

STIMULATION OF PHYSICAL ACTIVITY OF PRESCHOOL CHILDREN.

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Annotation: The article reveals the methodology for the effective use of special exercises in increasing the activity of movement of schoolchildren. Preschool children, taking into account the different age characteristics and level of Health, have developed methods for giving them physical loads and preventing their exhaustion. A number of issues have been covered regarding changes in children's movement activity, direct dependence on special physical exercises, action games and walks, comprehensive maturation of young children using special exercises, physical development and improved health levels.

Keywords: : Preschool organization, movement activity, special exercises, physical development, education, physical qualities, training, preschool age, exercise, health, action games, personality, temperance.

Introduction. Currently, sports and physical education are of great importance for children to increase physical activity, improve their overall health and develop their spiritual world. Playing sports not only improves physical condition, develops agility, accuracy and reaction speed, but also develops social skills. Through sports, children learn to teamwork, mutual respect and friendship, and also learn to accept competition correctly and have patience on the way to success.

Children's health is extremely important for the future and well-being of the nation. The health of the younger generation plays an important role not only in their own life, but also in the development of society and the country as a whole. Today, factors such as deterioration of the environmental situation, air pollution, decreased water resources can negatively affect children's health. Therefore, it has become a necessity to improve the ecological situation, save natural resources and promote a healthy lifestyle. Preschool age is one of the most important periods in the life of every person. The most convenient means of increasing the level of health are physical education and physical activity.

In order to develop the educational system, improve the quality of education, including the comprehensive development of the growing young generation, special attention is paid to the reform and development of the sphere of preschool education and education, which is considered the first and lowest link of the educational system. A number of laws and resolutions have been adopted on measures to generate quality knowledge and skills in the pupils of the preschool educational organization, increase the health and activity of preschool children through physical education and sports.

In particular, the law of the Republic of Uzbekistan “on preschool education and upbringing” of December 16, 2019, the release of the improved 2nd edition of the state curriculum “first step” developed in 2022, the decision of the president of the Republic of Uzbekistan “on measures for the radical improvement of the preschool education system ” PQ-3261 dated September 9, 2017, Decree of August 9, 2021 PF-

6275 “on measures to further improve the system of ensuring the guarantees of the rights of the child”, decree of May 8, 2019 PQ-4312 “on approval of the concept of development of the preschool education system until 2030”, decree of September 11, 2023 PF-158 “on the strategy of Uzbekistan-2030”, The decisions of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 No. 802 “on approval of the state standard of preschool education and education” are clear evidence of our opinion.

In the preschool system, special means aimed at increasing physical education and movement activity are not sufficiently developed.

The development of modern methods and techniques aimed at increasing and developing physical activity for preschool children, as well as the establishment and strengthening of cooperation with parents, remains one of the current issues. In children of this age, the high biological need for physical activity and the fact that this need is not always fully satisfied or that insufficient conditions have been created to deal with is the reason for their decreased activity of movement. Parents should always support the physical activity of children at home, as well as actively participate in the physical education process. The development of the preschool system is not limited only to the quality of the educational process, but also directly depends on the promotion of physical activity and a healthy lifestyle.

The preschool process is really based on focusing on the physical development and individual needs of children. Through the physical education guide, it is possible to better understand the individual characteristics of the child by developing the child's movement skills, as well as by observing the child's agility, strength and coordination. This method helps educators develop appropriate approaches for each child and increase their success. There are also opportunities for continuous monitoring and development of the educational process, by creating a child's development map. One of the advantages of this system is that by individualizing the educational process, it will be possible to choose educational methods that suit the needs of children and increase their success. The continuation of this method will help to improve the overall development of children, as well as their readiness for life.

The purpose of the study is to develop suggestions and recommendations for improving the methodology for applying special exercises in increasing the activity of preschool children.

Research methods: literature analysis, pedagogical observation, mathematical-statistical analysis, pedagogical research.

The research work was carried out by the senior groups of preschool educational organization No. 19, No. 47 in Bukhara City, No. 1, No. 36 in Kiziltepa district, Navoi Region, No. 11, No. 12 in Mirishkor District, Kashkadarya region Held with children aged 5-6 years.

We used the following special and complex exercises for the development of movement activity of preschool children and normalized taking into account the age of children:

- throwing the ball at a distance of 1 m with two hands;
- Throwing the ball at an angle of 10-15 degrees;
- walking on the floor, carrying legs;
- passing obstacles up to 20 - 30 cm high;

- Maximum run in 3x5 meters;
- jump long from where you stand;
- high jump from where you stand and similar exercises.

