



PHYSICAL DEVELOPMENT AND FORMATION OF CULTURAL-HYGIENIC SKILLS IN PRE- SCHOOL CHILDREN 6-7 YEARS OLD

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Abstract

This article discusses the development of physical development and cultural and hygienic skills in preschool children aged 6-7 years.

Keywords: Starting program, physical ability, competition method, demonstration method, oral method, figurative story, oral instruction, health-improving tasks, educational task, movement skills, educational task.

Preschool-age children perform exercises that develop their physical abilities by imitating various images, while during the game they speak and perform actions appropriate to the image.

B.B. Mamurov “Educational methods consist of various combinations of a system of methods depending on the subject of study, specific didactic tasks, means and the specific characteristics of educational conditions. The nervous system and the whole organism of a preschool child are ultimately plastic and susceptible to external influences. Therefore, when working with preschool children, the correct ratio of time spent on mental and physical effort and the subsequent rest should be one of the important tasks of the educator. When teaching preschool children, the following methods are used, taking into account their age characteristics and capabilities”.

1. Paper method.
2. Oral method.
3. Practical method.
4. Game method.
5. Competition method.



The multi-sensory method ensures the smoothness of feelings, perception and movement sensations. They are necessary for the formation of a very complete and clear picture of the movement, which activates the development of sensory abilities in children.

The verbal method is a method that is aimed at the consciousness of children, plays a significant role in their understanding of the tasks set and mastering the content and structure of the exercises, promotes the conscious performance of motor exercises, and independently applies these exercises in various situations. The practical method is associated with the practical motor activity of children and ensures practical verification of the correct perception of movements in their own muscular motor sensations.

The practical method is characterized by the use of exercises in the form of a game, with elements of competition. One of the different types of the practice method is the game method.

The game method is “effective in working with children, taking into account the elements of visual imagery and visual practical thinking. It allows for the simultaneous improvement of various motor skills, independence of movements, quick response to changing conditions, and creative activity”.

The competition method - it can be used only in the conditions of pedagogical leadership in teaching preschool children. This method can be used in large groups. It is a mandatory condition of the competition that the competitions are suitable for children's strength, education of moral and willful qualities, as well as correct assessment of one's own achievements and the successes of other children based on a conscious attitude towards the audience. "The importance of the competitive method in educating such strong-willed and moral qualities as initiative, determination, perseverance, courage, nobility, and camaraderie is enormous, but it should not be forgotten that competing and fighting for first place can lead to the formation of negative traits (selfishness, envy, rudeness, etc.), and therefore the competitive method can justify its role in the field of spiritual education only if it is skillfully pedagogically guided".

F.A. Askarov “in the process of studying the average height and weight of preschool children by age, he also analyzes the motor skills of a 6-year-old child. In his opinion, a 6-year-old child can quickly learn to jump long and high, jump



rope, climb a gymnastic wall. He can throw a small ball far and to the target. He can ride a two-wheeled bicycle. He can be taught to swim. Accuracy and evenness of movement are manifested in the performance of general developmental exercises.”

In his research on children's sun exposure, A.T. Toraev stated, "When starting sun exposure activities with school-age children, it is necessary to strictly observe the requirements of gradualness and consistency, gradually increasing the amount of sunlight exposure. In this case, the child's health, age, physical development, climate and other similar factors must be taken into account. Sun exposure activities are accepted in the spring, summer and autumn seasons from early morning (from 8 to 11 am), and in the winter (from 11 to 2 pm). Sun exposure of healthy children is carried out in the sun for 5-10 minutes. It is necessary to start with walking, and then gradually increase the treatment time to 3-6 minutes. However, children should not be exposed to the sun for more than 2-3 hours. In the hot climate of Uzbekistan, including Tashkent, hardening against the scorching rays of the sun is important for increasing the child's body's resistance. When walking children in the sun, they should wear sun-protective headgear and open sandals. After sunbathing, it is recommended to put the child in the shower or pour water over him. The water temperature should initially not be lower than +30...+28° C. After taking a shower, it is recommended that children be in a cool place for 20-30 minutes” [92].

The state requirements for pre-school education determine the standards of development of a child of the same age and the indicators that make it possible to assess the achievements and level of development of the child. This document is intended, first of all, to provide assistance in the child's full development, education, and effective preparation for school education.

The first state requirement, - the formation of physical development and cultural and hygienic skills, indicates the indicators of achievement in terms of the child's age-related development directions.

