

THE FORMATION OF THE PSYCHE OF PRESCHOOL CHILDREN THROUGH PHYSICAL EDUCATION AND SPORTS

Rasulova Iroda Mansurovna

Shakhrisabz branch of Tashkent State Pedagogical University named after Nizami

Alimova Zulfiya Karimovna

Shakhrisabz branch of Tashkent State Pedagogical University named after Nizami

&

Khomujonova Feruza Komiljon kyzy

Shakhrisabz branch of Tashkent State Pedagogical University named after Nizami

ABSTRACT

The article discusses the factors affecting the psyche of children in the preschool system. The role of sport and physical education in promoting a healthy lifestyle in children is revealed. Developed implementation methods are applied in practice.

Keywords: Preschool education, children's mentality, wellness, sports psychology, physical education, wrestling, national values.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

If we look at the experience of developed countries, we will see that reforms for the sake of progress have begun, primarily in the field of education.

But today, in the conditions of constantly changing times, fierce competition in the world market and the growing demand for highly qualified personnel, this sector also needs to be reformed. In particular, with the aim of radically improving preschool educational institutions, studying the best foreign experience, creating a modern system, the Ministry of Preschool Education was created. measures are being implemented. According to the data, enrollment in preschool institutions in the first half of this year amounted to 40.5%. The number of pre-school educational institutions increased from 4940 to 9774, or almost doubled.

Along with public preschool institutions, the number of public and private preschool educational institutions is increasing. In addition, the regulatory framework for family non-governmental preschool organizations is being strengthened to ensure that children are fully enrolled in preschool institutions.

It should be noted that as of the first half of this year, the country has 2770 non-governmental pre-school educational organizations. Another important issue. Various organizations have been involved in out-of-school education for many years. Even in organizations that include various clubs, music schools, art schools, and sports schools, they are also called after-school education. It is noteworthy that more than 40,000 years have passed since the appearance of the creature, which is the concept of "homo sapiens" - "intelligent breed". Scientists believe that 16,000 generations have changed during this time. According to Darwin, the development of thousands of nations and peoples that have survived the process of natural selection is influenced by social and social factors, not biological factors. Therefore, the problem of training each person or individual requires training directly in his social environment and within the framework of his social norms.

A social or social environment is a world in which a person acts on specific goals and plans. In fact, each person's relationship with this social world is reflected in his or her actions in the context of human experience, culture and accepted and recognized social norms. A whole generation of scientists who were experts in the field of psychology, sought to understand the essence, development and improvement of man in this system of interpersonal and social relations.

Hundreds of eastern scholars, such as Abu Nasr Farabi, A. Navoi, Ibn Sina and Beruni, have also dedicated their best works to uncovering the philosophical and social mysteries of this relationship. Common to all views is that to understand a person and his essence, you must first understand his role and place in this society.

Therefore, the main criterion for the study of personality should be its social status and its role in the system of social relations. Proponents of empiricism believe that a newborn child should be a "first-class board" (tabula rasa), where life and its requirements are dictated by their own laws, and the child must obey them unconditionally. One of the founders of this trend is Dj. Locke (1632-1704), in his opinion, cannot have innate thoughts or ideas; they are the result of processing elementary feelings, such as desire and pain.

There are similar associations of different perceptions and ideas in life. G. Leibnis (1646-1716) objects to Locke that in life there is no clean, clean doshka, and she has a thin, released marble role. G. Leibnis (1646-1716) objected to Locke that there is no clean, clean board in life, and even on the surface of finely polished marble there are significant holes, spikes, or congenital complications that play a role in human destiny.

To put an end to the contradictions between these two main areas, F. Galton conducted a series of experimental studies and tried to justify the existence of the differential characteristics of each person using the "twin method". However, the reason for the above statements and contradictions should be clear: they arise because of the need to understand the true nature of man and control his behavior. Thus, as a member of society, a person obeys his own standards, seeks to meet his expectations and seeks to bring his behavior to his requirements. Simply put, a person from an early age falls into a social environment called "my life", "our world." This is a world of politics, law and morality that we know and feel every day. This environment is a world of agreements, contradictions, partnerships, traditions, customs, languages, and many of them are necessarily included, some partially. This is a world of rules and norms, where disobedience is condemned and persecuted by society. Based on this, we conclude that if a person is an entity that accepts all the rules relating to society, then society is a complete manifestation of public order and culture. Thus, the individual is influenced by various social systems and is associated with many social institutions (family, neighborhood, educational institutions, work collectives, informal organizations, religion, art, culture, etc.).

