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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>PHYSICAL DEVELOPMENT OF PRESCHOOL CHILDREN:
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ABOUT ARTICLE

Key words: preschool education, physical education, classes, walks, activity, foreign experience, regulatory documents, physical education lesson, features of age periods, physiological development.

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Abstract: This article examines the characteristics of age periods in preschool childhood, the organization of physical activity of children in our country, its legal basis, as well as an analysis of this process in foreign countries. The article highlights the methodology for developing physical activity and motor skills in preschoolers, as well as conducting physical education activities in Germany, China, Sweden, England, and our country. Special attention is paid to age periods and their specificity, as well as physiological development features, examples from the practice of work in organizational, methodological, educational, and collaborative directions are given. The activities of physical education instructors are analyzed in accordance with the work plan.

Introduction

Properly organizing physical education during the preschool years, developing physical skills and abilities from an early age, and ensuring well-rounded development are among the main requirements of preschool physical education theory. In preschool educational institutions, it is important to create opportunities for the child's physical development and active movement, take a scientific approach to developing the content and methods of the educational process, and maintain a systematic approach. This includes strengthening, improving endurance, fostering necessary skills and abilities, encouraging independent thinking during activities and games, and cultivating interest in physical education and sports.

In preschool educational institutions, physical education classes are planned for 72 sessions per academic year. Each group conducts two sessions per week (the second session is planned outdoors), and they are scheduled according to the child's physiological condition and the days of the week. Physical education sessions in preschool institutions are conducted by a physical education instructor.

The physical education instructor works according to a guideline for organizing activities. This guideline is a standard document aimed at organizing the work of the physical education instructor, outlining their responsibilities, duties, and rights.

The purpose of the research is to scientifically and methodologically justify the processes aimed at developing the physical growth and motor activity of preschool-aged children.

Results and Discussion

In preschool educational institutions, the physical education instructor's work is carried out based on the following documents: the weekly schedule of sessions, the annual work plan, the collaboration plan with the educator, and the plan for individual work with children. The physical education instructor's work plan in a preschool institution is formed based on three main components:

1. Working with regulatory documents – Following the State Requirements for the Development of Early and Preschool-Aged Children of the Republic of Uzbekistan and relevant programs, preparing the necessary work documentation for the physical education instructor, and developing physical education sessions for all age groups.

2. Organizing educational and instructional processes – Preparing for sessions at a high level, preparing engaging visual aids and equipment to increase children's interest in the sessions, organizing activity circles (clubs), involving children in sports celebrations, and establishing individual work with children who are behind in physical development.

3. Collaboration – Organizing cooperative activities with parents and other educators.

It is well known that a child's development and growth is a continuous process. Understanding the patterns of physical development and creating opportunities for their first movements, applying a scientific approach to developing the content and methods of the educational process, adhering to systematic hygiene, ensuring physical strengthening through natural and other means, and fostering essential movement skills will help eliminate future physical and psychological developmental delays.

All activities conducted with preschool-aged children should pay special attention to the characteristics specific to their age [2; 77-b.].

The Stages of Sports Morphology According to Age Periods (Prenatal and Postnatal):

1. Neonatal period – 1 to 10 days
2. Infancy (breastfeeding period) – From 10 days to 1 year
3. Early childhood – 1 to 3 years
4. Middle childhood – Up to 8 to 12 years, and so on.

In children's anatomy and physiology, their motor activity is associated with the development of sensory analyzers and reflexive movements. For example, some motor reflexes begin to appear in newborns from around the 7th or 8th day of life. Some of these are innate, while others gradually develop over time, as observed in experimental studies [3; p. 48–51].

When discussing children's motor activity, it is essential to consider the hypotheses concerning their morphological and physiological characteristics. It is recommended that the upbringing and care of the growing younger generation be carried out based on scientific foundations. One such principle is that the child's body differs from that of an adult in its anatomical and physiological features.

One of the main characteristics of a young body is its continuous growth and development. Growth refers to quantitative changes in the tissues and organs of the body, while

development involves qualitative changes within the tissues and organs. The changes in tissues and organs gradually progress and lead to qualitative transformations. Growth and development are complex processes in which three closely interconnected factors can be observed:

- a) Growth – an increase in body size and weight
- b) Development – qualitative changes in tissues and organs
- c) Formation of normal body proportions

Growth and development do not occur uniformly. At certain stages, these processes may accelerate, while at other times, they may slow down [4, p. 130].

To ensure the full physical development and strengthening of children's health, various forms of physical activity are used. The forms of children's motor activity should be determined based on the objectives being addressed, the children's age-specific characteristics, and other conditions.

