



**PEDAGOGICAL FACTORS AFFECTING THE PHYSICAL
DEVELOPMENT OF PRIMARY SCHOOL CHILDREN**

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| ABSTRACT | KEYWORDS |
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| The model of physical education of schoolchildren is considered as a set of forms of physical education united for one purpose and aimed at solving health and educational-pedagogical tasks. | Physical development, height, physical education technology, indicators of physical development, coordination abilities, health status of students, indicators of physical development and physical fitness, innovative approach to physical education of schoolchildren. |

Introduction

The formation of pedagogy as a science stems from the need to prepare the young generation for life, to effectively implement their education. After the accumulated experiences regarding this need, there is a need to generalize those experiences, to develop laws and regulations about youth educators.

A number of pedagogic scientists believe that education provides communication between generations. Adults have taught the next generation the experiences they have gained during their life. The younger generation acquires knowledge and skills while finding solutions to new problems encountered during their activities, enriches the knowledge inherited from the previous generation and leaves it to the next generation.

As P.F.Lesgaft said, the task of physical education is to limit the disorder in a person's actions in order to consciously react to their actions in full with mental development and to perform their work with as little effort as possible.

Big changes are taking place in the life of our developing country, including in the school education system. A new general education school is being formed, the teacher's pedagogical activity aimed at comprehensive development of the student and independent development is being improved.

Yu.A. Yanson developed the structure of the modern physical education process of schoolchildren on the basis of his research work, which consists of six components:

1. Goal orientation of physical education (increasing and strengthening the level of health, all-round development of schoolchildren, forming the order of movement of students, personal physical education, preparing schoolchildren for life activities, forming a worldview in the field of physical education).
2. The physical education program (more than twenty programs have been developed recently), it should include 60-70 percent of the basic functional content based on the state educational standard, and 30-40 percent of the teacher's climatic and geographical conditions, ethnic characteristics, children's living conditions develops taking into account the socio-economic conditions of its conditions.
3. The model of physical education of schoolchildren, it is considered as a set of forms of physical education united to one goal and aimed at solving health and educational-pedagogical tasks.
4. Technology of physical education is a set of tools (physical exercises in the program), methods, forms of organization and conditions for engaging in movement actions. The basic model, technology is covered in the monograph.
5. The quality of physical education (objective and subjective indicators of physical development, movement readiness are determined, the ability to master movement actions is determined).
6. Managing the process of physical education.

According to E.A. Seytkhalilov, maintaining children's health in complex social, economic and environmental conditions is one of the most urgent problems of mankind.

P. Khadjaev emphasizes that the state of modern physical education is represented by a problematic situation, which is, on the one hand, the need to modernize it, and on the other hand, insufficient understanding of the value and spiritual orientations of the upcoming changes at the level of public and individual pedagogical consciousness, the content of physical education and education - depends on the weak development of effective mechanisms for achieving educational goals.

M. Barkoshev studied physical development indicators of 6-7-year-old schoolchildren. Regularly changing indicators of physical qualities and coordination abilities, their uneven and jumpy development have been identified. Therefore, according to the author, it is necessary to determine the standards of physical fitness of schoolchildren.

T.S.Usmonkhodzhaev developed and implemented the technology of testing the indicators of physical development and physical fitness, which determines the state of health of students, and used it in the comprehensive assessment of the quality of education of schoolchildren. Other authors also support this idea.

According to D.D. Sharipova and G. Shakhmurova, improving the quality of health of the growing young generation is possible only when measures are taken to find the criteria for early assessment of the functional state of all body systems.

While developing an innovative approach to the physical education of schoolchildren, a group of authors came to the following conclusion: currently, the intensity of the educational process in secondary schools is associated with an increase in the hours allocated for static subjects, the violation of the students' rest schedule and a number of other factors lead to the deterioration of the physical and mental health of students. is coming One of the most effective approaches in the current situation is to restructure the school physical education system taking into account the individual interests of schoolchildren and create conditions for the formation of a strong need for students to acquire physical education and healthy lifestyle values.

Sh.Kh. Khankeldiev developed a self-management training program for schoolchildren of younger age in the course of physical education-rehabilitation works. The program has the following structure:

1. The design block, which includes the target supply, which defines the main goals and objectives of the experimental program.
2. Content block, it defines the list of basic, additional and auxiliary means of physical education of children.
3. Procedural block, in which methodological recommendations on the use of physical education tools based on experience during research are described.
4. Control - accounting block, which includes the program for organizing the process of physical education of junior schoolchildren and evaluating their results.

