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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

DIDACTIC PRINCIPLES OF WORK IN FORMATION PRESCHOOL AGE CHILDREN'S BEHAVIOR IN PHYSICAL CULTURE COURSES

Specialty: 5801.01-theory and methods of training and study
(Method of instruction of the physical education)

Field of science : Pedagogy

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The work was performed at the Department of Pedagogy of
Preschool Education at the Azerbaijan State Pedagogical University.

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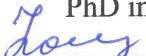
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GENERAL CHARACTERISTICS OF THE RESEARCH

Actuality and degree of work of the topic: Fundamental changes in the field of education in accordance with the development and growing needs of society began with the implementation of the "Education Reform Program of the Republic of Azerbaijan" approved by the decree of national leader Heydar Aliyev dated June 15, 1999. Today, his worthy successor, the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, and the First Vice-President of the Republic of Azerbaijan, Mrs. Mehriban Aliyeva, continue his unparalleled services. The innovations, conducted in the field of preschool education in our republic, the improvement of preschool education to the level of education of several civil countries of the world and measures for the rapid development are the noticeable examples of the attention of the President of the Republic of Azerbaijan Ilham ALIYEV and First Vice President of Azerbaijan Mehriban ALIYEVA to this field. The approval of the program of refreshment of preschool education in the Republic of Azerbaijan (2007-2010) with the decree of the President Ilham ALIYEV, dated April 12, 2007, is assessed as the example of the special attention to preschool education" which made impact to the grounded changes and successful results in the field of preschool education.

One of the principle duties of the Government is the education right of each citizen, protecting this right in the modern stage of development, and our republic enters to the processes of integration in the world of education on the purpose of modernization of the education. This process, which is accompanied with the formation of new cultural values, makes new challenges to bring up founder of democratic society, who possesses high ethic norms, respects the right of others and knows own rights, aware of universal values, protecting national values and the basis of them starts from preschool times. *In this regard, on the initiative of national leader Heydar Aliyev, the Republic of Azerbaijan "acceded to the UN Convention on the Rights of the Child in 1992."*¹

¹ Uşaq hüquqları-<http://scfwca.gov.az/store/media/U%C5%9Faq%20h%C3%B Cqu qlar%C4%B1%20haq q%C4%B 1nda%-20BMT %20Konvensiyas %C4%B1.pdf>

The act of the Republic of Azerbaijan on “Children rights” (The President of the Republic of Azerbaijan HaydarAliyev, Baku, May 19, 1998, No 499-IQ) was adopted. Bringing up of the children at family and preschool enterprises, importance of the application of the ethic values, other rights impacting to the improvement of the behavior are stipulated in this act. *One of the articles of this Act states:*

“Article 11. Right of children to be educated:

-Each child has right to be comprehensively developed, to get education according to the national and universal values on the basis of the humanism and ethic principles.

-The education of the child is conducted at the family, school, preschool and external educational enterprises”².

The political course pursued by the Common National Leader for the welfare, protection of the rights of children, education of their rights, health and intellectual development of our country, which is the bright future of our country, *is successfully continued today by President Ilham Aliyev and First Vice President Mehriban Aliyeva. In this regard, the proclamation of 2009 as the "Year of the Child" by the Order No. 103 of the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, dated December 22, 2008, opened a new stage in terms of improving the situation of children and strengthening the protection of children's right³.*

The Act no 833-IIIQ, dated 19.06.2009, of the Republic of Azerbaijan on “Education” about the preschool education, forming their personality serving for the general development of the children, stipulates:

“Article 18.Preschool education

18.1.Being the first stage of the education, preschool education provides the formation of the sensitive approach to the nature and people, aesthetic education, protection of health, discovering of the talent and ability, to learn initial labour skills, physical, intellectual and psychological growth at the early ages of the children according to the interests of the family and society.Preschool education is carried out on the basis of the relevant education program⁴.

²“Uşaq hüquqları haqqında” Azərbaycan Respublikasının Qanunu. Bakı: Qanun, 2012, 15 s.

³ Uşaq hüquqları: tövsiyə biblioqrafiyası /tərt. ed. N.Tahirova; red. və burax. məs. Ş.Qəmbərova. Bakı: F.Köçərli adına Respublika Uşaq Kitabxanası, 2015, 39 s.

⁴ <http://edu.gov.az/az/page/72/302>

Although XXI century is the century of technologies, rapid growth in all fields of the life, there are several insufficiencies in the manner of behavior among youth and in the approach to the people around them in the context of the public and social relations in the modern time. Beside other human cultural ethical qualities, considering that the behavioral culture starts from the preschool age, the parents and the educators shall pay special attention to these issues. Regarding it, new approaches in preschool education in modern period, intellectual, psychological growth of the preschool age children, discover of the potential possibilities, the growth of the behavioral culture, which makes important role for the preparation to future life, put them forward as the actual issue. The tasks of the modern preschool education to pay attention to the social-emotional relations of the children, communicative culture, own behavior, motions, clothes, ethic and aesthetic rules, physical growth, briefly, the perception of the behavioral culture, formation of the personality. Regarding, According to the order no 1471, date 19.06.2017, on the application of the Act no 585-VQ, date 14.04.2017, of the Republic of Azerbaijan on “Preschool education”, of the President of the Republic of Azerbaijan Ilham ALIYEV:

“7.2.The basis of the intellectual, physical, creative potential, development of the cultural level, psychological durability, aesthetic education, learning of ordinary labour skills, sensitive and conscious approach to the protection of the personal health, perception of the necessary life skills and formation of the personality of the children through preschool education.

7.3.The preschool education directs the children to be brought up on the principles of the national-moral and universal values, state interests and the idea of Azerbaijan, provides the preparedness to the common education”⁵.

The process of teaching of the children that the observation of the high behavior rules is the duty of each person from early ages at the family and preschool enterprises and this process shall be developed under the control of the elders, parents and educator-

⁵ <http://www.president.az/articles/24248>

teachers. Only in this case, it is possible to provide the formation of the cultural behavior norms of the children. These words are true. So, the formation of the behavioral culture from early ages at preschool education enterprises on the basis of the personality, result directed principles and its implementation in systematic, reasonable and regular way will provide successful results.

Various pedagogical literatures and materials prepared in connection with the acquisition of behavioral norms by preschool children in our country, as well as the “Preschool education program (curriculum) approved by the order of the Ministry of Education of the Republic of Azerbaijan No. F-181 dated April 11, 2022 pay special attention to this issue. It is comprehensively reflected that culture is one of the main goals in the overall development of preschool children. In this regard, Article 1.2 of the “State Standard of Preschool Education in the Republic of Azerbaijan” approved by the Cabinet of Ministers of the Republic of Azerbaijan on August 8, 2019. in the section *“1.2.2. Ensuring their physical development, health and safety, cognitive, aesthetic and creative, socio-emotional development, mastering simple labor skills, necessary life skills, social, national and universal values, taking into account the age, physical, psychological and physiological characteristics of students”*⁶.

