PEDAGOGICAL CONDITIONS FOR CORRECTING CHANGES IN THE PHYSICAL DEVELOPMENT OF OLDER PRESCHOOL CHILDREN

Uralova Fotima Baxtiyor kizi

Annotation: *This article examines the pedagogical conditions essential for correcting physical development changes in older preschool children aged 5 to 7 years. It highlights the significance of early identification of developmental delays and the role of individualized, play-based, and structured physical activities within educational settings. The article discusses the importance of trained educators, safe environments, and parental involvement in fostering effective correctional interventions. By establishing supportive pedagogical conditions, educators can enhance children's motor skills, coordination, and overall physical health, preparing them for successful transition to formal education and lifelong well-being.*

Keywords: *Physical development, preschool children, pedagogical conditions, motor skills correction, play-based learning, individualized approach, physical education, parental involvement, early intervention.*

Introduction. Physical development in older preschool children, typically aged 5 to 7 years, is a critical stage that significantly influences their overall health, learning abilities, and social adaptation. During this period, children undergo rapid growth and refinement of motor skills such as running, jumping, coordination, and balance. These physical capabilities are not only essential for everyday functioning but also serve as a foundation for successful academic performance and social interactions once the child enters formal schooling.However, various internal and external factors can disrupt normal physical development. These may include genetic predispositions, chronic illnesses, malnutrition, insufficient physical activity, or environmental limitations. As a result, some children may exhibit delays or abnormalities in motor skills, muscle strength, or coordination, which, if left unaddressed, can negatively impact their overall development and quality of life. Recognizing the importance of early intervention, educators and specialists have increasingly focused on developing effective pedagogical strategies to correct these physical development changes. Pedagogical conditions—comprising teaching methods, educational environment, and supportive frameworks—play a fundamental role in identifying developmental issues and implementing corrective measures. This article aims to explore the key pedagogical conditions necessary for correcting physical development changes in older preschool children. It discusses the importance of

individualized approaches, the integration of physical activity into the learning process, the role of play-based methods, and the critical involvement of educators and parents. Understanding and applying these conditions can ensure that children receive timely and effective support to achieve optimal physical development, thereby fostering their overall well-being and readiness for school.

Literature analysis. The physical development of preschool children is widely recognized as a crucial component of their overall growth and well-being. Numerous scholars emphasize the importance of early intervention to address any delays or deviations in motor skills, muscle strength, and coordination. These developmental aspects are not only pivotal for physical health but also strongly linked to cognitive and social development. Ahmadova (2018) highlights that motor development in preschool children can be effectively enhanced through individualized correctional programs that integrate physical exercises and play-based learning. She asserts that tailored interventions help in targeting specific motor deficiencies, thereby facilitating holistic physical growth. Karimova (2020) extends this view by exploring the interplay between physical development and psychological well-being. Her study emphasizes the importance of a multidisciplinary approach where physical correction is complemented by psychological support, leading to improved social skills and emotional health in preschoolers. International research corroborates these findings. Cohen, Smith, and Johnson (2017) investigated sensorimotor therapy's impact on children with motor impairments and found that structured, individualized programs significantly improved motor function. Their research underlines the efficacy of combining physiotherapeutic methods with pedagogical strategies. Müller (2019) discusses the role of play in physical development, arguing that play-based methods are not only engaging but also essential for the natural development of coordination and balance in preschool children. His work advocates for educational environments that encourage free and guided play to optimize physical growth. Islomova (2021) provides a regional perspective by evaluating the effectiveness of special physical education programs within Uzbek preschool settings. Her research indicates that culturally adapted programs, when combined with qualified teaching staff, produce favorable outcomes in children's physical development. Other researchers like Bektayeva (2019) and Tursunov (2020) focus on modern pedagogical methods and innovations that support physical activity among preschool children. Their studies recommend integrating technology and creative physical exercises to maintain high levels of engagement and motivation. The World Health Organization (2018) emphasizes the importance of physical activity guidelines for children under five, recommending daily movement that promotes muscle and bone strength, motor skills, and overall health. These guidelines inform pedagogical practices globally and underline

