

## WAYS TO ORGANIZE PILOT WORK AIMED AT THE PHYSICAL DEVELOPMENT OF PRESCHOOL CHILDREN AND THE FORMATION OF A HEALTHY LIFESTYLE IN THEM

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### ANNOTATION

This article sees ways to organize experimental and test work aimed at the physical development of preschool children and the formation of a healthy lifestyle in them.

**KEY WORDS:** Physical development, preschool children, preschool organization, physical quality, physical maturity, physical perfection, healthy lifestyle.

Experts recommend that the child do at least 60 minutes of moderate to vigorous exercise every day. Because these actions are very important for cardiovascular health. But exercise is also relevant for children for other reasons. This is evident in stimulating brain growth. Helps to concentrate on children and strictly follow the plan. This makes it easier for children to learn their exercises and assignments better.

The advantage of considering the problem of the connection between the formation and physical education of a healthy lifestyle in children in preschool educational organizations is manifested in the following:

- protection and strengthening of the health of the child, the formation of the basics of a healthy lifestyle;
- complete, timely and comprehensive mental development of the child (cognitive, emotional and volitional processes, various types of activity);
- upbringing the personality of the child, his creative potential, the formation of abilities, familiarization of children with universal, national values;
- identification of the main trends in the development of the preschool education system;
- democratization of the pedagogical process in the organization of preschool education in terms of the point of application and development of new content, forms, methods;
- humanism based on the recognition of the child as a person, as the highest value aimed at identifying his individual characteristics;
- intensive development by creating a flexible multifunctional model of preschool education.

In the process of physical development of preschool children and the continuity between classes in the formation of a healthy lifestyle in them, the child repeats elementary actions, compares them with each other and identifies differences. As the movements gradually become more complex, the child learns to overcome difficulties under the guidance of an adult. The child acts taking into account the surrounding objects, is able to foresee them, and based

on this, the result is predicted in advance. He learns to measure his movements in time and space. Children examine the actions performed in various areas of activity, the acquired skills and try to strengthen them.

Factors that mobilize children's attention to solve the problems posed, to think about motor actions include:

1. Quick working mood.
2. A short-term frontal survey reveals the level of understanding, application and mobilization of attention to this task.
3. Determine the most important tasks of the exercise when choosing physical exercises in the training process.
4. Application of the formed methods of activity, complicating them with additional elements from various fields of Science and technology.
5. Explaining, highlighting, emotional coloring of new tasks of Individual words, phrases, thoughts, orders, requests, desires.
6. Creating conditions for children to justify their mental and motor actions, reasoning, the behavior of other children, their judgments with positive changes.

The structural-hierarchical model of relationships in the physical development of children in preschool practice and the formation of a healthy lifestyle in them is based on the experience of historically and logically completed stages of solving the problem of combining training and physical education, taking into account the program and methodological documents on preschool education. The components of the rehabilitation of preschool children through exercise should be aimed at the education and education of preschool children in accordance with the goals of preschool education. This makes it possible to determine the priority feature of the relationship between the physical development of preschool children and the formation of a healthy lifestyle in them:

-informational-receptive feature of the relationship between elements of a healthy lifestyle and physical education. The relationship between a healthy lifestyle and physical education is mediated and carried out in certain conditions and indirect methods of leadership;

-elements of a healthy lifestyle and the content-organizational feature of physical education. The relationship of healthy lifestyle skills and physical education is determined by the general and special goals of Education, mediated by the organization, the content of the pedagogical process, depending on the age characteristics of preschool children;

- organizational and auxiliary feature of the relationship between elements of a healthy lifestyle and physical education. Elements of a healthy lifestyle and relations of physical education are carried out within the framework of free activities of children using certain conditions, indirect methods, guidance, self-study is recognized as a decisive factor in the development of the child;

-content-targeted feature of healthy lifestyle skills and physical education relationships. The interconnection of elements of a healthy lifestyle and physical education is carried out on the basis of dominant educational tasks. Through the decisive role of the educator, hygienic literacy in the group is promoted as the leading form of interdependence;

