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**IMPORTANCE OF PSYCHOLOGY AND PHYSICAL EDUCATION OF CHILDREN OF
PRESCHOOL AGE**

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ABOUT ARTICLE

Key words: "Leading activity", "You are a concept", development, communication stereotypes, the principle of syncretism. **Abstract:** In this article, the important aspects of youth psychology, upbringing and physical education of preschool children are mentioned.

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INTRODUCTION

In developmental psychology, preschool age is described as one of the most important stages of personality development. It is during this period that the child's perception of himself and his capabilities, attitude to the world and communication stereotypes are formed. Preschool psychology helps parents understand the characteristics of development and the reasons for the baby's behavior. In modern psychology, the pre-school period is from 4 to 7 years old. There is a three-year crisis before the beginning of this period. This is a very difficult period in the life of parents, because the child shows extreme negativity and strong stubbornness. . It is this crisis that means that the child separates from the mother, separates and manifests as a separate person with his own thoughts and desires. In order for him to successfully pass this stage, parents should not humiliate or break the preschooler in any case. He needs to be shown that he is heard and that he has his own feelings, but this is the right of adults. After this crisis, the child enters a new level of relationship with adults. If earlier he was the "navel of the earth", a continuation of his mother, now he will become an individual and a full-fledged member of the family. He must follow the family rules and his first duties (cleaning the toys). Family boundaries are revealed and the child discovers the world around him. At this time, he usually begins

to go to kindergarten, where he learns to communicate with his peers, as well as other adults. Here is the first social role. The desire for independence is an important characteristic of preschool age. A child strives to be an adult, but cannot be an adult yet. This creates role play as an opportunity to "play as an independent adult". A preschool teacher tries to imitate the elders in everything, from intonation to gestures and behavior. At this age, the child reflects his parents like a mirror. For them, this is a great opportunity to look outside themselves and think about what they will teach their children. The game as a method of development Preschool psychology defines the game as the leading activity in the development of children of this age. What does "lead activity" mean? This means that this activity has a major impact on the development of the child's personality and all his mental processes. During the game, the child learns to control his behavior according to the chosen role. This is how his arbitrary action is formed. But do not think that the game for the baby is just an illusion, a pretense. No. For him, the game is an emotionally rich and completely real activity, and he can become any person: a doctor, a salesman, a teacher, a knight or a princess. Joint play helps children develop their communication skills, as well as the emergence of social motives (success, leadership). In the process of role-playing, the following neoplasms appear in a preschool child: subordination of motives, that is, the ability to subordinate personal desires to the rules of the game; learning to communicate with other children. He acquires the skills of communication with peers, receives positive communication experience (friendship, common toys) and negative (hatred, quarrels); Mastering the word "MUST" and understanding that it is much stronger than the word "I WANT." Cognitive processes of preschool children All mental processes develop rapidly in preschool children. A characteristic feature of all cognitive processes of preschool age is their arbitrary acquisition. In the younger preschool age (3-4 years old), perception is closely related to the child's emotions, and the more positive emotions and bright impressions the child experiences under the influence of a stimulus, the more perception will be clear. But at an older age (5-7 years old), perception becomes not only a reaction to a stimulus, but also a means of understanding the world around. Visual perception is especially developed in preschool children. Attention and memory retain their involuntary nature, but towards the end of the period their arbitrariness develops. By the age of 5, the stability of attention and its volume increases. In addition, it was found that the stability of attention is related to the nature of the child. In calm children, it is 2 times higher than in emotional ones. The most important mental function that affects the development of a preschool child is memory. A child can remember a lot of different information, but only when he is interested, and this happens during the game. No special memorization technique will work. The thinking development of a preschool child goes through several stages. Initially, the child developed visual-effective thinking, then - in the middle of preschool age - it turns into visual-figurative thinking, and finally verbal-logical thinking begins to form. These psychological characteristics of the development of preschool children, in particular, the characteristics of thinking, should be taken into account when communicating with the child. For example, a 4-5-year-old child asks when his mother will return home. You answer that he will come home after work. And after a few minutes, the child asks the same question. No, he is not joking with you and he heard your answer well. He simply did not understand him due to the peculiarities of children's thinking. The words "then", "after" refer to the category of time (past, present, future) and this means verbal-logical thinking. And the boy works visually and effectively. Therefore, so that the child understands you, list what actions and events the mother appears at home after. For example: "We are going for a walk now, then we will eat, watch a cartoon, it will be dark outside the window, and then mom will come." In the preschool age, the centers

