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In the first seven years of a person's life, the ground is prepared for the foundation of children's health, vital skills of action are formed, improved, and then the conditions necessary for physical development arise. The results of research by scientists of the same field Shelovanova, Sorochev, Uvarov, Bykov show that the process of properly planned physical education in time plays an important role when a child grows up to be physically fit, agile, strong. The incorrect assessment of the importance of physical education has proven the practice of physical education that not only slows down the development of the child's body, but also negatively affects its mental development. At this age, the child's organism begins to develop rapidly, but the protective reflex of the body becomes weakly progressive, it becomes more rapid in comparison with the patient. Accordingly, the task of physical education of this age is to maintain and strengthen the health of the child, to instill, to develop physique in every possible way, to bring up the body in such a way that it pays attention to proper grip, general and personal hygiene. The most important thing is to develop in them the simplest movement qualifications necessary for life, such as walking, running, jumping, throwing, crawling, cycling, roller skiing, skating and swimming. This motility quickly absorbs children, the reason - the developing nervous system is highly malleable. In children of this age, the chances of developing agility, agility, endurance and flexibility from physical qualities are great. According to Levi Gorinevskaya, preschool children's physical education is more complex lunumzhismonic exercises, exercises that are close to and prepare for the 1st grade program, are selected in order to get it right [1,147].

In the process of performing physical exercise, the qualities of agility, speed, strength, endurance and flexibility are brought up in children of this age. Considering their anatomical and physiological characteristics, the training of qualities of agility and speed is more in them than in other qualities, while in the training of qualities of strength and endurance, on the contrary, it is necessary to be extensive. But the development of this quality is not stopped at all, since the elements of strength and endurance are necessary for each movement activity, these qualities are still manifested during other movement activities, in particular, in the structure of movements such as walking, jumping, throwing, even without the desire of the educator. The flexibility of

the nervous system in children of this age provides a good opportunity to develop the physical quality evenly.

Because excitation and braking in the nervous system are associated with the ability to quickly replace one with the other. In particular, the action is not planned in advance during the games, it is necessary to perform the emergency movement necessary for the game activity, and they are manifested in a quick exchange of places with each other in a short time. This creates conditions for the easy development of agility quality. The nervous process accelerates the development of physical quality. running, cycling and other exercises with moderate speed over a short period of time will be a factor in the development of speed. In these exercises, of course, it is important that the correct choice of the norm and the connection are exchanged.

In children of this age, the muscles of the neck, abdomen, back, waist are weak, and the figure does not develop well. Accordingly, in order to develop the muscles of this group, it is very important to walk, run, correctly select the exercise performed by bending and adjusting the body, gain the speed of movements and other activities. Without these, the child would have had difficulty doing the physical exercise that is found in his daily life, in physical labor.

Before giving exercises to preschool children, it is necessary to give uiar an understanding of the importance of the same exercise, the technique of performing it, movement players, general and personal hygiene rules, certain elements of body training. A child of this age should be trained to do physical exercise independently and with a group, alone. Teaching to exercise in small groups, o?zining is interested in the growth of sports qualifications and the results of large sportshilaming. attention is paid to the issues of mutual friendship, harmony, attitude to toys, the development of moral fruits. It is necessary to establish physical education in them in such a way that the cultivation of the necessary physical quality is combined with mental, moral and aesthetic education. It will be necessary to give them an understanding of the aesthetics of the body structure, the proper grip of the figure, the fluency and beauty of movements, the care of clothing, etc.

The development of mental abilities in children up to school age, attentiveness, ldrok, understanding, tasawur, the cultivation of thinking and other qualities will become the main content of the physical education process[2,149].

Training in movement begins at the youngest age. The necessary qualifications and skills for life are formed on the basis of the didactic principle “from easy to complex”, consistently, gradually, and the simplest knowledge of physical education is taught to obey the requirements of the rules of personal, general hygiene. The physical education of a child up to school age is carried out on the basis of general teaching techniques and relies on the principles of awareness and activity, exhibitionism, ability to perform and individuality, regularity, consistency of teaching.

Visual style

a) the action to be performed is displayed through visual weapons, displayed in imitation;

b) is explained by pointing with the help of a word, using buymq, telling, asking and other methodologies are used;

C) exercise-using performance without changing and changing the condition of the movement;

g) the style of play and competition is retained.

Exhibitionism methodology is used in all age groups depending on whether the movement qualification Reserve is large or small. At the smallest age, the qualification Reserve is small, in which it will be very difficult to form a tasawur about the exercises.