- feature of assessing the mutual content of healthy lifestyle skills and physical education relationships. It is carried out in conditions of strict regulation of all aspects, taking into account the elements of a healthy lifestyle and the relationship of physical education; the acquired knowledge and qualifications of the child are considered not as a means of comprehensively maturing the individual, but as a goal of the activities of the educator or physical education instructor, and special importance is attached

As an important factor in the relationship between elements of a healthy lifestyle and physical education, the sidelines are recognized;

- a feature that develops the activity of the relationship between healthy lifestyle skills and physical education. The relationship between elements of a healthy lifestyle and physical education is considered in the context of the general development of a preschool child and is carried out in accordance with his age. Due to the forms that are organized in physical education during the day with children, the educational function of the relationship between personal hygiene and physical education increases;

-elements of a healthy lifestyle and an organizational and pedagogical feature of Physical Education relations. Elements of a healthy lifestyle and the relationship of physical education are characterized by the regulation of various types of activities of a preschool child in the field of physical education, aimed at competencies through frontal forms of education, without taking into account the zone of proximal development of the child;

- the personality-oriented feature of the relationship between healthy lifestyle skills and physical education is the synthesis of five components: the personality of the child is not a means of achievement, but the goal of the pedagogical system; each child is able to assimilate elements of culture, develop dreams; consists in the development of freedom, desire for maturation in each child.

The role of the educator includes assisting in the implementation of this program, promoting the child's self-esteem and relying on the following principles: at the heart of the educational work of the preschool organization stands a child who is unique. Originality is unique in nature, the relationship between an adult and a child is built on cooperation. An important area of interdependence is the expansion of methods of individualization of education and upbringing. The integral process of healthy lifestyle skills and physical education of preschool children is carried out in the direction of stimulating the activities of preschool children, organizing their practical activities and communication, forming a need - motivational, intellectual - cognitive, behavioral-volitional sphere. This is the process of combining and harmonizing the interaction of the two vectors of harmonious personality development (physical and mental), and the

conscious performance of the child's intellectual and physical actions, mastering them in an independent state, is considered one of the main results.

An analysis of the content of the program and state requirements developed for preschoolers showed that the "state requirements for the development of children of the first and preschool age of the Republic of Uzbekistan" are based on the content of the "formation of physical development and a healthy lifestyle" section. In order to effectively solve the above-mentioned tasks, it is advisable to update the traditional content of the physical education training process, which is reflected in this requirement, with the reserve of necessary knowledge. In this, three areas of knowledge are distinguished, which are directly related to the implementation of the field of "physical development and the formation of a healthy lifestyle" in the educational process: "my body"; "World of movements"; "world of Sporting Goods". The main themes are shown for each block. When choosing the forms of Organization of the educational process, the most effective in solving the problems of mental and motor development, their popularity, practicality, orientation, etc. were taken into account. There are several such forms in the children's educational organization. These include: physical education training, physical culture and wellness work in daily mode, independent movement, outdoor activities, homework. It is advisable to consider the main form of Education established within the framework of the study - physical education training (see table 2.2).

**Table 2.2 content of the physical development of preschool children and the formation of a healthy lifestyle in them**

Knowledge block	Main themes
My body	Skeleton and muscles. Growth and development. Status. The brain is the control center of the body. Circular. An organ that helps to breathe. Five senses. Health and personal hygiene.
World of services	The main types of actions (name, methods of their implementation, basic elements of technology). General development exercises (main starting points and purpose). Basic sports (name, necessary equipment, purpose). Open Games (title and rules).
Sports shopping world	Sports equipment. Features and purpose of individual sporting items (ball, rope, boom, etc. Sports items around us (stones, snowballs, empty boxes, etc.)

In the practice of preschool education, a three-part (three-stage) structure of physical education is adopted, taking into account the physical indicators of the body.