responsible for speech functions in the child's psyche mature and receive mother's speech. the mastering process is completed. The vocabulary of a small person will increase significantly. At the age of six, the active vocabulary of a child includes 2500-3000 words. This is three times more than a three-year-old baby. However, these numbers depend entirely on the environment in which children grow up. Preschool children have a large vocabulary if parents talk to them a lot and read fairy tales and stories with them (this is how they get acquainted with literary speech). This period is characterized by what is called word formation, the ability of children to form strange forms of words or use words in unusual ways. The basic needs of a preschool child Psychology of preschool children often includes contradictions. For example, at this age they have two new needs: communication with other children; the need to engage in some important activity for society. But the child cannot satisfy the second need in society. How can he resolve this conflict? This leads to the emergence of a role-playing game that allows a preschool child to play the roles of adults engaged in socially important activities. An important need for a baby at this age is the need for acceptance and unconditional love. It is very important that he feels that he is special to his parents and that they love him just for being. Acceptance and love from parents provides a strong foundation for healthy self-esteem. After becoming an adult, the child will not have affection. Unconditional love does not mean that there is no punishment for wrongdoing. But parents should separate personality and behavior and punish the child for misbehavior, not for being "bad". It is necessary to explain to him that he is good and they love him, but the parents must punish him for his misbehavior. Personal development According to preschool psychology, the foundation of the personality is laid in the period from 4 to 7 years old: self-esteem, subordination of motives, mastering moral standards and rules, as well as the ability to evaluate and control one's own behavior. A preschool child learns to name emotions and recognize their manifestation in himself and others. During this period, it is very important to teach him to have a healthy attitude towards negative emotions and to express them correctly. For this, adults themselves must have well-developed emotional intelligence. At this age, the child shows feelings such as empathy and caring. "Social" feelings develop: a sense of pride and joy for a good deed, a sense of shame for a bad deed. Self-esteem and self-awareness At this stage of development, the child develops the ability to evaluate his own actions and the actions of others. And only then will self-esteem and self-image be formed. Self-esteem is based on self-understanding. Although it is more correct to say: "You are a concept", because initially the unique image of a preschooler is formed by how his parents evaluate him. Therefore, parents should be careful in evaluating their child, pay more attention to his value and abilities so that he grows up to be a self-confident person.

How to help a child's development?

There is a concept of "zone of proximal development". He was introduced to psychology by the famous Soviet psychologist L.S. Vygotsky. The zone of real development is the ability of a child to perform independently without the help of adults. Also, at preschool age, a child actively develops many mental functions, and with the help of adults, he can learn a lot. Only it should be done WITH Him, not FOR Him. What a preschool teacher can do with the help of adults, after a while he can do it himself. This is called the zone of proximal development. If you want to teach your child something, do it with him first. In addition, this is how we develop his confidence in his abilities. The psychology of the preschool child sees the reason for such behavior in the child's new social role. He is included in a new relationship system, where he has his own responsibilities, which may seem difficult to the baby. The most

important feature of this crisis is that the child is no longer as clear as before. His experiences are now stored inside and not always visible on the surface. The reason for this is the desire of children to lose their spontaneity and imitate adults. But only these imitations in the form of grimacing and antics are not pleasant and funny, but cause irritation. Be patient. A new student can be sensitive and quick-tempered. It has to do with his self-esteem. Learning in school involves some competition for who is better and more successful. This creates internal tension. For the same reason, the child needs your help and faith in his strength. Tell them to him often. And, of course, spend time with the whole family. A sense of family unity makes sure that no matter what happens to him, he will always be loved. Physical education of preschool children has a special place in the general system of education and training. An important task that determines the importance of physical education as the basis of all-round development is a child who knows his movements well, who likes physical exercises, who is independently oriented to his environment, who has the ability to learn at school and later has an active creative ability. It is as a result of purposeful pedagogical influence in preschool age that health, general endurance and work ability, vital activity and other qualities necessary for the comprehensive development of a person are formed. The formation of physical qualities, movement skills and abilities is closely related to the upbringing of the child's mental development, aesthetic feelings and moral-will personality traits. A number of authors (A. V. Keneman, D. V. Khukhlaeva, 1995; N. N. Efimenko, 1999; M. D. Makhaneva, 2000; E. Ya. Stepanenkova, 2001; S. B. Sharmanova, A. I. Fedorov, 2002, etc.) should pay special attention to the tasks of physical education. It should be solved in a complex and interconnected manner with the tasks of mental, moral, aesthetic and labor education. In general, the innovative processes taking place in the field of preschool education also apply to the physical education of preschool children (M.P. Astashina, 2014). Along with positive changes, there are also negative trends in the field of preschool education, which include: reduction in the number of preschool education organizations; the use of foreign educational systems is not always justified; increasing the volume and intensity of cognitive activity that harms children's motor activity; lack of qualified personnel; dispersion of medical and pedagogical personnel. The priority of working with preschool children should be physical education of preschool children, which is aimed at increasing the resistance of the child's body to the negative factors of the external and internal environment, mastering theoretical knowledge in the field of physical culture, and forming physical culture. development of movement abilities, physical and mental qualities and abilities, interest and need for physical improvement, comprehensive formation of the child's personality. The whole set of physical education tools, including the implementation of daily routines, health and fitness activities, provision of necessary physical loads, rational nutrition should be aimed at the main task - raising a healthy child. Only by implementing a comprehensive approach, it is possible to achieve the main tasks of education and recreation: strengthening the physical and mental health of children, increasing their optimal physical development and mobility. Physical education of preschool children should exclude the system of physical exercises, stressful situations and fear of performing actions that bring positive emotions to the child; sufficient intensity and a wide range of motor movements; a wide variety of forms of physical education and wellness and children's active recreation, the possibility of an individual and differential approach to the selection of exercises; frequent changes of loads and rest in the child's daily routine; continuity in the activities of children of different ages of the preschool educational organization; flexible schedule of recreational activities depending on health status, fatigue, climate and weather conditions; seasonality of exercise use; daily physical education classes; the relationship of