For example, during the warm seasons, especially in the summer health-improvement period, activities should be organized within the framework of set goals. These may include water treatments, active games, elements of sports games, short physical sessions, and play activities. In the winter season, activities such as playing with snow and sliding on ice tracks are recommended.

Below is a suggested schedule of scientific, educational, methodological, and organizational activities conducted with children.

Table 1

Tentative Annual Work Plan on Physical Activity in Preschool Educational Institutions

№	Content of Activities	Timeframe
1. Work with Organizational and Regulatory Documents		
1.	Study the “State Requirements for the Development of Early and Preschool-aged Children in the Republic of Uzbekistan” standards	September–October
2.	Analyze the “Improved First Step Program” for all age groups	Throughout the quarter

3.	Prepare the official documents to be maintained by the physical education instructor	Throughout the year
4.	Enrich the gym with visual aids and develop didactic materials.	Throughout the quarter
5.	Conduct physical education classes using interactive methods in all age groups	Throughout the year
6.	Review new regulatory documents and apply them in organizing the educational process in groups	Throughout the year
7.	Regularly participate in pedagogical councils and seminars	Throughout the year
8.	Prepare written and oral reports at the end of the academic year	End of the year
2. Educational and Upbringing Activities with Preschool Children		
1.	Organize class preparations at a high level	Throughout the year
2.	Increase children's interest in physical activities	Throughout the year
3.	Organize gymnastics, chess, and checkers clubs	2nd quarter
4.	Carry out seasonal hardening activities	Throughout the year
5.	Involve children in sports celebrations (according to the work plan)	Throughout the year
6.	Work individually with children lagging in physical development	Throughout the year
6.	Organize sports competitions: "My Dad, Mom and I Are Athletes," "Healthy and Strong," "Growth and Brilliance," "Alpomish and Barchinoy"	March, April, May
3. Work with Parents		
1.	Participate in parent meetings in each group	Quarterly
2.	Organize roundtable discussions on topics such as "Hardening Children at Home," "Health is Wealth," "Disease Comes from Dirty Hands," "At What Age Should Children Join Sports Clubs?" and "Hygiene for Girls and Boys"	September, December, February, May
3.	Work individually with gifted children and their parents	Throughout the year
4.	Involve parents in sports games and clubs	Throughout the year
4. Collaborative Work with Various Categories of Educators		
1.	Conduct classes in collaboration with the classroom teacher	Throughout the year
2.	Monitor children's general condition	Ongoing

3.	Conduct joint diagnostics of children	Semi-annually
4.	Organize parent meetings	Quarterly
5.	Work with the guardianship and sponsorship group on providing sports equipment and children's clothing	Ongoing

State Requirements for the Education and Upbringing of Children of Early and Preschool Age

The state requirements encompass the "Improved First Step" educational program, thematic planning across various group levels, theoretical and practical modules for physical education, and work journals for physical education instructors in preschool educational institutions.

In preschool educational institutions, daily routines are organized through clearly defined activities tailored to specific age groups:

- Younger group (3–4 years)
- Middle group (4–5 years)
- Senior group (5–6 years)
- Preparatory group (6–7 years)

Education and upbringing are provided across five areas, with the initial focus on establishing physical education and a healthy lifestyle, encompassing the implementation of physical education and healthy living practices.

Developing physical skills and competencies in preschool-aged children necessitates systematic exercises and active games. Each stage of preschool age is characterized by specific developmental features and needs. Organizing physical activities methodically and systematically is crucial for the child's physical development. In preschool educational institutions, these tasks are systematically implemented, beginning with play-based physical education sessions.

A physical education session consists of three parts: introduction, main, and conclusion, each with distinct objectives and content. The introductory part is organized according to specific goals and tasks, including checking children's attire, ensuring the suitability of spaces, equipment, and inventory, and adhering to technical rules to ensure children's safety. This segment aims to spark children's interest, focus their attention, develop certain movement

skills, and prepare them for subsequent activities. It includes formation exercises (various formations, re-formations), walking and running with assigned tasks (e.g., directional turns), light jogging, and eventually forming small circles. Different types of walking—on heels, toes, along designated lines, stairs, and other exercises—are selected. The introductory part concludes with children forming rows or circles, dispersing, which facilitates teaching general developmental exercises at the start of the main session.

In the main part of the session, children are first taught general developmental exercises, followed by primary movements (up to 2–3), and tasks aimed at developing physical qualities like agility and dexterity. Subsequently, active games that reinforce the primary movements are conducted. Children may perform general developmental exercises using items like flags, sticks, hoops, and ropes. The concluding part of the session involves gradually slowing down movements, such as walking at a decreasing pace, following a calm active game.

