral curvature, Gaddi-the physical condition of the figure, distance between the tips of the shovel, indicator of the size of the tavon Dome, strength of the right and left paw muscles, When the term "physical development" is used in a broad sense, it also includes physical qualities (speed, flexibility, balance, eye-hand coordination, strength, endurance)..



The structure of the exercises ensures the constant execution of physical exercises from the children's side. It is determined by the tasks set, the working capacity of the nervous system and the characteristics of the child's organism at each individual age stage. Control over the dynamics of the child's body and its psychology during training is considered one of the main tasks of the educator. These include:

1. Introduction – preparatory part.
2. Main part.
3. Final part.

Educational, developmental, and health-promoting tasks are equally important for each part of the lesson.

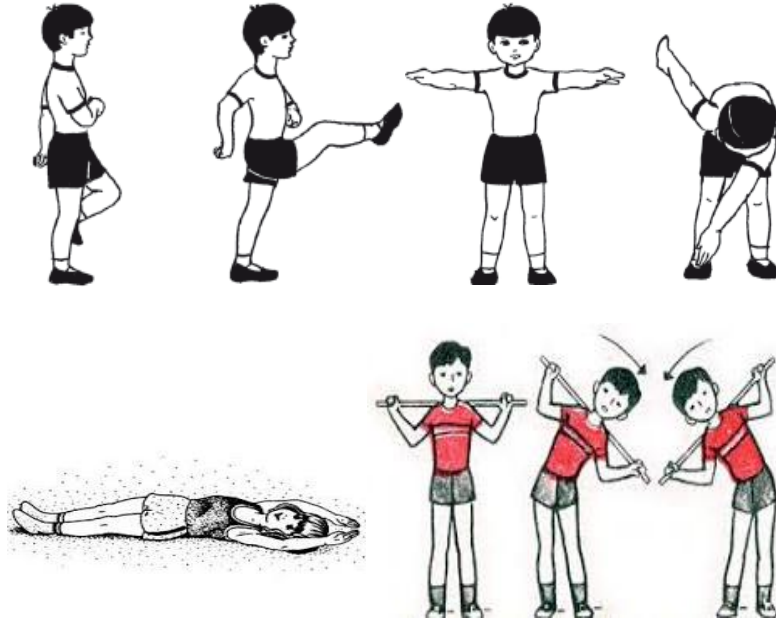
The introductory part begins with the formation of children in groups of three to four and ends with their spread. The introductory part of the training serves to switch children to teaching all-inclusive exercises at the beginning of the main part of the training.

This part lasts from 2-4 minutes in small groups, from three to five minutes in medium groups, and from four to six minutes in large groups. Content and objectives of the introductory part of the lesson. The first part of a physical education lesson can vary depending on the tasks set and the content of the exercises in its main part.

The task of the introductory part of the training consists in the emergence of an interest and emotional mood towards it in children, checking the level of training of attention, clarifying some movement skills, gradually preparing the child's body for the main part of the training-Gan for an extremely intensive fast activity.

Content and objectives of the main part of the lesson. In this part of the lesson, in one case, the tasks are to teach children general developmental exercises, then basic movements, and to develop physical qualities; in the second case, the focus is on teaching basic movement exercises. These exercises involve introducing new movement material, repeating previously familiar exercises using different variations, and improving movement skills at the consolidation stage. After that, rule-based active games are held that involve all the children in intense activity.

Bunda bolalar psixik ish qobiliyatining davomsizligini hisobga olib, murakkab vazifalar (bolalarni yangi material bilan tanishtirish yoki juda murakkab koordinatsiyali mashqlarni bajarish) asosiy qismning boshida belgilanadi.



All-in-one exercises are performed by children with small items, flags, sticks, champignons, ribbons, threads. Such exercises and means have a positive effect on the improvement of the functional state of the children's organism.

