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<https://doi.org/10.61796/ejheaa.v1i10.972>**PEDAGOGICAL PROCESS MODEL OF DEVELOPMENT OF CHILDREN'S PHYSICAL CAPABILITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS****Romanova Lola Karimbaevna**

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Abstract: this article discusses the model of the pedagogical process of developing children's physical capabilities in preschool educational organizations

Keywords: children's physical capabilities, pedagogical process model, comprehensive approach, valuable relationships, safety, integrity and systematicity in the educational process, individual approach, basic physical qualities of the child.

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

Designing a model of the pedagogical process of developing children's physical capabilities in preschool educational organizations creates unique opportunities for comprehensive development of children. Adaptability, a comprehensive approach and interaction of all participants of the educational process allow to ensure the successful implementation of the tasks of physical education and health promotion of preschool children.

In our study, the theoretical-methodological basis of developing a model of the pedagogical process is an optimized systematic approach. In the construction of the research direction and methodology, it can be considered as a subjective, principled and study of any pedagogical system from a certain point of view.

The model includes various components that allow effective implementation of educational tasks. Pedagogical organizational psychological and didactic forms of supporting the formation of valuable relationships of physical capabilities, safety, integrity and systematicity in the educational process, individual approach, basic physical qualities of the child, including agility, quickness, dexterity, strength and tenacity We develop our model by using different methods and tools of support.

In connection with the selected methodological basis, tasks and research idea, the methodological model includes the following interrelated blocks: goal, content, process and diagnosis, result, as well as components corresponding to the blocks: orientation, activity, evaluation

Methods

The research method used in the above statement is based on a theoretical-methodological approach, specifically utilizing an optimized systematic model to study the pedagogical process of developing children's physical capabilities in preschool educational organizations. The research incorporates a subjective and principled perspective on educational systems, focusing on the integration of various pedagogical tactics such as "help," "mutual cooperation," and "support" to

tailor physical education to individual children's needs. These tactics involve collaboration among educators, specialists, parents, and children to promote motor skills, physical fitness, and positive attitudes toward physical activities. The methodology also includes a process-oriented approach, detailing structured physical activities like basic exercises, entertainment games, family outings, and fitness clubs. These activities are supplemented by educational forms, methods, and tools aimed at promoting physical and cultural development through team, group, individual, and family-based interactions. The process is designed to foster a positive, engaging, and adaptive learning environment, enhancing children's physical abilities while ensuring their health and well-being.

Result and Discussion

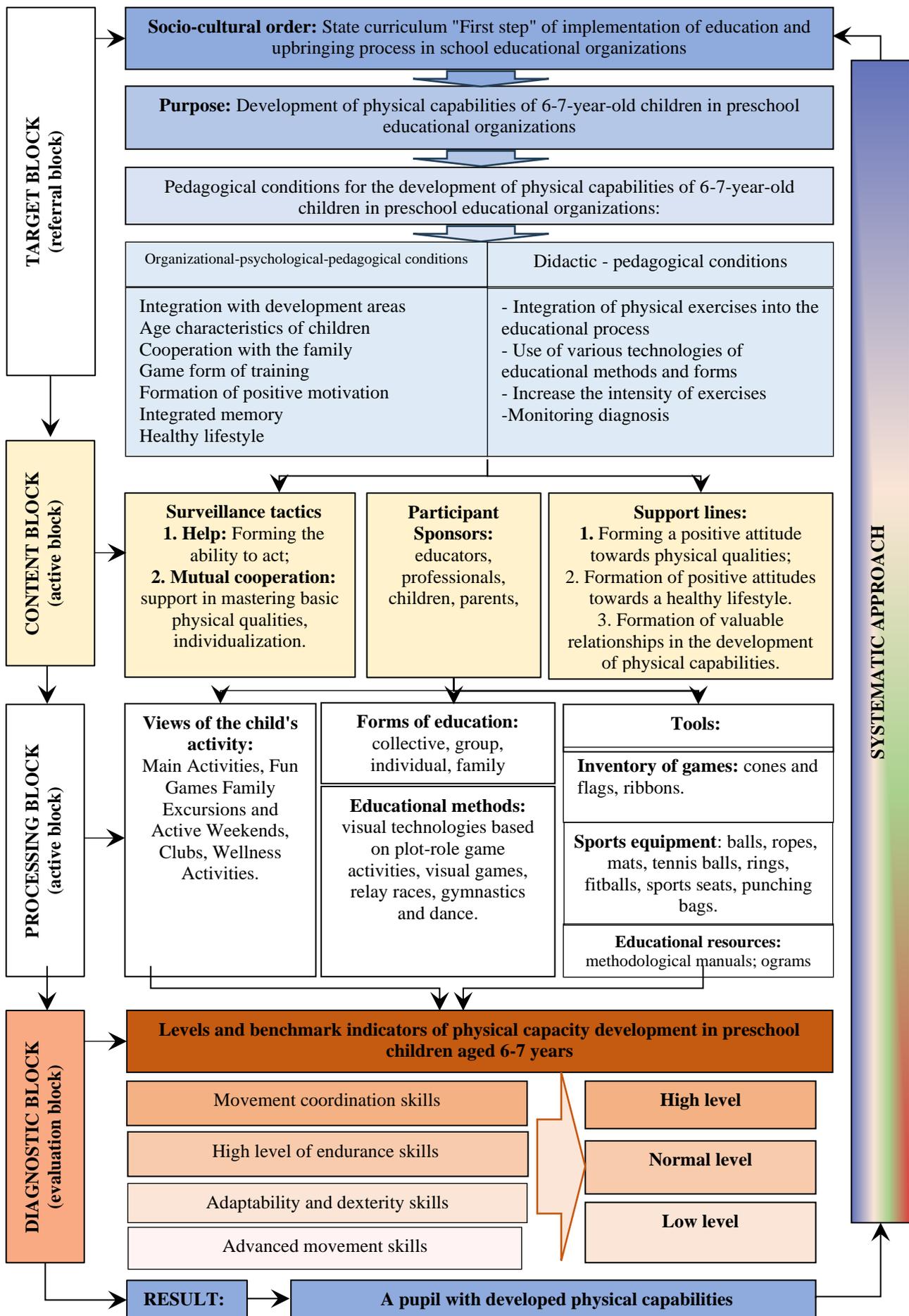
The target block (directive component) represents the need of the society, as well as pedagogical support in "designating preschool education as the first stage of continuous education throughout a person's life, raising the child physically, intellectually and morally as a person", in the society. The state order is regulated by the normative documents of the preschool education system - the Law of the Republic of Uzbekistan "On preschool education and upbringing" and the state program "Ilk Kadam".

