

TECHNOLOGY OF FORMING MOVEMENT SKILLS IN SCHOOLCHILDREN

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Annotation

This article covers effective technologies for forming movement skills in preschool children. The physical condition of children in movement, types of motor movements appropriate to the program age, methods of controlling movement activity through game analysis, movement changes and didactic analysis are studied and analyzed.

Keywords: Preschool education, movement skills, child development, movement activity, skill formation, preschool children, physical development, pedagogical technology, cognitive development.

To strengthen the health of the child, to strengthen their body parts, to develop basic types of movement, to create conditions for the development of movements that keep children active and prevent fatigue. To develop small muscles of the fingers, to develop some skills of walking and movement. Crawling. To crawl to the required distance, under the seat and the hoop, to climb and descend a 1 m. long staircase with the help of adults.

Walking. To walk without support in a straight direction on a board lying on the ground, on a sidewalk, on an inclined (10-15 cm high) board, to climb and descend a level 10 cm high. To be able to walk on the floor, on the ground or on a rope, beam or board located at a height of 5-10 cm. Running. To run in the right direction. Development of sensorimotor skills. Rolling a ball down a small hill, throwing it forward and up. Holding a pencil or crayon, drawing lines with them (squishy). Fine motor skills. Building towers of 3 or more parts, putting small objects and toys in bags and boxes and taking them out. Cultural and hygienic skills.

Self-service, washing hands, having a positive attitude towards bathing, drinking tea from a cup, washing and wiping face and hands independently. By the end of the year, the child. Crawls, walks, maintains balance, runs, the child develops gross, sensorimotor and fine motor skills, and self-service skills.

When drawing up a physical development agenda in a preschool educational institution, a differentiated approach is used to organize meals, warm-ups, physical exercises and games. This takes into account the specific age characteristics of children.

The educator is guided by the requirements of the physical education program in the preschool educational institution. At the same time, in agreement with the educator, doctor, nurse, the correct physical education of children in the family is promoted.

The educator must be well versed in the methods of organizing morning physical education, physical exercises, games, and health days. Cooperation with the group educator and music director in physical education activities is of great importance. When checking the physical fitness of children and organizing classes, cleanliness, hygiene requirements and safety rules are strictly observed.

Classes are held outdoors, as well as in a specially equipped gym. The main goal of physical education of children during preschool education is to form various skills and abilities in children, to develop physical qualities such as strength, endurance, agility, and agility. Regular physical activity has a positive effect on children's growth and development, increasing their creative potential.

The program defines the tasks of physical education of preschool children as follows: - strengthening and strengthening health; - making them physically strong; - cultivating the moral and creative qualities of the personality; - creating conditions for activating purposeful movements in children; - forming important life types of movements, walking, running, jumping, crawling, crawling, throwing, catching, swimming, riding a bicycle, developing leg, arm, body, head movements, lining up and re-lining; - expanding and deepening game movements, developing physical qualities: agility, dexterity, intelligence, willpower, patience, strength, and improving the ability to stand on an equal footing with others; - influencing the correct formation of the child's physique and helping to prevent flatfoot; - providing sufficient knowledge and understanding of the benefits of physical exercises and games, basic hygienic requirements and rules; - fostering interest in active movement. The physical education program includes a daily routine for each group. There are various types of exercises for children to regularly perform the main content of physical education.

These include basic movements (walking, running, jumping, throwing, catching, crawling, sliding); general developmental exercises for the legs and body (with and without various objects), dance exercises, line-up and re-line-up, movement games, mastering the important features of various sports games, sports exercises, roller skating, cycling, swimming, etc. It is extremely important to educate children in the spirit of the greatest traditions of our people. The Uzbek people, like other peoples, have their own ancient traditional games.

They have been formed and refined over the centuries and have survived to this

day. The program also includes such Uzbek national games as modern movement games. At the same time, the program also recommends special exercises that develop movement skills, shape the body correctly, and prevent flat feet. Proper planning and implementation of physical education work is extremely important for its effective implementation.

Combining various types of classes with physical exercises and active games throughout the day helps to ensure the correct movement of the child. Physical fitness activities, the recommended program material for classes, are the basis for independent exercises and games. The basis of the educational task is that in physical education classes, educational and fitness tasks are carried out through the development of physical qualities, improving the working capacity of the child's body, and increasing cognitive abilities.

The effectiveness of physical exercises will increase only if the classes are organized correctly, their interesting and instructive aspects are increased, and attention is paid to the timely rest of children. The most important thing in classes is the correct distribution of exercises and games. In this case, it is necessary to distinguish the main task of the class, taking into account the goal set by its content, and to comprehensively influence certain parts of the child's body.

In particular, it is important to link different exercises together in order to increase the effectiveness of the training. When planning a training session, the order and repetition of movements, the correct distribution of tasks, and the most accurate and rational methods of organizing children are taken into account. This should be achieved, first of all, by ensuring sufficient movement activity and intensity of training.

When planning training sessions, the conditions of the group and the availability of equipment necessary for training are taken into account. The content of outdoor training is selected in accordance with the seasons and weather.

The methods of planning and conducting training sessions are different, ranging from basic movement and game exercises, training in one form to various types, i.e., movement games, folk games, relay races, and training sessions held in the open air.

It is important to coordinate morning physical education, physical exercises and games on walks with the educational material of the classes. Taking into account the motor activity of children at different times of the day, and accordingly, various methods of exercises that develop motor qualities are recommended to improve motor skills and abilities. Independent activity of children takes place under the direct supervision of the educator. He tries to ensure that each child freely chooses games and exercises.

