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Impact Factor: 9.2

ISSN-L: 2544-980X

# EFFECTIVENESS OF APPROACHING A COMBINATION OF THEORETICAL AND PRACTICAL EXERCISES IN PREPARATION FOR PRESCHOOL CHILDREN IN PHYSICAL TRAINING

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**Annotation:** The article contains necessary and relevant information on the organization and conduct of physical education classes in the system of physical education in preschool education and the teaching of young children a set of exercises from simple exercises to physical exercises. . This information can be used as a resource for a preschool physical education instructor to work with young children.

**Key words:** Physical activity, consciousness and activity, demonstrativeness, verbal method, individuality, regularity, continuity, principle, balance, walking, running, Children of preschool age are divided into periods according to biological indicators.

At present, the education reform in our country is in full swing. Schools, higher and secondary special education institutions are being built, retrained and equipped in accordance with these modern requirements. Now students and young people have the opportunity to connect and communicate with any educational institution and source in the world through modern information and communication technologies. National values and national historical heritage have a worthy place in curricula, textbooks and manuals. The educational process is based on new pedagogical technologies.

The idea of national independence is deeply ingrained in the minds of young people. In this regard, I would like to emphasize that our country, including our region, pays great attention to the construction of modern new educational institutions. It is equipped with newly built magnificent buildings, modern technical equipment and tools.

The issue of strengthening the spiritual foundations of our country's independence, instilling in the hearts and minds of the younger generation love for the motherland, devotion to independence, raising awareness, broadening their horizons and knowledge, bringing them up as harmoniously developed people is becoming increasingly important. That is why the education system in our country there is a lot of work being done to improve the quality of education.

As with all types of education and educational institutions, we can proudly ask for a lot of information about preschools and the conditions created there for the younger generation. Teaching preschoolers physical activity, which is the first form of physical education for them to grow up healthy and well-rounded, begins with teaching the youngest children in preschool.

The skills and competencies needed for life are developed on the basis of the "easy-to-complex" didactic principle, consistently, gradually, and the simplest knowledge of physical education is taught to follow the requirements of personal, general hygiene. The physical education of preschool children is based on general teaching methods and is based on the principles of awareness and activity, demonstration, performance and individuality, regularity, consistency.

Demonstration style:

a) the action to be performed by means of visual aids

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demonstrated, imitated;

b) is expressed by a word, an expressive word narration, questioning, and other techniques;

c) exercise - without changing and changing the conditions of movement used to perform;

g) game and competition methods are used.

Demonstration techniques are used in all age groups, depending on the size of the reserve. The youngest ones have a small skill set and it is very difficult for them to imagine the exercise. Demonstration techniques are often used to teach practice. In addition to demonstrating the exercises, the use of visual aids: pictures, drawings, sketches, models will make it easier to master the exercise techniques during the training. Imitation exercises are very effective in teaching movement. Teaching an action in the form of the movement of animals and other animals stimulates children's interest in entering the image and activates the learning process. The younger the children, the more interested they are in this technique.

At this age, it is important to develop the ability to see and focus on objects. This, in turn, makes it easier to perform complex exercises. For example, throwing over a high body (the body bends backwards, the weight of the body falls on the back leg).

or by jumping on a hanging object, such as a toy. It is important to teach children to exercise without fear, that is, to instill in them the confidence to do the same exercise.

Rhythm, speed, song, narration games are recommended to develop movement skills.

The use of words helps the child to form a correct idea of the exercise, to imagine it, and to teach the educator to do it consciously and without making mistakes. When visual and verbal explanations are combined, the child will later be able to feel and read the names of the exercises without difficulty. When teaching children, it is recommended to use simple words and phrases that the child can understand. For example: we jump like rabbits; we walk on two legs like crows; we crawl like bears, etc .;

When using the word method skillfully, for example, just as fast as a fox, the use of the word should be different at different stages of learning. At the beginning of the training, the action is explained in detail, and then the explanation is replaced by brief instructions. Instructions can be used to correct, warn, and evaluate traffic errors. When working with preschoolers, the commands and instructions are used to start and complete the exercise at the same time, to determine their image and rhythm, and to direct them to movement. The guidelines are mostly used in younger age groups. Most exercises are performed in conjunction with a song, poem, story, text, or action.

Preschool children are divided into the following periods according to their biological characteristics:

1. Newborn - 4 weeks;
2. Annual - up to 1 year;
3. Early childhood - from 1 to 3 years;
4. Preschool age - from 3 to 6 (7) years.

