



PEDAGOGICAL FOUNDATIONS FOR DEVELOPING MOTOR ACTIVITY IN PRESCHOOL CHILDREN THROUGH MOVEMENT GAMES

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Abstract: This article examines the issue of developing motor activity in preschool children through movement games from a pedagogical perspective. It is substantiated that movement games positively influence children’s physical development and help shape movement qualities such as coordination, agility, speed, and balance. The article discusses planning movement games, their educational value, and factors of effectiveness.

Keywords: Movement games, physical development, preschool education, coordination, pedagogical approach, motor skills.

Preschool-age children are in an active stage of physical and mental development. Therefore, organizing their motor activity properly—especially through movement games—is a key aspect of the pedagogical process. Movement games enhance children's motor abilities and help develop skills such as socialization, teamwork, discipline, and quick thinking.

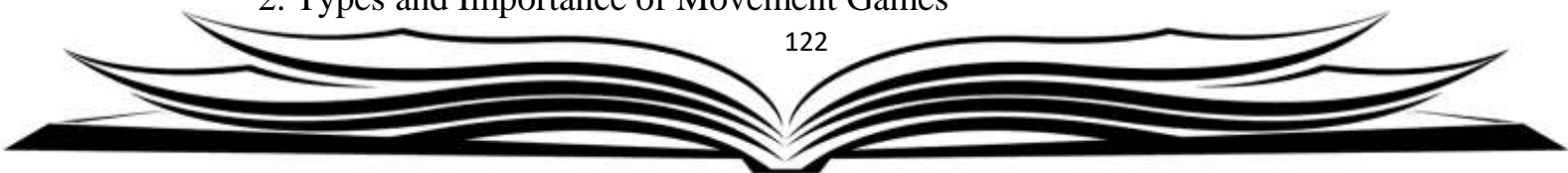
1. Pedagogical Tasks of Movement Games

Movement games fulfill the following pedagogical tasks:

- Physical tasks: Development of speed, endurance, strength, coordination, and balance;
- Cognitive tasks: Stimulating thinking, quick problem-solving, decision-making, and analytical activities;
- Moral-educational tasks: Promoting cooperation, rule-following, patience, and healthy attitudes toward winning and losing.

Through such games, children learn to act independently, show initiative, and find their role within a group.

2. Types and Importance of Movement Games





Movement games can be divided into the following types:

- Running-based games (“Who Runs Faster?”, “Capture the Flag”) – develop speed and reaction time;
- Balance games (“Stand on One Leg”, “Rock-Paper-Scissors with Movement”) – improve coordination and balance;
- Coordination games (“Find the Shape”, “Right Hand – Left Foot”) – enhance brain-body connection;
- Group games with multiple participants (“Ball in the Circle”, “In the Middle of the Hoop”) – develop socialization and teamwork skills.

3. Principles for Selecting and Organizing Games

The pedagogical selection of games is based on:

- The child’s age and physiological characteristics;
- Game duration (5–10 minutes);
- Compliance with safety rules;
- Alignment with educational and upbringing goals.

Stages of organizing the game:

1. Explaining the game rules;
2. Demonstrating movements;
3. Conducting the game;
4. Final analysis and encouragement.

4. The Teacher’s Role and Methodical Skills

The teacher should:

- Spark interest in children;
- Maintain control during the game process;
- Ensure the active participation of every child.

Motivational methods include: cheerful voice, exciting scenarios, assigning individual roles (e.g., team leader, character-based roles).

Movement games are an integral part of physical education for preschool children. They contribute to not only physical but also mental and social development. Movement games play an important role in shaping children into active, healthy, and socially adapted individuals. Therefore, special attention should be paid to movement games in preschool institutions, and educators should have specific methodological training in this area.





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