The educator helps children develop organizational skills by selecting appropriate equipment for motor activity. The educator pays special attention to the sequence and continuity of the physical education process (carried out in a preschool educational

institution and in the family).

When planning this work, he takes into account the child's individual characteristics, development, health, physical growth, interests, and abilities.

The physical education program defines daily activities in each group. Helping the child develop movement, ensuring that the child gets used to the environment, and teaching him to maintain an upright posture. Helping children control their movement activity in independent games and creating conditions for it. Creating a need for playing active games.

Teaching children to understand movement, imitate the teacher's instructions, and move together, comparing their movements with the movements of others. Changing the direction of movement, tying the nature of movement to a signal when walking and running. Teaching children to jump, jump far from their place, and land on soft ground with two feet. Teaching children to crawl, climb, and move with the ball.

When performing these exercises, pay attention to the correct posture of children and strengthen their heels. To instill in children a positive emotional attitude towards physical education classes, as well as morning gymnastics. Active participation in game exercises, active games organized by the educator. To teach to increase motor activity in games organized independently from prepared objects and toys. Exercises for basic movements

Walking exercises. Walking in groups in a designated direction following the educator, changing direction, passing objects, walking in a circle in pairs, holding hands. Transition from walking to running, from running to walking. Walking with steps forward and sideways. Exercises for running. Running after the educator, avoiding him, running in all directions without pushing each other. Catching up with a rolling object, running between two lines without touching them, running without stopping for 30-40 seconds. Running slowly up to 80 meters.

Jumping exercises. Jumping on two legs in place, slowly moving forward, trying to touch an object hanging above the child's hand. Jumping from a line or a rope (20-25 cm wide) thrown in two rows parallel to the floor.

Jumping on two legs in place as far as possible, jumping from an object 20-30 cm high. Rolling, throwing and catching exercises. Collecting objects, putting them in a certain place. Rolling the ball with one hand and both hands, facing the educator, tilting and facing each other. Throw the ball forward with both hands from below, in front of the chest, over the head.

Throw the ball to the educator with both hands, try to catch the ball thrown by the educator at a distance of 50-100 cm. Throw the ball from a ribbon stretched at the child's chest. Throw objects (balls, sandbags, etc.) at a horizontal target (at a distance of 100-120 cm) with both hands, right and left hands; throw lengthwise with the left hand to the right.

Exercises for crawling and climbing. Crawling 3-4 m., passing under a 25-30 cm. barrier, jumping over it while lying on the floor. Climbing up and down a rope ladder, a gymnastic wall in a way convenient for the child.

Balance exercises. Walking straight, snake-like on the sidewalk, walking straight, snake-like, in a circle on a rope thrown along a board raised from the floor on one side, on a gymnastic bench. Crawling on a smooth board, on a gymnastic bench. Jumping over obstacles 10-15 cm high: from ring to ring, from box to box, climbing onto a stool (25 cm high), onto a seat, standing with arms outstretched to the sides. Rising on tiptoe and returning to the starting position. Slowly turning in place. General developmental exercises.

Exercises for the muscles of the arms and shoulders, raising the arms up, bending and stretching them up and to the side, crossing them in front of the chest and extending them to the side, hiding the arms behind the back, clapping, clapping over the head, waving the arms forward and backward (arms down), up and down (arms at the sides), waving the arms over the head and forward. Also, performing exercises in different positions with various objects (bells, cubes, ribbons, handkerchiefs).

Exercises for the legs. Walking in place, taking steps forward, sideways, and backward. Rising on tiptoe, standing with the foot forward and heel down, moving the toes. Exercises that develop the body. Turning to the right and left, passing the object to a child standing next to the child with a light wave of the arms. Bending forward and in different directions. Bending the legs and writing while sitting on the floor. Raising and lowering the legs while lying on the back, moving the arms and legs together at the same time.

Sitting on the knees, sitting on the heels and standing. Raising the arms and legs while lying on the stomach, rolling over from side to side. Line up and re-line up. With the help of the educator, line up in groups and the whole group in a circle, line up in pairs, standing one after another.

Movement games and game exercises Walking and running games: "Visiting the dolls", "From the corridor", "Who is slow", "Fly with a stick", "Catch me", "Sparrows and a car", "Train", "Airplanes", "Balloon", "Sun and rain", "Bring the item", "Birds are flying". Crawling games: "Crawl to the pebble", "Throw it into the goal", "Don't step on the line", "Be careful", "Monkeys". Ball throwing and catching games: "Throw the ball into the middle", "Hook the ball", "Throw it into the goal", "Take a good aim". Jumping games: "My cheerful ball", "The white rabbit is sitting", "The birds are flying", "Jump across the ditch". Targeting games in an open area: "Where is the bell ringing", "Find the flag" Games played with different movements and songs: walking and running without disturbing each other; jumping on two feet in place and jumping forward, catching, holding, carrying the ball from one place to another, putting it in place, rolling, throwing, crawling, crawling under a tight rope, jumping over a crossbar

lying on the ground.

Strengthening and improving health. Morning physical education. Do physical education every morning, performing movements according to the model. Do physical education outdoors, in light clothing. Complete morning physical education exercises with water procedures (with the support of adults).

Exercise. Spend as much time outdoors as possible in the summer. Swim in a small open water body (pool) under adult supervision (observing hygiene requirements). Maintain proper posture.

Regular physical exercise under adult supervision. Form a correct posture, form muscle groups that prevent flatulence. Motivational routine. Participate in daily walks. Try to actively participate in active games with toys and physical exercises with sports equipment.

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