



Use of Team Sports in Physical Education Activities in Preschool Educational Organizations in Our Country and Abroad

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ABSTRACT

The article discusses the effectiveness of teaching the first elements of football to students of educational institutions in the pre-school education system and the development of effective methods for this. In recent years, physical education in preschool educational organizations has been implemented according to the "Ilk Kadam" single program. Today, the preschool education system is going through a period of serious changes. This is primarily related to the economic and social changes taking place in society. The constantly increasing influence of various negative factors on the human body leads to the deterioration of health and a decrease in the physical and mental potential of children. The increase in the requirements for preparing a child for school has led to a decrease in physical activity due to the increase in hours allocated for intellectual development. In order to solve these problems, the article discusses new methods for organizing active physical activity of children from preschool age.

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The problems of improving the system of physical education of preschool children took an important place in the scientific research of scientists and practitioners in the following years. Optimizing the characteristics of the physical development of preschool children was defined as the need to maintain and strengthen children's health with their potential, means of developing their activities, the methodology and effectiveness of organizing physical education and health activities.

Currently, the organization of physical education in preschool educational institutions of our country is carried out on the basis of the "First Step" educational program, which regulates the content and size of physical education classes. The program is aimed at the development of universal abilities in the child, mainly physical education and health, psychological and valeological development.

The program envisages the introduction of a student-oriented model of interaction between the instructor (educator) and children into the practice of the preschool educational organization. The program envisages maintenance and strengthening of the child's health, improvement of body functions, development of interest in various types of movement activities, formation of positive and moral personal characteristics. Despite the fact that the program has a clear structure and detailed content of the groups, it did not take into account the child's physical development and health indicators.

Among others, the most common are the "Bolajon" basic complex programs, which focus on maintaining and strengthening children's health, forming the foundations of movement and physical development, forming

habits for a hygienic culture and a healthy lifestyle. not enough attention was paid to the issues of organizing social events.

As for the goals and tasks of preschool physical education, the opinions of experts from foreign countries agree in many respects. Foreign programs of preschool education are mainly focused on the integrated nature of the curriculum, those who refuse to conduct training in individual subjects, and the flexibility of the educator's work forms and methods.

In addition to the program "Childhood" of Russia, "SA-FIDANCE" (JEFirileva, EGSaykina), aimed at comprehensive development with the help of dance and play gymnastics, partially published a program of dance and play gymnastics, in the programs there is football in the section of sports games Its elements are partially presented in the form of a small set of exercises. The "Origins" program (MARunova), unlike previous programs, is aimed at children of early and preschool age. The program aims to protect and strengthen the health of the child, especially the nervous system, improve the functions of the child's body, complete physical development, arouse interest in the various movement activities available to the child, form positive qualities, contribute to the physical development of the child. 'shish, aimed at maintaining and strengthening children's health. And the elements of sports games in general and football in particular are presented in a customized section and do not have a clear structure for their use.

The content of the "Continuity" program (VGBolshenkov, VK Balsevich) is aimed at maintaining and strengthening the health of children preparing for school. The formation of movement experience is offered by mastering various motor coordination. Physical education is carried out on the basis of general developmental exercises, gymnastics, athletics, sports games and includes more training. It should be noted that when creating its sections, the authors focused on improving the direction of upbringing and education, taking into account the individual development opportunities of the child, using the terminology and classification of physical exercises adopted from the physical education system of schoolchildren.

The program for the development and rehabilitation of movement activity in children of senior and preparatory groups (VT Kudryavtseva) offers to create psychological and pedagogical conditions for the formation of movement organs and development of children based on creative activity. EV Ilyenkova, AV Zaporozhets, NA Bernstein, Yu.F. The ideas and views of the Zmanovskys were continued. The main principle is the development of children's imagination through movement activities. The main content of the training is aimed at improving the child's health and psychological aspects. The "Health" program (VG Alyamovskaya) is a complex system of raising a physically healthy, versatile, free and enterprising child, which pays special attention to morning exercises and physical education in the open air.