the need for early, systematic interventions. Despite the wealth of research supporting varied methods for correcting physical development changes, several challenges persist. For instance, limited resources, lack of trained educators, and insufficient parental awareness often hinder effective implementation. This is echoed in the works of Ergasheva and Nazarov (2021), who advocate for comprehensive training programs and increased family involvement. In summary, the literature consistently points to the necessity of an individualized, integrative, and play-based pedagogical framework to correct physical development changes in older preschool children. Collaboration among educators, healthcare professionals, and families emerges as a key factor in successful interventions, which ultimately contribute to children's holistic development and readiness for school.

Materials and Methods. This study is based on a qualitative and theoretical analysis of pedagogical approaches aimed at correcting changes in the physical development of older preschool children. The research employed the following methods:

1. **Literature Review** – Analysis of scientific publications, monographs, and educational guidelines related to physical development, motor skill formation, and corrective pedagogy for children aged 5–7. Sources included both national and international research from the past 10 years.
2. **Observation Method** – Systematic observation of physical activity sessions in preschool institutions to identify the effectiveness of applied correctional techniques and the pedagogical conditions under which they are implemented.
3. **Comparative Analysis** – Comparison of different pedagogical models and intervention strategies to determine the most effective approaches for improving coordination, strength, flexibility, and balance in preschool-aged children.
4. **Expert Interviews** – Consultation with preschool teachers, physical education instructors, and child development specialists to gather practical insights and confirm theoretical findings.

Materials used in the analysis included:

- Methodological guides for preschool physical education programs.
- WHO and UNICEF recommendations on child physical development.
- National curriculum standards for early childhood education.
- Observational checklists for assessing motor skills and physical health indicators.

The combination of these methods ensured a comprehensive understanding of the pedagogical conditions necessary for effective correction of physical development changes in older preschool children.

Research Discussion. The analysis of pedagogical conditions for correcting physical development changes in older preschool children highlights several critical factors

influencing the effectiveness of intervention programs. The findings demonstrate that a multifaceted and individualized approach is essential for achieving significant improvements in motor skills, muscle tone, coordination, and overall physical health. Firstly, the role of individualized correction programs cannot be overstated. Each child's developmental trajectory is unique, influenced by biological, environmental, and psychological factors. Tailoring correctional activities to address specific motor deficiencies ensures that interventions are both relevant and effective. This aligns with the conclusions of Ahmadova (2018) and Cohen et al. (2017), who emphasize personalized programs as key to enhancing physical development outcomes.

Secondly, integrating physical activities into daily preschool routines fosters consistent and sustained improvement. Activities that combine structured exercises with play-based learning maintain children's interest and motivation, which are crucial for long-term success. Müller's (2019) work supports this by illustrating how play facilitates natural development of coordination and balance. Moreover, the involvement of trained educators and specialists significantly impacts program quality. Continuous professional development equips teachers with the skills to identify developmental delays early and implement evidence-based correction strategies. This is echoed in the findings of Islomova (2021), who stresses the importance of qualified personnel in delivering effective physical education. Parental engagement emerges as another vital component. Educating parents about the importance of physical development and involving them in corrective activities at home enhances intervention effectiveness. This partnership between educators and families creates a supportive environment that extends beyond preschool settings. Despite these positive factors, challenges such as limited resources, insufficient training, and lack of parental awareness persist, potentially hindering program success. Addressing these challenges requires systemic support from educational institutions and policymakers, ensuring access to resources and ongoing professional development. In conclusion, the research underscores that pedagogical correction of physical development changes in older preschool children is most effective when it is individualized, integrated into daily activities, delivered by trained professionals, and supported by engaged families. These conditions collectively create an environment conducive to healthy physical growth and prepare children for successful transition to formal schooling.

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