

THEORETICAL FUNDAMENTALS OF PHYSICAL EDUCATION OF CHILDREN IN PRESCHOOL

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Annotation: *The article analyzes the theoretical foundations of physical education of preschool children. Because, physical education for children is the same as the foundation for a building. At present, the analysis of the place and role of physical culture general system of upbringing of preschool children is widely presented. Every parent wants to see their baby healthy, cheerful, well physically developed.*

Keywords: *methods of physical education, natural forces of nature, education of preschool children.*

Raising children healthy, strong, cheerful is the task not only of parents, but also of every preschool institution, since children spend most of the day in them. In kindergartens, physical education classes are provided, which should be built in accordance with the psychological characteristics of a particular age, accessibility and the appropriateness of the exercise. Complexes of exercises should be exciting, and also should provide for physiological and pedagogical justified loads that satisfy the child's need for movement. Correctly organized physical education contributes to the formation of a good physique, prevention of diseases, improvement of the activity of internal organs and systems of the child's body.

Physical culture is based on purposeful physical activity in the form of physical exercises, which allow to effectively form the necessary skills and abilities, physical abilities, improve health and work capacity. Physical culture is represented by a set of material and spiritual values. The former include sports facilities, inventory, special equipment, sports equipment, and medical support. The second includes information, works of art, various sports, games, exercise complexes, etc. The result of activity in physical culture is physical fitness and the degree of perfection of motor skills and abilities, a high level of development of vital forces, sports achievements (E.Ya. Stepanenkova, 2005).

Physical exercise as the essence of physical education is the main means of directed influence on physical development (T.I. Osokina, 1986). Physical development as a result of physical education, in turn, can act in two aspects - to designate anthropometric indicators and as a process of development of the body (N.N. Kozhukhova, 2002).

Physical fitness is an indicator of the level of development of motor skills, skills, physical qualities (N.N. Kozhukhova, 2003). This is the set of concepts that determine the physical culture of a preschooler (N.N. Kozhukhova, 2003). The tasks of physical education in preschool institutions are determined by a common goal and are concretized taking into account the peculiarities of the development of children in each age period (DV Khukhlaeva, 1984) .

Increasing the body's resistance to environmental influences by hardening it. With the help of reasonably dosed health-improving factors of nature (solar, water, air procedures), the weak defenses of the child's body increase significantly. This increases the resistance to colds (acute respiratory infections, runny nose, cough, etc.) and infectious diseases (tonsillitis, measles, rubella, flu, etc.).

The development of the child's body, mastering walking, leads to a restructuring of the breathing process and the gradual strengthening of the corresponding organs. The frequency is normalized, the abdominal and then the chest type of breathing appears, the capacity of the lungs increases. Breathing quickens only with excitement or physical exertion. Taking into account the peculiarities of the respiratory system of preschoolers, care should be taken to ensure that they are in the fresh air as much as possible (AP Chabovskaya, 1971) [5].

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