The style of exhibitionism is used more often to teach the exercise. In addition to showing physical exercise, visual aids are: paintings, photoreforms, drawings, mock-ups, which make it easy to master the exercise technique during training. When training in movement, imitation exercises have a high effect. Teaching that movement in the performance of an action on the example of the movement of animals and other animals forms an interest in children to penetrate the image and perform it, activating the educational process. This style is performed by children the younger they are, the more interested they are.

It is of great importance in those of this age to grow the ability to see and aim according to bodies. It, in turn, facilitates the execution of complex physical exercise.

For example: over-throwing from a body hanging high (in which the body bends back, the weight of the body is thrown on the leg behind) or performing a jump on a hanging object, such as toys, will have a higher effect. It is important to teach my child to do the exercise without fear. In the formation of movement skills, games played with singing, singing are recommended to teach to feel rhythm, surface

The methodology of using the word will help the child to form the right tasawur about physical exercise, bring it to the eyes. When visual and word-assisted explanatory methodologies are taken together, then the child begins to have the skills to be able to perform the ulami without difficulty, as soon as he hears or reads the name of the exercise. It is recommended to use a word and phrase that is more understandable. For example: we jump like a rabbit; we walk bipedally like a crow, like a crow; we walk lapangling like a bear; like we move fast as a Fox.

The richer the experience of children's movement skills, the easier it is to use the verbal explanatory methodology when teaching them exercise. The use of the word should be different at different stages of teaching. At the beginning of the teaching, the action is fully explained, and later the explanation is exchanged with the issuance of short instructions. With the help of instructions, it is possible to correct my error in motion, warn and evaluate the connection.

When lshing with preschoolers, commands and instructions are applied to start the physical exercise fold, finish, determine their image and rhythm, direct to movement.

The guidelines are mostly used more frequently in younger age groups. Most physical exercises are performed by singing a song, poem, text, or movement while reciting instructions to perform.

Asking children various questions while doing the exercise will teach them to think to have complete knowledge of that physical exercise, increasing the chances of feeling the movement. The interview is also a source of having more knowledge about the exercise being done and generating the necessary qualifications about the performance of the exercise. The conversation can also be facilitated by reading books on physical education and sports, viewing pictures, excursions and walks to stadiums.

The style of the exercise is very diverse. In preschool children, movements and physical exercises should be indicated and performed in general for everyone, in accordance with the anatomical-physiological abilities of the child. At this age, it is necessary to selectively use exercises that have a more dynamic nature, are able to exert a single physiological effect on the main muscle groups, the body, create conditions for the development of agility, coordination of movement. These requirements are met by exercises derived from the elements of cycling, swimming, action games, sports games.

It is not recommended to give static-specific exercise to children up to school age. This exercise refreshes the nervous system and musculature, disrupts blood circulation and breathing, and strength training, which requires complete muscle contraction, slows down the work of the muscles and nerve endings. As the age grows, exercise is also complicated. The following exercises used in children's flats and kindergartens are given. In children under one year old, with the help of adults, slow movements, elements of active movement, universal exercises (with and without objects, lying on your back, with a spinal increase, turns of the head in all directions), crawls, jogging exercises, climbing to a height and the simplest games are used. The main place in this age-old program is occupied by Massage (Massage). Materials related to rubbing are given in the booklet 2. Children from one to 3 years old are given a slightly more complex general exercise, with and without objects (ball, stick, gymnastic seat), basic movements (walking, running, balancing exercises, jumping to the depth), the simplest of safling (walking in a circle, squats in a column, sherenga), cycling, preparatory exercises for learning to swim (table 13). The program provides a wider space for action games and dance routines needed for those ages. It is distinguished by the simplicity of the rules of the games chosen for ages, the ease of determining the winner, and is played, mainly, in the embodiment of various images, in the form of imitation (birds, animals, etc.).k.)[3,157].

**Moves children in childhood and preschool age features of skill development**

Age	Child's action options
3 monthly	lying on his stomach, he can climb with his elbow and shoulder supported. Lying on his back, he is able to turn into a sideline; change

	his posture; the impulse of movement is disorganized and not realized.
6 months old	Can grow on his own; can spin on his back while lying in his arm without erlcin; tries to crawl; plays a toy; can shift his weight from one hand to the other; moves with arms
1 year old	Can walk on its own; sits and stands upright without supports; can bend; can carry small objects
2 years old	He can crawl, climb under and over various objects ,play with the ball (throws, rolls)
3-4 Age	He can run, jump with two or one foot, climb the gymnastic fence, hook and stretch the ball, ride a tricycle, perform several movements in a row

**Summary.** The development of children of all ages up to school is one of the laws of the theory of physical education. We are a child who developed the goals and objectives of the science of theory and methodology of physical education by developing the child in every possible way. Teaching children to the technique of movement, perfecting their technique makes the child have a huge roll in the future when choosing life skills and what kind of sport.

**Literature used:**

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