The integrative nature of the content standards given in the four developmental areas of the preschool education program (curriculum) ensures the formation of children's behavioral culture and continuous development throughout the preschool years. However, the observations made in connection with the research showed that at present, integration in terms of cognitive development is not so expected in physical culture exercises in preschool educational institutions, and movement games are preferred. In modern times, the desire of children growing up with innovations for games that develop their thinking and form the culture of combining

⁶ “Azərbaycan Respublikasında məktəbəqədər təhsilin dövlət standartı”nın təsdiq edilməsi haqqında Azərbaycan Respublikasının Nazirlər Kabinetinin Qərarı // 8 avqust 2019-cu il, № 351.

makes the need to organize physical culture exercises with new technologies and sports-oriented games of a didactic nature urgent.

The formation of a preschooler's culture of behavior at first in the family places a great responsibility on parents. For example, parents should follow ethical rules, such as "the mirror of a child's home", to observe ethical rules in their communication with the people surrounding them or with the child. This is what the Prophet Muhammad (r.a.a) said in the Hadith: "Upbringing is the best gift a parent can give to her child".

Behavioral culture has historically been thought of by scholars, educators, prominent thinkers and creative people, with valuable insights and research on this. Professors Z. Goyushov, M. Muradkhanov, A. Hashimov, A. Hasanov, Y. Karimov, M. Hasanov, A. Abbasov, V. Khalilov, R. Huseynzade, N. Kazimov, S. Akhundov, A. Agayev, F.Sadigov, F.Ibrahimov, Ph.D. H. Fataliyev, Assoc. A. Nazarov, Assoc. B. Guliyev, Ph.D. H. Salimkhanova, SA Shahuseynova, Kh. Mammadova, Z. Valiyeva, foreign teachers and psychologists A.S. Makarenko, K.D. Usinski, J.A. Komenski, P.F. Lesgaft, S.A. Kozlova, L.S. Vygotsky, F.U. Tyler and others approached the issue of behavioral culture from different perspectives, provided valuable insights in this area, and considered the importance of enhancing the effectiveness of forming a behavioral culture in the overall development of personality.

The development of a culture of behavior in our republic, AM Hasanov, Assoc. Kh.I. Salimkhanova, Assoc. S.H. Hasanova, Ph.D. FM Allahverdieva, Ph.D. Bagirova and others, although these have been the subject of research, these researchers have focused their research on the development of students' moral education across different levels of education, the impact of physical education on the student's personality, the psychological traits of family behavior, and the education of schoolchildren and in different pedagogical directions.

An analysis of the problem in Azerbaijani pedagogical literature and preschools has shown that although there are different views on behavioral culture in our country, this is a key research

guide for educators on the formation of a culture of physical education in preschool children.

Based on observations in preschools, we can say that the physical culture of preschool children (ages 3-6) is not working properly. This is clearly illustrated by the flaws in the behavior of children during their physical activities in those age groups. The main reason for all such disadvantages and shortcomings is that the existing methodological literature does not yet adequately address the problem. In view of the urgency of the problem, it was considered advisable to conduct a research on the topic "Didactic bases of work on forming a culture of preschool children in physical culture classes".

The object and subject of research: The object of the research is the process of formation of organizing the behavioral culture of children in physical education classes in preschool education. And the subject of the research is the formation of behavioral culture of preschool children in physical education classes on an innovative didactic basis.

Targets and objectives of the research:

The aim of the study is to identify the didactic bases for developing a behavioral culture of preschool children in physical culture classes, and to develop innovative sport-oriented didactic modeling practices.

The objectives of the research are:

- identify the didactic basis of work to develop a culture of behavior in children during physical culture sessions;
- to reveal the possibilities of a culture of behavior in programs and methodological materials;
- to give an analysis of the theoretical and pedagogical literature on the problem, the preschool education program;
- to analyze the problem of preschool age groups (3-6 years) in physical culture;
- determine the extent to which parents comply with the requirements for forming a culture of preschool children in the family, and the extent of cooperation between the educator and the parent.

Methods of the research:

The research is based on the national-moral values of contemporary educators, ethical analysis of behavioral culture, national-moral and universal ideals of behavioral culture, state documents and decisions on pre-school education, the basis of behavioral principles. The systematic study of the problem, analysis of theoretical and methodological literature on the research, observation, interviews, questionnaires of diagnostic and summary character, and pedagogical experiments were used to achieve the goals and objectives of the research process.

The orphan houses and kindergartens No 240, 250 and 257 of Khatai district, No 264 of Nizami district of Baku city, village kindergartens, orphan houses-kindergartens No 4 and 7 of Barda city, village kindergartens, orphan houses-kindergartens No 12 and 17 of Lankaran city, orphan house and kindergartens No 2 of Horadiz city are involved to the research and questionnaires are conducted.

The pedagogical experiment was conducted to test the results of the hypotheses and provisions put forward in the research.

The experiment was carried out in three stages in orphan houses- kindergartens No. 264 of Nizami district of Baku, No. 240, 250, 257 of Khatai district, No. 7 of Barda city and No. 2 of Horadiz city.

In the first stage the ways of forming behavioral culture in preschool children were studied, pedagogical and methodological literature was analyzed, surveys were conducted and the current situation in physical culture classes was studied. In order to clarify the general basis of the research: purpose, object, subject and hypotheses, a descriptive experiment was set up.

In the second stage in order to increase the effectiveness of the formation of behavioral culture of preschool children in physical culture classes, educational work was carried out on the methodology developed with sports-oriented didactic games organized in innovative stages.

Scientific-methodical analysis of sports-oriented didactic games applied in the third stage was carried out, the obtained results were compared with previous stages, effectiveness of innovative

didactic bases, sports-oriented didactic games proposed for effective organization of formation of behavioral culture in physical culture classes. Approved. Experimental materials of the research are summarized, the obtained results are formed.

Main clauses defended:

- the essence and importance of forming a culture of behavior in preschool children in physical culture classes;
- didactic bases of formation of behavioral culture of preschool children in physical culture classes;
- technologies of innovative based sport-oriented didactic games on the formation of behavioral culture in physical culture based on the principles of identity and results.

The scientific novelty of the research is the didactic basis of the work on the formation of behavioral culture of preschool children in physical culture classes organized with interactive training stages, the organization of sports-oriented didactic games, innovative ways and principles of educator-teacher-parent cooperation. Theoretical and practical significance of the research:

Theoretical and practical significance of the research. Scientific and methodological experimental ideas of the problem, the didactic basis of the formation of preschool culture of physical education in the physical culture classes, as well as innovative technologies for the formation of behavioral culture constitute the theoretical significance of the research.

The practical significance of the research is in the activities of educators and teachers of pre-school education institutions operating in the country, as well as in improving curriculum development, methodological literature, teaching materials, lectures and seminars for high school teachers and students. Organize the application of the curriculum (curriculum) (3-6 years).

