

Development Of The System Of Physical Education For Preschool Children In Uzbekistan

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Abstract: This article provides a comprehensive scientific and theoretical analysis of the formation and development of the system of physical education for preschool-aged children in Uzbekistan. Particular attention is paid to the historical stages of development of preschool physical education, the reforms implemented during the years of national independence, and the role of state policy in the field of physical culture and sports in ensuring children's health and fostering a well-rounded generation. The study highlights the establishment and activities of the National Olympic Committee of Uzbekistan as an important institutional factor contributing to the popularization of physical culture and sports from an early age. The article emphasizes that state-supported programs and regulatory frameworks have significantly influenced the improvement of physical education content, infrastructure, and methodological support in preschool educational institutions. In addition, the theoretical foundations of physical education for preschool children are examined, including its objectives, content, organizational forms, and teaching methods. Special attention is given to age-specific characteristics of children, the role of physical activity in their physical, mental, and social development, and the importance of health-promoting and hardening (conditioning) activities. The article also analyzes current challenges in the system of preschool physical education, such as insufficient material and technical resources, the need for qualified specialists, and the lack of modern pedagogical technologies. Possible ways to overcome these problems are proposed, including the integration of innovative teaching methods, improvement of professional training for educators, and strengthening cooperation between educational institutions, families, and sports organizations. Overall, the study substantiates that the systematic development of physical education in preschool age plays a crucial role in forming a healthy lifestyle, strengthening children's physical development, and ensuring the continuity of physical education at subsequent stages of the education system.

Keywords: Preschool education, physical education, healthy generation, National Olympic Committee, physical development, physical conditioning (hardening).

Introduction: During the years of independence, the system of physical education and sports in Uzbekistan has undergone profound reforms aimed at strengthening public health and promoting a healthy lifestyle. The education of a healthy and well-developed generation has become one of the priority directions of state policy, reflecting the strategic importance of human capital development in the country [1]. In this context, physical education is considered not only as a means of improving physical fitness, but also as an essential factor in the holistic development of children.

Physical education in preschool age is of particular importance, as this period represents a critical stage in

the formation of a child's physical, psychological, and intellectual foundations. Scientific studies confirm that motor activity during early childhood significantly influences physical development, coordination abilities, emotional stability, and social adaptation [2]. Therefore, the organization of physical education in preschool institutions on a scientific and methodological basis is regarded as an urgent pedagogical issue.

Following independence, Uzbekistan implemented large-scale reforms aimed at developing physical culture and sports at all levels of education. These reforms were supported by legislative acts, national programs, and institutional changes designed to

popularize mass sports and ensure the continuity of physical education from early childhood [3]. Preschool educational institutions have been identified as a key link in this system, responsible for introducing children to basic physical exercises, movement skills, and healthy lifestyle habits.

Special attention has been paid to improving the content, forms, and methods of physical education in preschool institutions. Age-appropriate physical activities, outdoor games, and health-enhancing practices such as conditioning (hardening) are increasingly integrated into the daily routines of children [4]. These measures aim to strengthen the immune system, prevent hypodynamia, and create favorable conditions for harmonious physical development.

At the same time, the effective implementation of preschool physical education depends on qualified specialists, adequate material and technical resources, and modern pedagogical approaches. International experience and research indicate that early investment in physical education yields long-term benefits for children's health and educational outcomes [5]. Thus, the systematic development of physical education in preschool institutions remains a vital task within Uzbekistan's educational and social policy framework.

METHODS

The methodological basis of this study relies on a comprehensive pedagogical and analytical approach to physical education for preschool-aged children. The research considers physical education not only as a health-improving activity, but also as an important educational and developmental process. Through systematic physical exercises, preschool children develop discipline, willpower, independence, initiative, and the ability to act cooperatively within a group. These qualities are regarded as key indicators of holistic child development at an early age.

The study employs a qualitative analysis of national educational practices, regulatory documents, and institutional frameworks governing physical education in preschool institutions in Uzbekistan. Special attention is given to the role of national sports structures in shaping the content and quality of early childhood physical education. In this regard, the establishment of the National Olympic Committee of Uzbekistan in 1992 is considered a significant milestone in the development of the country's sports system. Its admission to the International Olympic Committee in the same year marked Uzbekistan's integration into the global sports community and contributed to the dissemination of Olympic values, including fair play, physical development, and healthy lifestyles.

Within the framework of this research, the activities of the National Olympic Committee are analyzed in terms of their indirect impact on preschool physical education. Alongside ensuring athletes' participation in international competitions, the Committee has actively supported the development of children's and youth sports. This strategic focus has positively influenced the improvement of methodological approaches, motivation for physical activity, and the overall quality of physical education programs implemented in preschool educational institutions.

Another important methodological component of the study is the analysis of the legal and regulatory framework governing physical education and sports in Uzbekistan. The adoption of the Law "On Physical Culture and Sports," along with relevant presidential decrees and governmental resolutions, created a solid legal foundation for the systematic development of physical education. These documents regulate the organization of physical education activities in preschool institutions, define requirements for professional training of specialists, and promote the strengthening of material and technical infrastructure.

Furthermore, the research examines state educational standards, curricula, and methodological guidelines developed specifically for preschool physical education. These documents ensure that physical education activities are age-appropriate, scientifically grounded, and pedagogically effective. The methodological analysis demonstrates that the integration of standardized programs and modern teaching approaches contributes to the enrichment of physical education content and enhances its effectiveness in supporting children's physical development and health.

