

CHILDREN'S PHYSICAL QUALITIES AND INNOVATIVE METHODS OF THEIR DEVELOPMENT

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It is a state order that the future specialists of the field - regardless of who they are, whether they are university students or students of secondary special educational institutions, have theoretical knowledge at the level of the educational materials of the state program of physical culture of preschool educational institutions related to the culture of the human body.

But the educational materials of the state program of physical culture of preschool educational institutions need to be improved. Accordingly, we considered it necessary to give theoretical knowledge of the theory of the concept of physical culture to specialists of pre-school educational institutions in order to further increase their professional theoretical training.

Physical culture is a part of universal culture, its rise is inextricably linked with the level of social and economic growth of society.

In exchange for the physical knowledge, physical development, and physical fitness of a member of society, the ground or foundation of physical culture to achieve the physical maturity necessary for active life activities is in preschool educational institutions - nurseries and kindergartens. is created.

Regardless of the age of a member of society, their body development, physical fitness changes through the established laws and specific characteristics, as a result, the level of physical culture of an individual - a member of society, physical education h i b i dek aspect is formed.

Such aspects are irreplaceable in the organization of various physical - cultural, spiritual and public - theatrical performances, family and group public performances and trips to the open air - in the bosom of nature.

By coordinating them with each other, organizing demonstrations in the form of propaganda - mass cross-country races, traditional neighborhood, running of different classes of district residents, bicycle trips, public outings with family members in the open air - evidence of the physical culture of the people and the nation. Let's dwell on the explanation of the concept of physical culture.

The terms "Physical qualities" and "physical fitness" are used as special references. These determine some aspects of human movement capabilities. The terms "development" and "education" are used for the dynamics of physical qualities. The term "development" describes

the progress of healthy changes in quality. "Education" refers to the activity and direction of influencing the growth of indicators of driving quality.

It refers to physical qualities (strength, endurance, flexibility, quickness, agility). In the process of physical education, education of physical qualities and training with actions are firmly intertwined. Studying these aspects of physical education and looking at them individually will help to get to know the specific characteristics of each of them in depth.

Education of physical qualities in school-aged children has a number of features associated with the development and growth of the organism:

1. The development of one quality in adolescence and youth has a positive effect on the growth of other physical qualities, the need for a complex approach to the education of physical qualities is required for teachers.

2. During the development of the body, the growth of physical qualities occurs especially rapidly in some young people. These are called sensitivity (or sensitive) periods. For example, the highest rate of growth for muscle strength is characteristic of 13-15-year-olds, the endurance index in girls grows most rapidly at 11-13 years, and in boys - at 14 years, according to experts. 8-11 years are the most suitable for training the possibilities of agility. It is more difficult to train agility in teenagers compared to children, and in adults compared to young people.

As soon as the child is born, his blood is endowed with the appropriate sum of physical capabilities placed in his blood by the genetic programs of individual development. During the biological maturation of organs and body structures, personal capabilities develop and determine various physical characteristics of a person.

Physiological factors for the development of quality aspects of movement activity of children and adolescents are manifested in the improvement of the control of the activity of muscles and vegetative organs. More importance is given to improving the management of the activity of the nervous-muscular system in short-term, quick and powerful movements. Along with the improvement of movement functions, the coordination of vegetative functions is also of great importance in long-term activities.

However, the most important place in the improvement of the physiological control of the functions of the body of children and adolescents, which determine the improvement of strength, speed and endurance indicators, is occupied by the nervous system, especially the formation of connections that ensure the improvement of the functions of the body during muscle tension.

Thus, the physiological mechanisms that determine various forms of interrelationship of strength, speed and endurance in childhood are also diverse. Conditional-reflective factors are important. Certain forms of programming of the work of muscles and vegetative organs occur in the central nervous system for actions that develop strength, speed or endurance in a certain direction during training.

In this case, the gender differences between boys and girls in the indicators of the ability to repeat, classify (differentiate) actions, and obtain their dimensions are insignificant, that is, not serious. Seven-year-old boys begin to surpass girls of the same age in other indicators (targeting abilities in order to quickly change movement activities in the face of a shortage of time). However, according to many indicators of movement coordination abilities, the clear superiority of boys becomes noticeable only at the age of 13-14.