Approbation and application:

The main provisions of the research are reflected in scientific-practical conferences and seminars, lectures and speeches, 12 journal articles and 7 conference articles are composed. The results of the research were also disseminated in the training courses we conducted with preschool leaders, methodologists, educators as teachers.

The name of the institution where the dissertation work was performed. The dissertation was completed at the Department of Preschool Education Pedagogy of Azerbaijan State Pedagogical University.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The introductory part of the dissertation work is 9 pages, 17638 signs, Chapter I 52 paces, 96 512 singsns, Chapter II 78 paces, 13 939 signs, the conclusion part is 4 paces, 8155 signs, literarture list 13 pacesç 19136 sings, The total volume of the dissertation is consisting with signs 158 paces, 285 738 signs.

PRINCIPLE TOPIC OF THE DISSERTATION

The actuality and the degree of development of the topic, the objectives and targets of the research, the research methods, the main provisions for defense, the scientific novelty of the research, the theoretical and practical significance of the research, the organization of the dissertation are presented in the introduction. The total volume of the dissertation with reference is provided.

First chapter of the dissertation consists of four paragraphs under title **“Scientific-theoretic problems on the formation of the behavioral culture of the preschoolers at the classes of the physical culture”**. The first paragraph of the first chapter is called **“Essence, content, objectives, principles, methods and duties of the formation of the behavioral culture of the preschoolers”** and it states that the culture of the person correlates with his cultural development level. *“Culture is the modern level of development of man and society, the material and moral values that human beings create and transmit from generation to generation”*⁷.

⁷<https://az.wikipedia.org/wiki>

Studies show that different researchers have at various times revealed the essence of behavioral education and have expressed interesting points about it.

The textbook "National Pedagogy of Azerbaijan", published in 1993 by the professors A.Sh. Hashimov and F.Sadigov, in the textbook "Pedagogy", published in 1996 by the professors N.M. Kazimov and A.Sh. Hashimov, in the textbook "Preschool Pedagogy" prepared by prof. A.M. Hasanov in 2000, in the textbook "Higher School Pedagogy", prepared by N.M.Kazimov in 2006, in the textbook by professors A.H. Pashayev and F.A. Rustamov, published in 2007, etc. all of the authors provide a small explanation of the concept of culture of behavior and the ways in which it is applied in the part of moral education. The listed pedagogical literature have not a chapter or paragraph on the essence and content of the culture of behavior.

The following tasks can be identified for the effective organization of the preschool culture of preschool children: strengthening of parents' and teachers' supervision over the formation of children's behavioral culture, providing specific knowledge and explanations about it; work to demonstrate behavioral knowledge in the form of skills for children in daily activities; identify measures to eliminate unethical behavior in children; increasing parental and teacher-teacher control over their own behavior to achieve the effectiveness of shaping children's behavioral culture.

All these reasons imply a serious approach to the problem in kindergartens, the systematic implementation of rules for cultural behavior for children with concrete examples and tasks, as an important pedagogical principle.

Second paragraph of the first chapter is titled **“Statement of the problem in pedagogic-method literature”** and it shows that understanding of the culture of behavior in research, pedagogical literature, methodological materials, its essence, content, tasks, methods of teaching, etc. is ambiguous. Thus, there are some differences in the studies of educators and psychologists regarding the formation of a culture of behavior. In classical and modern literature, the culture of behavior given to both the school and

preschool levels is essentially identical in their settings, and the different rules and requirements given by them show different approaches to forming a culture of behavior.

Associate Professor S.H. Hasanova studied the issues of nurturing a culture of behavior of young schoolchildren, their opportunities and ways. In her research, she examined the behavior of Azerbaijani thinkers in oral and written art monuments, from the epic "DedeGorgud", from Zarathust and Bahmanyar, G.Tabizi, H. Shirvani, N. Ganjavi, M. Fuzuli and others, up to our present time, many researchers, professors, such as A.M.Yusifzade, M.A. Muradkhanov, A.Seyidov, A.Sh. Hashimov, Z.B. Goyushov, Y. Sh.Karimov, A. A. Agaheyev and others, as well as from the Russian educators, such as G.U.Shushkina, Y. Vuchkova, B.B.Busheleva and others explored their views on the culture of ethics and behavior, and extensively covered them in research"⁸. The challenges posed by the formation of a culture of child behavior in the family and school, the ways in which effective forms and methods of work are shaped, and the behavior of schoolchildren during extracurricular activities is studied.

Professors A. Alizade and A.N. Abbasov see the formation of children's behavior in the family's parent relationship with each other. At the same time, they are focusing on issues such as how parents treat each other with respect and the impact of positive psychological effects on parent-child relationships on the formation of children's behavioral culture"⁹.

In 1998, educational work in the "Preschool Education and Training Program" was designed on the basis of health and physical development of children, the rules of conduct, cultural and hygienic habits, pedagogical requirements and principles"¹⁰.

⁸Həsənova S.H. Kiçik yaşlı məktəblilərin davranış mədəniyyəti tərbiyəsi üzrə işin imkanları və yolları: Ped. elm. nam. ...dis. Bakı,1991, 157 s.

⁹ Əlizadə Ə.Ə., Abbasov A.N. Ailə (IX siniflər üçün dərslik) Bakı: Maarif, 1989, 276 s.

¹⁰Nəzərov A.M. Məktəbəqədər pedaqogika fənni üzrə proqram. Bakı: ADPU-nun nəşriyyatı, 2013, 55 s. (səh. 18).

However, the changing requirements of the time and the integrative nature of education showed that the 1998 program did not meet today's modern requirements. For this reason, the "Preschool education program (curriculum) in the Republic of Azerbaijan (3-6 years)" approved by the order No. 1329 of the Ministry of Education of the Republic of Azerbaijan dated July 10, 2012 was prepared. On April 11, 2022, the order No. F-181 of the Ministry of Education approved the "Improved form of the preschool education program (curriculum). The content of the innovative program, which serves to increase the intelligence of preschool children on the basis of four areas of development, covers the ages of 3-6, provides content for middle, senior and preschool groups, integrates the development of children's mental and physical development, behavioral culture.

Research on the problem, analysis of the literature showed that textbooks, methodical aids, recommendations, books, booklets on the problem were published, and several dissertations were written. However, many of these works cover the morals and behavior of students, and some of them cover the development of moral education of preschool children. It should be noted that not all pedagogical literature explains the concept of behavioral culture in a concrete, meaningful way, and there are no special tools or special paragraphs or sections in textbooks on the content of the formation of behavioral culture in preschool children. Thus, the results of the literature analysis show that there is a serious need to develop the necessary methodological tools in this area in order to form a behavioral culture of preschool children.