For example, various ideas and ideologies in a person are formed under the influence of the ideological system and are introduced into the consciousness through the family, kindergarten, school and other educational and educational institutions. If this influence rises to the level of his or her beliefs and again leads to the emergence and growth of new ideas, he / she will choose a field of development that he or she can develop as an intellectual, teacher or doctor. He is a scientist, inventor, engineer and serves his country. A social norm is a category of personality in the life of a developing person, for example, the requirements of actions that have been developed and are widely recognized by society in relation to the behavior of its members. For example, it is the norm for Uzbeks to come into a room and say: "Assalom alaikum", regardless

of who enters the room; the student's need for the tasks set by the teacher is the norm; wife's respect for wife; disobedience of mother-in-law is the norm; A bus or other public transportation place for minors for adults and people with disabilities is the norm.

These standards are not developed by individuals - they do not work for one day or in the same situation. Their appearance is characterized by social experience, the fact that it is widely recognized in life situations, and that every society, period, nation and social group is imprinted in psychology. The extent to which social norms are applied or respected over a period of time by a person representing a certain category is controlled by social sanctions. Each individual person reflects social norms and sanctions developed and adopted by society in the course of fulfilling certain social roles. That is, the uniqueness and irrevocability of a particular person is due to the nature of the various social roles that he or she performs.

Accordingly, if someone is called "orderly, vile, vicious, moral or ethical," then someone will be able to be vile, naughty, alienated, hypocritical (i.e., capable in one environment, in another place of chaos). Due to the many social roles that people play in their lives, their status and status are different in different situations.

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 452 "On Additional Measures to Improve Parenting, Formation of a Healthy and Harmoniously Developed Generation" also provides for additional measures to form a healthy and harmonious generation, improve the quality of education and upbringing of children. - Creating favorable conditions for raising children.¹

Knowledge of psychology is very important for professionals who are engaged in educational work. Child psychology helps to correctly understand the true nature of complex mental processes, revealing how the human mind changes, grows and causes from an early age. When educators and parents raise children of different ages, the psychological aspects of the moment of overthrow. In other words, through educational influence, they are trying to develop the mind, memory, attention, abilities and talents, thoughts and feelings of children. If teachers and parents do not know the child's mental development and personality traits, they cannot guide the child's mind. All mental and mental development of children occurs in their various activities. That is why child psychology uses the above methods to adapt them to their main activities. The main method of child psychology is an objective, that is, a method of observing children from the outside. Any observation should have a clear purpose. Using tracking methods gives more positive results in gaming, creative and physical activity.

This is due to the fact that the stability of attention during direct observation of the child is violated. If you do this through game action, you can draw real conclusions. The most commonly used method in child psychology is experimentation. The experimental method is an active method against the observation method. In child psychology, laboratory and field experiments are widely used. In both cases, the results are best when experimentation is not a task, but a game. For example, young and middle-aged children are often portrayed with a long stick, and one is asked which one is longer, and children often show one at random. If such a difference is made in their play, the children will immediately see it. For example: if you give him a real task and find a long stick, this task will be completed, and the child will begin to look for a long stick. Today, teachers are engaged in this type of activity unilaterally.

¹ Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. 280 "On additional measures to improve the upbringing of children, the formation of a healthy and harmonious generation". Tashkent. 2011.14 October.

Now let's analyze what the results can be if we combine this experience with national values and national sports. The teacher first puts the children on the line. He tells the children to remember who will be next. This will be done through a series of repetition exercises. The practical significance of this is that children always strive to be the first. They do not want to stand at the end of the line and consciously ask their parents what they should do to raise themselves. Participation in sports games conducted by the teacher develops, and there is a desire to go to different sports clubs.