Initially, exercises are given to develop and strengthen the arm muscles and shoulder girdle muscles in order to form the correct posture and regulate breathing. Second, exercises are given to strengthen the core and back muscles and develop spinal flexibility (bending forward, backward, and to the sides, and rotating the torso). And in the third place there are those that strengthen the muscles of the abdomen and legs (squatting, lifting bent legs from the knee, etc.k.) exercises are given.

After that, the main movements are taught. Some of them are new to children, while others are in the learning and improvement stage. The duration of the main part, in which the training is carried out with the training of all-inclusive exercises: from 15 to 18 minutes in small groups; from 20 to 22 minutes in the middle group; from 25 to 28 minutes in the large group. When conducted without general developmental exercises, its duration is 8-12 minutes in small groups, 12-15 minutes in the middle group, and 15-20 minutes in the older group.

The final part of the workout The final part of the workout after the game includes an intense, gradually slowing down jog. It helps to promote general arousal; during the walk, children can perform several breathing exercises. In some cases, the walk can also be replaced with a low-impact game involving all the children. The workout ends with a walk or a substitute game.. The final part lasts from 2 to 3 minutes in a small group, and from 3 to 4 minutes in a medium and large group.

Duration of the entire lesson:

- 15-20 minutes in small groups;
- 20-25 minutes in medium groups;
- 30-35 minutes in large groups.

Physical education classes in preschool educational institutions are conducted by a physical education instructor and develop lesson plans for all groups. Physical

education classes are the main form of regular physical training of children. The importance of training lies in the systematic implementation of the tasks of forming a culture of movement, health, education, and upbringing.

For this purpose, children are encouraged to perform familiar exercises and their variations that help develop correct posture, prevent flat feet, and are related to orientation in space and in a team, and do not require much time to perform.

Such exercises include: - formation exercises: various formations and re-formations; - walking and running with various tasks; - light jogging in a dispersed manner and then forming into large and small circles, columns, etc.; - Various types of walking and flat-heeled walking: on the heels, on the toes, on thick cords on the floor, walking on stairs, etc.

The speed of mastering physical exercises depends on strict adherence to the principle of their sequence. The basis for successful learning is a properly structured program by the teacher, in which each subsequent action being learned is based on previous skills, is based on a scientifically based arrangement of the material, and provides a coherent planning system. Physical education classes offer a variety of activities to perform, ensuring the comprehensive physical development of children, maintaining the high working capacity of the child's body, and maintaining interest in physical activity.

The choice of exercise should be based on three main principles. First of all, it is necessary to take into account the functional principle of choice, in which the leading movement is emphasized, which performs the function of clarifying the technique of learning and implementation. According to it, not only should general developmental exercises be selected for different muscle groups, but also the main movements should be combined depending on the predominant effect on different parts of the body. Activities that primarily target the leg muscles include walking, running, jumping, and balance exercises.

A rational combination of physical exercises is achieved if the educator uses movements included in one group at a time. This is because for the correct execution of complex movements, it is necessary to ensure that the muscles work well. If further exercises again require the tension of newly worked muscle groups, this, along with the injury, leads to a decrease in the accuracy of the transfer of movement parameters. At the same time, one-sided physical development is carried out.

It's a completely different matter if the exercises primarily affect different parts of the body. Changing movements provides stress and rest for different muscle groups. This helps to achieve good quality of all movements performed, prevent injury, ensure high performance throughout the lesson, and contribute to the versatile physical development of children. The anatomical principle of selection is carried out in relation to the leading basic movement.

To meet the growing organism's need for movement, develop physical qualities, and help strengthen various organs and systems in the classroom, there should be "exercises" that provide a high physical load, and they should be combined with medium-intensity movements.

The successful assimilation of the technique of performing complex movements is facilitated by the presence of leading exercises that can be included in the introductory part or in a set of general developmental exercises.

The effectiveness of teaching physical exercises is ensured by various methods of organizing children. When performing movements, these methods affect the number of repetitions within a given time, ensure that the educator controls the process of

mastering the material, and create conditions for the conscious assimilation of the components of the movement.