The third paragraph, entitled ***"Formation of behavioral culture of preschool children in physical education classes in the preschool education program (curriculum)"*** states that the preschool education program (curriculum) was approved by the Minister of Education of the Republic of Azerbaijan on April 11, 2022, F-181. 5.4 of the *"State Standard of Preschool Education in the Republic of Azerbaijan"* approved by the Resolution No. 351 of the Cabinet of Ministers dated August 08, 2019. "The program"

included in the educational base of preschool education "applies to all preschool educational institutions in the country."¹¹

According to the content of the program, the general development of preschool children is carried out in four areas of development:

1. The field of physical development, health and safety development includes the protection of the health of preschool children, the acquisition of basic ideas about how to move safely, large and small motor skills, traffic rules, cultural behavior in public places, hygiene and self-care skills, etc. serves the development.

The field of cognitive development is to master the culture of speech in preschool children, to establish communicative relations, to say the names and signs of things and events, to make logical judgments about them, to analyze and generalize, and so on. regulates the development of their behavior by forming skills.

The field of aesthetic and creative development serves the formation of skills in children, such as the creation of elementary artistic patterns, feeling the beauty of the world around them.

The field of socio-emotional development includes friendship, care, mutual assistance, compromise and so on. serves to form moral qualities such as.

The fourth paragraph, entitled *"Analysis of the current situation in preschool education in terms of the problem,"* discusses the analysis of the situation in kindergartens and the results of the study of children's behavioral culture. While studying the situation in Baku city Nizami district 264, Khatai district 240, 250, 257, Barda city 7, Horadiz city 2, Lankaran city 12, 116 educators-teachers in the middle, large and school preparation groups of orphanages-kindergartens and rural kindergartens No17 , Surveys were conducted with 170 parents and 440 children. The results of the analysis of the answers of 116 educators are reflected in the table:

¹¹ <http://e-qanun.az/framework/43192>

Table 1.4.1.

№	Questions	Answers	Answers of the educator-teachers
1.	Do you consider it necessary to hold didactic games with preschool children in physical culture classes?	-yes	106 (91,3%)
		- no	2 (1,8 %)
		- it is necessary in some cases	8 (6,9%)
2.	What types of didactic games do you use?	-games with toys	100 (100%)
		On table printing games: - “Collect pictures”	25 (21,5%)
		- “Find the pair”	21 (18,1%)
		- “Find sport type”	16 (13,7%)
		- oral games	97 (83,6%)
3.	What is the significance of didactic games on physical culture?	- assist to the development of thinking;	79 (68,1%)
		- Provides mental development as well as physical development of children.	37 (31,9 %)
4.	Do you need to hold sports-oriented didactic games in order to develop children's behavioral culture in physical culture classes?	-yes;	81 (69,8%)
		–no,	2 (1,7 %)
		-sometimes;	7 (6,1 %)
		- regular.	26 (22,4 %)

As can be seen from the results, most of the educators noted the need to hold didactic games in physical education classes.

Let's take a look at the results of a survey of 170 parents on the problem:

Table 1.4.2

№	Questions	Answers	Parents` answers
1.	Do you take into account the interests and desires of the child in the family?	- yes	81 (47,7%)
		- no	71 (41,8%)
		- in some cases	18 (10,5%)
2.	Who does the child play with at home?	-playing with his sister	42 (24,8%)
		-play with his brother	40 (23,6%)
		- Plays with his mother	24 (14,1%)
		- Plays with his father	18 (10,5%)
		- Plays with other family members	46 (27%)
3.	What games do you play with your child the most?	-domino	23 (13,5%)
		- squares	17 (10%)
		-play with puzzles	35 (20,5%)
		-install with squares	20 (11,8%)
		- with toys	50 (29,4%)
4.	Does your child enjoy socializing with family members?	-collect game	38 (22,3%)
		-likes	69 (40,5%)
		- enters to the intercourse sometimes	71 (41,8%)
5.	How does your child treat the people he plays with during the game?	-self isolation	30 (17,7%)
		- communitaes easily, does not argue	63 (37,5%)
		- frequently argues	49 (27,6%)
		-apologizes when upset	43 (25,2%)
		-Touchy	15 (8,8%)

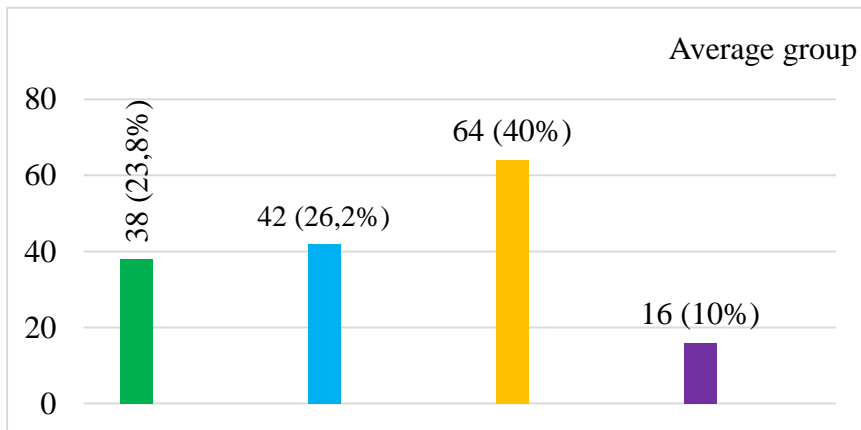
Continuation of table 1.4.2.

6.	What is your child's interest in the game?	-play with enthusiasm	60 (35,2%)
		-Little interest in the game	30 (17,7%)
		-likes installation	20 (11,8%)
		-active in action games	60 (35,3%)

The results of the survey show that the majority of parents do not take into account the wishes of their children, do not communicate with them, few parents play with their children, most children are active in mobile games, sports-oriented didactic games are not given much space in the family. directed to programs, etc. showed.

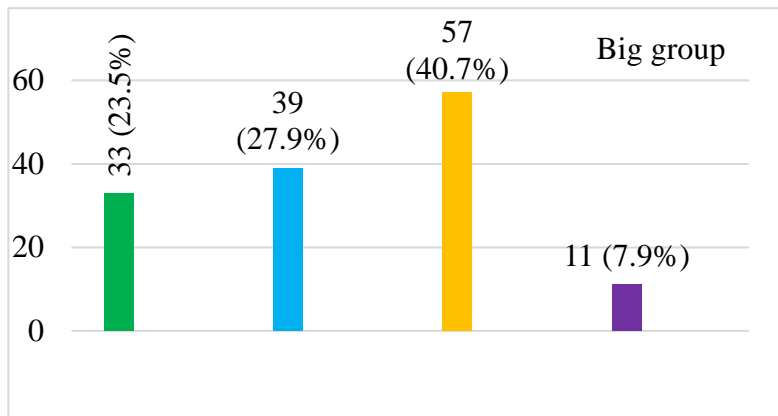
The level analysis of the answers to the diagnostic surveys conducted with children in secondary, senior and pre-school groups according to the tables 1.4.3, 1.4.4 and 1.4.5 in the dissertation generally resulted in the following indicators:

Diagram 1.4.3



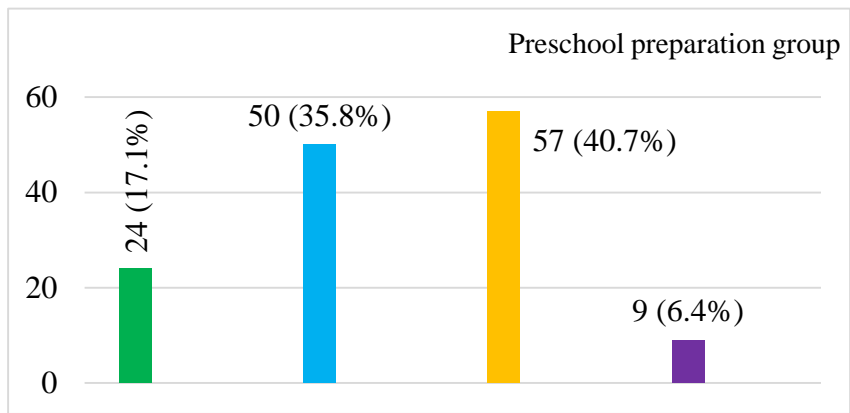
High level: 23,8%	Average level: 26,2%	Low level: 40%	Not answered persons: 10%
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Diagram 1.4.4



High level: 23,5%	Average level: 27,9%	Low level: 40,7%	Not answered persons: 7,9%
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Diagram 1.4.5



High level: 17,1%	Average level: 35,8%	Low level: 40,7%	Not answered persons: 6,4%
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The general results of children's responses by age show that most of them use speech etiquette less in communication, do not organize interaction with their peers properly, prefer to play alone, few children follow the rules of self-care and hygiene, and so on. showed. Familiarity with the situation leads us to conclude that the current situation with the problem of physical culture classes in preschools does not meet the innovative requirements. The reason is the lack of methodology in this area, which is due to the fact that educators pay little attention to this issue in the classroom, do not take seriously the fact that children demonstrate their knowledge of behavioral culture in their skills, and so on, shows itself.

The second chapter is entitled "***Practical issues of didactic organization of work on the formation of behavioral culture of preschool children in physical culture classes***" and consists of four paragraphs. In the first paragraph of the second chapter, entitled "Organization of the formation and development of behavioral culture of preschool children in physical education classes with new technologies", the organization of physical culture classes with interactive learning technologies, the current planning of physical culture classes is marked by the following indicators:

- "*Standard; Subject; Purpose; Integration; Work form; Method of work; Resources.*"¹² The selection of sub-standards to be implemented here is a key tool for setting goals, integrating with other areas of development, defining the form of work and methods of work, and sequentially organizing the resources to be used. Interactive physical education classes that serve the implementation of standards are held in medium and large groups in the following stages:

- "Introduction I; Part II: General Developmental Actions; Part III"¹³.

¹² Məktəbəqədər təhsil proqramı (kurikulumu). Bakı: 2022, s. 44. https://edu.gov.az/uploads/emre-elave/2022/mektebeqeder_tehsil_proqrami_kurikulum.pdf

¹³Cəfərova L.K. Uşaq bağçasının böyük qrupunda fiziki mədəniyyət üzrə işin təşkili / M.İsmayılova. Bakı: Çarşıoğlu, 2009, s. 15.

In the pre-school groups of preschool educational institutions, the interactive physical culture lesson consists of the following stages:

- "I. Warm-up exercises; II. General developmental actions; III. Calming actions. "¹⁴

In the training, children easily demonstrate their skills in the forms of "Individual work", "Working in pairs", "Working in groups" and "Collective work".

The second paragraph, entitled "*Ways to use games in the formation of behavioral culture of preschool children in physical education classes and the organization of sports-oriented didactic games*" they have friendship and camaraderie, honesty, truthfulness, collectivism, responsibility, patience, discipline, success together, and so on. The formation of moral qualities such as is noted.

Games for preschoolers are divided into two groups:

- creative games; regular games.

Creative games are created by children according to the events they see in the world around them.

Regular games are brought to children's lives by adults.

Regular games are divided into two types:

- mobile games; didactic games.

Moving games are national movement games created by people for centuries.

During the organization of didactic games in physical culture classes, which are divided into types of toys, board games and oral games, a pair of pictures of sports equipment, toys by type, color, etc., given on the subject. to find, group, name, related to health, cleanliness, etc. during oral games. find the riddles told, have conversations on various topics related to the culture of behavior, etc. plays an important role in shaping children's behavioral culture.

Experience shows that there is a great need for sports-oriented didactic games in the formation of behavioral culture of

¹⁴ Cəfərova L.K. Məktəbə hazırlaşırıq (metodik vəsait, 1-ci və 2-ci kitablar üzrə) / K.Salayev, Ü.Nurullayeva, Ş.Quliyeva. Bakı: Çapaşloğlu, -2019. s. 10.

preschool children in the physical culture classes of preschool institutions.

It should be noted that didactic toys also have a great impact on the development of behavioral culture of preschool children. Didactic toys, which are the child's "playmate" and "favorite", are the most important tool for children to acquire knowledge on the subject. Didactic toys, pictures, etc. related to sports and equipment in physical culture classes. The impact of sports-oriented didactic games on the formation of children's behavioral culture was once again demonstrated in practice. In this regard, in one of the physical culture classes held in the experimental groups, for example, in the middle group of the nursery-kindergarten No. 240 of Khatai district, the teacher demonstrated a scene on cleanliness. children repeat the riddles with facial expressions and gestures and answer the riddles, the educator-teacher advises the children to talk to their parents at home about today's topic, etc. By creating a high mood in children, they acquire basic knowledge and skills related to cleanliness, as well as regular cooperation of parents with educators in the transformation of these behavioral criteria into competencies in children's skills, etc.

The third paragraph, entitled "The role of naturalists, teachers and parents in shaping the behavioral culture of preschool children in physical education classes" shows that one of the main requirements for shaping children's behavioral culture in the family is regular cooperation of children with other family members and family members and parents. At the same time, the development of children's behavioral culture in the family is more pronounced during didactic games. Thus, parents should discuss with children about sanitary and hygienic rules, regime, health, etc. Sports-oriented didactic games give a great impetus to the development of children's behavioral culture.

The fourth paragraph of the second chapter, entitled "The content and results of experimental work on the formation of behavioral culture of preschool children in physical education classes" defines the content of the experiment in relation to the goals and objectives of the study. The purpose of the experiment was to

reveal the effect of didactic games on the formation of behavioral culture in physical education classes of preschool children.

The experiment is aimed at solving the following tasks:

1. Development of methods of sports-oriented didactic games and examples of interactive step-by-step lessons in order to determine the diagnostic level of behavioral culture of preschool children in physical culture classes and to form and develop their behavioral culture.

