

PHYSICAL COMPETENCE DEVELOPMENT OF PRESCHOOL CHILDREN BASED ON FOLK PEDAGOGY**Akhmedova Laylo Rajabboy kizi**

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Abstract

This article scientifically and theoretically analyzes the pedagogical potential of folk pedagogy in shaping and developing physical competence in preschool children. The influence of oral folklore, national movement games, customs, and traditions on children's physical development is revealed. Additionally, effective methods of using folk pedagogy tools in preschool educational institutions are highlighted.

Keywords

preschool education, folk pedagogy, physical competence, national games, healthy lifestyle, physical education.

INTRODUCTION

The preschool period is considered the most important stage in a child's physical, intellectual, and moral development. It is precisely during this period that a child's health is strengthened, fundamental motor skills are formed, and the need for physical activity emerges. In the modern preschool education system, raising children to be healthy, active, and physically developed is one of the primary tasks.

In this process, folk pedagogy serves as a valuable educational source. Folk pedagogy has been formed over centuries based on the life experience of the people, and it incorporates numerous means and methods aimed at strengthening and physically developing children.

Folk pedagogy is a collection of practical views shaped by the life experience and way of life of a particular nation regarding the goals and objectives of education. It is also a form of practical activity expressed through customs, traditions, moral norms, ceremonies, lifestyle, artistic creativity, games, and other empirical means that every member of society is expected to follow in order to live within that community. Physical education occupies an important place in folk pedagogy. Folk games, competitions, and physical exercises have traditionally served to harden children, strengthen their health, and ensure their physical development. This pedagogical experience has not lost its significance even today.

MAIN PART

PHYSICAL COMPETENCE – is the child's ability to consciously, independently, and effectively perform physical movements. Physical education plays a significant role in the development of a child's physical competence. The theory of physical education is considered an integral part of pedagogy. When defining various phenomena related to this field of pedagogical science, fundamental concepts such as "physical training," "physical perfection," "physical culture," and "physical development" are used.

The Law of the Republic of Uzbekistan "On Physical Education and Sports" (2000) states: "Physical education is an integral part of the national culture of the peoples of the Republic of Uzbekistan and an important means of their physical and spiritual development; it serves to

strengthen friendship among the peoples of Uzbekistan and contributes to socio-economic development.” This, in turn, promotes the improvement of public health.

The main goal of physical education in the preschool period is to form children’s skills and abilities and to develop physical qualities such as strength, vitality, agility, and alertness. Regularly conducted physical activities positively influence children’s growth and development processes and enhance their creative potential. The formation of children’s physical culture requires the successful solution of many tasks.

The objectives of physical education are diverse, and several classifications have been developed in pedagogy. In particular, V.A. Slastenin, I.F. Isayev, and E.N. Shiyanov distinguish the following tasks of physical education:

Promoting proper physical development of children – ensuring the morphological and functional development of the organism and increasing working capacity.

Developing basic motor qualities – a child’s ability to engage in various movement activities ensures the harmonious development of all physical qualities such as strength, endurance, agility, and dexterity.

Forming vital movement skills and abilities – developing special knowledge, skills, and competencies related to essential motor actions.

The field of “Physical Development and Formation of a Healthy Lifestyle” is divided into the following subareas:

- Development of gross motor skills;
- Development of fine motor skills;
- Development of sensorimotor abilities;
- Formation of a healthy lifestyle and safety habits.

The great scholar Abu Ali ibn Sina (Avicenna) stated: “Physical exercise is a noble method of preserving health,” which echoes the proverb, “Whoever moves gains health.” Ibn Sina considered the formation of moral qualities in a child to be inseparably connected with labor, physical, and intellectual education. He regarded this unity as the main factor in raising a child into a truly well-rounded individual.

Ibn Sina emphasized the importance of physical education when a child reaches a certain stage of maturity. According to him, physical exercise not only strengthens the body but also refreshes and energizes the human spirit. However, he also warned that physical activities should not be excessive, as overexertion may lead to fatigue and harm the body. Thus, he promoted moderation and balance in physical training.

Aristotle, in turn, highlighted the close cooperation between physical and intellectual education. He supported the idea that boys, in particular, should be physically strong and resilient. Aristotle stressed the necessity of paying great attention to a child’s physical development. He noted that children under the age of seven should be fed properly and on time, encouraged to stay active, and gradually hardened to strengthen their bodies.

The benefits of physical exercise for health were also emphasized by D. Addison, who stated: “Physical exercise is as necessary for the body as reading is for the mind.” This idea underlines

the equal importance of both intellectual and physical development in shaping a well-rounded individual.

Uzbek national folk games are among the most effective means of increasing children's physical activity. Games such as "Oq terakmi, ko'k terak," "Chillak," "Tug of war," "Tag," "Quloq cho'zma," "Piyoda ko'pkari," "Podachi," "Piyoda poyga," "Oq suyak," and "Stone game" help develop speed, strength, coordination skills, and work-related habits. Many of these games are traditionally played among boys. Games like "Durra," "Chorshanba," and "G'oz-g'oz" are more commonly played among girls. These games not only contribute to physical development but also foster social skills, teamwork, and respect for rules.

The national games of the Karakalpak people, such as "Qazan," "Qasharman," "Shullik," "Bes tas," "Teppek," "Manlay shertpek," "Ak terekpe kok terek," "At shabisi," "Lánki," "Jasrinbaq," "Asiq," and "Awelemen-düvelemen," have historically served as important tools for strengthening the younger generation physically and developing agility and endurance. These games are closely connected with the people's way of life, labor activities, customs, and cultural values.

Using such games in preschool educational institutions not only increases children's physical activity but also nurtures respect for national values and traditions.

Russian folk games are distinguished by their rich history, cultural heritage, and collective nature. Among the most famous Russian games are:

- Khorovod (round dance): One of the oldest mass games, involving singing and circular movement while holding hands.
- Tanok: A dance combining song and movement elements, often performed in linear formations.
- Petrushka puppet theater: Traditional puppet performances presented during folk festivals.

In preschools, Russian folk games help develop children's agility and teamwork skills. Active games such as "The Bear in the Forest" (U medvedya vo boru), "Geese-Swans" (Gusi-lebedi), and "Burning Stick" (Gorelki) improve children's speed and coordination. These games both teach cultural heritage and promote a healthy lifestyle.

The Kyrgyz people also have rich national games, including "Arkan tartmay," "Ak süyök," "Orodo," and "Chikit." Incorporating Kyrgyz national games into preschool education is an effective means of developing children's physical competence. These games preserve national values while raising children to be healthy, active, and socially adaptable individuals.

CONCLUSION

In conclusion, the proverb "A healthy mind in a healthy body" is not said without reason. Regular engagement in physical education should become a daily habit for every individual.

Folk pedagogy serves as an important pedagogical resource in developing the physical competence of preschool children. Activities organized on the basis of folk games and national traditions contribute to raising children to be healthy, active, and physically well-developed individuals. In preschool education, physical training also teaches children to value labor, follow a healthy lifestyle, and observe hygiene rules.

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