The data obtained in the research allows the author to conclude that the preschool period is characterized by uneven and different periods of development of the accuracy of movements in the main dimensions of children of different genders. Experiments have shown that girls are better at performing tasks related to spatial accuracy at the age of five and six, and boys at the age of seven. Five- and six-year-old boys have a higher accuracy of repeating the time dimension of the movement than girls, and seven-year-old boys perform the task worse than girls of the same age.

In all age groups, the accuracy of repeating the dynamic nature of the movement is higher in girls than in boys.

While noting gender differences in the dynamics of development of physical qualities in the preschool period, scientists do not give a detailed answer to the question of the magnitude and reliability of these differences.

Some researchers think about the superiority of boys over girls in terms of the level of development of basic movement qualities and emphasize the need to differentiate children in the process of physical education. They believe that it is not serious, it is not necessary to take it into account when choosing physical education tools, and they show the expediency of different approaches to the physical education of preschool children based on their gender.

Many authors have determined the existence of a certain rhythm in the level of manifestation of certain movement qualities in preschool children. The highest level of coordination of actions was observed during the day. The working capacity of the muscles decreases in the spring and reaches the maximum value in June, at the same time, the pace of physical development also accelerates. This pattern is typical for all climatic regions of Russia.

Scientists note that unfavorable climatic conditions have a negative impact on the development of children's physical qualities. Experience has confirmed the huge possibilities of accent influencing the development of special motor skills of older preschool children, taking into account sensitive periods. These abilities are aimed at developing the leading physical qualities for this age, which not only allow to raise the level, but also ensure the full and comprehensive formation of others.

Applying the structure of physical loads in the education of endurance in older preschool children, at the age of six there is a relationship between endurance and physical work ability on the one hand, and agility, speed-strength qualities and agility on the other hand, and mutually demanding relationships. found to be very significant in most cases. This, perhaps,

can be explained by the generality of the changes in the human body that occur during the performance of various exercises and actions, which are based on the interrelationship of individual movement abilities in the development process.

By the age of seven, there is a tendency to decrease the amount and degree of association in the development of physical abilities. Active development of strength, quickness, endurance, agility is considered one of the most important goals in the process of physical education during this period, because at this age children can now perform complex movement activities. In various literatures on the physical education of children of preschool age, the content of the process of physical and movement training of children is not interpreted in the same way.

It should be noted that there are not enough scientific-methodical literature and programs based on certain methodical recommendations for the practitioner, the formation of basic movements of preschool children and the development of their physical qualities established in research. Accordingly, in our opinion, one of the main principles of physical education - the principle of age adequacy of physical education directions - the principle that forces the priority direction of this process to be changed at its various stages in accordance with the development trends of a person according to age, is not sufficiently implemented.

The analysis of existing programs related to teaching and upbringing in preschool educational institutions shows that the main task of physical activities with children is the formation of basic movements. In order to achieve this goal, they provide a comprehensive educational material, which usually consists of physical exercises and action games.

At the same time, attention is drawn to the lack of considerations about the need to target physical qualities from young people in the tasks of physical education in preschool educational institutions. For the training group only, there is a specific mention of the desirability of improving agility, quickness, endurance, and strength in the program.

Experts say that the prognostic form of sorting at preschool age creates certain complications. Direct testing of the level of movement qualities in five-seven-year-old children gives an uncertain result, because it is not clear whether this result is related to the existing capabilities of this quality, or to the characteristics of its speed of formation depending on age - accelerated or slowed down.

In the literature, there is not a sufficient number of studies on the complex development of movement qualities in preschool children in the conditions of a preschool educational institution.

Physical education of children of preschool age is carried out mainly through activities of various content and form. Their defined group is considered vital and necessary. In the theory and methodology of human body education, it is accepted to call these actions vital actions.

Life-necessary movements include walking, running, jumping, climbing, hanging, leaning and other simple movements, and they are included as educational material in the physical culture program at all levels of the educational system. Depending on the wealth of such actions, it is

accepted as a normal practice in educational practice to evaluate or distinguish between preschoolers who like to be active or, on the contrary, avoid active actions.

Usually, in the family, children who are limited to quiet, passive activities are given a positive opinion compared to lively, active children. They are viewed from the point of view of the problem of not harming the tranquility of adults. It has been proven in practice that physically inactive children, who like to sit for a long time without moving, demand that an adult take away even a toy that is close to them without getting up from their seat, are naturally lagging behind active children in terms of their physical development and physical fitness.