2. Practical application of sports-oriented didactic game methodology aimed at the development of children's behavioral culture in physical culture lessons prepared with interactive stages;

3. To determine the degree of impact of sports-oriented didactic games on children's behavior in physical culture classes and to determine the level of children's mastery of the rules of behavior through sports-oriented didactic games.

To solve the tasks, it was determined to conduct a pedagogical experiment in 3 stages:

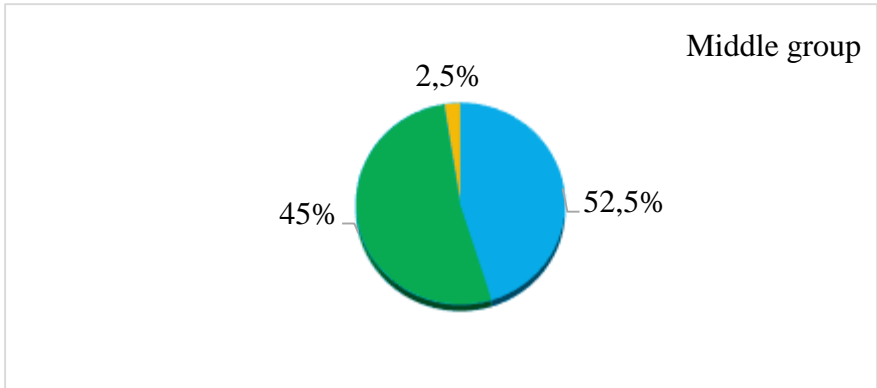
In the first stage of the experiment, Baku city Nizami district 264, Khatai district 240, 250, 257 nurseries-kindergartens, Barda city nurseries-4 and 7 kindergartens and rural kindergartens, Lankaran city nurseries 12, 17 The state of the work carried out on the development of children's behavioral culture in physical culture classes in kindergartens, rural kindergartens, Fizuli region, Gaidish-6 settlement, kindergarten No. 1 and Horadiz city kindergarten No. 2 was determined. For this purpose, a total of 440 children, 116 educators and 170 parents were surveyed.

In the second stage of the experiment, a methodology of sports-oriented didactic games and trainings organized with innovative strategies and interactive stages aimed at the formation of children's behavioral culture was developed and applied in physical culture classes.

Results of summative work with 120 children in secondary, large and school-preparatory experimental groups of kindergartens No. 264, Khatai district, 240, 250, 257, Barda city No. 7 and Horadiz city No. 2 of Baku city were analyzed on the basis of observations and surveys conducted at the stage of The summative results of the

experimental groups were evaluated by analyzing the criteria developed for each age group on the basis of content standards, and in the third stage of the experiment the results were evaluated with high, medium and low levels:

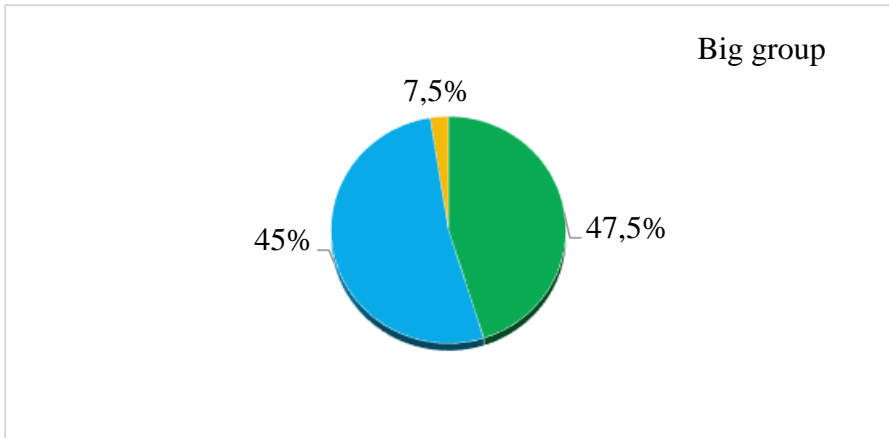
Diagram 2.4.24



High level : 45%	Average level: 52,5%	Low level: 2,5%
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Let's look at the analysis of the results of large groups:

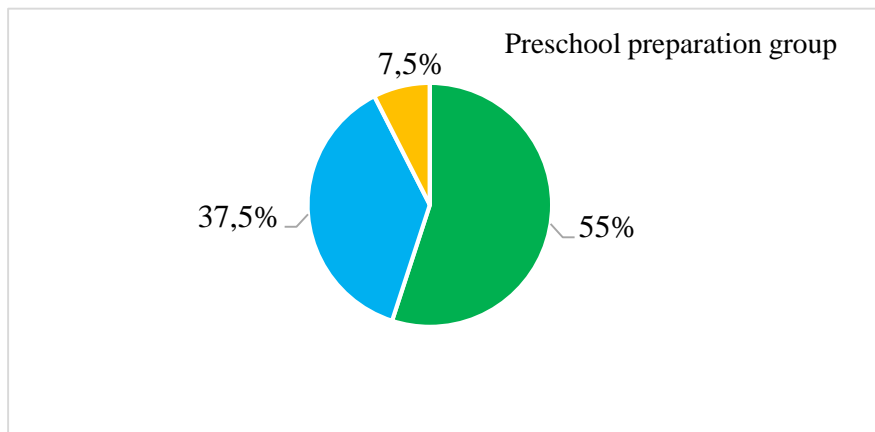
Diagram 2.4.25



High level: 47,5%	Average level: 45%	Low level: 7,5%
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Let's look at the analysis of the results of large groups:

Diagram 2.4.26



High level: 55%	Average level: 37,5%	Low level: 7,5%
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Thus, the analysis of the results of the third stage of the pedagogical experiment showed that the rate of formation of behavioral culture through sports-oriented didactic games in physical education classes was average in many children in the middle groups, and high in older and preschool groups.

The study allows us to draw the following conclusions:

Conclusion

Analysis of scientific and methodological literature, practical, experimental work performed showed that the work on the development of children's behavioral culture in physical education classes in preschool institutions is not carried out at a level that meets

modern requirements. In this regard, the study led to the following conclusions:

1. As a result of the analysis of psychological and pedagogical literature, it was determined that a single training complex of sports-oriented didactic games has not been developed in the methodology of preschool education in order to form the behavioral culture of children in physical culture classes¹⁵.

2. Analytical analysis of the formation of children's behavioral culture in physical culture classes, the study of its level of development, the renewal of the content and its application on a didactic basis can be considered as necessary nuances aimed at the development of children's behavioral culture¹⁶.

3. The declaration of 2024 as the "Year of Solidarity for the Green World" in our republic, as well as the projects and events held in preschool educational institutions related to nature protection, are of particular importance in the formation of children's ecological culture. In these processes, children's continuous application of the knowledge they have acquired about nature protection in practice both in kindergarten and in the family creates the basis for the strengthening of ecological behavioral norms in children's skills and their transformation into habits.¹⁷

4. Experience shows that organizing physical education classes with innovations such as interactive stages, new learning technologies, sports-oriented didactic games, etc., ensures the integration of the components of behavioral culture, creating ample

¹⁵ Fiziki mədəniyyət məşğələlərində məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin formalaşdırılmasında didaktik oyunların rolu // - Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, - 2020 (42). C. 11, № 2, - s. 91.