RESULTS

Theoretical Foundations of Physical Education for Preschool Children. The results of the study indicate that the theory of physical education for preschool-aged children is closely interconnected with pedagogy, psychology, physiology, and hygiene. During the preschool period, a child's musculoskeletal system develops intensively, the central nervous system becomes more refined, and fundamental motor skills are formed. These developmental processes confirm that early childhood represents a sensitive and decisive stage for establishing the foundations of physical health and functional readiness.

The analysis shows that effective physical education at preschool age must be based on age-specific and psychophysiological characteristics of children. Consideration of these factors allows educators to select appropriate physical loads, exercises, and

teaching methods that support natural development without causing excessive strain.

The findings reveal that the main objectives of physical education for preschool children include increasing motor activity, implementing systematic conditioning (hardening) measures, and fostering a positive attitude toward a healthy lifestyle. The development of basic motor skills—such as walking, running, jumping, throwing, and maintaining balance—was identified as a core outcome of structured physical education activities. In addition, physical education contributes to the formation of volitional qualities, independent thinking, and creative activity, which are essential for children's overall personal development.

Forms and Methods of Physical Education Activities. The results demonstrate that physical education activities in preschool educational institutions are organized in various forms, including morning exercises, planned physical education classes, active games, sports festivals, and simple competitions. These forms provide diverse opportunities for children to engage in physical activity and maintain sustained interest and motivation.

The study confirms that the effectiveness of physical education largely depends on the selection of appropriate teaching methods. Visual, practical, and game-based methods are widely used in preschool practice. Among them, game-based activities were identified as the most effective means of increasing children's physical activity, as they combine movement with emotional engagement and social interaction.

Overall, the results indicate that a balanced combination of scientifically grounded objectives, diverse organizational forms, and interactive teaching methods ensures the effectiveness of physical education in preschool institutions. Such an approach supports children's physical development, strengthens health, and creates favorable conditions for the formation of a healthy lifestyle from an early age.

DISCUSSION

Individual Work with Children and Independent Motor Activity. The discussion highlights the importance of organizing individual work with preschool children as a key component of effective physical education. The findings indicate that the knowledge, skills, and motor abilities formed during organized physical education activities are successfully transferred into children's daily lives through independent motor activity. Such activities are purposefully structured by educators, who carefully plan, monitor, and adjust forms and types of physical engagement based on children's needs and abilities [6].

The use of both small- and large-scale physical education tools and play equipment significantly contributes to the development of children's independent motor skills. By taking into account individual characteristics and developmental capacities, educators incorporate various objects into daily activity plans to reinforce acquired skills. This approach supports continuity between structured instruction and spontaneous movement during free play and active rest periods [7].

During the third year of life, special emphasis is placed on selecting toys and equipment that stimulate initial independent movements. Items such as pushcarts, toy vehicles, and balls encourage throwing, climbing, rolling, and controlled descent from small elevations. In addition, larger physical education equipment—such as ladders, benches, boxes, and low barriers—provides opportunities for climbing, crawling, stepping, and balancing. These activities enhance motor coordination and functional mobility [8].

Independent motor activity allows children to set personal goals, select appropriate movement strategies, and apply various motor techniques. This process activates cognitive functions and fosters persistence, goal orientation, independence, and creativity. Following children's activities, educators assess individual capabilities and encourage decision-making, adjusting task complexity as needed. Physical education instructors may simplify or complicate tasks to stimulate beneficial psychophysical responses and ensure optimal developmental outcomes.

Environmental Challenges and Children's Health. The discussion also addresses the growing impact of environmental challenges on children's health. Contemporary ecological issues, combined with insufficient physical activity and excessive reliance on digital technologies, negatively affect children's physical well-being. As a result, an increase in postural disorders, overweight, and predisposition to cardiovascular diseases has been observed among children. These trends underscore the urgent need to strengthen physical education from early childhood as a preventive and health-promoting measure.

Current State of Research and Existing Gaps. Recent scientific studies have increasingly focused on the physical development of preschool children, analyzing physical fitness levels, motor activity, and the effectiveness of conditioning (hardening) systems. Despite this progress, several important aspects remain insufficiently explored. These include the modernization of physical education content, the enhancement of individualized approaches, the development of comprehensive criteria for assessing

physical development, and the improvement of methodological training for pedagogical staff.

Given that children and adolescents constitute a significant proportion of the population, establishing an effective system of physical education from preschool age is essential for strengthening public health and ensuring long-term social well-being.

CONCLUSIONS

In conclusion, the system of physical education for preschool-aged children in Uzbekistan has been developing consistently during the years of independence under the influence of state policy, reforms in the sports sector, and scientifically grounded approaches. Early physical education plays a crucial role in forming a healthy, physically developed, and morally mature generation.

The findings confirm that systematic physical education at preschool age contributes not only to children's physical development, but also to the formation of important personal qualities such as independence, perseverance, creativity, and social adaptability. Despite positive progress, further efforts are required to expand scientific research, introduce modern methodological approaches, and improve the overall quality of physical education activities in preschool institutions. Addressing these challenges remains a priority task for the sustainable development of early childhood education and public health in Uzbekistan.

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