The program "Physical education of preschool children" (NN Efimenko) is based on the form of play and completely rejects the generally accepted structure for the development of basic movements and physical abilities. The program "Physical education from 3 to 17 years old" (VP Shcherbakov) is aimed at continuous physical education and health, and consists in ensuring the comprehensive development of movement skills and forming the child's physical abilities based on the use of simulation (activation) exercises is a whole set of general development exercises with equipment, as well as exercises used in other programs, aimed at understanding the surrounding world.

The analysis of the content of the physical education programs of preschool children revealed that the elements of the football game were not used in the physical qualities and mental development of children either for the purpose of health improvement or as a tool for increasing the level of development of their movements.

Highly specialized programs such as "Start" (LV Yakovleva), "SAFIDANCE" (E.Firileva, EG Saykina), "Healthy Child (Yu.F. Zmanovsky)" offer comprehensive development of the child and fulfill any child's needs uses types of exercises, including: acrobatics, dance gymnastics, cyclical exercises. This, in turn, narrows the child's development potential.

In general, the structure of physical education programs for children of preschool age consists of sections aimed at psychomotor development, teaching the means of development of motor activity, training of physical qualities. The programs are aimed at learning the means of consistent teaching of children's basic skills and abilities, development of physical physical qualities, as well as independent assessment of the quality of movement activity in children based on the teaching of knowledge. In today's educational system, in the conditions of educational variability, a wide range of programs are offered, which imply different approaches

to the organization of the pedagogical process in a preschool educational institution. Most of the programs, in fact, reflect one or another priority of education: some focus mainly on cognitive development, while others have aesthetic and ecological views. Activation in some processes of child development at the expense of others leads to weakening of personal development and deterioration of the physical and mental condition of the preschool child.

Modern educational programs are overloaded with the volume of information, which is, of course, an inevitable factor of a rapidly developing civilization. At the same time, in many preschool educational organizations, appropriate pedagogical conditions have not been created, and organizational and methodological approaches have not been developed to compensate for the negative effects of increasing intellectual loads.

Despite the fact that in recent years there has been a sharp trend of progressive deterioration of the physical and mental condition of preschool children, it is not given enough attention in many modern preschool education programs. However, children's physical education needs are met only by 45-50% during their stay in the preschool educational organization, even if physical education classes are held three times a day. At the same time, the analysis of observations today shows that in many preschool educational institutions, the number of their physical training sessions has decreased to two or even once a week. Many previous studies have noted a close relationship between the level of morbidity and the level of human motor activity at different stages of ontogeny. It is known that the greatest effectiveness of the preschool education process is achieved when the daily volume of the child's organized movement activity is 30 to 40% of the waking time. Due to the fact that many programs do not pay enough attention to the development of physical qualities of preschool children, a large number of preschool children (28-40%) have low and below average levels of physical fitness. Disorders of the cardiovascular and respiratory systems indicate a decrease in the reserves of the children's body.

Some programs introduced into the practice of preschool educational organizations are specialized and built on the basis of using certain types and directions of teaching. For example, the programs "Young Ecologist", "Preschool Teacher and Economy", "Baby", "Planet". Childhood", "Synthesis", "Harmony", "Child", "Children's talent" and others. The programs "Kindergarten - House of Joy", "Friends of Boys", "Meros" and "Golden Key" are making children's social development even more. Aesthetic development is embodied in the programs "Development", "Production", "Childhood" [133]. The use of new, including non-traditional fitness systems (for example: "stretching", "yoga", "wushu", etc.) in preschool educational programs is not fully implemented. This leads to the fact that the child does not have the necessary level of physical fitness before going to school and the basis for mastering the program material on physical education at school. Therefore, the variability of programs for physical education of preschool children, if its main component is provided, ensures the comprehensive use of various means of physical education, including football, as a means of comprehensive and comprehensive development of children. American and Canadian experts believe that the main purpose of preschool physical education is to help the child develop well. Physical education should contribute to the psychomotor, mental and emotional development of preschool children.