We have selected 38 boys and 36 girls for experimental and control groups in order to study the level of physical development of boys and girls aged 5-6 years of preschool educational organization No. 1-36 in the District of Qiziltepa, Navoi region for experimental and test work on our research work. (Table 1-2

In order to determine the level of physical development of boys 5-6 years old, the average result in members of the body theft control group was 19.24 ± 2.08 kg at the beginning of the study, while the difference in results was 10.8%, and the average result in members of the body theft experimental group of boys 5-6 years old was 18.95 ± 2.05 kg at the beginning of In this, it was shown that the reliability level is $p > 0.05$.

The average result in 5-6-year-old boys ' body theft control group members showed the following result by the end of the study: the average result for this testing in control group boys was 19.35 ± 2.09 kg at the end of the study, the difference between the results was 10.7%, the experimental group of rearing body theft in boys In this we can see that the degree of reliability is $p < 0.05$, that is, the degree of reliability is much higher.

Once the methodology was applied, the results were stable and of high quality with a decrease in the variation rate. At the end of the experiment, however, the results of the experiment group were significantly improved over the control group, indicating that the methodology was more efficient and that the results were statistically reliable.

The average result of our research work in preschool children in body length control group members was 113.69 ± 16.35 CM at the beginning of the study, while the difference in results was 16.1%, and the average result in 5-6-year-old boys in body length experimental group members was 110.08 ± 18.37 CM at the beginning of the study, In this, it was shown that the reliability level is $p > 0.05$.

The average result in members of the preschool 5-6 year old boys body length control group showed the following result by the end of the study: the average result for this testing in control group boys was 114.21 ± 18.40 CM at the end of the study, the difference between the results was 16.1%, the average indicator after the %, showed in practice that $T = 2.14$. In this we can see that the degree of reliability is $p < 0.05$, that is, the degree of reliability is much higher. When the results in the experiment and control group are compared comparatively, we can see that the reliability of the statistical differences between the indicators is that the experimental group grew up in boys, while the control group has almost no big difference in boys.

In order to determine the level of physical development of boys 5-6 years of age in the region, we can see that the average result in members of the chest circumference control group was 53.43 ± 5.79 CM at the beginning of the study, and the difference in results was 10.8%, and in members of the 5-6-year-old boys chest circumference experimental group, the average In this, it was shown that the reliability level is $p > 0.05$.

Table 1.

Dynamics of the level of physical development of 5-6-year-old boys brought up in the preschool educational organization of Navoi region, Qizilteppa district (n = 38)

Specification	Test time	Control Group (n=19) $\bar{X} \pm \sigma$	V	EG (n=19) $\bar{X} \pm \sigma$	V	t	p
Body weight, (kg)	E	19,24	1	18,95	1	0	>
	.H.	$\pm 2,08$	0,8	$\pm 2,05$	0,8	,43	0,05
	E	19,35	1	20,79	9	2	<
	.E.	$\pm 2,09$	0,7	$\pm 1,91$	,1	,22	0,05
Body length, (CM)	E	113,6	1	110,0	1	0	>
	.H.	$9 \pm 16,35$	6,1	$8 \pm 18,37$	6,6	,60	0,05
	E	114,2	1	124,9	9	2	<
	.E.	$1 \pm 18,40$	6,1	$3 \pm 12,48$	,9	,14	0,05
Chest circumference (CM)	E	53,43	1	53,32	1	0	>
	.H.	$\pm 5,79$	0,8	$\pm 5,78$	0,8	,05	0,05
	E	53,48	1	55,43	9	1	>
	.E.	$\pm 5,80$	0,8	$\pm 5,51$	,9	,06	0,05
YuQ S (daq.zar.)	E	100,6	1	102,7	1	0	>
	.H.	$5 \pm 11,17$	1,1	$9 \pm 11,29$	0,9	,58	0,05
	E	99,76	1	93,01	9	2	<
	.E.	$\pm 10,91$	1,1	$\pm 9,10$	,6	,07	0,05

Note: kg-kilogram, CM-centimeter, min-minute, dice-blow.

The average result in 5-6-year-old boys in breast circumference control group members was as follows by the end of the study: the average result for this testing in control group boys was 53.48 ± 5.80 CM at the end of the study, the difference in results was 10.8%, the test group of the rearing breast circumference was 55.43 ± 5.51 CM after the In this we can see that the reliability level is $p > 0.05$, that is, the reliability level is low. When the results in the experiment and control group are compared comparatively, we can see that the reliability of statistical differences between the indicators is that the experimental group has grown in small numbers in boys, while the control group has almost no difference in boys. In the beginning of our experiment, we can see that the results between the boys of both groups were close to each other, while the results after the study differed if they were small.