physical education tasks with other aspects of education. Organizational forms of physical education in pre-school educational institutions are as follows: physical education-education; daily physical education and health activities (morning exercises, outdoor and sports games, minutes of physical education, tempering exercises combined with physical exercises); active recreation (sports events, sports holidays, health days, hiking trips); independent motor activity of children; family work. Independent motor activity of preschool children continues under the supervision of the teacher. The content and duration of physical exercises are determined by the children themselves. The nature of these activities depends on the individual information, readiness, capabilities and interests of preschool children. A successful solution to the problems of physical education is possible only by implementing an individual approach to children in the interrelated work of the preschool education organization and the family. All forms and types of work are interrelated and complement each other. Together, they create the necessary motor regime that provides the child with daily physical education. Yu.F. Zmanovsky highlighted the principles of rational organization of children's movement activities: the superiority of cyclic exercises in all types of children's movement activities; daily physical education, mainly outdoors; frequent changes of exercises with repeated repetitions of the same exercise; use of outdoor games at work; motor intensity of physical culture classes - 80% and more; compulsory musical accompaniment of physical culture lessons; conscious attitude of children to physical exercises; muscle relaxation as a necessary component of most physical training; the predominance of positive emotions in all types of children's physical activity; the obligation to perform movements beautifully in physical education classes. Adhering to the principles of rational organization of children's motor activities not only improves the health and mobility of preschool children, but also contributes to the well-rounded development of each child. Preschool educational institutions in their activities should be motivated by the need to support the creative development of a person and the realization of intellectual needs and the formation of emotional perception, which is possible only if the health of preschool children is good. . It is possible to achieve the tasks of maintaining, strengthening and forming children's health by implementing a comprehensive approach to education, development and upbringing of the child and its improvement. Improving the system of protecting and strengthening children's health, forming a culture of health and motivation for a healthy lifestyle in them should become one of the priorities of the activities of the preschool educational organization. The concept of modern education implies not only the improvement of preschool children, but also the provision of individual oriented approaches to the educational environment, the formation of an educational space that saves health care. The implementation of an active-active approach to preschool physical education, which helps to develop theoretical knowledge about health and to form practical skills in children to maintain and strengthen their health, is fundamentally new. The basis of the child's physical health should be considered the level of development and characteristics of his organs and systems. The level of development is determined by a program that is specific to the nature of each child and is related to his basic needs. This is the satisfaction of basic basic needs, which is a condition for the child's individual development. A prerequisite for the complete mental health of children is a state of mental comfort and psychological well-being that ensures adequate regulation of their behavior in the course of various activities. This situation is determined by the needs of the child and the possibilities of meeting them. The spiritual component of human health is characterized by their attitude to the educational process, as well as their compliance with generally accepted norms of behavior, which are directly related to the development of motivational and semantic areas of a preschool child. A modern

teacher who works with preschool children, who is called to take care of the child's health, has no right to treat him as a shortened copy of adults, because each age period has its own structure and activity characteristics. The formation of an attitude of compliance with the main components of a healthy lifestyle in preschool children should be based on motor activity. According to I. A. Arshavsky, "the life of an organism, its growth and development is governed by movement activity." It is known that the child has a great potential to perceive and process various information from the outside. In addition, the most complex biological needs for self-development, play and imitation prevail in preschool children. Therefore, physical education of children can be carried out based on the principle of the activity of the child's personality, which allows to combine the knowledge of health values with the development of the basics of a healthy lifestyle. Fun and interesting for preschoolers. L. D. Glazyrina (1999) emphasizes the non-traditional principles of teaching physical exercises to preschool children:

1. The principle of syncretism reflects the existence of common sources of unity in the choice of means and methods of influencing the child.
2. The principle of charm implies the creation of a comfortable social and psychological environment in physical education classes.
3. The principle of creative direction, the result of which is the use of the child's movement experience and the creation of new movements independently based on the presence of a motive that stimulates creative activity.

One of the methods of implementation of these principles can be the introduction of the methodology of conducting folklore physical education classes and sports-health activities using folklore tools into the work of preschool educational organizations. Folk art makes it possible to diversify the process of physical education by finding new forms of development of motor and creative abilities of preschool children, helps to form the basic level of physical and intellectual readiness of children for future educational activities, aesthetic and aesthetic development. Moral-volitional qualities, emotional-emotional abilities and cultural and speech education of preschool children. The total volume of independent physical activity under the guidance of adults in the kindergarten and family of primary and secondary school age should be 9-12 hours per week, for older children - 12-14 hours, including 2-5 hours at home. It is recommended to do morning exercises every day (5-10 minutes depending on the age of the child), 2-3 times a day physical training (from 30 minutes for small children, up to 45 minutes for older preschool children). In addition, 2-3 times a week targeted training under the guidance of a physical education teacher of a preschool educational institution, as well as outdoor games while walking at least 2 times a week (up to 20 minutes) are required. The main principle is to perform physical exercises with children during the game. It is recommended to conduct classes in the form of stories, during which the teacher offers the child to perform a chain of sequential actions, creating a series of familiar images, i.e. Less to explain to the child, more to show. For example, a walk in the zoo, a walk, a trip to the moon, etc. Explanations should be clear, precise and given in a cheerful, cheerful voice. Do not forget to monitor your child's breathing. Teach him to breathe through the nose and not to stop breathing. Special attention should be paid to breathing, rest, standing - this is the basis of the fight against fatigue and stress. 2-3 exercises for hands, 1-2 exercises for the body, 2-3 exercises for legs should be included when making a complex for training with 3-4-year-old children. For 5-6-year-old children, the number of exercises in the complex increases by 2-3 times. Articular gymnastics should be included in almost every lesson, options for finger gymnastics are possible, as well as elements of self-

massage. It is recommended to organize physical exercises, various entertainment, mainly in the fresh air. Special attention should be paid to the clothes and shoes of the children in the class. Jumping should occupy a large place in the motor activity of the child (regardless of the specialty of the physical education teacher or the sports direction that the coach-teacher leads). They help strengthen the musculoskeletal system, develop muscles, and develop coordination of movements. When exercising with children of this age, it is usually necessary to eliminate the load on the spine, do more stretching and relaxation exercises - this is the basis for the future health of a preschool child. The child should perform relaxation exercises after each load (regardless of the purpose). Various physical exercises allow you to have a comprehensive effect on the muscle and nervous system, strengthen the bone apparatus, develop the cardiovascular and respiratory systems, and regulate metabolism. The introduction of elements of school sports, especially athletics (endurance running, fast running, jumping and throwing) into preschool educational institutions helps to significantly increase the capabilities of the child's body. Running is definitely an excellent means of development and recreation. Even the ancients said, "If you want to be strong, run!" If you want to be healthy - run! If you want to be smart, run! If you want to be beautiful - run!" Undoubtedly, we should think about expanding the scope of physical activity of our children, that is, purposefully improving their physical and intellectual qualities. First of all, as a quality that determines the state of the cardiovascular system you need to develop endurance. The main means of developing endurance is, of course, running. In the development of endurance, it is customary to talk about the existence of six intensity zones determined by heart rate indicators. should not exceed a beat) and external signs of fatigue - acute redness, severe shortness of breath, loss of coordination are controlled. During endurance exercise, the optimal heart rate can be considered 145-150 beats per minute, the recovery period is no more than 3 minutes The best time to run is spring and fall, although there is scientific evidence of significant benefits from running in winter.