¹⁶ Fiziki mədəniyyət məşğələlərində məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin formalaşdırılmasında didaktik oyunların rolu // - Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, - 2020 (42). C. 11, № 2, - s. 91.

¹⁷ “Yaşıl dünya naminə həmrəylik ili” ilə əlaqədar keçirilən tədbirlərin məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin formalaşdırılmasına təsiri // – Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, –2024. C. 91, № 5, – s. 21.

opportunities for children to easily master behavioral skills during the class.¹⁸ .

5. In the process of conducting various types of sports-oriented didactic games (objects-toys, table-print and oral) in physical culture classes, children select and combine pairs of pictures related to sports equipment, list their names, distinguish them by color, health and cleanliness. telling riddles, answering questions, etc. plays a major role in the formation of behavioral cultures in their treatment of their peers, educators and other people around them¹⁹ .

6. It has been found that the demonstration of behavioral patterns is more effective in the formation of behavioral culture and personalities of preschool children than the verbal influence. In this regard, every parent and educator must strictly control their behavior and demonstrate high moral qualities in their relationships with children and others around them²⁰.

7. Experiments show that joint play activity forms in children compromises, sharing (toys, etc.), caring for each other, evaluating their activities, waiting for their turn in the game, a sense of responsibility, using speech etiquette, etc. ethical behavior rules²¹.

8. The use of sports-oriented didactic games in physical culture classes organized on the basis of didactic principles has an

¹⁸ Mammadova, K.R. An innovative approach to the development of behavioral culture in preschoolers through physical education classes // Современные подходы к оптимизации процесса физического воспитания, спортивной тренировки и оздоровления населения. Сборник научных статей. XXIII Международная научно-практическая конференция, - Нижний Новгород. Изд-во ННГУ, - 28-30 ноября, - 2024, - с. 67-72.

¹⁹ Məktəbəqədər təhsil müəssisələrinin fiziki mədəniyyət məşğələlərində uşaqların davranışının didaktik əsaslarla inkişaf etdirilməsi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2020. C.87, № 1, - s. 105..

²⁰ Məktəbəqədər dövrdə fiziki mədəniyyət məşğələlərinin uşaq şəxsiyyətinin inkişafına və humanist münasibətlərinin formalaşmasına təsiri // “Təhsildə mənəvi-əxlaqi dəyərlər: harmonik şəxsiyyətin inkişafı” mövzusunda Beynəlxalq elmi konfrans materialları, - Bakı: ARTPI-nin Təhsil Texnologiyaları Mərkəzi, - 5-6 dekabr, - 2014, - s. 128.

²¹ Мамедова, К.Р. Влияние занятий физической культурой на поведение и общее развитие детей дошкольного возраста // - Тбилиси: Межкультурные коммуникации, - 2015. № 25, - с. 216.

instructive character in the mental and physical development of children. By developing ethical skills, they are able to demonstrate and, through repetition, become competent in their behavior²².

9. Behavioral criteria covered in the training standards for middle, senior and pre-school age groups in the areas of development of the “Preschool education program (curriculum) (3-6 years) in the Republic of Azerbaijan” are regularly implemented in various types of activities in physical culture classes by the end of the year. This systematization and integration between learning standards ensures that ethical criteria that reflect social qualities become competent in children's behavior, while serving the continuous development of learning content²³.

10. The research revealed low level of professional training of educators in the use of sports-oriented didactic games related to the development of children's behavioral culture in physical culture classes, did not expect integration in the lessons and did not meet modern requirements²⁴.

11. The analysis of the formation of behavioral culture of preschool children in physical education classes showed that the current situation in the physical culture classes of preschools does not meet the innovative requirements. The reason is that only moving games are preferred in the training, didactic games are not used and methodology is not developed in this area, which is also an educator's leads to teachers' inability to properly establish a parent-caregiver-teacher-child relationship with the problem. From this point of view, concluding that didactic games in physical culture classes have a practical significance in the formation of behavioral

²² Uşaq bağçalarında fiziki mədəniyyət məşğələlərində Azərbaycan milli-xalq və vətənpərvərliklə bağlı oyunların vasitəsi ilə davranış mədəniyyətinin formalaşdırılması // Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, 2016. C. 27, №3, s. 109.

²³ Məktəbəqədər təhsil müəssisələrində uşaqların sosial səriştəliliyinin formalaşdırılması texnologiyası nümunəvi davranışın şərti kimi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2019. C. 86, № 5, - s. 91.

²⁴ Məktəbəqədər təhsil müəssisələrinin fiziki mədəniyyət məşğələlərində uşaqların davranışının didaktik əsaslarla inkişaf etdirilməsi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2020. C.87, № 1, - s. 103.

culture, the revision of the methodology in this area is presented as the basis for the urgency of the problem²⁵.

12. Research on the problem shows that children's personal qualities, potentials, what games they are interested in, their behavior with their peers during the game, their relationships with others, and so on. The reason for the lack of information about parents is that children are superficial in their play and do not control them during the game. Although parents attribute this to the fact that they spend less time with the child due to the heavy workload at home, experience shows that for such unreasonable reasons, children's play alone, unsupervised, leads to poor behavior and low levels of behavior²⁶.

13. When using different types of games in physical culture classes, Azerbaijani national folk games, characters from folk tales, examples of folklore, aesthetic feelings created by artistic elements in children, moral qualities have a great impact on the formation of their behavioral culture²⁷.

14. During the research, it was found that the interaction of educators with parents in the formation of children's behavioral culture in physical education classes, the application of their recommendations in this area by parents in the family, especially with parents on the issue the organization of seminars, talks, debates promotes the successful formation of children's behavioral culture²⁸.

15. It has been established that play and labor play an important role in the formation of tolerance in preschool children.

²⁵ Məktəbəqədər təhsil müəssisələrinin fiziki mədəniyyət məşğələlərində uşaqların davranışının didaktik əsaslarla inkişaf etdirilməsi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2020. C.87 № 1, - s. 103.

²⁶ Oyun uşaq şəxsiyyətinin inkişafının vasitəsi kimi // - Bakı: Məktəbəqədər və ibtidai təhsil, - 2011. C. 194, №1, - s. 50-51.

²⁷ Uşaq bağçalarında fiziki mədəniyyət məşğələlərində Azərbaycan milli-xalq və vətənpərvərliklə bağlı oyunların vasitəsi ilə davranış mədəniyyətinin formalaşdırılması // - Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, - 2016. C. 27, №3, - s. 107-111.

²⁸ Məktəbəqədər təhsil müəssisələrinin fiziki mədəniyyət məşğələlərində uşaqların davranışının didaktik əsaslarla inkişaf etdirilməsi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2020. C.87, № 1, - s. 105.

