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# Problems of Personal Development of Preschool Children through Physical Education

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**Z. B. Boltaev**

*Prof., Head of the Department of Sports Teaching Methods, Faculty of Natural Sciences and Physical Culture, Samarkand State University named after Sh. Rashidov*

**S. D. Mamatkulova**

*2nd year Master of Preschool Education*

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**Abstract:** This article reveals the importance of physical education tools in the formation of the personality of preschool children and ways to solve problems that arise during their comprehensive development.

**Keywords:** young children, person, development, physical education, media, physical exercises.

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**Relevance Research:** Many progressive scholars of science believe that the physical and mental qualities of a person are in unity and interdependence, so that the proper organization of motor activity can be a factor in the formation of the individual as a whole. One of the first researchers to recommend the use of exercise not only to develop physical abilities, but also to strengthen the will, the character, will be the famous English philosopher and educator J. Locke. Its pedagogical systems combine three aspects: physical education, spiritual education (moral education) and education, that is, it can be expressed by the principle of "healthy body, healthy mind".

Taking into account this information, it is important to emphasize the importance of comprehensive protection of life and health of children in preschool education, as well as the effective organization of the educational process. Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PP-2707 "On measures to further improve the system of preschool education in 2017-2021", Presidential Decree dated September 30, 2017 "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" Resolution No. 3305, Order No. 1 of the Minister of Preschool Education of the Republic of Uzbekistan dated June 18, 2018 "State requirements for the development of primary and preschool children" and other relevant regulations are aimed at addressing modern requirements. . G. Pestalozzi, a Swiss educator and founder of the theory of scientific teaching, considered physical education in close connection with labor and moral education. He proposed the creation of a system of exercises to be performed in series. This system not only develops the child physically, but also prepares him for life, forms work skills, allows him to demonstrate moral qualities, will, patience, self-control. A similar view was followed by P.F. Lesgaft, a great scientist and educator who was one of the first to put forward a scientific system of teaching physical education. In his view, upbringing should shape the moral qualities of man and his will, and education - the advancement of mental, aesthetic and physical development. There is a close connection between mental and physical development, and any one-sided development disrupts harmony in education.

V.A. Sukhomlinsky, a well-known pedagogue of our time, said that physical culture applies not only to physical culture and human health, but also to such complex areas as personal moral and ethical criteria, environmental assessment, self-esteem.

Such a close connection of the child's physical and mental functions with the development of any quality of movement, on the one hand, with the improvement of mental activity (improvement of attention, perception, memory, thinking, without them the practical activity itself), on the other - the development of central nervous mechanisms the leading role is explained by the fact that the motion analyzer is associated with the maturation of the cortical section and the formation of its connection with other sections of the brain. The general mechanism of this interaction is as follows. Every action is performed in space and time, so an actively moving child has the opportunity to receive a large amount of information per unit of time, which contributes to the rapid formation of his psyche (G.M.Koltsova). From this point of view, the American psychologist G. Doman also said that the faster a child begins to develop physically, the faster his brain develops, which, in turn, contributes to the harmonious development of the child as a person [1-3-6].

The effectiveness of a child's movements often depends on the characteristics of the task at hand. The same components of the activity itself can occupy a different place in different conditions of action. While in one condition tasks can be a goal, in another condition they can remain a tool and, consequently, change the structural structure of the activity.

The interdependence of motor activity and mental processes (attention, memory, thinking, imagination, etc.) that underlie a child's psyche is highlighted in the work of many other scientists. For example, in the research of A.S. Dvorkin and Yu.K. Chernyshenko, attention, memory, thinking, imagination are developed through exercise and games. Scientists have found that the growth rates of mental processes are maximal in the two age stages - from 3 to 4 years and from 4 to 5 years. Only, 5-6 years is the most favorable for the development of cognitive abilities.

Means and methods of mental development in the process of physical education of preschool children can be seen in the research of I.V. Starodubtseva and EA Korotkova. Influenced components that are considered to be leading in children's mental (attention, memory, thinking, imagination, speech) development. The essence of the application of exercises was the combination of two elements: the action of action in the form of a didactic game and the exercise. The main exercises are walking, running, jumping, climbing, throwing. In doing so, conditions are created for mastering different types of cognitive-oriented activities that underlie the mental development of preschool children. Tasks and exercises have been used in addition to improving sensomotor coordination, speech, imagination, memory, and attention [2-3].

Hence, the inclusion of games and exercises in the learning process to develop the cognitive process not only promotes the mental development of the child, but also rebuilds his motor skills through quick, conscious recollection of movement actions.

Because **a person** is a constantly evolving system, it cannot be studied outside the dynamics of the relationships he or she enters into. In pedagogy, one of the directions of personality formation is moral education. Children who come to kindergarten have different emotional worldviews, different aspirations, and at the same time, different skills and opportunities. As a result, each of them responds independently to the demands of the educator and peers and forms an attitude towards himself. Therefore, before bringing a child to the level of interaction, it is necessary to teach him to treat his peer as a socially significant person, to

develop an imagination related to the prevention of problematic situations, to enrich the emotions that arise in response to human perception.

Among the various forms and methods used in the pedagogical process for the formation of social behavior and culture of preschool children, the most important is the focus on play, play activities. The pedagogy of preschool education should strive to organize and satisfy all the needs, interests, dialogues of children through games. At the same time, the importance of action games in the formation of personality is emphasized. In TS Bloshchitsina's research, there is a system of movement games and exercises that require the child to make contact with his peers (from games where children are not dependent on other participants, to the need to perform game tasks in a coordinated manner, and the role of each participant in achieving results). to stand-up games). The formation of friendly relations takes place under the influence of the rules of joint play activities, methods of interaction in solving action tasks, the educator's assessment of the behavior of game participants. All this ensures a high developmental effect on the moral development of children [5].