Physical education specialists who work with children during childhood must follow ten basic rules for raising a child:

1. Love children, that is. love their presence, accept them for who they are, don't insult them, don't belittle them, don't undermine their confidence, don't punish them, don't deny their trust, give them a reason. I love you. 2. Protect the children entrusted to you, i.e. to protect them from physical and mental dangers, even, if necessary, from sacrificing their interests and endangering their health.
3. Be a good role model for children!
4. Inculcating feelings of respect for traditional values in the hearts of children, living in accordance with them. Treat children with a sense of responsibility. Children should be in an environment of honesty, modesty, harmony.
5. It is necessary to work together with children! Help them when they participate in your work.
6. Let the children experience life for themselves, even if it is not without pain! The child recognizes only his own experience. Your personal experience is often irrelevant to children. Give them the opportunity to gain experience, even if it involves some risk. Children who are overprotected, "insured" against any danger, often become socially disabled.

7. Show children the possibilities and limits of human freedom! Professionals of physical education should open to them excellent prospects for development and confirmation of human personality in accordance with the talents and characteristics of each of them. At the same time, it should be shown to children that any person in his actions must recognize and observe certain limits in the community and society as a whole (obeying laws and following the rules of the dormitory).

8. Teach your children to obey! A teacher, a physical education teacher must monitor children's behavior and guide them so that their behavior does not harm themselves and others. Children should be rewarded for following the rules! However, compliance should be enforced through punishment if necessary.

9. Expect from children only opinions and evaluations appropriate to their maturity and experience.

10. Give your child opportunities for experiences that have the value of memories. Children, like adults, "eat" experiences that give them the opportunity to learn about other people's lives and the world around them.

CONCLUSION

Thus, it is possible to single out the general tasks of child health maintenance, which are characteristic of all analyzed programs for preschool educational institutions:

1. Teach children to identify their situation and feelings.
2. Forming an active life position.
3. Forming ideas about your body, your body.
4. Learn to strengthen and maintain your health.
5. Understanding the need and role of movements in physical development.
6. Teaching safety rules for physical exercises and various activities.
7. Ability to provide basic aid in case of injury.
8. Forming ideas about what is useful and what is harmful to the body.

Methods of diagnosing the physical health of preschool children Preschool age or early childhood is characterized by intensive development of all organs and systems. From the first days of life, a child has certain hereditary biological characteristics, including typological characteristics of the main nervous processes (strength, balance and mobility). But these characteristics are only the basis for further physical and mental development, and the decisive factors are the child's environment and upbringing. In V.A. Ananiyev's program "Fundamentals of preschool children's safety", the author set the task of developing children's physical activity, teaching them to take care of their own health and the health of others, personal hygiene formation of skills; providing knowledge about healthy food, directing children to a healthy lifestyle, giving elementary knowledge about what is an infectious disease and

what to do to avoid infection. Ways to solve problems: lessons, games - activities, visual activities, walks, hygiene procedures, tempering activities, games, sports events, holidays, conversations, reading literature, using emotionally appealing forms . Work with parents aimed at improving the health of children and developing their physical activity. In addition to the programs, methodological manuals on the studied problem were analyzed. They are widely expressed in the theory of pedagogy. In our opinion, the most valuable manuals contain detailed descriptions of non-traditional treatment methods, representing several means of improving the health of children in kindergarten. These benefits include Yu.F. Methodological recommendations of Zmanovsky and his colleagues, A.I. Barkan, L.I. Latokhina, B.V. Shevrygina, N.V. Tsybulya, T.D. Fershalova and others. L.A. program of the team of authors headed by Wenger "Development", which contains two theoretical rules. The theory of A.V. Zaporozhets about the internal value of the developmental period of preschool age, about the transition from a utilitarian to a humanistic understanding of preschool childhood. And the concept of LA Wenger is about the development of abilities, which are understood as universal actions of orientation to the environment with the help of figurative means of solving problems specific to a preschool child. This program does not contain tasks for the physical development of the child. V.T. Kudryavtsev - doctor of psychology, B.B. Egorov - Candidate of Pedagogical Sciences defined the idea of an integrated interdisciplinary approach to the issue of physical education of a preschool child, and in 2000, a developing health pedagogy appeared. Their program and methodological guide reflect two directions of health work: They criticize the approach to physical education and health work of preschool children, they fundamentally revise the existing physical education methods in preschool educational institutions and schools. They talk about the need to review. V.T. Kudryavtsev and B.B. Egorov show a number of contradictions that exist at the current stage. The general goal of this program and methodological material is to create psychological and pedagogical conditions for the formation of the motor sphere and the development of children's health based on their creative activity.

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