

DEVELOPMENT OF EMOTIONAL STABILITY IN PRESCHOOL CHILDREN WITH THE HELP OF PHYSICAL CULTURE

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Abstract. *The article shows the issues of development of social psychological features of development of emotional stability in children of senior preschool age with the help of physical culture.*

Keywords: *preschool education, teacher, child, educational process, result, reading skills, individual, pedagogical conditions, form, method, variability, reading skills, teaching to read, education and training, pedagogical and psychological process.*

Strengthening people's health is one of the main tasks of physical culture in Uzbekistan. During the period of independence, the attention to sports and physical education is increasing day by day. In front of physical education, more physical culture and sports should be integrated into the life of our people; in the education of young people in the spirit of independence, the wide use of all different forms of social education and sports, including folk traditions, improving people's health and preparing them for the defense of the Motherland, and similar tasks. The national games of our people are one of the important physical and sports tools widely used for this purpose. Therefore, the need to increase attention to the national games of the people is even more obvious. The methodology of physical education reveals the specific features of physical education of children of preschool age. Methodology of physical education is inextricably linked with practice. Methodology of physical education - tools of physical education, to discover the principles, methods and methods of teaching physical exercises, to form movement skills and develop physical qualities, to plan and take into account physical education classes, morning physical education, mobile home, as well as physical education work pays a lot of attention.

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Basic concepts of physical education methodology:

1. Physical development.
2. Physical readiness.
3. Physical maturity.
4. Physical education.
5. Physical training.
6. Physical education.
7. Physical exercises.

8. Movement activity.
9. Sports.
10. Physical culture.
11. Physical activities.

Physical development is the process of changing the form and functions of the human body. When the phrase "physical development" is used in a narrow sense, it means anthropometric and biometric indicators. When the term "physical development" is used in a broad sense, it also includes physical qualities.

Physical fitness is a normative indicator of movement skills, qualifications, and physical qualities. Normative indicators for all basic types of physical exercise and requirements for the quality of their performance have been developed for preschool children.

Physical maturity is the historically formed level of physical development and the highest stage of health, all-round physical preparation for life, work and defense of the Motherland. "Physical maturity" changes depending on the growth of the production of social needs, as well as the needs of people.

Physical education is a pedagogical process aimed at achieving physical maturity. In the process of physical education, mental, moral, aesthetic and work education is carried out.

Physical training is a professional direction of physical education. It is characterized by the uniqueness of the tasks, tools, and methodology of physical exercises performed according to the characteristics of a specific profession.

Physical education is a type of physical education consisting of acquiring special knowledge, movement skills and skills.

Physical exercises are movements, movement activities, complex types of movement activities (active games), which were chosen as a means to solve the tasks of physical education. The phrase "exercise" refers to the process of repeating a movement several times.

Sport is a special activity that manifests itself in the process of competition, aimed at achieving the highest result in one or another type of physical exercise.

Physical culture is a part of the general culture, a complex of material and spiritual wealth in the field of human physical development, accumulated in the process of socio-historical practice of society. Material assets include sports facilities (stadiums, gyms, swimming pools, tennis courts, etc.), physical education equipment, special clothes, shoes, etc., as well as the level of physical maturity of people. Spiritual wealth includes works of science and art on physical education.

Physical activity is a special type of social activity aimed at improving the level of physical education of the population and helping to develop sports. It envisages goal-oriented activities of the state, public organizations and the public in the field of physical culture and sports development.

Both the people and the society are interested in the growth of the young generation in physically healthy work and in a way that protects the Motherland. For this, children of pre-kindergarten age should be deeply engaged in physical education and master the skills of using various national games. This is related to the extremely important tasks of strengthening the education of the young generation, educating them in the spirit of feeling their duty to their nation and independent state. From the first day of their arrival in kindergarten, children are given the opportunity to develop love for work, hard work, finish what they have started, and perseverance. The national games of the Uzbek people, along with all modern means of physical culture, are

very useful for this, because these games can include all aspects of raising children physically, mentally, and spiritually. After all, preparing young people, who are the future of the nation, to be healthy, mature and perfect people serves to make the foundation of the future of our independent Uzbekistan strong.

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Active games serve as a method of improving the movement skills acquired by children and training physical qualities. During the game, the child focuses on achieving the goal, not on the way of performing the action. He acts according to the conditions of the game, showing agility and thus improving the movements. That's why, for example, the game "Wolf in the gorge" is given after children learn to run and jump.

As a movement activity, movement play has certain special features: it requires the child to quickly respond to signals and sudden changes in the game. Various situations and actions that occur in the game require changes in the level of muscle tension. For example, in the "Trap" game, each child should carefully follow the leader's actions: when the leader approaches him, he quickly runs away to the opposite side; when he feels safe, he moves slowly and stops; accelerates again when the starter approaches.

Almost every action game has actions and cues for children's movements. Such active movement activities train the child's nervous system, improving and balancing the processes of excitation and inhibition, as well as observation, resourcefulness, the ability to aim in a changing environment, find a way out of a difficult situation, quickly educate decision-making and its implementation, bravery, initiative, choosing an independent way to achieve the goal. The origin of action games goes back to ancient folk pedagogy. Children of early age are brought up in families with the help of toys and fun games related to the child's initial movements. In the lives of children older than that, folk games with colorful action content (including game beginnings that frame children, khyrgyi, counting) have a great place. All of these still retain their artistic appeal and educational value and form a valuable game folklore.

The game is the main type of activity in the all-round development of children. The more a child plays at a young age, the better it will be at school and later on at work. The game is a bright type of the child's activity, during the game his will, feelings, needs, interests, impressionability, that is, his whole personality is formed.

The game is a process aimed at acting and understanding the object and social reality. If there are interesting actions performed with basic objects for young children, as the child grows up, it serves to reflect the actions and relationships of adults in the game. Since ancient times, the children of the Uzbek people have been taught by playing various folk games, and through games,

qualities such as perseverance, agility, resourcefulness, and kindness are formed and taught to work.

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