



Moving Games In Preschool Educational Institutions Selection And Conducting Methodology

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ABSTRACT

The article explores the theoretical aspects of the selection and conduct of action games for preschoolers. They were also given recommendations on how to hold the games, taking into account their age.

KEYWORDS

Action games, preschoolers physical education, physical knowledge, physical qualities, applied physical education, physical education specialists.

INTRODUCTION

Today, the upbringing of a comprehensively mature, well-rounded person is one of the most pressing issues facing the education system today. In educating a harmoniously developed person, it is important for educators, educators and psychologists, parents to know the psychological

characteristics of the period from birth to puberty.

In all the institutions of our society, including preschool education, the process of teaching, upbringing, training is carried out in an integrated manner. It is impossible to imagine both of them separately. This means that a

young child begins to show simple manifestations of spirituality, enlightenment, psychology, and medical knowledge and skills at an early age. In particular, children of all age groups assess others more objectively than themselves.

THE MAIN PART

When choosing action games, the educator should take into account the age characteristics of the children and be able to determine the appropriate exercise. When a child enters school at the age of 7, his or her level of preparation should be taken into account. For example, jumping games require caution, because first of all the child - they need to be taught jumping techniques in physical education classes.

It is not in teaching children movement techniques more deeply in developing their motor skills. For example, children should be taught to run long jumps, not to stop suddenly before jumping, not to slow down, to step on one leg before jumping and to fall gently with both feet. Only then can jumping be transferred to games, because such games can develop in children the skills and abilities necessary for jumping, in addition, such action games also develop physical qualities such as agility, courage.

When choosing action games, first of all, the educator should know the physical and psychological effects, aspects of the games given in books and manuals. It should also be borne in mind that the task of the game is not only to adapt to the actions, but also to help each other in the psyche of children with the help of action games, to cultivate supportive qualities.

RESULTS AND DISCUSSION

It is important to take into account the interests of children of preschool age groups when choosing action games. From this age, children are not interested in what the wolf, lamb, mouse, cat, image in the game will look like, but rather in their behavior, such as when a cat jumps and catches a mouse. In games, the movements become more complex.

It is not easy to hold net relays with kindergarten children in an organized manner. Playing a relay may seem easy at first glance, but the results of watching children's games show that such games do not give children any idea, as a result they can lead to disorder in children, impatience, impatience, irritability, pushing each other, nervousness. the team that loses and wins the game will find it very difficult to calm the kids down after the game.

Children in the pre-school group do not yet have the skills of sensitivity, running, agility, delivery and delivery of objects, and do not have a sense of responsibility to the team. observed. They also need to be nurtured because of the lack of these qualities and physical qualities.

Given that preschoolers are not yet able to behave well, it is important to divide the groups into 4-5 groups rather than two. These groups can also sit down to get to see and understand each other better, rather than standing in a row, as they maintain the order of the start in turn. In such games, children observe each other, with one participant from each group demonstrating their ability to aim accurately at speed and agility. The winning player brings points to his team, and the points accumulated after the end of the game are

counted. The team with the most points is declared the winner.

If all the conditions are taken into account in the organization of the game, the educational value of the game will increase. To do this, the lines that occur during the game, the distances of the boundaries, the necessary play objects: balls, flags, etc. should be distributed, and then children should be accustomed to self-service. Often the educator teaches these organizational tasks to one or two of the children as a duty officer, so that each time the duty officer is changed.

The educator needs to think about how to explain it before the game. The explanation should be very short, clear, concise; the content of the game should be free of small details in explaining the rules. He then has to tell the players who is standing where.

It is not always necessary to fully explain the game to the children, but the rules of the game should be emphasized by the educator. It is advisable to point out that the rule of the game is often allowed in the execution.

The educator should not be the only observer during the game. The game should be played in such a way that children enjoy it, are satisfied and learn complex rules. The educator should observe the participants throughout the game, paying attention to the individual children, sometimes encouraging, sometimes reprimanding and guiding those who break the rules.

Sometimes educators ignore certain irregularities. It is necessary to whistle only when given, the educator should not seem to forget the situation, that is, showing these mistakes nurtures in children the will,

discipline, protects them from excessive behavior, creates an important quality such as endurance and discipline.

It is necessary to teach children to stop immediately during the game, to learn such a general rule, so that during any game the children quickly stop at the sign or whistle. After that, I have to strictly follow the words and explanations of the tutor. But the game should not be stopped too long, because in the game the children will be excited, the educator should also pay attention to the limits of the game. This is a very responsible time in particular, as little attention is paid to time when the game is played with pleasure. For example, setting game time is more complicated than gymnastics exercises. Children should not be asked, "Are you tired?" This can affect children who are enjoying and playing.

Therefore, educators should pay attention to children's fatigue, appearance (frequent breathing, redness of the face), behavior (frequent violations, rudeness, laziness), and stop playing in time. The game can be completed differently. 6-7 year olds are the result of not just the game itself. Both are interesting. Therefore, it is necessary to analyze the result after each match. It should be noted which student in the game showed agility, dexterity, did not follow the rules of friendly play. The outcome of each game should be explained by the educator in a unique way, giving a nice analysis for the children.