M.S. Khaziakhmetova found out that 45% of school-aged children do not have the need for regular physical education and sports, and this condition has a negative impact on their physical activity. It is very important and necessary to form the need for physical education exercises and sports in an organized way, especially at the junior school age, because by the senior school age, the independent need for physical activity should remain in the students and be at the necessary level in the future.

Preschool education and training is a type of education aimed at teaching and educating children, developing them intellectually, morally, ethically, aesthetically and physically, as well as preparing children for general secondary education.

Preschool education aims to form a healthy and mature child's personality, prepared for general secondary education. This education is carried out in the family and in pre-school educational institutions until the age of seven.

Preschool education provides: strengthening and maintaining children's spiritual, mental and physical development; treatment and correction of children with disabilities , as well as creating a healthy environment for modern inclusive preschool education; determining the content of preschool education; raising children in the spirit of love for the Motherland, respect for the family, national traditions and customs, forming a conscious attitude towards oneself and the environment in them; formation of the child's personality, development of his creative abilities; ensure the child's social adaptation and readiness to continue education; implementation of social-pedagogical patronage of the family.

Children aged 6 to 7 years are required to be educated in preschool educational institutions and general secondary educational institutions according to the relevant educational program, which is the stage of preparation for general secondary education (grade 0).

Self-control requires comparing the results of performing and solving educational tasks with the expected result, result and its evaluation step by step during the process. Development of self-control and assessment skills in children is an important condition for the formation of mental independence and activity. The desire to achieve good results, which naturally arises during self-control and evaluation, encourages the child to look for new tools and methods of solving the task.

Pedagogical conditions for the formation of the ability to self-monitor and evaluate in the performance of educational tasks are as follows:

- 1) analysis of task performance by the tutor and comparison with the results obtained at the end of the training;
- 2) to set children the task of evaluating the results of training by identifying mistakes and shortcomings.

V.Loginova and P.Samorukhova in their work entitled "Pedagogy of preschool education": "Specialists in different fields can determine children's readiness for school. The pediatrician examines the child and determines his somatic development, if he has a certain physical and mental deficiency, he sends him to a psychological-pedagogical examination. Children with certain disabilities are sent to special schools."

In the study guide of K.Mahkamjonov and P.Khodzhaev, it is recommended to use the physical training program and standards developed for students of junior classes. It is shown here that 16 hours are allocated to gymnastics, 14 hours to athletics, and 38 hours to sports and action games. As we can see, the small amount of hours allocated to physical education in the annual study cycle does not allow to implement an individual approach to each child and to make sufficient use of the fitness direction of training, to use a rating system for evaluating physical development and physical fitness indicators, and therefore, to make objective corrections to the educational process.

It is known that the physical fitness of children and adolescents, their functional state and work ability are largely determined by somatometric indicators.

The analysis of the data representing the physical development of children made it possible to determine that they are approximately the same as the data of other authors on the physiometric indicators of children of educational institutions.

The age of 7 is associated with the transition from preschool age to school age, that is, a new routine, new physical and mental loads, etc. By the age of 7, the child should have such a development that the child should join the school life without difficulty, study successfully in the first grade.

The problem of interdependence of education and development is the main topic of research of a number of researchers, including A.I. Leontev, L.V. Zankov, Ch.S. Kostyuk and others.

The connection between upbringing and development is especially evident in the educational process. The teaching of the Russian scientist L.S. Vygotsky is especially noteworthy here. According to his concept, two stages play an important role in a child's mental development:

First, the child performs certain tasks independently. It can also be called a stage of development of the child's mental functions or an important stage of development. Through imitation, the child begins to understand and do more things together with adults. This is now the second stage of mental development. The difference between the second and first stage determines the child's future development area.

Physical development of children and adolescents is related to acceleration, i.e., rapid development, and is not related to genetic factors, but to the influence of the external environment.

Physical development is more influenced by the external environment, which can change the development process in a negative or positive direction. R. From Salamov's research, it became clear that the development of physical qualities in relation to age is uneven, that is, not the same.

