

**INNOVATIVE MOTOR ACTIVITY PROGRAMS FOR PRESCHOOL CHILDREN AND
MECHANISMS FOR ENHANCING THE PROFESSIONAL COMPETENCE OF
PEDAGOGICAL SPECIALISTS**

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Annotation: The article substantiates the necessity of deepening the theoretical foundations and practical content of physical education for preschool children, as well as equipping educators with specialized competencies in the field of physical culture. The proposals developed by the author highlight the need to create an “advanced state program in physical education” and to conduct the approbation of its educational materials. The research results provide a practical basis for developing physical culture in the preschool education system, promoting a healthy lifestyle, and enhancing the professional training of educators.

Keywords: preschool education, ontogenesis, classification of age periods, physical culture, educator’s qualification, professional competence, “Bolajon” program, “Ilk qadam” program, theoretical training, physical exercises, pedagogical college, practical skills, state program, methodology of physical education.

In recent years, the radical reform of the education system in our country, especially the development of the preschool education sector, has become one of the priority directions of state policy. The decrees and resolutions adopted on the initiative of our President, as well as specific practical measures and strategic programs implemented by the government, have served to bring the preschool education system to a new stage. The main goal of these policy documents and initiatives is to raise the quality of education and upbringing to international standards and to introduce the best foreign practices into various directions of the national education system, particularly into the management and organization of preschool education.

The core idea in this context is to strengthen the nation’s gene pool, foster a harmoniously developed generation, and form the foundation of a child’s physical and spiritual maturity beginning from the preschool age. Physical education and motor activity occupy a crucial place in the preschool education system, as they play a significant role in ensuring healthy growth, the correct development of the body, and the formation of motor skills. From this perspective, the “Ilk Qadam” (First Step) educational program (2018) is recognized as an important source for organizing preschool institutions’ activities in accordance with modern requirements. This program, developed with the technical support of UNICEF’s Uzbekistan office, clearly defines the theoretical and organizational foundations for the physical culture, healthy lifestyle, motor activity, and psychophysiological development of preschool children [8,10].

Nevertheless, in practice, there remains a need to further improve the theoretical foundations, curricula, and methodological approaches of preschool physical education. Today, it is scientifically proven that during the period of rapid development of the child’s body, motor activity should be viewed as a natural necessity—on par with air, water, and food. Therefore, the issues of forming, developing, and improving the physical culture of preschool children remain among the most urgent problems of modern pedagogy. Within this research, the content, system, and methodological foundations of these processes are analyzed, and perspectives for

strengthening the professional training of preschool teachers based on the theory and methods of physical education are substantiated.

In our country, the system of physical culture begins from the earliest years of human life, covering the period from birth up to 6–7(8) years, known as the “preschool age.” During this period, the child’s body, organs, and functional systems develop with high intensity. Physical growth, the maturation of the nervous system, and the gradual development of basic motor skills (walking, running, balance, climbing, jumping, etc.) occur in stages, creating favorable conditions for the formation of motor qualities and mental abilities.

This stage of life is characterized by continuous biological development, encompassing early infancy, early childhood, and the preschool period. Scientists such as T.S. Usmonkhodjayev, Sh.Kh. Khankeldiev, and A. Abdullaev have analyzed in detail the physiological and anatomical development of preschool-aged children [1]. Among foreign researchers, N.P. Gundobin introduced the concept of “ontogenesis” into scientific terminology in 1906 in his work “The Developmental Characteristics of Children at Various Ages.” He proposed a system for dividing human growth and development into distinct stages. Later, Russian scholars such as V.V. Bunak, M.I. Korsunskaya, and P.N. Bashkirov developed this theory further, defining physical development as a combination of the organism’s morphological and functional states. According to them, physical development is determined by body shape, mass, strength, and mechanical structure [1,2,3,4].

During our research, the activities of more than 20 preschool education institutions in the Fergana region were studied. These institutions—both state and non-state—have achieved certain positive results; however, analysis revealed that earlier scientific sources described the age classification of children differently, largely due to diverse methodological approaches to assessing biological, psychophysiological, and social factors.

It should be noted that scientifically accurate classification of children’s age periods requires consideration of evolutionary biological changes. In modern scientific literature, this issue is analyzed based on the theory of ontogenesis, which defines the exact boundaries of the preschool age.

A survey conducted among 47 preschool teachers showed that although nearly all respondents could identify groups such as “younger,” “middle,” “older,” and “preparatory,” most of them lacked sufficient understanding of the morphological and physiological features that characterize each stage. The majority of respondents demonstrated limited theoretical knowledge of physical culture, family physical education, and motor activity tools, as well as insufficient practical skills. Many admitted to lacking adequate knowledge regarding childcare, nutrition planning, selection and performance of physical exercises, and basic terminology in the field.

