

Historical Laws of Development of The System of Physical Education, General Principles of Physical Education, Ways of Their Implementation in The Classroom

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Abstract: *This article provides views on the tasks, tools, forms of work, as well as family physical education, training and construction of sports facilities at the levels of the physical education system in educational institutions.*

To describe the system of physical culture in Uzbekistan, we need to talk about the development of the general system.

By physical education system we mean the scientific methodological and ideological foundations of physical education. Our country has created a single system of physical culture, the creation of which is the result of the work of our people in the field of physical culture. All the valuable information obtained in theory and confirmed in practice is carried out through the system of physical education.

By physical education system we mean the tasks, means, forms of work, as well as physical education in the family, training and construction of sports facilities.

To the links of physical education:

1. Physical education of preschool children.
2. Physical education of school-age children.
3. Physical education in academic lyceums and professional colleges.
4. Physical education in higher education institutions (HEIs).
5. Physical training of the army and navy.
6. Includes volunteer physical education and physical education in sports communities.

The contribution of such great scientists as PF Lesgaft, VV Gorinevsky, EA Arkin in the substantiation of the problems of physical education of preschool children and in the training of specialists is great

To the future development of the system of physical education of preschool children, researchers of the Academy of Pedagogical Sciences ANBikova, L.Gorinevskaya, DVKhukhlaeva (1950-60) employees of the former Soviet Academy M.Yu.Kistyakovsky, NTTerekhova, TNOsokina, Ye.L. Timofeeva, B.Ch. Vavilova, AAUdialova and others (1960), the staff of the Research Institute of Pediatrics ZSUvarova, the staff of the Research Institute of Child and Adolescent Hygiene GPYurko and others, teachers of institutes of physical education, preschool pedagogical departments added.

Under the leadership of the staff and teachers of the Committee for Physical Culture and Sports of Uzbekistan RIIsmailov, leading professors and teachers of the Uzbek State Institute of Physical Culture OARixsieva, AIYarotsky, XTRafieva, OMJigallo and many other scientists contributed to the development of physical culture. 'who contributed.

Especially after the independence of the Republic of Uzbekistan, great attention is paid to the issues of physical culture, the restoration and development of values.

The Law of the Republic of Uzbekistan on Education (August 29, 1997) reiterates the need to further improve the physical education of children. Society is very interested in raising the

young generation to be physically healthy, strong, cheerful, ready to work, live and defend the Motherland.

The document also sets the task of creating conditions for physical education: the construction of gyms, playgrounds, equipping them with equipment, etc.

As a result of the joint efforts of scientists and practitioners, unified science-based programs have been created for preschools, secondary schools and academic lyceums, colleges and educational institutions at all levels of the physical education system. Special programs, manuals and textbooks are being developed for pedagogical colleges, the Institute of Physical Education, and the faculties of physical education of pedagogical institutes. Research is being conducted to improve physical education in research institutes.

As for the goals and objectives of physical education, the development that has taken place in the current state of technical development requires a high degree of mobility of the body's functions. It requires people who are able to respond clearly and quickly, who are strong-willed, hard-working, courageous, resilient, and not afraid of difficulties. The purpose of physical education is to prepare for the defense of the Motherland, life and work. This goal is unique for all institutions and organizations engaged in physical education in our country.

Based on the stated purpose:

1. Health,
2. Educational
3. Educational tasks are solved.

1. Health tasks - the most important tasks are to protect the life of the child, strengthen his health, improve physical development, improve the functional capacity of the body and increase the ability to work, as well as exercise. These are mainly the elimination of the problems caused by the fact that preschool children are less developed in the chemical properties of the body, are more susceptible to adverse environmental conditions, and often become ill. Taking into account these features, health promotion tasks must be solved in a more precise way in each system

Provides the position of the bones, joints, joint system, as well as the ability of parts to move in different directions. Proper and timely development of the ligaments and joints of the skeletal system ensures the normalization of the body and the development of all organs and systems. The curvature of the spine, curvature, flat feet disrupt the functioning of vital organs, which can lead to disease in the future. In children, the skeletal system is relatively loose because it has a number of stem cells: the joints are more mobile, the ligaments are easier to stretch, and the stakes are looser and shorter than in adults. In this regard, there is a need for correct and timely assistance in strengthening the ease of elongation of the articular apparatus by linking the stiffness of the bone to the curvature of the spine. It is also important to allow the body parts to develop relatively properly and to control height and body mass.

The muscular system strengthens certain parts of the body in a certain position and changes this state, that is, moves while maintaining balance, as well as performs a protective function, protects the skeletal system from internal shocks, cold scratches.

Pupils are loosely developed relative to the muscles and make up 20-22% of body weight. Especially in newborns, the muscles of the arms and legs are loose, slowly contracting and cannot be repaired for a long time. During the first months of life, the tone of the muscles is high. Children's muscles are high in water and low in protein and fat. Some muscles do not develop smoothly. Preschool children need to develop all muscle groups (body, back, abdomen, legs, arms, fingers, toes, soles of the feet, neck, face, eyes, all internal organs and muscles). Particular attention should be paid to strengthening the underdeveloped muscle groups.