During the game or other events and celebrations, children have the opportunity to get acquainted with the traditions of the peoples of the world. At the same time, during labor activities, children have the opportunity to apply the rules they have learned based on their observations to practice in joint activities²⁹.

16. Research shows that the implementation of standards reflecting behavioral components in physical culture exercises in children's skills during sports-oriented didactic games encourages their free activity and results in them demonstrating the new knowledge they have acquired about behavior in their skills. This, in turn, affects children's skills in following the rules of the game, listening to the tutor-teacher and their friends, working together, following the rules of discipline, handling things and toys correctly, sharing them with friends, making compromises, etc. creates the basis for the formation of rules of conduct³⁰

The following suggestions were made for the study:

1. Sports-oriented didactic games that ensure the interactive and integrative development of children's behavioral culture should be systematically organized in the physical culture classes of preschool educational institutions.

2. For the normal organization of the formation of children's behavioral culture with the help of sports-oriented didactic games in physical culture classes, printed sports-oriented didactic game materials (in the form of cards, pairs of pictures) should be published.

3. A single training complex of sports-oriented didactic games aimed at the development of children's behavioral culture in physical culture classes of preschool educational institutions should be developed.

²⁹ Uşaqların davranışı və tolerantlıq mədəniyyəti // - Bakı: Azərbaycan məktəbi, - 2014. C. 663, №5, - s. 64-65

³⁰ Formation of behavioral culture of pre-school children in interactive phased physical culture exercises organized with sports-oriented didactic games // - Ukraine (Kyiv): Bulletin of Postgraduate education. Issue 22(51) Educational Sciences Series (Category «B»), - 2022. - p. 76-77.

The main content of the dissertation is reflected in the following published scientific works of the applicant:

1. Məmmədova, K.R. Oyun uşaq şəxsiyyətinin inkişafının vasitəsi kimi.// - Bakı: Məktəbəqədər və ibtidai təhsil, - 2011. C. 194, №1, - s. 48-51.

2. Məmmədova, K.R. Məktəbəqədər dövrdə davranış mədəniyyətinin məzmunu // “Təhsil sistemində gənc nəslin təlim-tərbiyəsi üzrə işin təşkili və onun yaxşılaşdırılması istiqamətləri” mövzusunda Respublika elmi konfransının materialları, - Bakı: Mütərcim, - 28 iyun, - 2012, - s. 181-183.

3. Məmmədova, K.R. Böyük məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin inkişafında valideyn və tərbiyəçilərin əlbir işi // - Bakı: Azərbaycan Respublikası Təhsil Problemləri İnstitutunun Elmi əsərləri, - 2012. №4, - s. 202-204.

4. Məmmədova, K.R. Məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin inkişafında fiziki tərbiyənin rolu // Doktorant və gənc tədqiqatçıların XVIII Respublika elmi konfransının materialları, - Bakı: Mütərcim, - 19-20 dekabr, - 2013. C. 2, - s. 388-389.

5. Məmmədova, K.R. Gün rejiminin uşaqların davranış mədəniyyətinə və fiziki inkişafına təsiri // - Bakı: Məktəbəqədər və ibtidai təhsil, - 2014. C. 209, №4, - s. 28-31.

6. Məmmədova, K.R. Uşaqların davranışı və tolerantlıq mədəniyyəti // - Bakı: Azərbaycan məktəbi, - 2014. C. 663, №5, - s. 63-66.

7. Məmmədova, K.R. Məktəbəqədər dövrdə fiziki mədəniyyət məşğələlərinin uşaq şəxsiyyətinin inkişafına və humanist münasibətlərinin formalaşmasına təsiri // “Təhsildə mənəvi-əxlaqi dəyərlər: harmonik şəxsiyyətin inkişafı” mövzusunda Beynəlxalq elmi konfrans materialları, - Bakı: ARTPI-nin Təhsil Texnologiyaları Mərkəzi, - 5-6 dekabr, - 2014, - s. 127-129.

8. Məmmədova, K.R. Ekoloji mədəniyyətin formalaşdırılması məktəbəqədər yaşlı uşaqların təbiətə olan münasibətlərinə və davranış mədəniyyətinə təsir edən amil kimi // - Bakı: Azərbaycan Respublikası Təhsil Problemləri İnstitutunun Elmi əsərləri, - 2016. C. 83, №2, - s. 211-214.

9. Məmmədova, K.R. Uşaq bağçalarında fiziki mədəniyyət məşğələlərində Azərbaycan milli-xalq və vətənpərvərliklə bağlı oyunların vasitəsi ilə davranış mədəniyyətinin formalaşdırılması // - Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, - 2016. C. 27, №3, - s. 107-111

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müasir yanaşmalar” mövzusunda beynəlxalq elmi konfrans materialları, - Naxçıvan şəhəri: Bakı: ARTPI-nin Təhsil Texnologiyaları Mərkəzi, - 25 noyabr, - 2016. C. 2, - s. 93-94.

11. Məmmədova, K.R. Məktəbəqədər təhsil müəssisələrində uşaqların sosial səriştəliliyinin formalaşdırılması texnologiyası nümunəvi davranışın şərti kimi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2019. C. 86, № 5, - s. 89-93.

12. Məmmədova, K.R. Fiziki mədəniyyət məşğələlərində məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin formalaşdırılmasında didaktik oyunların rolu // - Bakı: Bakı Qızlar Universitetinin Elmi əsərləri, - 2020. C. 11, № 2 (42), - s. 90-95.

13. Məmmədova, K.R. Məktəbəqədər təhsil müəssisələrinin fiziki mədəniyyət məşğələlərində uşaqların davranışının didaktik əsaslarla inkişaf etdirilməsi // - Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, - 2020. C. 87, № 1, - s. 102-106.

14. Mammadova K.R. Formation of behavioral culture of pre-school children in interactive phased physical culture exercises organized with sports-oriented didactic games // - Ukraine (Kyiv): Bulletin of Postgraduate education. Issue 22(51) Educational Sciences Series (Category «B»), - 2022. - p. 76-77.

15. Mammadova, K.R. An innovative approach to the development of behavioral culture in preschoolers through physical education classes // Современные подходы к оптимизации процесса физического воспитания, спортивной тренировки и оздоровления населения. Сборник научных статей. XXIII Международная научно-практическая конференция, - Нижний Новгород. Изд-во ННГУ, - 28-30 ноября, - 2024, - с. 67-72.

16. Məmmədova, K.R. “Yaşıl dünya naminə həmrəylik ili” ilə əlaqədar keçirilən tədbirlərin məktəbəqədər yaşlı uşaqların davranış mədəniyyətinin formalaşdırılmasına təsiri // – Bakı: Azərbaycan Respublikası Təhsil İnstitutunun Elmi əsərləri, – c. 91. – 2024. № 5, – s. 17–22.

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