The findings revealed that it is necessary to enhance the professional qualifications of teachers working in preschool institutions, deepen their theoretical knowledge, and develop their practical competencies. This, in turn, requires a comprehensive revision of pedagogical college and university curricula based on modern educational standards.

According to A. Abdullaev’s “Theory and Methods of Physical Education” (2022), designed for university-level students of physical education faculties, the developmental periods of preschool children are classified as follows [1]:

№	Period	Age range
1	Infancy	0–4 weeks
2	Up to 1 year	0–1 year
3	Early childhood	1–3 years
4	First childhood	3–5 years

№	Period	Age range
5	Preschool age	5–7/8 years
6	Childhood	7–9/10 years
7	Second childhood	10–12 years

The “Ilk Qadam” state curriculum, approved by the Ministry of Preschool Education, is also based on this age structure. However, our research revealed that many preschool teachers lack sufficient theoretical understanding of children’s ontogenetic development and age classification. More than 63% of respondents could not accurately relate children in the first and second childhood stages to the preschool period, and 41% could not distinguish between early and first childhood.

Furthermore, the professional training analysis of Fergana preschool teachers showed that more than 60% graduated from vocational colleges specializing in preschool education, while only 19% held higher education degrees. Among those with higher education, 77% could define physical exercise, 83% could identify which muscles are developed during activities, and only 11% could name two or three types of massage. These results indicate that teachers’ theoretical and practical preparation does not fully meet modern requirements.

Our analysis also demonstrated that the insufficient systematization of knowledge in pedagogical colleges and secondary special curricula has hindered the effective organization of preschool education. Although the “Bolajon” (2016) and “Ilk Qadam” (2018) state programs emphasize the development of children through exposure to nature, early mathematics, speech, and art, physical education remains underrepresented and insufficiently mastered by many specialists.

While some preschool institutions in the Fergana region have adopted innovative methods from foreign programs, their number remains low. In addition, the conditions, equipment, and pedagogical methods used for physical education classes in many kindergartens do not meet current standards. Consequently, the quality of children’s physical education decreases, and the need for continuous monitoring of developmental indicators becomes increasingly urgent.

Based on this, it has been determined that the professional training and theoretical knowledge system of preschool specialists must be modernized and enriched with advanced pedagogical experience. Furthermore, it is necessary to enhance teachers’ knowledge and skills in the field of physical education to strengthen their professional competence and ensure the healthy development of preschool children.

A review of special literature and scientific research in this field, including state grant projects, retraining, and professional development programs for preschool institution leaders and teachers, has shown certain achievements. For instance, studies conducted under the ITD-4-157 state grant (2009–2011) by researchers from Tashkent State Pedagogical University named after Nizami and Fergana State University have contributed to the scientific foundations of the field.

However, despite the availability of educational materials related to preschool physical culture, their number remains insufficient. Our field research in more than 40 institutions revealed that only 12% had specialized literature used by teachers. Most of the available materials were visual aids distributed to parents rather than methodological guides for educators. Moreover, delays in publishing and disseminating research findings have reduced their practical relevance. Expanding the publication of such materials and integrating them into educators’ practice would significantly enhance professional skills and theoretical knowledge in preschool physical culture.

Preschool physical culture represents the initial link in the national physical education system, covering the period from birth to 6–7 years. This stage is the most effective for

developing physical fitness, psychomotor abilities, and emotional regulation in children. During this time, the body grows rapidly, vital organs and systems strengthen, and a foundation for lifelong physical and mental development is established.

Our analysis has shown that although a certain system exists, its scientific and theoretical foundations remain underdeveloped, making this issue a matter of national educational priority. Future specialists—whether university students, master’s degree holders, or secondary special graduates—must possess theoretical knowledge and practical skills related to physical culture in preschool institutions.

In this regard, during our research, we focused on developing an improved “State Program for Physical Education” for preschool institutions and testing its educational materials in practice. The program includes theoretical knowledge, practical exercises, and pedagogical recommendations on physical culture, healthy lifestyles, and physical activity methodology.

In conclusion, it has been determined that teaching preschool educators the concepts of the state curriculum on physical culture, key terms of the discipline, healthy lifestyle principles, and physical education methods is essential for improving the efficiency of the educational process. Therefore, it is necessary to enhance professional theoretical preparation in preschool institutions and deepen teachers’ understanding of the theory of physical culture to ensure the physical and moral development of future generations.

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