The analysis of correlations between the main indicators of physical development shows that children who attended preschool educational institutions are more comprehensively developed. This is explained by the fact that in the conditions of preschool educational institutions, a system of measures formed in practice is carried out and they have a positive effect on the results of children's physical capabilities, which helps children to adapt to school conditions without undue difficulty.

Movement is a natural need of a child's body. It is a biological stimulant, a means of actively stimulating the child's growth processes and forming all his organs and systems.

The development of motor skills is related to biological and social factors: the natural biological growth of the organism is observed along with the increase in the child's movement opportunities, it is determined by social conditions, and the movement function participates as a pedagogical influence, a directed component.

The natural course of a child's motor development largely depends on his movement pattern, the content and methodology of physical education training. It is possible to influence the process of biological development of movement qualities through the selection of appropriate physical exercises during training.

This is confirmed by the results of many studies, the authors of which admit that regular exercise has a positive effect on the cardiovascular and respiratory systems after 2-3 months. In children, it is manifested in the decrease of the rate of heart contraction and the rate of breathing in relation to the gradually increasing physical load.

The positive effect of physical exercises is manifested not only in the increase of indicators of physical development and movement readiness, but also in the increase of working capacity. The effect of physical exercises is preventive and, to some extent, curative because children can be stopped with various exercises when they get sick.

By H.A. Meliev a pilot study aimed at determining the physical development of older preschool children showed that the indicators of physical development in 5-6-year-old children were around physiological norms (Table 1.1.1).

Descriptions of body length indicators of children of preschool educational institutions are one of the main parameters in the assessment of physical development.

Table 1.1.1 Age-specific changes in indicators of physical development of older preschool children

| Age | n | Body length (cm) | Body weight (kg) | KQA (cm) |
|-----|----|------------------|------------------|-----------|
| 5 | 64 | 112.0±0.50 | 18.9±0.21 | 57.1±0.91 |
| 6 | 73 | 119.6±0.63 | 21.5±0.42 | 59.3±0.97 |

The change of this anthropometric indicator during the four-year life of children was of interest, and it was determined that this difference was equal to 5.7 cm and made 9.1 percent. This indicates that the physical exercises performed in the basic physical education classes in preschool educational institutions and the school education system had a positive effect, and this was positively reflected in the indicators of children's health, physical development, and movement readiness.

Experimental verification of anthropometric characteristics was carried out by M.S. Khaziakhmetova with a contingent of children of junior school age at the end of the 90s of the last century.

Research conducted by M.S. Khaziakhmetova in the 90s of the last century with children aged 7-8 years in the Fergana region revealed that the height of 7-year-old boys was 120.5 ± 1.24 cm, and at the age of 8, this sign was statistically reliable. It increased by 5.1 cm (4.17 percent) to 125.6 ± 1.63 cm (Table 1.1.2).

Table 1.1.2 Age-specific changes in physical development indicators in 7-8-year-old children in Fergana (according to M.S. Khaziakhmetova)

| Age | n | Body length (cm) | Body weight (kg) | KQA (cm) |
|-----|----|------------------|------------------|-----------|
| 7 | 41 | 120.5±1.24 | 23.4±1.07 | 61.6±1.12 |
| 8 | 37 | 125.6±1.63 | 24.5±1.42 | 62.8±1.19 |

According to many authors, height indicators are the main factor for assessing physical development, which reflects the nature of the formation of the child's organism. Here, the annual growth of physical development indicators in junior schoolchildren increased by an average of 4.1 percent from year to year from 7 to 8 years of age.

The body weight of 7-year-old boys entering school was 23.4±1.07 kg, and at the age of 8, this indicator reached an average of 24.5±1.42 kg, which is 2.1 kg more than the indicator of 7-year-old boys (4.49 percent) was higher.

According to the information in the literature, when evaluating the external respiratory function of students in the younger age group, it was found that at the age of 7 it was equal to 61.6±1.12 cm, at the age of 8 this indicator increased unreliably and reached an average of 62.8±1.19 cm. reached, the difference was 1.2 cm (1.92 percent). According to the data of KQA, the indicators of external respiratory function in the period from 5 to 8 years were 5.7 cm on average, which allows us to recognize that the physical education and health activities in the school education system have a positive effect on the body of young students.