Various forms of training were used in the organization of experimental and test work aimed at the physical development of preschool children and the formation of a healthy lifestyle in them:

1. Acclimatization consists of universal exercises. For example, a razminka called a "trip" involves uncomplicated actions: "Crow" – in which children take steps with their knees raised high; "in" soldiers – children take a military step, and "in" car roll – a fancy car roll with their hands. In the "steamer", children depict moving porches with their elbows bent; In the "airplane" – the half-finger rises high, the hands ("wings") open to the side, run (fly) with small steps, and finally squirt the hands to the sides, bending their bodies to the left and to the right ("fly"). "Waterfall River" – preschool children softly represent "waves" with hand movements, and then "waterfall drops" falling from top to bottom: here they "shuddered" (children show how to do), now here "floated" - turn their hands back and forth. Game-shaped leaps, such as "the frog eats the fly": children jump from sitting ("frog") positions and play bats ("eat the fly") over their heads; "butterfly" – children jump crouching, in which the palms of the hands stand on the knees, the waist is in an upright position; "Grasshopper" they extend their legs back one by one in a half-Spade position, etc.).

In badantaria, children develop the ability to distinguish between dynamic changes in music. Another razminka is "walking in the Forest". Children go "for a walk in the forest" and show a certain image to every change of music: here, for example, a cunning fox with a fluffy tail is walking through the forest (children rub a fanciful tail), and after it a frightening and predatory gray wolf is grumbling its teeth (children stretch their arms forward, join their fingers and depict the Wolf's big mouth). And here The Wolf saw a white rabbit jumping and jumping (children jump like a rabbit, and then raise their hands high above their heads, showing how long the rabbit's ears are, how long the imaginary tail turns left, whether to the right, and how small the rabbit's tails are). Here the rabbit and the big, fluffy bear met (the children are slowly lapang). And here is a bear, who heard someone rustling among the bushes: Wow these hedgehogs are running, and they are collecting their reserves for the winter (children quickly move along the hall and bend to the floor to pretend that fruits, mushrooms are picking). The music ends, the children sit on their knees and conceal their heads (imitating the Vulture Hedgehog), the presenter passes by and sees what the hedgehogs are picking up. From the acquired skills, we use in dance miniatures, musicals and dance performances for exemplary performances on the big stage.

2. In the dance part of the exercise, techniques such as movement visual appearance, imitation, competition are used.

In this part of the training, children are introduced to various dance miniatures. Some elements of the direction of dancing (folk, classical, children's pop dance) are taken as the basis in elementary dance exercises, such as positions, positions of arms and legs, turns, steps, finishing. Popular musical material that children know is selected and various dance miniatures are made, for example: "guilty cloud", "naked princess", "Lady Mary", "virgins" and others. Children learn a variety of dance materials that help develop movement coordination, rhythm perception, plasticity, acting skills. Musical material can also be wordless with words.

3. Games and playful improvisations open up a wide scope for inventing and experimenting with new things, requiring the mobilization of knowledge, independent resolution of the task set.

"Day and night" is a game of being able to start moving with the beginning of music. Music is put (there will be a day) – children turn, jump. Music is turned off (there will be night) – children are stuck in their places.

"Crows and frogs" is a fast response game. One child from the group is chosen to be the initiator, the crow, while the rest describe the Frogs. As the crow sits in its nest, the Frogs jump high, and as the crow flies, the Frogs become bare so that the crow does not feed.

"Flying rug" is a game for the development of imaginary thinking, improvisation: all children stand on the carpet. Music is put in, the presenter calls the hero of the fairy tale coming out of Teremok, and the children pretend that the fairy tale walks one or another hero. For example, a teddy bear will lapangle, a frog will jump, etc.

"Magic wand" is a game of being able to properly convey the character of a particular character: with a magic wand, children are enchanted by various characters in fairy tales, fox, wolf, Swan, goldfish. While the music is being played, the children describe the characters being told. As soon as the music stops, the children must quickly hide (sit on the carpet) in their homes.

