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METHODS FOR THE DEVELOPMENT OF PHYSICAL ABILITIES IN CHILDREN AGED 5–7 IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract:
This article addresses issues related to improving the motor fitness of children aged 3–7 in preschool educational institutions, as well as the use of physical exercises and active games in the process of comprehensive development of young children, their physical education and health promotion, development of physical qualities, teaching basic movement skills, providing physical loads with consideration of age-specific characteristics, and preventing fatigue.

Keywords: Physical exercises, personality, flexibility, training, physical qualities, active games, technique, abilities, load, fatigue, endurance, strength, agility, speed, skills.

Creating conditions for the comprehensive intellectual, moral, psychological, and physical development of preschool children, organizing the educational process in preschool educational institutions, and ensuring sufficient conditions for the younger generation to grow up physically healthy and strong are among the pressing issues of modern society. At present, a number of measures have been adopted to address these problems and create appropriate conditions, including the adoption of resolutions and laws aimed at improving and enhancing the education system, in particular the activities of preschool educational organizations.

"Improving the educational process should be based on assessing the level of children's development and their readiness for general primary education, as well as their social, personal, emotional, speech, physical, and creative development."

To implement these tasks, it is envisaged that:

1. to develop and implement new mechanisms for the comprehensive assessment of the activities of preschool educational organizations, as well as of child development and readiness for general primary education;
2. selection and expert review of educational and methodological materials, didactic resources, and fiction for preschool educational organizations in accordance with the established procedure;
3. development and implementation of new educational and methodological materials for alternative forms of preschool education;
4. widespread implementation of the state curriculum "First Step";
5. development of the content and design of individual workbooks, cards, handouts, and counting materials for learners in accordance with established requirements;
6. development of integrated educational technologies for children with physical and mental developmental disabilities, broad implementation of inclusive education, modern methods of rehabilitation and habilitation, and development of adapted programs and individual educational pathways that promote their consistent socialization and integration into the general preschool education system;

7. development of innovative technologies and modules for the preschool educational environment, optimization of the content and process components of continuity between preschool and general primary education;

8. optimization of curricula and training programs to determine the optimal duration and sequence of learning sessions;

9. fostering healthy lifestyles in children, developing children's interest in physical culture and sports through gymnastics and active games, and raising a physically healthy younger generation.

10. improvement of artistic, aesthetic, and musical education and instruction for preschool children, and the introduction of the fundamentals of STEAM pedagogy from an early age;

11. development of social and emotional skills as the basis for a child's future self-realization;

12. types of educational services for children who do not attend preschool educational organizations: expansion of paid educational services, short-term stay groups, etc.

(Paragraphs five, six, and sixteen of Item 2 as amended by the Resolution of the President of the Republic of Uzbekistan dated October 8, 2020, No. PP-4857 — National Database of Legislative Documents, 09.10.2020, No. 20.07.4857/1357)

At present, a set of measures is being implemented in state preschool educational organizations to ensure the realization of this resolution. In order to improve the health of preschool educational institutions and conduct physical education classes, issues are being addressed related to attracting highly qualified physical education teachers with higher education, organizing physical education classes in accordance with the requirements of the approved curriculum, and identifying and developing children's physical abilities.

There are five qualities that are developed to varying degrees in the human body, and the main task of physical education specialists is to identify and develop these qualities in a timely manner. These physical qualities include:

- **Strength;**
- **Speed;**
- **Agility;**
- **Endurance;**
- **Flexibility.**

The development of physical qualities in each person is a continuous and sequential process, and it is especially important to begin this process during preschool education.

When working with preschool children, it is necessary to take into account their age-specific characteristics, consider certain knowledge that helps the child engage in conscious motor activity, and apply methods that teach children basic movements.

Children aged 3 to 7 can be divided into the following groups according to the development of physical qualities through special exercises and active games:

1. Special strength exercises and active games;
2. Special exercises and active games aimed at developing speed;
3. Special exercises and active games aimed at developing agility;
4. Special exercises and active games aimed at developing endurance;
5. Special exercises and active games aimed at developing flexibility.

Some types of games are designed to develop all aspects of children's physical abilities and allow for the gradual development of various physical qualities. Such sequencing of games is associated with the child's level of knowledge, the expansion of life experience, and deeper integration into adult life. The development of games from simple to complex is not limited to reflecting new aspects of life but is also conditioned by enriching a particular game with other features unique to it.