Active, active children are curious, self-motivated, likable, relatively stubborn, have a rich reserve of movement, enjoy jumping, climbing and other life-necessary activities, and are more physically developed and physically prepared than less active children. stand out. That's why their "excessiveness" is forgiven, no standards or limits are set for such "excessiveness" in the upbringing of children of some families and nations (Japan, Germany, etc.).

Scientific researches, observations and rich experience of physical education of these ages have shown that children with little mobility are prone to diseases, have high weight for their age, the thickness of the subcutaneous fat layer, and some of them do not have a good appetite. In order to turn these aspects in a positive direction, the owner of such a body has to spend a lot of energy to maintain his health. In fact, it is important to use this energy in positive activities of daily life or for healthy lifestyle physical culture activities.

Before Uzbekistan gained its independence, the national factor, national values, and traditions were discriminated to one degree or another in all spheres of our people's life, and this situation was expressed in the field of spiritual and especially physical education of the growing young generation. However, we are now witnessing the accumulation of very rich and valuable experiences in this field over the centuries.

For example, the pedagogical views of the great astrologer and statesman Mirzo Ulugbek are noteworthy, and his words, "If you want your child to grow up healthy and strong, make him move, engage in physical exercises and exercise from a young age," have not lost their importance.

Our grandfather Jahangir, master Amir Temur, in his "Tuzuklari" it is noted that "when accepting young, new recruits into the army, he followed three rules: the first is to be healthy and strong, the second is to skillfully use a sword, and the third is to pay attention to intelligence and perfection." . It is recognized in historical sources that children and teenagers who raised their physical fitness to a high level from childhood by playing various games with wooden swords and shields were in the attention of the people responsible for recruiting soldiers.

The pre-school age period is not only an important period in the general development of an individual, but it serves as the main foundation for physical development, improvement of health, increase of reserve of movements and formation of movement culture. That is why it

is not for nothing that it is said that "the foundation of physical culture of a healthy lifestyle is laid in pre-school educational institutions."

Pre-school age period ends with wider opening of the existence for oneself, refraining from spending excessive energy in performing life-necessary actions, avoiding performing additional, unnecessary actions that are usually performed involuntarily as part of the main actions. Movement reserves are gradually increased through imitation, dance and other movements.

Learning to move starts in the Uzbek family with a hand on the chest greeting. This is achieved by imitating the greeting of a child who observes the interaction of adults with each other. Carrying out a series of similar actions - dancing, various similes (riding a horse, walking on all fours like a cat, jumping like a rabbit, etc.) increases the reserve of movement at this age. Imitation is not always smooth, without damage. They make mistakes in the composition of movements that occur through involuntary mistakes or lack of muscle control experience, these mistakes can also occur due to the difficulty of the movement technique they are imitating. For example, failure to raise the thigh as high as required during walking and running causes stumbling and jolting, which in turn causes falls in the formation of walking and running skills. Mastering the ability to raise the thigh high is mastered by repeating movements close to this movement of different types. As a means of mastering hip-raising movements, imitation is performed during dances and other movement games.

It is one of the laws of physical education theory that many parents are not aware of, that the skills that are created by mastering certain movements can make it difficult to learn new ones. Some actions serve to easily master the actions that need to be mastered. In science, this is called "mobility transfer". Knowledge about the transfer of movement skills is accepted as the knowledge of the physical culture of a healthy lifestyle, and every parent, specialist of a preschool educational institution should be aware of its content, so that our children acquire vital movement skills and increase their movement reserve, as well as their physical development from the age of 3. facilitates the development of the level of physical fitness.

Acquiring the reserves of such actions is mainly carried out with special purpose activities or actions performed by adults, parents, especially dances, movement games, games with the participation of parents, adults in the family, especially with the rhythm of music, clapping rhythm or sound bodies. . The use of different types of imitation actions - poems, clapping to feel the rhythm or simple songs with the repetition of the rhythm of a particular note of music creates strong excitement and high emotionality at this age.

Musical rhythmic exercises are very important for your baby to do every day. They like to do musical exercises from early childhood. This, in turn, makes it easier to perform exercises and relieves difficult movements.

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