The frontal method of organization is used in physical education classes, where all children perform the same movement at the same time. This method allows the educator to ensure a sufficiently high repetition rate within the allocated time, which contributes to the rapid formation of temporary connections, achieving high activity of each child, and sufficient physical activity when performing any action. At the same time, the educator cannot keep all the children in sight, seeing the actions of others, while moving on to teaching some children. For example, crawling under a cord, mastering purposeful movements with a ball, jumping in place, etc., throwing and catching the ball, moving the ball to the opposite side; jumping rope (in the middle group), etc.

It is advisable to perform frontal movements not only at the initial stage of learning, but also at the stage of improvement. It should be remembered that the frontal method applies only to movements that do not require a protective net from injuries and is used in all parts of physical education.

Conducting physical education classes outdoors. Physical education classes are held in the gym and outdoors. V.G. Frolov and G.P. Yurko's research shows the high level of health-promoting effects of outdoor physical education classes throughout the year. Work on general developmental exercises, throwing, and accuracy of other movements is difficult due to the fear of causing hypothermia in children. exercises are regulated by season, not by a systematic approach to solving pedagogical problems.

Physical education in the open air allows you to teach children how to perform movements in natural conditions: from various ways of walking on the ground (walking on sand, water, grass, smooth areas). In addition, natural conditions allow children to get acquainted with climbing on a pole, moving on vines, sticks, etc. having studied the technique of performing long and high jumps with running, encouraging children to combine energetic running with flying with one foot, increasing the distance and performing these movements with jumping; creating favorable situations for learning to throw at a moving target.

The following methods and techniques are used in the practice of physical education of preschool children: - "Explanation" (understanding the exercise, instruction, command, story, conversation), - demonstration (demonstration, gesture - imitation, sound and visual targets, use of visual aids), - practical method (exercises, specific tasks, game methods, support and assistance).

The greatest success in teaching preschool children physical exercises can be achieved by taking into account the tasks of education and upbringing, the stage of training, age characteristics, the preparedness of children, and their emotional states, while using a wide variety of methodological methods.

Explaining and showing is the main way to teach children to act. Depending on age, readiness, as well as the complexity of the educational material, the scale of explanation and indication will vary throughout the educational process. The method of showing in small groups is of particular great importance. The Kichkin-toys are very receptive to the movements they see. Therefore, exercises are shown regardless of the complexity or ease of movement.

The teacher explains the exercises in a simple and understandable way as he demonstrates them (he shows how to jump on two legs and immediately explains that it is necessary to jump higher, lighter, and on tiptoes). In large groups, children can

easily perform exercises that are not very complicated and are familiar to them, after the teacher explains them, even if he does not demonstrate the exercise.

It is advisable to demonstrate new exercises to all age groups. The exercise should be explained briefly, clearly, and expressively so that children can form a clear and accurate idea of the movements. The comment should be appropriate to the level of development of the children and should be illustrative. It is important that the illustrations reflect the nature of the exercises and help them perform better.

The commentary should also be carefully prepared. The exercises should be explained in a correct, literary language, and the various tones of the voice should be used skillfully. The commentary should reveal the main parts and some parts of the exercise. The general content of the annotation in general developmental exercises can be as follows.

First of all, it is necessary to tell what the exercise is called. "While sitting on the floor, we do a forward bending exercise," with which the attention of children is focused on this exercise, children remember whether it is a familiar or unfamiliar exercise to them, think about whether they know any part of the exercise. After that, the teacher goes into detail about the exercise and explains how to perform it.

First, he shows what the starting position is, and then he explains the sequence in which the exercise parts are performed (he explains what to do when he says "One," and what to do when he says "Two"). Explaining the exercise, the instructor reminds the student that it is better to exhale when bending forward and inhale when straightening the body.