It should be noted that, despite the differences of different cultures, the uniqueness of the ways of development of the science and practice of pedagogy, common problems unite preschool education systems in different countries of the world. We are talking about determining the content, forms, tools and methods that are most suitable for the harmonious psychophysical and social development of children. In the United States of America, the American National Association for the Education of Young Children has published general requirements that direct preschool educational institutions to the development and education of the "whole child" and formulated the principle: "Practice should be appropriate for the level of development of children." . The main aspects of the preschool physical education program include: the formation of psychomotor skills, movement games, gymnastics, dance, physical training, water games. can be shown. Physical education programs for preschoolers in Canada are group outdoor activities that include games, basic movement and skills training, dance and gymnastics, and some private children's centers have ice skating classes.

The same views believe that preschool physical education in Finland should contribute to the improvement of movement coordination and basic motor skills. In the process of physical education, the manifestation of initiative and interest should be encouraged in every way. In Finland, the physical education program for

preschool children includes such things as gymnastics, music exercises, movement and sports games, skiing, skating, learning to swim and recreation, but does not include elements of the game of soccer. No special attention was paid to teaching.

The main tasks of physical education during school preparation in China are: to promote optimal physical development; formation of discipline, justice, responsibility, honesty; development of basic movement skills: formation of good behavior skills, interest and love for sports. The main types of physical activity of kindergarten students are movement games, gymnastics, dancing, running, jumping, throwing.

In terms of the use of physical education, the tasks of preschool physical education in Japan and Korea are close to each other. The main thing is movement activity and mental development, formation of a positive attitude towards others, discipline, formation of interest in an active lifestyle and teaching safety rules. In Japan, the following types of physical activities are included in the kindergarten physical education program: 1) walking, running, jumping; 2) throwing, pulling, rolling; 3) running, jumping, target shooting competitions; 4) team action games; 5) games with a ball, games with ropes and other equipment; 6) rhythmic movements.

Kindergartens in the Czech Republic teach children basic movement skills and personal hygiene. Physical education activities in kindergartens include elements of running, jumping, throwing, imaginative movement games, ball games, including playing football. In West Germany, movement games, gymnastics, running, jumping, throwing are used in physical training, and water games and swimming are included in the program. As an experiment in one of the kindergartens, groups were introduced to jumping on a trampoline.

In the UK, the main physical education activities of pre-school children are gymnastics, dance and movement games.

In preschool children (from 3 to 6 years old), the game becomes the leading activity of the child. Experts say that play is the optimal basis for physical, mental, social and emotional development. The importance of the game is recognized by experts all over the world. The results of the analysis of the data obtained from the specialized literature show that physical education programs for preschool children in all countries often include active games, which are called free games. The teacher's task is to direct the game in the right direction, without extinguishing the children's initiative under any circumstances. However, the use of football equipment and elements of the football game is not considered in practice in the physical education system, there are no special methods and recommendations for this type of training. The analysis of scientific-methodical literature and normative documents allows to emphasize that basically the same types of movement activities are used in the physical education system of preschool educational organizations in different countries. At the same time, priority is given to the game as a means, form and method of physical education of children. Nevertheless, in the system of physical education of preschool children, elements of sports games are used in small quantities. Basically, only basketball is used in the practice of training based on the use of elements of sports games. Football equipment is rarely used.

According to most experts, physical exercises should be aimed at forming various movement skills and abilities. These include walking, running, jumping, climbing, throwing and catching a ball. That is, in training, priority is given to the main types of movements and the use of action games. In addition, during training, the task of developing such qualities as coordination, speed, strength and flexibility is set.

In sports games, it is often considered a means of organizing children's independent movement activities. However, as many experts have pointed out, sports games and exercises used in the physical education system of preschool children help to improve the main physiological systems of the body, physical development, as well as physical fitness, mental development, and help to educate the positive qualities of the person. From this point of view, in the whole system of physical education, football as a unique tool fully meets the tasks of developing children's motor activity and can be a way to improve the ability to use it.

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