Increasing the level of physical development of the young generation and, in connection with it, physical fitness is the most important and urgent pedagogical problem in the field of school physical education. Without knowing the capabilities of the growing child's organism, it is impossible to evaluate the results of the targeted pedagogical effects, and it is impossible to plan the process of improving physical qualities and movement skills.

It is of particular interest to consider the characteristics of physical fitness of children of preschool and junior school age, which is important for the consistent and correct organization of educational work on physical education in preschool educational institutions and general educational institutions.

Physical fitness is defined as the ability to perform various physical exercises with optimal movement qualities - speed, strength, agility, endurance, flexibility, coordination. Children's motor skills are evaluated using a complex of movement tasks. It includes the following basic types of movement: running, walking, jumping, throwing, climbing. It is also possible to evaluate children's motility based on the results of performing special control tasks that indicate the level of development of specific movement qualities.

The analysis of literature sources made it possible to conduct a comparative analysis with the indicators of other authors who conducted research in the climatic conditions of Uzbekistan in the contingent of children we are studying.

of 30 m, it was found that the performance of children aged 6 to 7 years improved by an average of 0.2-0.7 seconds.

This situation was also determined by standing long jump data. Public studies conducted to determine the level of physical fitness of children showed that the results of standing long jump in boys decreased by 6-15 cm compared to previous years.

In the analysis of the dynamics of physical fitness indicators of younger schoolchildren in the last 10 years, it is worth noting that there are more differences in the results shown by children at this age. This situation can be explained by the fact that intellectual and physical workloads in these children have increased significantly during the initial stage of education in the school education system. Studies of children's movement patterns show that a specially developed system of daily physical training allowed to improve the results of running 30 m by 0.4 seconds. Growth in standing long jump in 6-year-old boys was 20 cm, and 33 cm in 7-year-old boys. Relatively low growth of results in 6-year-old boys is probably related to natural movement activity.

The study of children's physical fitness made it possible to determine its dynamics under educational activities and targeted pedagogical effects, to determine the effectiveness of the used physical education tools and methods, to record the level of physical fitness that helps to successfully master educational and physical loads.

The analysis of the data in the scientific literature representing the physical fitness of children is evidence for the recognition of the decline of motor performance in the last 10 years.

Researchers have developed various tools, forms and methods that help to effectively improve motor skills and, in general, the primary school physical education system, and introduced them into the practice of school physical education.

Among the problems of physical education activities conducted at school with children of junior grades, there are also issues of reasonable movement patterns. For this purpose, various pedagogical experiments were carried out:

- analysis of the content of the action order;
- clarifying the structure of the physical education program in educational institutions, its content and normative requirements;
- special organization of experimental traffic procedures;
- taking into account the number of locomotions performed by children during the day, week, season.

As a result of the study of the effect of movement patterns on physical fitness, it was found that children's motor performance increased. Daily walks along difficult routes ensure high movement activity and an increase in physical fitness results. In order to optimize the movement pattern of children, the size of daily locomotions was determined, the activity of this movement in the examined children was around 12,000 to 15,000 locomotions, but its size can vary greatly depending on many factors.

The information available in the literature indicates that the high movement order organized with 7-8-year-old children in the structure of school activities has a positive effect on their physical development and movement readiness indicators. Under the conditions of reasonable movement patterns, the functional capabilities of the children's organism are reliably higher than the indicators of physical fitness of preschool children, because the movement pattern of preschool children was within the framework of the traditional educational scheme, which should be taken into account when organizing physical education activities.

The development of a reasonable order of movement is an urgent pedagogical task, which implies the presence of age-specific favorable periods for the education of certain qualities of movement in children.

Looking at the characteristics of the distribution of the main movement qualities in children according to age characteristics, it is worth saying that children of 6 years of age have strength indicators. Experts say that boys have a satisfactory level of general stamina at this age. It is recognized that pre-school age is a sensitive period, that is, the most favorable period for the formation of coordination skills, which can develop quickly in children of 7 years old only if they regularly engage in physical exercises.

The general laws underlying the development of children's movement qualities must be taken into account when organizing physical training sessions with children in the educational system.

From the information available in the literature, it is known that education of physical qualities of children of small school age is an important pedagogical problem, and it depends not only on the anatomical and physiological characteristics of the organism, but also on upbringing and education.

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