



## PRESCHOOL EDUCATIONAL DEVELOPMENT GAMES

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**ABSTRACT.** *The article discusses the significance of the game for the physical development of children, in which basic movements (walking, running, throwing, jumping, skating, orientation in space) are improved.*

**Keywords:** game, fundamental motor skills, mastery of the skill.

The issues of upbringing a full-fledged healthy generation is the most important task of any society. Currently, in the Republic of Uzbekistan, the solution to this problem has acquired special significance and relevance.

The purpose of the work is to reveal the meaning and methodological aspects of teaching preschool children to play.

Modern researchers have proven that the deterioration of children's health is due to the adverse impact of not only socio-economic, but also pedagogical factors. Currently, in preschool institutions, one of the tendencies of the educational process is an increase in the volume and intensity of children's cognitive activity, as a result of which their mental and psycho-emotional loads often exceed age norms.

At the same time, the introduction of additional activities, for example, such as a foreign language, teaching reading, writing, etc., leads to a decrease in the already insufficient volume of physical activity of children - to hypokinesia and, even worse, hypodynamia, (E.A. Weiner, S.M. Grombokh, T.Ya. Machuk, M.M. Panchenko, L.A. Korotaeva and others). One of the conditions contributing to a way out of this situation is the proper physical activity of children, provided not only by physical education, but also by various forms of physical culture and health-improving and simple games used in the daily routine of preschool educational institutions (DOW) with participation in their organization and conduct. all members of the teaching staff.



The game has been an integral part of human life for a long time. She takes his leisure time, brings up, satisfies the needs for communication, receiving external information, gives a pleasant physical activity. Teachers of all times have noted that play has a beneficial effect on the formation of a child's soul, the development of physical strength and abilities. In play, a growing person learns life.

The role of the teacher lies in his ability to teach children to play actively and independently, to form a wide range of play actions in them, to strengthen their health, to bring up moral and volitional personality traits, to temper the body, to ensure the comprehensive physical fitness of each child. Games in combination with other educational means represent the basis of the initial stage of the formation of an active personality, combining spiritual wealth and physical perfection.

In many games of preschoolers with balls, hoops, skipping ropes, pebbles and other objects, the rules are set by the children themselves. For example, children agree on what to count as a mistake and what not to count. In the process of playing, preschoolers learn to quickly navigate in space. All games are ultimately aimed at making movements easy, beautiful and confident.

Games contribute to the education of intelligence, observation, attention, imagination, the development of positive feelings. Active actions in the game help children eliminate self-doubt, shyness, and shyness. Accurate execution of movements, courage, dexterity, resourcefulness enhance the feeling of self-confidence and help to take the right place in the team.

Play is a form of organizing the life of children, are of great importance in the education of relationships. A group of children united by common interests most often participates in such games. Play is the most accessible type of activity for children, a way of processing impressions and knowledge received from the world around them. In the game, the peculiarities of the child's thinking and imagination, his emotionality, activity, and the developing need for communication are clearly manifested.

In games, children do not just run, but catch up with someone or, conversely, escape from the catch; do not just jump, but depict bunnies or sparrows, etc. During the game, they train, strengthen certain muscle groups. This property of the game was highly appreciated by P.F. Lesgaft.



At the same time, he saw in play a great educational and educational force, considered it to be a complex action of a higher order than individual gymnastic exercises, the best means of educating a child's personality. He especially emphasized the fact that play puts the child in a position where his mind works vividly, energetically, feelings are tense, actions are organized. This close connection between physical and mental development is reflected in modern scientific research and is confirmed by practice.

The outlook of children of younger preschool age is small, attention is unstable, therefore, games with a simple and accessible plot are recommended for them, in which the characters are well known to the child from everyday life or with which it is easy to introduce him using a picture, toy, fairy tale (Zumrat va Kimmat, Bogirsok, Kunduz bobo, Dono Kiz, Chopon Ali, Ahmok pishoh). The rules in these games are very simple and closely related to the plot.

Play exercises occupy a large place in this age group. They include simple motor tasks: bring a flag, ring a bell, catch up with a ball, etc. These movements are known and accessible to children (walking, running, etc.).

During the games, the teacher develops in children the desire to play games with him with simple content, simple movements, teaches them to play together in small groups, contributes to the development of children's skills in playing games, during which the basic movements (walking, running) are improved. You should also teach the expressiveness of movements, the ability to convey the simplest actions of some characters (jump like a bunny; peck grains and drink some water, like chickens, etc.).

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