"Winter-summer" is a game in which children can work with props and find music according to their tempo. The game has two seasons: winter and summer. Children are divided into two teams. The first team is given snowflakes and the second is given flowers. In quiet music, snowflakes fly out, and flowers come out to rhythmic music.

It was observed that the organization and holding of sports holidays in the physical development of preschool children and the formation of a healthy lifestyle in them also pays off.

In the physical development of children in preschool educational organizations and the formation of a healthy lifestyle in them, sports holidays will consist of a demonstration of the healthy, cheerful state of children and their achievements in the formation of movement skills. In the physical education program, it is necessary to organize cheerful action games and a variety of physical exercises, reflecting the movement skills acquired by children within a certain period.

These forms of movement, mastered in regular physical education classes, do not require special training and naturally enter the festive program. Improves children's mood, gives pleasure. Preparation for the holiday should not interfere with the educational work on the plan.

Repeated many times without taking into account the duration of the time before the holiday, the "numbers" evoke physical and psychic exhaustion in children, affect their interest, weaken emotions and lead to their performance as competencies studied at the holiday.

In the physical development of preschool children and the formation of a healthy lifestyle in them, holidays should be the result of regular, systematic work with children. Physical education and sports holidays can be very diverse in their content and structure. This holiday is characterized by the unusual decoration of the playground in everyday life, its equipment with the help of physical education items, flowers, ribbons, etc., changes the usual tone of the playground and evokes a festive mood in children.

During the celebration, the tone of music also plays an important role. He creates emotional uplifting and unites children in a cheerful, cheerful mood. The first part of the holiday can be in the form of physical education. It begins with a procession of children, divided into separate teams, carrying their insignia.

The movement of children in the form of songs, poems evokes a huge emotional uplift. After that, children can demonstrate their achievements in games and exercises.

Children of a large group are able to run, throw, jump in competitions for their own strength, exercises performed with objects, etc.k., the game is played on relay teams, in sports games.

Cheerful games can be used at celebrations, events. All this is carried out taking into account the time allotted for each age group and all gruppas in general. The second part of the holiday can be organized as a form of spectacle that evokes high joy in children – as a puppet theater, or as a concert, games with the participation of adults and children.

At the end of the holiday, the general Dance, which is brought down at the invitation of the children's presenter to invite guests, parents, educators, kindergarten staff, gives a good mood. In the first couple, the host of the holiday – tutor dances with the child. It shows uncomplicated movements, which the rest repeat.

It is also desirable to spend physical education holidays in the winter season. The content of them is also organized by children's action activities, for the season it is characteristic of flying, skating and playing, skiing, playing hockey, cheerful action games, uncomplicated mass dances, meaningful moments prepared by adults and schoolchildren. A winter holiday can be organized around the new year's arch as a snowball, Snow Maiden or in the form of a game on a specific topic.

The content of the program is organized by physical exercises and games that children have learned so far even in winter. The use of beautiful characters and music gives them originality and even more fun. The successful holding of the holiday is the fruit of the work of the entire community of educators, the manager, the stylist, the music leader and the parents in harmony. Children can take part in the activities that their strength reaches in the preparation of the holiday.

The growing and increasing mood of joy in everyday life should make an impression on the child, going for a walk, watching nature, conversations, poems and a holiday pass much more meaningfully.

Children's lifestyle should not be disturbed by unnecessary haste, order, non-compliance with the regime, the nervousness of the caregivers on the day of the holiday. Regardless of the general interest of adults in successfully holding the holiday, how fervent their desire to give joy and pleasure to children, the duration of the events in the plan established on the holiday should not exceed 45-60 minutes.

Practicing physical education exercises in free time is one of the bright emotional times in the daily life of children that unites them into a cheerful activity movement. The content of such leisure activities is mainly organized by action games and physical exercises familiar to children.

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