The cardiovascular system begins to function earlier than other systems. At birth, the cardiovascular system becomes more mature. In children, the blood vessels are much wider than in adults. In this regard, blood pressure is lower, but it adapts to the heart rate. The heart rhythm is easily disrupted. The heart beats faster and does not adapt to fast-changing activities. In young children, the pulse beats very fast 140-160 times per minute. Gradually it decreases, reaching 95-85 beats per minute by the age of 7. With this in mind, efforts should be made to strengthen the heart muscle as well as all the arteries, including the cerebral artery. It is necessary to increase

blood flow to the heart, improve its rhythm of contraction, develop the ability to quickly adapt to sudden changes in physical activity.

Respiratory system. In children, the upper respiratory tract is relatively narrow, its mucous membrane is rich in lymphatic and blood vessels, swells in uncomfortable conditions, sharply disrupts breathing. The lung cells are very thin. Chest mobility is limited. The horizontal position of the ribs and the respiratory muscles are poorly developed (infants breathe 40-35 times per minute, and 7-year-olds breathe 24-22 times). Shallow breathing causes air to stagnate in a well-ventilated area of the lungs.

Depending on these characteristics, it is necessary for the chest to breathe deeply, to establish a rhythm of breathing, to increase the vital capacity of the lungs. It is also important to teach children to breathe through their noses. When breathing through the nose, the air acts on special instrument points, resulting in improved excitation of the respiratory center, deeper breathing. When inhaled through the mouth, cold air can affect the mucous membrane of the respiratory tract (mindalin), causing it to become infected, resulting in the entry of bacteria that cause pain in the body. If the child breathes through the nose, the bristles in the mucous membrane trap the dust in the air, thus clearing the air. In children, especially young children, the digestive organs are underdeveloped. As a result of the weakness of the musculoskeletal system, bowel movements become smaller and faster. It is important to strengthen the smooth muscle tissue of the intestine to ensure its proper functioning.

The skin protects the internal organs and tissues from the entry of microorganisms into them and is a sweat-producing organ, involved in heat management and respiration. Children's skin is very delicate and hurts quickly. In this regard, it is necessary to protect the baby's skin from injury and allow it to properly develop its (heat exchanger and protective) function.

When a baby is born, its nervous system is not ready to perform many of its functions. The autonomic nervous system is much more developed. Children have uneven processes for agitation and braking, and low mobility is characteristic of higher agitation than braking work. In this regard, it is necessary to improve the nervous process in preschool age, to allow active braking, as well as the development of motion analyzers, sensory organs.

Because heat management is less developed in preschoolers, it is recommended that the body adapt to adverse environmental conditions (water, low temperatures and temperatures, exposure to sunlight).

According to the Uzbek concept of educating young people, the goal of pre-school education is to make the child stand on his or her own, not to rebuild according to a pre-established program. It is possible to help children only if the community preschool system is carried out in connection with family upbringing, if it is a complement to it, if it is not separated from the family.

Ethnic and ethnopsychological features should be taken into account in the upbringing of preschool children. Family upbringing should be of paramount importance to the child's mental and personal development. For the first time in the family, the child is confronted with the culture and way of life of his people, and learns the national customs. Family upbringing provides child protection, and creates physical and emotional comfort.

Hygienic and physical health are largely dependent on the combined work of health and public education.

Taking into account the above, the Scientific-Methodical Laboratory of the Uzbek State University of Physical Culture Methodical recommendations on additional family exercises for children aged 3-6, called If you want your child to be healthy as well as developed a textbook on the formation of knowledge in the field of physical culture and sports, fostering independence in children.

2. Educational tasks. In the process of physical education of students also include educational tasks: the formation of motor skills and abilities, the development of physical qualities, proper posture, the acquisition of hygiene skills, the acquisition of special knowledge, the acquisition of independence skills, etc. need to be addressed.

Many activities (crawling, walking, running, cycling, etc.) are often used by children in ordinary life, which facilitates communication with the environment and allows them to learn. As the child

begins to crawl, he or she will approach the object of interest and begin to observe it. A child who rides a bicycle knows the air, and a child who knows how to swim knows the properties of water. Strong movement skills and abilities can save physical strength. Because it is easy, does not require a lot of tension, and uses less neuromuscular energy for exercise.

The use of well-formed movement skills and abilities allows you to understand the tasks that arise in the process of movement, especially in unfamiliar situations in play activities. For example, a child who has learned to run and jump long jumps thinks about how to get rid of the Wolf, rather than thinking about how to jump over a hole in the Wolf game in Fow.

The movement skills and abilities developed in children under 7 years of age will be the foundation for improving it in school, making it easier to master more complex movements and allowing them to achieve higher results in sports in the future.

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