

**ҚОРАҚАЛПОҒИСТОНДА
ФАН ВА ТАЪЛИМ**

**ҚАРАҚАЛПАҚСТАНДА
ИЛИМ ҲӘМ ТӘЛИМ**

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**SOME FEATURES OF INFLUENCE OF PHYSICAL TRAINING ON
INTELLECTUAL DEVELOPMENT OF CHILDREN OF
PRESCHOOL AGE**

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Summary. *In this article the perspective of all-round development of children of preschool age actual today is considered. Necessary actions of educational and educational character for children and teenagers are especially specifically noted.*

Key words. *Development of attention, development of perception, development of thinking, cerebration, physical training of preschool children, formation of physical qualities, physical activity, emotions.*

As it is well-known the preschool childhood covers the life period from the birth of the child and up to 7 years. This age is the optimum period for all-round development of the child. At this time children learn the world around, there is a formation of the personality, and also physical, intellectual moral and other vital qualities. Possibilities of intellectual development of children of preschool age are much higher for this reason at this age it is worth giving great value to intellectual education. Physical training at this age also plays extremely important role as it influences not only development of physical qualities and positively influences health, but also is universal and exerts impact on other types of education.

Some sources claim that intellectual education is the process aimed at the development of intellectual culture of the personality, informative motives, intellectual forces, thinking, outlook and intellectual freedom [1]. Others assume that intellectual education this systematic and purposeful impact on intellectual development for the purpose of the message of knowledge, which is necessary for versatile development, for adaptation to surrounding life, formation on this basis of informative processes, ability to apply assimilation of knowledge in activity. It is also necessary to note that intellectual education also interacts with a concept of intellectual development which is defined as set of the high-quality and quantitative changes happening in mental processes in connection with age and under the influence of environment, and also specially organized educational and training influences and own experience of the child. Such biological factors as a brain structure, a condition of analyzers, changes of nervous activity, formation of conditional communications, hereditary fund of inclinations, etc. affect mental development of the child.

Intellectual education and intellectual development are in close by connected with each other. Intellectual education in many respects defines intellectual

development, promotes him. However it occurs only in case regularities and possibilities of intellectual development of children in the earlier years of life are considered to be developed in their upbringing process [2]. Intellectual education is a systematic and purposeful pedagogical impact on the child and interaction with him for the purpose of development of his mind and outlook formation. It proceeds as process of mastering the general historical experience accumulated by the mankind and presented in knowledge, abilities, skills. We understand such a function of a brain which consists in adequate reflection of regularities and the phenomena of surrounding life as mind of the person. It is considered to be that mind is a set of the informative processes including feelings, perception, memory, imagination, thinking. According to some information the mind is shown in amount, nature and content of knowledge, in dynamism of cerebration (quickly or slowly), in criticality (a ability to estimate result of any activity), abilities to generalization, in creative knowledge and aspiration to it, in abilities, in memory, in nature of the core business, its successful implementation [3].

Correlation of intellectual and physical training

Physical culture and sport give ample opportunities for intellectual education that is caused by specifics of physical training, its substantial and procedural bases.

The leading purpose and intellectual and physical training is improvement of cognitive activity of the person, his intelligence and thinking which admits the main human abilities. On the one hand, physical training creates favorable conditions for cerebration and promotes development of intelligence.

The concept of preschool age covers the age period from 3 to 6-7 years. During this period of life the child has an intensive physical development: active increase in growth and weight, increase in the general muscular force, reduction of a fatty layer, help to form strong muscles. Ossification of a skeleton continues - therefore at this age it is necessary to watch a bearing of children and to avoid excessive physical activities. Blood circulation and breath improve: blood pressure increases, the vital capacity of lungs increases, therefore, working capacity increases. As P.F.Lesgaft noted in this works "special attention should be paid to pointing out the importance of communication with physical trainers. Alternation of intellectual and physical efforts favorably influences health owing to what intensity and quality of cerebration" increase [4].