Childbirth and childcare is a responsible business. At the same time, this is a sacred art for life - fluency in the language of a child, fostering a healthy, broad outlook capable of

knowing oneself and others and reacting. The development of connected speech in preschoolers through the environment behind the environment and an understanding of the event taking place in it requires taking into account the following factors:

- Verbal communication between the educator and the pupil;
- Conversation between children, greetings;
- Conversation with each other during the lessons, questions and answers;
- Formation of speech skills in children;
- allocate special, productive and sufficient time for conversation with children;
- Frequent trips to different places with children;
- Attitudes in children's play activities;
- Conducting conversations with children on various topics;
- Age characteristics of preschool children, the availability of resources in their learning activities, enrichment of vocabulary;
- Environmental resources - fauna, natural phenomena, flora, human labor, industries, communications, power plants, seas, lakes, rivers and waterfalls, mountains, caves, heights, sky, universe, toys, books and pictures and develop speech that connects them into groups;

The fact that educators and parents are more attentive in the development of the child's speech fluently helps to form a culture of speech, communication in the child in the smooth development of speech.

As educators and parents work on children's speech development, it is important to keep in mind that children of kindergarten age may not be able to fully control their speech apparatus

in some cases. In addition, the ability to distinguish complex speech sounds in children of kindergarten age is not yet fully developed. This is why some children of kindergarten age mispronounce certain speech sounds. Usually such children are also referred to as sweet-tongued children. The sweetness of the language is not lacking. This can be corrected gradually. One of the most important conditions for correcting language sweetness is to speak fluently with the child, pronouncing it fully and correctly.

The educator should explain this to the parents as well. This is because some parents are too fond of their children and talk to them like children, that is, they soften their tongues like a child. Sweet-tongued children try to adapt to its pronunciation as "sweet tongue". Doing so is an inadmissible mistake. Because if a defect in children's pronunciation is not corrected by the time they go to school, this will inevitably affect the overall growth of children's speech. When deaf children are called to school without completing this speech defect, other children call them "dumb." As a result, in order not to hear such a nickname, such children become less talkative, more withdrawn. Even though the speech of kindergarten-age children is much more developed than that of older children, it is easy to see that they are still finally lacking in speech, depending on how they speak.

Hygienic factors, natural forces of nature, exercise and others are used in solving the problems of physical education of children of preschool age. A variety of activities that fall into different types of activities affect children's physical development. The goal is achieved when all means are applied to full

physical education. Because each of them affects the child's body differently. The natural forces of nature increase the effect of exercise on the body and increase the motor activity of the child.

Natural forces of nature: sun, water, air. Exercise performed in the sunny outdoors or in the water creates a positive mood, increases the functional capacity of the body. Sun, air, and water are used to harden the body, increasing its ability to adapt to high and low temperatures.

Combining nature's natural forces with exercise increases the effectiveness of exercise. It can also be used as an independent tool in the natural forces of nature. Water is used to cleanse the skin of dirt, and then to mechanically affect the body. The air rich in medicinal substances in the forest, gardens, parks helps to kill germs, saturates the blood with oxygen. This has a good effect on the child's body. Sunlight serves to store vitamin D under the skin, killing various germs and protecting the baby from various diseases. It is necessary to apply all the natural forces to the body, to combine them wisely.

Raising a healthy generation is a large-scale effort that includes the natural factors of nature. Physical education is one of the main components of education in preschool education. It is aimed at ensuring the best preparation of children for physical development, health, strengthening, socially useful work, life, defense of the motherland.

The tasks of physical education of children in preschool educational institutions are:

- Facilitate and strengthen health, promote proper physical development and increase the body's working capacity;
- Formation and improvement of movement skills and abilities, study of new types of movement and transfer of knowledge related to them;
- Development of basic movement qualities, such as strength, speed, agility, solidarity, etc.;
- Acquisition of hygienic skills, awareness of knowledge in the field of physical training and exercise hygiene;
- Listening to the will, courage, perseverance, discipline, publicity, feelings of friendship and camaraderie, cultural behavioral skills, attitude to labor and social property;
- To form the habit of regular physical activity and to develop a stable interest in these exercises;
- Acquisition of organizational skills, increasing the activity of public, physical education.

Great attention is paid to strengthening the physical education and health of children of preschool age in kindergartens. In the current situation, it is very important to strengthen the unity of education and upbringing, a special approach to the ideological, political, labor, moral, aesthetic education and physical development of children with the life and work of preschool education, schools, the Uzbek people. Such self-directed speech by children is called egocentric speech. In older kindergarten children, egocentric, that is, self-directed speech is completed and becomes normal.

CONCLUSION

In conclusion, it can be said that speech, which is the main means of communication, plays an extremely important role in the development of the child's psyche. Proper education in the kindergarten and in the family, and in particular special classes in the mother tongue in kindergarten, can help a child's speech to develop normally. By the end of kindergarten age, the child will be able to use all types of oral speech freely. Such subsequent development of a child's speech takes place during the school learning process.

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