At the second stage of the experiment, the teacher receives several different types of sticks in his hands and instructs the children to place them in a small size. Now the child will be able to collect sticks sequentially, based on the acquired skills. We see that a child who is able to complete this task has acquired skills that allow him to work on himself. In the third stage of the experiment, children now need to break the longest stick in their hands. Of course, children break a stick in one pass. Then the teacher sets the task that he broke several sticks (5-6) in a row. Children are not strong and can not stick sticks. At this time, the teacher should tell them about the Uzbek folk tale "One, united, united." While the children listen to fairy tales, local residents recall the experience they are used to experiencing. The teacher teaches them that they should not only live together in the family, but also live with their friends. The strong are always taught to protect the weak. Children ask themselves the question: who is strong? How do we know who is the strongest in the group? Here, the teacher should focus on national sports. They will have to organize competitions such as wrestling, jumping rope, running, swimming, if there is a pool. These guys need to be encouraged to show their worth in competitions.

When preschool institutions are based on such a continuum that covers all the functions of education and upbringing and undermines national values, our children begin to play with their peers in the open air, and not through the phone, the Internet, or computer games.

The education of preschoolers should focus on mastering their complex behavior, developing basic hygiene, cultural and labor skills, developing speech and creating the earliest social and aesthetic tastes. It is well known that the period of a person's preschool age is a stage at which character traits and moral qualities are formed in children. At the same time, using the above experience, they say that physically strong children do not always have to compete with weaker ones, but not in order to torture them, but rather in order to protect them. Educators and parents explain that a person who becomes a courageous person is literally. It is said that weak people are not only peers, but also girls. They say that animals and birds are among the weak. Uzbek folk phrases and proverbs are told. When a child reaches the age of kindergarten, he or she will undergo significant changes in his mental development. Since that time, the child's independent activity has been growing. A kindergarten child has two powerful abilities necessary for independent work. Firstly, he has a subordinate mechanism of movement, and secondly, speech, which can freely communicate with older people and their peers. That is why the behavior, interests and needs of children of this age are very different from the behavior of children of preschool age. This, in turn, requires different approaches to the education of preschool children and kindergartens. Everything seems new to the child. Direct imitation is developing. Therefore, parents and guardians should carefully monitor what they say at this time. If you want to play sports, but only watch it on TV, it does not matter. Ronaldo is a great football player today, he watches his games with a child, plays soccer with a child, does not play ball with a child, plays soccer with him at the stadium and becomes a fan who simply cannot go on television. We know that a number of reforms in the republic are difficult for the development of family and small team football. The construction of mini-stadiums in the mahallas is one of the reforms that will help our children grow up healthy and thinking. From this age, you need

to show your child the sport of kupkari and kurash, which is the main indicator of Uzbek courage. Noting the importance of starting a kurash tournament with seniors, the boy sees a circle, watching how a separate wrestler competes with each other. At the same time, he has the ability to identify only his worthy opponent. He understands the literal meaning of the words “Chala” and “Halol”.

He learns about Uzbek generosity. Tennis, swimming and gymnastics are becoming aware of their differences. The wrestler who won in the eyes of everyone, with his own ears hears that he is called “Polvon”, he sees the wrestler with his own eyes, learns to behave at that time and understands the meaning of the circle. Understands the importance of the fact that older and young children are at the top of the circle. When parents and children explain that Uzbekistan has become famous on this earth since then, it is from this age that the child feels pride in the place and nation. These are the facts that Confucius says when he says: "Only a person who has mastered the old and can understand the new can become a teacher." From a psychological point of view, habits by their very nature are what needs to be done. In other words, as a result of the repetition of various habits in everyday life, our bodies are absorbed and become desperate.

That is why the development of positive and beneficial needs in children means the development of positive and healthy habits. Strong positive habits (needs) developed in kindergarten will persist throughout life.

REFERENCES

1. Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. 280 "On additional measures to improve the upbringing of children, the formation of a healthy and harmonious generation." Tashkent. 2011.14 October.
2. Khudoykulov H.Zh. "A masterpiece of morality and education." T.2008.