There are specific features to explaining and demonstrating basic movements. At the initial stage of learning, it is necessary to focus children's attention on the essence of performing the exercise as a whole and to form a holistic idea of the movements. It is important to note that the main aspects of actions at this time are to show how they are carried out and to what extent they depend on compliance with the rules, effectiveness, and safety measures during the execution process. For example, let's say children come running and start learning the long jump exercise. While the educator interprets the exercise as an image-lip and interprets, emphasizing the need to move the figure-edge, which is in harmony with the movement of the arms with the movement of the body pushing up-forward, shows the need for both legs to gently fall from the fold to the ground after jumping.

Other details of the movement, such as the speed in the runner and its size, the halakat of the hands at the time of the push from the ground, the position of the torso and head during the flight and how the legs move and the like are explained by the educator at the time of further study of these movements in training.

The purpose of such an explanation is to thoroughly study these parts of the movement. Because learning basic sports movements and exercises is a long process that takes several sessions, it is important to focus children's attention on the main issue of each session.

It is desirable to use the "mirrored display" method -. At the time of such a display, the tutor turns his face to the children. Its action sides and direction express the movement and direction of children. Let's say the children are instructed to extend their right arm to the side and place their right foot on its tip. When demonstrating this exercise, the instructor extends his left arm to the side and places his left foot on the tip.

Children perform the movements in the direction indicated when they are doing the exercise with their caregivers. Children do not always immediately understand

how to perform the exercise. Therefore, they need to be shown and explained the same exercise several times to form a correct understanding of the movements.

The teacher may also call the best-prepared children to his side and ask them to demonstrate the exercise. However, sometimes it is also necessary to involve some looser children in this work and be asked to indicate the exercises that they are doing better. Such an event will inspire children, create confidence in their own strength, activate some empty children.

If necessary, the educator prepares the children in advance for this task so that they can learn the new exercise. Brief comments during the performance of actions help to identify children's ideas, prevent and correct mistakes, and arouse interest in the exercises. Clear, emotional instructions help maintain discipline in training, and ensure that the educator's orders and commands are carried out carefully and on time.

The simplest commands are mainly used only when working with preschool children in a large group, for example, telling them: "Let's start!", "Left!", "Straighten up!", "Turn around!", "Flatten!", "Count one, two!" are ordered to be performed. The difference between the educator's commands and the command is that they are formulated by the educator himself, based on the content of the training task, the age and level of training of the children.

The main goal of physical education is to develop in children the skills and knowledge of coordinated and economical movement. To successfully complete this task, it is necessary to repeatedly repeat the studied movements, that is, to practice.

As a result of repetition, children's skill in performing exercises is improved: children remain free, light, able to perform movements correctly in the indicated direction and pace, in the initial time the movements are simply repeated simply, that is, the same imitation, as the exercises were performed before. This will continue until the children master the correct techniques.

When repeating movements, it is recommended to use different guides or to vary the exercises for nesting children (to line up in a column, to make a circle, etc.). In this, the content of the action should not change. Later, as the children master the movement, the conditions for performing the exercises can be complicated and their form can also be changed. It is also very important to show the children the initial position they need to perform the exercises. To increase or decrease the scale (scale) of the action, it is necessary to indicate such an initial state in order to influence certain groups.

Game methods are used when teaching actions in small groups. Children play games based on the movements of various animals and imitating human behavior: children fly like birds, row like rowers, etc. Such imitative actions add a positive spirit to the training.

The little ones diligently perform actions that are combined into a common content: they fly on a hypothetical plane, go on a train trip, and perform other similar games. They are attracted to the upbeat nature of the exercises associated with such games.

Children are also interested in the fact that they can perform movements in such exercises at their own personal pace. The images to be imitated should be close to the children's lives and understandable to them, because children should be able to easily express the unique characteristics of this game in their actions.

When a teacher introduces preschool children to a picture in a clear and emotional spirit, he or she emphasizes only the most basic actions that meet the goal set. Proper organization of classes, their structure, and rational selection of methods

and tools develop physical qualities in children. It also forms healthy lifestyle skills, increases motor activity, and serves as an effective preparation for school education.

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