A.N. Normuradov, “the duration of the main part of the lesson, which is carried out with the teaching of general developmental exercises, is from 25 to 28 minutes in a large group. When conducted without general developmental exercises, its duration is 15-20 minutes in a large group. The final part of the lesson. The final



part of the lesson after the game includes walking in an intensive rhythm with a gradual slowdown. It helps in general motor work; during the walk, children can perform several breathing exercises. In some cases, walking can be replaced by a low-motion game in which all children participate. The lesson ends with a walk or a game that replaces it. The final part: in large groups, 3 to 4 minutes. The duration of the entire session: in large groups, 30 to 35 minutes” [71].

According to I.I. Malozyomova, the importance of morning gymnastics in the physical development of a child is very great: “it improves the vital activity of the organism, activates the nervous system after sleep, reduces the time of transition to wakefulness, and evokes positive emotions. Morning gymnastics, consisting of specially selected physical exercises after sleep, gradually involves the child’s entire organism in a state of activity. Performing physical exercises increases the activity of the cerebral system. The entire flow of impulses coming to the cerebral cortex from all receptors, such as vision, hearing, locomotor activity, and skin, restores the working capacity of the nervous system and the vital activity of the organism. Morning gymnastics affects the upbringing of correct posture, deepens breathing, and enhances blood circulation, “Morning gymnastics develops attention and goal-setting in children, helps to increase mental activity, and awakens feelings of emotion and joy”.

“To protect and strengthen the health of the child, improve physical development, improve the functions of the organism, increase its protective properties and resistance to various diseases, resistance to adverse environmental conditions (low and high temperatures of water and air, exposure to sunlight) through training” [8]. “To form motor skills and abilities in children; to develop physical qualities (agility, speed, flexibility, balance, dexterity, strength, endurance); to cultivate correct posture, hygiene skills; to acquire knowledge about physical education. Due to the plasticity of the nervous system of children, motor skills are formed relatively easily in them”.

“Developing children's skills in following the daily routine, independent activities in a preschool educational institution and in the family. There are great opportunities for implementing moral, intellectual, aesthetic and labor education. When performing physical exercises, it creates conditions for the development of positive character traits (organization, discipline, modesty, cheerfulness) and



moral virtues (honesty, a sense of camaraderie, mutual assistance, responsible fulfillment of tasks), and the manifestation of strong-willed qualities (courage, determination, self-confidence, endurance). Physical education contributes to the mental growth of children, as favorable conditions are created for the normal functioning of the nervous system and other organs and systems, which helps to better perceive and remember. All mental processes (perception, thinking, memory, imagination) as well as thinking operations (observation, comparison, analysis, synthesis, generalization) develop in children. It is very important to cultivate positive emotions, a cheerful, cheerful mood in children, because positive emotions have a good effect on the body's systems. Physical education creates conditions for the implementation of aesthetic education.

Currently, preschool educational organizations are conducting traditional forms of developing children's physical abilities, in plot-role-based exercises based on elementary gymnastics, all means of physical education are compared to certain images. Imitation and comparison methods are used, figurative repetitions correspond to the psychological characteristics of preschool children, facilitate the process of memorizing and mastering exercises, increase the emotional aspect of the lesson, contribute to the development of thinking, imagination, creativity, and cognitive activity. In pre-school educational organizations, a number of varied programs aimed at strengthening children's health, increasing mental and physical working capacity, developing physical qualities, developing mental and emotional spheres, developing and training musical and rhythmic abilities in solving tasks in the process of education and upbringing have been developed.

However, the fact that the content of plot-based role-playing games is not new, and at the same time, the excessive difficulty of many sets of exercises based on plot activities published in special literature and given in the practice of pre-school educational organizations, which harms the development of the child's physical abilities, leads to insufficient effectiveness in the process of physical education.

Speaking about programs that develop children's physical abilities, we will dwell on the famous "START" program, developed by L.V. Yakovleva, R.A. Yudina and L.K. Mikhailova for physical education instructors and teachers of preschool educational institutions. According to the authors of the "START" program, this program can be mastered starting from 6-7 years old, and the child's inherent



abilities should be developed as the main link in the chain of other physical qualities necessary for a preschool child. This is a fundamental approach to the physical education of preschool children proposed by the authors of the program. To implement this approach, each child's ability to perform any sports activity or a specific type of sport should be assessed. "...to identify, develop and strengthen the sense of satisfaction from movement through them, and therefore contribute to the health of the body and the development of physical skills through the education of the need for physical education"[106].

We, the School of Physical Education, as a result of analyzing existing programs and methods aimed at developing the physical capabilities of 6-7-year-old children, have developed an author's program for developing the physical capabilities of 6-7-year-old children, "Little Champion". When developing a program based on the development of children's physical capabilities, an attempt was made to preserve the behavioral characteristics of the exercises.

References

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