The preschool educational organization aims to determine the dynamics of the level of physical development of boys aged 5-6 years in pedagogical testing the control group on the number of heart contractions the average result of boys is 100.65 ± 11.17 min at the beginning of the experiment. the impact was matched and the variation indicator was 11.1%, and the number of heart contractions in the experimental group of boys the average result was 102.79 ± 11.29 min at the beginning of the experiment. forming a stroke, we can see that the variation pointer is 10.9%,

$t=0.58$. In this, it was shown that the reliability level is $p>0.05$.

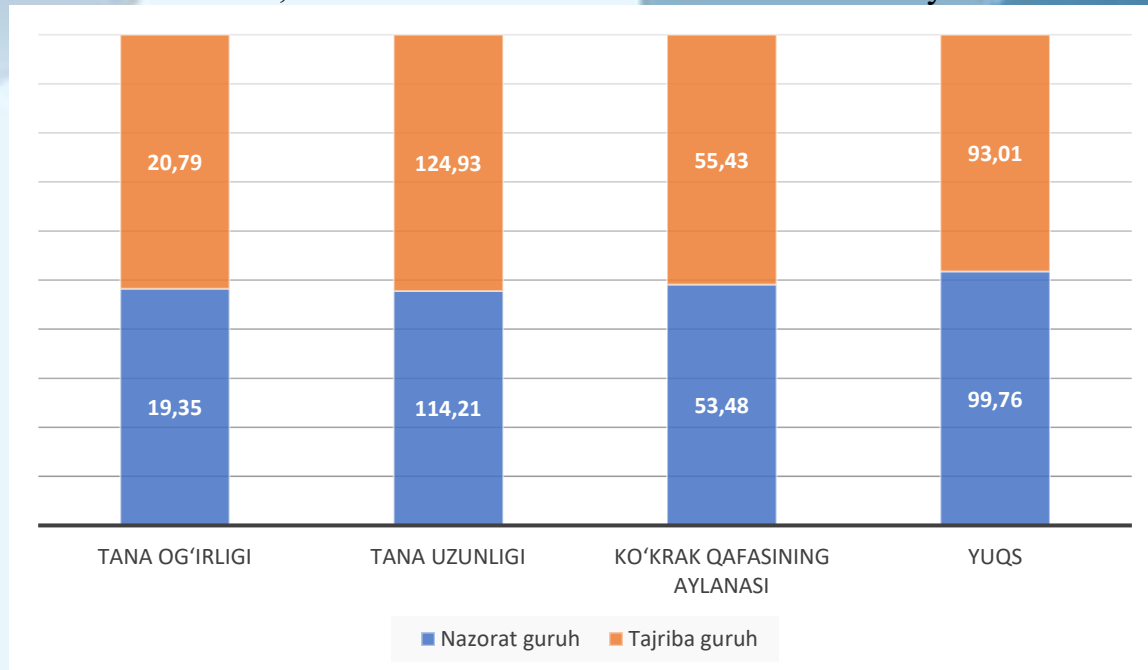


Figure 1. Dynamics of the level of physical development at the end of pedagogical experience of 5-6-year-old boys brought up in Navoi region, Kizilteppa District preschool educational organization

The results of the cardiac contraction count of trained boys by the end of the study were as follows: the average result for this testing in control group Boys is 99.76 ± 10.91 min at the end of the experiment. the average result was 93.01 ± 9.10 min by the end of the experiment after the heart contraction count experimental team applied our developed methodology in boys, forming the pulse, and the variation indicator was 11.1%. made up the shot, the variation pointer practically showed that it was 9.6%, equal to $t=2.07$. In this we can see that the degree of reliability is $p<0.05$, that is, the degree of reliability is higher than the ratio.

When the results in the experiment and control group were compared comparative, the statistical differences between the indicators reliability after the methodology was applied in the experimental group boys, the results were stable and of high quality with a decrease in the variation indicator. At the end of the experiment, however, the results of the experiment group were significantly improved compared to the control group, indicating that the methodology developed was more efficient and that the results were statistically reliable

In conclusion, it can be said that during the studies carried out, physical fitness indicators of preschoolers were determined, which did not have high physical development indicators, that physical indicators that did not have this high development dynamics could be improved through correctly selected means in the process of their training. Tests and measurements showed that the dynamics of physical development indicators of children were at a low level, and their speed of running, agility, coordination and strength characteristics were not significantly developed. However, it has been found that these indicators can be significantly improved if systematic training is carried out on the basis of correctly selected tools and methods.

The effect of the tools and methods selected in the research process and used in training can also be seen from the results of the pupils of the Navoi regional preschool educational organization noted at the beginning and end of pedagogical experience. Experimental group children experienced significant growth compared to the control group. The methodology advanced in the development of running, agility, coordination and fast power qualities has had a positive impact. As a result of the special exercises and tests carried out, the speed, agility, strength and coordination of children were improved.

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