Regularly organized physical education sessions contribute to the development of movement skills and the acquisition of competencies in children. Some sessions focus on teaching new physical exercises alongside previously learned ones, while others emphasize the degree to which children have mastered movements (skills and competencies). The objectives and tasks set for physical education sessions are analyzed, including achieved results and individual exercises. The logical connection between previous and subsequent sessions, alignment with overall goals, progression from simple to complex movements, consistency between exercises, and adherence to the program are monitored. When sessions are organized in this manner, children develop responsibility, self-control, the ability to complete tasks independently, and the opportunity to consciously enhance their skills.

Morning physical exercises are essential for strengthening children's health, fostering attention, goal-oriented behavior, enhancing cognitive activity, and eliciting positive emotions and alertness. Conducting physical exercises outdoors or in rooms with open windows, combined with water treatments (wiping, pouring water, showers), provides health benefits: improving the overall condition and functional capabilities of the nervous system, strengthening and hardening it, and instilling vigor, lightness, and joy in children. Morning exercises are regularly conducted in preschool educational institutions.

Cheerful physical moments consist of short-term physical exercises conducted during breaks between sessions in middle, senior, and preparatory groups, as well as during sessions themselves (e.g., drawing, appliqué, construction). The significance of these physical moments lies in altering children's activities and states through physical activity, alleviating fatigue, and restoring positive emotional states. If a child remains relatively inactive during a session, leading to muscle stagnation that affects the nervous system and slows down functional processes in the body, it results in fatigue. The child becomes restless, seeks to change posture, and may end up in uncomfortable positions to straighten up. In such cases, implementing physical moments is beneficial.

International Practices

Germany: The preschool education system in Germany places significant emphasis on children's free play and physical activity. Educational institutions like Waldorf and Montessori are widespread, focusing on natural development. Outdoor play and interaction with nature are prioritized. In "nature kindergartens," children spend considerable time outdoors, engaging in activities like walking, running, and moving in natural settings to develop motor skills. Physical education sessions are less structured but encourage activity through movement games. In recent years, Germany has been addressing the issue of children spending excessive time in front of screens by implementing outdoor education programs.

Sweden: In Sweden, preschool education emphasizes children's physical and social development. Outdoor physical activity is central in kindergartens, with children encouraged to play outside even in cold weather. The educational system is based on "learning through play," promoting movement games and physical exercises. Children participate in group sports, dance, and nature walks. The government supports health programs, monitors children's physical activity, and advises parents on promoting an active lifestyle. Sweden maintains a high level of physical activity among children due to significant investment in outdoor education and physical activity.

England: The preschool education system in England pays special attention to children's physical development, focusing on developing gross and fine motor skills. Kindergartens allocate specific times for physical activity, including sports exercises, dance, and outdoor games. Due to rising childhood obesity rates, there is increased emphasis on physical activity.

The government is implementing preschool programs that promote an active lifestyle within the educational process.

China: In China, preschool education in state institutions is strictly regulated, with physical activity programs implemented. Kindergartens conduct daily morning exercises in groups. Physical education aims to teach children discipline and health, emphasizing structured games and sports competitions. There is a disparity in physical activity between urban and rural areas; urban children are more engaged with mobile gadgets, while rural children are more active outdoors. In recent years, the issue of physical inactivity among children, especially in cities, has intensified. The government is introducing new programs to increase physical activity in preschool education.

Conclusion

Organizing physical education activities for preschool-aged children involves enhancing their movement skills through structured routines, outdoor play, and diverse games. It's essential to consider each child's individual characteristics, physical capabilities, and the importance of gradual adaptation to physical activity.

To develop movement skills effectively, it's recommended to incorporate activities that focus on gross motor skills (like running and jumping), fine motor skills (such as drawing and cutting), and sensory-motor integration. These activities should be included in daily routines, outdoor play, and designated activity centers, taking into account the children's physical and emotional states as well as seasonal changes.

Implementing various exercises aligned with educational programs and methodological guidelines is crucial. Conducting physical education sessions outdoors, emphasizing gross motor development through group games and general exercises, is beneficial. Utilizing available space and resources, it's advisable to engage children in active play for 25–40 minutes, 2–3 times per week, in addition to regular sessions.

Assessing the development of movement skills in preschoolers should be based on state-mandated developmental areas, using observation-based developmental maps and analyzing the results. Each group should participate in active games three times outside of structured

sessions, with each game lasting 3–5 minutes and repeated 2–3 times, adjusting based on the child's physical condition and workload.

Examples of games that help develop movement skills include "Kangaroo and Chicks," "Hunters and Ducks," "Forty Stones," "Run, My Child, the Wolf is Coming," and "Fishing Rod." Games aimed at enhancing movement qualities include "Silent Rabbit," "Rabbits," "Guard and Puppy," "Riders and Ponies," and "Castle Defense."

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