

THE ROLE AND SIGNIFICANCE OF ACTION GAMES IN THE DEVELOPMENT OF PHYSICAL EDUCATION IN PRESCHOOL CHILDREN***Djumaeva Sanobar Absaatovna***Tashkent State Pedagogical University named after Nizami
Associate professor of the Department of general pedagogy.***Rasulova F.A***Tashkent State Pedagogical University named after Nizami
2nd year master's degree.

Annotation: For young children in preschool settings, including at home, the main objectives of physical education are to help them become strong and healthy, to tame their bodies, and to properly arrange their education and upbringing. The most fundamental physical education tasks for preschoolers are health-improvement exercises that focus on protecting a child's life, promoting his health, fostering his ability to defend himself by strengthening his body, and increasing his resistance to various diseases. Preschoolers receive constant feedback regarding their participation in physical education.

Keywords: *preschool children, physical education, movement, process, recovery, children, action games, development.*

Both during physical education under the teacher's direct supervision and during their independent activities while he is there, children receive movement instruction. When a movement activity is taught to a child, the child's cognitive, volitional, and emotional energy as well as the construction of his practical movement abilities are developed. Teaching techniques have a targeted impact on a child's senses, thinking, gradually developing worldview, moral characteristics, and motor activity that is beneficial for their general physical and mental development. Preschoolers participate in planned physical activities, action games, and educational programs that are chosen based on state education and program criteria. In the educational process, adults expose kids to goal-oriented activity. Its content also includes the experience of mastering actions that serve to develop and improve.

When working with preschoolers, it is crucial to consider their age-related characteristics as well as specific knowledge that hangs in the child's conscious movement activity. The integration of knowledge about the activity methods that teach children to act as well as about the skills and abilities of activity and how to put them into practice creates components based on work processes. The involvement in artistic endeavors is one of the components. A person who has not been taught to think independently since childhood and assimilates everything after being given Ready, cannot show the qualities given to him by nature. Therefore, society cannot fully look at the learning of the younger generation to creative activity. In the process of educating movement activities, adults (parents, caregivers), taking into account the physiological features of the development of children, put new movement tasks in front of them.

The fact that the child is increasingly able to solve new movement tasks in the process of exercise, and the great opportunities that arise in connection with this, change the character and quality of actions. What is very characteristic of this age period is that in the process of teaching new exercises, as if one turns into a new quality. The child's gait is completely different at the first time and at the end of the second year. This phenomenon can be represented as a didactic denial of the old thing of the novelty, an objective condition for all development and resolution of conflicts, a moving factor. Development in each area cannot go without denying the forms of residence that preceded it. Such a complex development process is non-stop in the interconnection of external and internal conditions. Overcoming difficulties and solving new tasks creates a positive emotional mood in the child. This goal achieved is due to new muscle sensations according to the educator's assessment. Strengthening the changes that have arisen serves to awaken the desire for even higher achievements. This complex process must always be under the

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supervision of an educator. On the one hand, it is necessary to ensure that the child understands the task of a new action, and on the other hand, it is necessary to instill in the child independence and its implementation on the basis of existing real action opportunities and emerging interests, emotions, enthusiasm.

A youngster must concentrate when participating in physical education in order to grow their active imagination, reasoning, and memory. For instance, if the learning experience is pleasurable and emotionally charged, it is likely to be enjoyable; if the instructor models the movement pattern and the students imitate it, it is likely to be figurative; and if the task of consistently performing each element of the exercise is consistent. In order for this to occur, education must be free; only then can the exercises be carried out consciously and independently. Moral education in teaching children is directly related to the formation of a child's spiritual sense and consciousness, the development of his moral and volitional qualities, such as high-quality and mutual assistance, goal-striving, honesty, fairness. The whole process of teaching correct movements fosters aesthetic sensations in children.

Tasks of physical education of children of preschool age. The only goal in all the bogies of the physical education system is: to carry out the work of preparing children for life, Labor and defense of the motherland. The tasks of physical education of children of preschool age are given taking into account their age characteristics. In preschool institutions, there are the following tasks of physical education:

- Health-improving functions.
- Educational tasks.
- Educational tasks. health-improving functions.
- Preservation of life and strengthening of taxation.

In conclusion, the forms of Organization of physical education in children's kindergarten physical education exercises are the main form of regular training of children for physical exercises. The exercises serve to educate individuals who are cheerful, disciplined, able to act well in the environment, act quickly and confidently according to the set task, guided by the goal, and are also able to show moral qualities and creativity. The importance of training consists in the formation of the embodiment of the culture of actions, the regular implementation of health-improving, educational and educational tasks.

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