Some researches note that in the content of intellectual education in the course of physical training. The educational part consists in transfer of special sports knowledge. At the same time the thinking develops in two directions: as reproducing (reproductive) and as productive (creative). The reproducing thinking consists in comprehension engaged the actions after given instructions of the teacher (for example, when training in the difficult movement). Examples of creative thinking is the analysis of the "reference" sports equipment for the purpose of its rational application to the specific features. The educational party of intellectual education in the course of physical training consists in development of such intellectual qualities as ingenuity, concentration, keenness, speed of thinking [5].

The correlation of physical training with intellectual is shown directly and

indirectly. The direct connection is that in the course of physical training direct impact on development of the mental capacities which are engaged is made. In the process of constant training activities there are informative situations connected with mastering technology of physical exercises, her improvement, mastering methods of practical actions and other. (how to make the movements is more productive, more precisely, more expressively, etc. how to distribute forces at a distance, in competitions, etc.). The mediated communication consists that strengthening of health, development of physical forces in the course of physical training make a necessary condition for normal intellectual development of children. As the outstanding scientist P.F.Lesgaft points out in this work "The guide to physical education of children of school age". "Between intellectual and physical development of the person there is close connection which is quite becoming clear when studying a human body and its parts (organs). Intellectual growth and development demand the corresponding physical development" [6].

It is also necessary to note that, from the point of view of physiological processes physical activity plays an important role in creating favorable conditions for implementation of mental activity of the person. It acts as means of removal of negative emotional impacts and intellectual exhaustion, and owing to this fact as a factor of stimulation of intellectual activity. As a result of doing physical exercises brain blood circulation improves, the mental processes providing perception, processing and reproduction of information are activated. So, there are numerous data that under the influence of physical exercises memory size increases, stability of attention increases, the solution of elementary intellectual tasks accelerates, visual and motive reactions are accelerated [5].

Speaking about intellectual development of preschool children, it is necessary to pay attention to two types of correlations of the child with the world around: correlation with the world of things and correlation with the world of people. Through knowledge of a material world the child has a socialization of intellectual functions: the person learns to handle things as it is accepted in this society and acquires knowledge of society of objective world, and on the basis of the relations with the world of people there is a socialization of the personality: the person acquires ways of relationship with people among themselves and masters in the manners of his/her own behavior. Besides, at preschool age the speech begins to develop actively, it is the main intellectual function at this age. There is some development of verbal intelligence: abilities to reflect thought process in the speech. The speech actively stimulates psychophysical development of the child. There is an accumulating of a lexicon [1].

At preschool age randomness, self-control - ability to independently regulate the actions and mental processes develops: memory, attention. Memory at preschool age mainly figurative, at the same time actively develops verbal memory. Thinking of the preschool child evident and figurative. Activities provide with physical culture harmonious and all-round development of the personality, including exert impact and on intellectual development especially at children's age.

In conclusion it should be noted that intellectual development of children of

preschool age takes place at each child in an individual order. Therefore each expert in work with children has to remember and consider this circumstance.

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Rezyume. *Ushbu maqolada bugungi kunda aktual hisoblangan maktabgacha yoshdagi bolalarning hamma tamonlama rivojlanish dolzarb muammosi qaralib o'tilgan. Bu maqolada bolalar va usmirlarning ta'lim va tarbiyasidagi kerak bo'lgan ish faoliyat keltirilgan.*

Резюме. *В данной статье рассматривается актуальная на сегодняшний день проблематика всестороннего развития детей дошкольного возраста. Особенно конкретно отмечены необходимые действия воспитательного и образовательного характера для детей и подростков.*

Kalit so'zlar. *Qabul qilishning rivojlanishi, fikirlashning rivojlanishi, aqliy ish faoliyat, maktabgacha yoshlarning jismoniy tarbiyasi, fizik sifatlarning paydo bo'lishi, harakatlanish aktivligi, emotsiyalar.*

Ключевые слова. *Развитие внимания, развитие восприятия, развитие мышления, умственная деятельность, физическое воспитание дошкольников, формирование физических качеств, двигательная активность, эмоции.*