

## **Technologies of Organizing and Conducting Physical Education Lessons in the Preschool Education System**

**Dusyarov Toraboy Beknazarovich**

*Termiz State University, Teacher of the department of sports management*

**Abstract:** In this article, it is revealed that gymnastics and movement games are the main means in the development of physical education and movement activity and physical qualities conducted with children of preschool age. We know that in pre-school education organizations, one of the main means of physical education, physical exercises, together with the wide use of movement games, is taught to stand in line and break out of line in gymnastics.

**Keywords:** Physical qualities, gymnastic, exercises, technology, statics, national games, physical development, physical activity, play, children.

In his Resolution PQ-2707 dated December 29, 2016, "On measures to further improve the preschool education system in 2017-2021", the President of the Republic of Uzbekistan approved the support program "Bolajon" and "Preschool Education" in the draft law developed on the basis of State requirements" emphasized the radical improvement of the preschool education system. Physical fitness of 5-6 year old children depends on the technology of conducting gymnastic exercises and active games, as they occupy an important place in the daily routine of children of this age. Children's activities during dynamic and game hours should be organized in such a way that education always leads to development. For this, games should include not only activities that are well known to children and that they can perform without difficulty, but also activities that they perform with sufficient effort. It is necessary to take into account not only the current level of physical and mental development, but also the future potential of children.

This is very important, because only very complex tasks can activate the child's development reserves and bring about changes in the body that cause a unique addition to his mental and physical capabilities in the conditions that are properly organized for its execution.

As a result of activity during games, new knowledge, skills, forms of behavior and types of activities are formed in the child. Therefore, the main task of the teacher is to increase children's activity and manage it with the help of various means of physical education, including national and movement games. How to increase children's activity and manage it during active and national games?

First of all, during the explanation of a game with a plot or movement task, it is necessary to direct children to form reasons that encourage them to definitely complete the task. For this, children need to have certain experience, which includes knowledge specific to this game, movement skills, and the ability to analyze and evaluate their own and the team's actions.

Secondly, it is necessary to direct children to the educational purpose of movement activity, that is, they should know what specific movement skills children should learn and master, what new

information they can get from the game. For this purpose, it is necessary not only to increase movement activity in general, but also to focus children's attention on physical qualities that are clearly developed with the help of this game.

Thirdly, it is necessary to evaluate children's movement activity according to a specific final result that can be compared with the initial data of movement tests.

It is possible to use gymnastic exercises and dynamic games in the daily routine to expand children's motor activity and mental functions. Currently, the level of intensity of loading has been developed in the use of games for the development of physical qualities.

In this way, the child's activity is always free, conscious and controlled. To implement it, the child must have appropriate movement and physical qualities. It is important what qualities are needed, what is their level of development, how is this determined, what is their scope and what are the characteristics of their relationship with mental functions. It is known that in order to master the movement and bring it to a skill, it is necessary to participate in different levels of consciousness in the process of activity. The lowest level for a child of preschool age is the reflector level. Most programmed exercises should be mastered at the highest level - at the level of conscious acquisition of knowledge and skills, their practical implementation.

Technology includes the idea of the structure of actions, the methods of their execution and the final result, as well as the knowledge that helps to implement this action.

Gymnastic training and active games have a hygienic and health-improving value when they are properly organized, taking into account the age characteristics and level of physical fitness of children. Pedagogical technology of moving houses is the main tool for choosing a game and active movement of a child depending on his age.

It is important to remember that games limit the ability to precisely regulate the load, because it is impossible to predetermine the actions of each child. The constantly changing situation in the game and the high sensitivity of the interaction of the participants of the game do not allow programming the content of some exercises. Therefore, it is necessary to monitor that the downloads are optimal during the games. In systematic (classified) training, intensive loads can be used from time to time so that the child's body gradually adapts to it. When conducting games close to sports games, children can be given different but specific tasks depending on their level of preparation and work ability:

- play only in defense or only in attack;
- jumping from the narrowest or widest part of the conditional barrier;
- throwing balls from the near or far mark line;
- increase or decrease the length of the running distance.

It is necessary to simplify the playing conditions for the most empty team (repeat exercises, reduce the number of obstacles, the length of the distance). Gymnastic exercises involving running and jumping, as well as active games, should not last long and should be done with frequent breaks. Taking into account that the back muscles and tendons of children of preschool age have not yet been trained enough, it is impossible to use large, powerfully stressful games.

In conclusion, it can be said that a child gets to know the world while playing, and physical development and movement activity improve through active games.

This is scientifically proven. Children should be praised for even small achievements during play, but never be used to motivate children to engage in empowering exercises. Morphological differences of children of the same age, different levels of physical development and biological maturity, functional and movement capabilities require a different, individual approach to the selection and application of physical exercises.

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