In our country, it is an important task to develop children's physical capabilities, taking into account the personal characteristics of the children, relying on the social, cultural and educational norms and traditions of the family, society and the state.

In this block, the main tasks of pedagogical support for the development of physical capabilities of preschool children of 6-7 years of age, which can be solved in the course of joint activities of educators and specialists, are expressed. Pedagogical support tasks for the development of children's physical capabilities: the diversity of the set of activities aimed at supporting and stimulating children's physical activity, health and general physical fitness, a comprehensive approach and the individual characteristics of each child requires an approach.

The orientation component of the target block is aimed at developing the physical capabilities of 6-7 year old children. This block requires such pedagogical conditions as the integration of the areas of child development, age characteristics of children, cooperation with the family, the game form of training, the formation of positive motivation, integrated learning and a healthy lifestyle.

It also consists of didactic conditions, such as the integration of physical exercises into the educational process, the use of various technologies of educational methods and forms, and the increase of the intensity of exercises.



2.2.1-fig. Methodical model of the pedagogical process of developing the physical capabilities of children aged 6-7 before school.

The meaningful block of the methodical model performs the task of pedagogical support for the development of physical capabilities of 6-7 year old children. This block describes pedagogical support tactics ("help", "mutual cooperation" and "assistance"), participants (educators, specialists, parents and children) and directions of pedagogical support for the development of children's physical capabilities.

The "Help" tactic implies that the educator-pedagogue takes into account the interests, motives, inclinations and desires of each child, creates conditions for their choice, and makes an independent decision. This tactic enables the formation of motor skills in children, the level of physical development and the planning of certain types of movements and activities of the body.

The tactic of "mutual cooperation" includes support in mastering the main physical qualities, forming the ability to design and generalize joint activities with adults and children in individualization.

"Support" tactic helps a 6-7-year-old child to develop physical qualities and develop his/her own characteristics in cooperation with the educator, specialist, children and parents.

In the content block, the following directions of formation of pedagogical support for the development of the child's physical capabilities are expressed:

- 1) Formation of a positive attitude towards physical qualities.
- 2) The formation of positive attitudes towards a healthy lifestyle, as a result of which - the child's successful physical and cultural development, physical activity, adaptation in society, formation of positive motivation, allows the child to establish valuable interpersonal relationships with other people, within the framework of network cooperation and mutual assistance.

Process block: includes activities for the development of physical capabilities of 6-7-year-old children before school. This component consists of basic activities, entertainment games, family excursions and active weekends, clubs, and fitness classes. This section reflects the forms, methods and tools used by educators-pedagogues in preschool education for the purpose of pedagogical support for children's physical development.

Basic activity is a form of activity aimed at developing strength, coordination, flexibility, and endurance. By forming a collective will, it allows children to establish relationships with their peers to achieve a common result, and also helps to enrich their worldly knowledge.

Entertainment games are a form of activity aimed at the child's movement process in a conditional (imaginary) situation. Play activities enrich children's play experience, improve communication skills, ability to cooperate with each other, reflexive skills and make organized decisions.

Outdoor games, dance and rhythm activities that develop agility and speed, including elements of popular children's dances and choreography. These develop coordination and a sense of rhythm in children.

Family excursions and active holidays are a form of activity aimed at the child's learning of the properties and connections of the surrounding objects and the regulation of interactions. Active walks in the park, participation in sports quests or open competitions with the family will help ensure that the child learns about adults and children, and responds to family value activities and communicative relations.