It is necessary to pay special attention to the development of such qualities as strength and endurance. Both of these qualities are essential for any motor activity. Initially, these qualities manifest themselves in movements such as walking, jumping, and throwing.

- Walking in a straight line;
- Throwing a tennis ball;
- Forward jumps on two feet from a standing position;
- Games such as "Rooster vs. Rooster," "Deer," "Knock Down the Horse," "The Lame Wolf," and action games such as "The Lamb" and "Throw It into the Pit."

The game "Rooster vs. Rooster." The more children participate in the game, the more interesting it becomes. This game is mainly played by boys. Children play in pairs. Group leaders are selected from both sides. The teacher divides the class into two teams, which face each other. One child from each team steps into the center. They jump on one leg with their hands behind their backs and push each other with their shoulders. During the game, none of the children is allowed to place the raised foot on the ground or remove their hands from behind their back. The main purpose of the game is to test the children's strength and increase their endurance.

There are several versions of this game. In one version, two boys participate. First, a circle is drawn on the ground. Both children stand inside the circle with their hands behind their backs, one leg raised and crossed over the other, and push each other with their shoulders. The child who steps out of the circle or lowers the raised leg is considered the loser.

Speed and Agility

To develop speed, exercises should be performed at maximum intensity. Games that require a quick reaction to a signal, repeated movements within a given time, or rapid movement of the whole body or its parts in space help children develop speed. Examples include:

- 30-meter running;
- Zigzag running over a short distance;
- Games such as "Who Will Win Wearing the Hat?", "Four Horns", "Empty Spot", and other action games like "Who's Faster?".

For example, the game **"Who Will Win Wearing the Hat?"** is one of the traditional active games of the ancient Uzbek people, teaching children speed and agility. Children are divided into two groups. A 30-meter distance is marked with two helmets. Two children from each group must run this distance while keeping the helmet on their head. The game continues until all children in the group have worn the helmet. The team that completes this task fastest wins.

Special exercises and active games for developing agility include:

- Running with high knees;
- Jumping over low obstacles;
- Maintaining balance on a gymnastics bench;
- Action games such as "Alternate Steps," "Hit and Run," "Fluffy Chick," and "Who's Faster?".

Another game, **"Step Swap"**, can be played by the whole class in pairs. Rules: children line up in a long row, and then step over a line in a staggered (chess-like) order. The game can be played in three ways:

1. Arms extended to the sides above the line;
2. Hands behind the back;
3. Hands holding the back of the head.

The winner is the child who completes the game quickly and without mistakes. Any child who loses balance while crossing the line is considered to have made an error and is out of the game. This game can be played during lessons or breaks. Its educational value lies in developing spiritual awareness and physical agility in children.

Endurance development is achieved by gradually increasing physical load in exercises and games. For example, without reducing the field size, one can reduce the number of players, increase the number of game items (sticks, scarves, hats, balls, etc.), lengthen running distances, add obstacles, use complex exercises, and increase their number. Examples of games that develop endurance include **"The Lame Crow"**, **"Link"**, and **"The Shepherd."**

- **"The Lame Crow"** is a relay game. The number of players is the same for both teams, which line up opposite each other. Each player ties one leg with a rope from calf to thigh. Players shout, "Ready—go!" and hop on one leg to the opponent's line, untie the rope, run back, and pass it to the next player. The game continues until the last player returns to the teacher. The team that finishes first wins.

Flexibility development is one of the most noticeable qualities in preschool children. Exercises include:

- Arm bending forward and backward;
- Pelvic tilts forward and backward;
- Alternately spreading legs to 90 degrees and forming a bridge;
- Games such as "Handkerchief under the Knee," "Stick Toss in a Circle," and "Jumping over a Barrier."

Conclusion: The role of physical exercises, the healing power of nature, and active games in the comprehensive development, physical growth, and health strengthening of children is invaluable. If we begin training children with these exercises from an early age, they will not only be healthy but also protected from various illnesses, vitamin deficiencies, and weak immunity, avoiding unnecessary problems. By continuously analyzing the effectiveness of physical quality development through specially selected exercises and active games, the training enhances all physical qualities, especially agility and flexibility, and to a lesser extent endurance, strength, and speed. This demonstrates the clear response of the musculoskeletal system to specific physical exercises. Games create effective conditions for developing physical skills, qualities, and moral education. Children's physical qualities and motor skills develop simultaneously.

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