Preschool children aged 3-7 years are also grouped in preschools according to the age of four:

1. Small group 3-4 years old;
2. Middle group 4-5 years old;
3. Large group 5-6 years old;
4. Preparatory group 6-7 years.

It is advisable to organize the teaching process for children of this age, taking into account their age, level of adaptation to the movements and their understanding, and a number of individual abilities. In teaching preschoolers, imitation is the process of imitating something that is visible or something next to it, in reverse, down, up, back, and so on. The introduction

of play techniques such as targeting increases the emotional upheaval of teaching. Children of this age use specialized knowledge from movies, movies, explaining exercises, learning movement techniques, movement game rules, and, at the same time, gaining personal and general hygienic understanding.

As a result of teaching physical activity to preschool children, the child's movements develop gradually. For example, the ability of preschoolers to transition from walking to running is formed when a child is two years old and reaches its peak at the age of three. The running of a child aged 2.5-3 years is characterized by small steps. Most children find it difficult to get up and run with their soles on. At this age, children prefer to run rather than walk. When they first learn to run, they take uneven, hard steps and run without following the direction well. As a result of training, the signs of proper running become stronger: in flight, the body is slightly bent forward, the head is raised, the arms are bent at the elbows, and the movements of the arms and legs are coordinated.

Preschoolers' time to run different distances varies significantly between the ages of 4 and 7. Special tests show the dynamics of the main components of running: In children aged 4 to 7 years, there is a gradual increase in running steps, while the frequency of running steps varies slightly. Thus, the increase in running speed in preschool children is largely due to the increase in the length of the running steps.

By the age of 4, exercise improves coordination of arm and leg movements while running, and improves flight and rhythm. However, the length of the steps is not enough, so the children are given exercises for running in lines, circles, left and hanging exercises when running fast.

By the age of five, a child has mastered the technique of running, although he has not yet mastered the details. Training to run focuses on improving the details, making running easier and faster. By the age of 6, children will have mastered the age-appropriate running technique. They are light-hearted, energetic, and rhythmic coordination, flight, and direction. The main focus of the training is to improve running and increase its speed (covering a distance of 20-30 meters in 2.5 minutes by the end of the year). Children practice by giving leftovers while running various tasks.

In order to improve the quality of running, as in children, it is advisable to use the following different types of running: running on tiptoes, big-step running, running with high numbers that strengthen the abdominal wall, back and leg muscles; running under music and rhythmically, which affects the coordination and lightness of movement; running on tasks based on signals, running around objects and objects (ropes, hoops); overcoming obstacles, running on a limited surface (drawn border), shuttle running, which helps to aim in space and gain coordination of movements; who to run to; give left and hang up and run away.

Running is carried out in accordance with the training plan, which is carried out at different speeds in physical education: 1) fast running (20 meters, 2-3 times, with a break), which speeds up the speed of strength qualities and increases the functional capacity of children; 2) Running 80 meters alternately (at average speed) (2-4 times). It helps to cultivate overall endurance; slow running away from rough terrain This is also an important tool for developing overall endurance.

Balance exercises, which are one of the most important physical abilities in preschool children, are first developed by children during this period, even if they do not want to. A sense of balance is a necessary constant component of maintaining any movement and any posture. The development of a sense of balance is associated with the improvement of the function of the cerebral cortex, the balance of excitation and braking processes, the development of the vestibular apparatus, the position of the body and all the changes in the position of the muscles that help to assess the feeling goes away slowly.

During this period, preschool children develop balance functions by maintaining a certain body position (sitting, standing, crawling, and even walking) and maintaining a stable body in any movement and position. passes. Exercise, including the use of various means of physical education, is of great importance in the development of balance functions. Studies on static and dynamic balance in children aged 4 to 7 years (T. I. Osokina) showed that all indicators were improving. The most intensive development occurs at the age of 5 years.

Balancing as a means of maintaining a stable body requires concentration, coordination of actions, targeting in certain situations, the ability to respond quickly and correctly, courage and self-control. Therefore, balance exercises are performed before fast, very active running, jumping, etc.

Thus, all the exercises aimed at shaping the above physical movements prepare the child for school and colorful life activities. The main condition for achieving positive results in the development of physical activity in children is the development of preschool children in accordance with state requirements that take into account the characteristics of age and the functional capabilities of the organism.

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