O.V. Kozyreva developed a game program "Friends of Spartiashki" ("Friends of Spartiashka") to shape the social behavior of preschool children, which provides for a certain modification of Spartan games, their adaptation to the physical and mental development of children. The main areas of modification and flexibility are:

- organization and conduct of Spartan games on the basis of the plot;
- Mandatory combination of competitive games with non-competitive games without winners and losers;
- Encourage children who have improved their previous results;
- The use of games, performances, contests related to national and folk traditions.

The problem of developing the volitional qualities of the individual and the voluntary nature of the child's behavior in the process of movement activity has aroused special interest among scientists. In E.A. Sagaydachnaya's research, the performance of any type of physical activity included in the physical education program in kindergartens - gymnastics, general development, basic movement and sports games - is complicated by their size, complexity, intensity and duration. Complicating the exercises is done by creating the following challenges:

- Gradually increase the number of repetitions of the same acyclic exercises (jumps, sit-ups, jumps, etc.);
- Gradually increase the duration of cyclic exercises (running, walking, etc.);
- change the level of intensity of various exercises, often in the direction of increase (slow, slightly faster, a certain amount of sitting at a rapid pace);
- change the conditions and conditions of exercise (individually or with any of them, without or with weights).

Particular attention is paid to independence in the study of the problem of developing and shaping the volitional qualities of preschool children. This quality emerges as an integral personality trait, a characteristic of which is the interrelationship between the level of mastery of the whole structure of motor activity and the ability to independently convey the experience of movement by demonstrating creativity in action. The primary manifestation of independence in movement activities (plot, action games) is related to children's general aspirations for motor activity. The educator creates an atmosphere of teamwork, a positive emotional state, in which children feel calm, confident, do not suffer from failure.

It is recommended to create a number of conditions (internal and external) that ensure the independence of the child during exercise:

- Collection of information in the form of ideomotor images of physical exercises, movement experiences that have a personal meaning;
- mastering the standards of exercise techniques;
- mastering different models of movement, the child can choose them at the moment of formation of his "I";
- assessment, comparison of the intended purpose and the results of the exercise;
- predict and control their own actions and the actions of their peers.

Thus, children develop their own "ideal of children's orienting movement" (T.E. Tokaeva), and they can transfer the movement to another type of activity, which is important for it to find its place in personal behavior.

Favorable conditions for the formation of the practice of independent action are revealed in the work of V.A. Shishkina:

- organization of physical culture and play environment;
- Schedule time for independent movement activities on the agenda (during the morning reception of children, before and between classes, during walks, after bedtime, in kindergarten and in the evening in the family);
- The educator knows special (directly expressed) methods of activating children's movement (providing space for each child's movement, involving children in the placement of physical education tools, combining different levels of mobility in children's movement activities, etc.).

The development of voluntary behavior through exercise and play is associated with shaping the child's focus on his or her personal external or internal motor activities, resulting in the ability to self-manage. In the research of N.V. Phenogenova, such work has a clear sequence. In the first stage, children learn productive interactions. This is facilitated by "Carousel", "Balloon", "Caravan" and other entertainment. The participants of these games coordinate their actions not by roles, but by the content of their activities, showing ingenuity and ingenuity. Once the play is mastered, plot-role action games are used, in which the children's interaction consists not only of repeating the actions after the leader, but also of the response to his words and actions. Children then learn to work according to an individual plan, focusing on rules that define the way they move in a generalized way. Sports games (basketball, football, etc.) are used for this purpose [6-7].

Special attention should be paid to the work that reveals the possibility of forming an individual, an important component, such as self-assessment, through exercise and games. In LI Bershedova's research, the formation of a preschool child's self-assessment ability is achieved through play activities in the process of sports activities, through its goal-oriented complication and the introduction of sports-oriented learning tasks and activities. Motion and sports games are widely used in science-based research, in which group forms of assessment aimed at understanding children's movement patterns, independent assessment of peer performance by children; the self-assessment of children's self-assessment, which is expressed in their understanding of personal movement activity, its strengths and weaknesses, is updated.

The problem of mastering the material of action by children from the point of view of cultural creation is felt and understood in the works of authors in our country and abroad. According to this approach, physical education for the child is not a ready-made, rigid, end-to-end system of elements, but an open structure to be changed. This allows children to begin to actively understand and solve the problems presented (L.D.Glazyrina, E.A.Sagaydachnaya, T.S.Yakovleva, V.N.Shebeko).

In the work of E.Y.Stepanenkova, the use of different combinations of movements in movement games activates children's creativity, helps to use exercise as a means of solving movement tasks and their expression as a key factor. Children are involved in creating variants of games under the leading role of the educator, learning to organize them independently. The highest level of children's creativity is the invention of new action games based on the plot of familiar works of art. The creative orientation of children's play activities is determined by the preconceived emotional-figurative methodology of game management. The task is to gradually form in children an emotionally positive attitude to play images, a sense of shared experiences, and creative collaboration in play mode. In recent years, the method of psychophysical (theatrical) training - the atmosphere, conditions, immersion into the environment - is actively introduced into the technology of developing the creative abilities of preschool children. The use of psychophysical training and immersion techniques allows the child to adjust to learning, to create a psychological readiness to absorb large amounts of information.

Thus, in the modern physical education of preschool children, exercise is considered in the context of the means of development of the child not only physically but also as a person.

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