Circles are methods of interaction, practical results, joint action, joint creative, game, educational activities of subjects, participation in physical education circles and creative seminars in achieving a common goal. Clubs can develop children's physical abilities by involving them in projects. It allows the child to effectively solve the problem of pedagogical support during training on making sports equipment with his own hands.

The model includes a description of educational forms, methods and tools for ensuring the development of the physical capabilities of 6-7-year-old preschool children, organizing the activities of learners in the educational and educational process. In the process block of our model, the following forms are presented:

1) Team (including weekly physical training sessions, organization of joint activities by the whole group of children at the same time; organization of sports days with various competitions and relays in order to develop the physical capabilities of children by forming a collective will);

2) Group (performance of joint tasks or tasks by several children, for example, organizing outdoor games that develop dexterity and speed; participation in active and constructive games; conducting experiments, summarizing experiments, processing results, etc.);

3) individual (active games aimed at the development of various physical qualities under the guidance of a physical education enthusiast, togarak trainers, conducting exercises on making sports equipment with the child's own hands; self-employment; decision making in problematic situations release);

4) family (organization of independent activities of children in the family, for example, organization of family trips with active games and activities in the open air, participation in competitions in various sports, etc.).

The process block of the developed model includes a description of educational methods. The method is an orderly method of activity that depends on the mutual movement of the child and the educator-pedagogue, and is aimed at the implementation of educational tasks and the system of assignments. In the process block of the model, a generalized group of methods is presented, taking into account the specific features of the development of physical capabilities in preschool children of 6-7 years of age and the mechanisms of learning experience.

Story-based role-playing: activities include elements of role-playing, where children act out different roles and scenarios that can be combined with physical activity. Implementation: In the game "Little Rescuer" children appear as little rescuers who have to help those who suffer. It includes elements of gymnastics (lifting, moving) and physical activity (agility, speed), which develops not only the physical body, but also imagination and creativity.

Visual games - organized on the basis of explaining various physical activities and movements to children through visual perception of information. Introducing children to concepts such as breathing and meditation with specially prepared videos, training in the development of physical activity in children, enriched with ideas of joy, health and self-discovery, training in interesting and unique methods of mental and physical development serves to carry.

Relay races - this method is an ideal way to develop physical abilities of children through teamwork and competition. Agility and speed relay: Children perform various physical tasks (running with a ball, jumping over obstacles) one after the other, pass the baton to each other. Mixed relay: combining different physical aspects such as running, jumping, throwing. For example, teams can perform tasks such as "distance running, catching a ball" that develop multifaceted physical skills.

Gymnastics and dance-based methods - this method combines physical activity with artistic expression, which is especially attractive for children. In the implementation, attention is paid to the harmony of music and gymnastics. The combination of gymnastic elements with musical accompaniment, children develop flexibility and coordination in the interpretation of rhythm and melody, and perform a combination of movements. Using this method, it is appropriate to choose topics in which training programs should express children's feelings and learn to work in a team. Themes can be related to nature or fairy-tale characters. By combining the elements of visual gymnastics with imaginations such as "being a tree" or "flying as a bird", it allows children to develop both physical and creative abilities.

The process block of the model includes a description of tools that pedagogically and psychologically support the development of the physical capabilities of 6-7-year-old preschool children:

Sports equipment; ball, rope, mat, tennis balls, hoops, fitballs, sports seats, punching bags.

Inventory of games; cones and flags, ribbons.

Educational resources: methodological manuals; programs, tools that create opportunities for their activities.

Reflex, diagnostic and prognostic actions play a key role in the comprehensive development of physical capabilities of 6-7-year-old children. These elements help develop a flexible learning style that takes into account the individual characteristics of each child, creates a positive learning environment and improves children's physical skills, confidence and motivation to lead an active lifestyle.

Conclusion

Fundamental Finding: The model of the pedagogical process designed for developing children's physical capabilities in preschool educational organizations demonstrates a comprehensive, adaptable approach that integrates various educational, psychological, and didactic elements. By fostering collaboration among educators, specialists, parents, and children, this model effectively supports the physical and cultural development of preschool children, emphasizing motor skills, teamwork, and healthy lifestyles. **Implication:** This study implies that early childhood physical education, when structured through a systematic and collaborative pedagogical model, can significantly enhance children's physical capabilities and overall well-being. The integration of social, cultural, and educational norms into physical education further enriches the learning experience, promoting not only physical fitness but also social adaptation and positive interpersonal relationships. **Limitation:** One limitation of this study is the reliance on structured, formalized activities that may not account for spontaneous, child-led play, which is also crucial for the development of physical and cognitive skills in early childhood. Additionally, the model's effectiveness may vary across different socio-economic contexts, potentially limiting its broader applicability. **Further Research:** Future research should explore the long-term effects of this pedagogical model on children's physical and psychological development, as well as investigate its adaptability to diverse cultural and socio-economic environments. Comparative studies between structured pedagogical models and more flexible, child-led approaches would also provide valuable insights for optimizing early childhood education in physical development.

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