

Technology for teaching children to use English terms used in physical education sessions

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Annotation. Nowadays learning foreign languages is one of the urgent requirement for professional competence. Learning English at school is not considering a number of important points specifically for athletes, in particular, important topics about sports are not touched upon, which determined the topic of this idea.

Key words: manual, programs, athletes, study, role.

Introduction. Sport is the best way to lead nation to peace, harmony, friendship and solidarity. The opportunities created for the widespread application of all types of sports, the development of new directions in it, in turn, led to the formation of national terminology of sports. This process underscores the need to systematize English translations of sports terms and teach them to children from an early age.

A comparative analysis of sports terms in world linguistics on the example of relative and non-relative languages helps to identify not only the differences in the terminology of the languages studied, but also the social factors influencing the development of these languages. Many educational institutions and research centers around the world, including the Russian School of Linguistic Genre, the Australian School of System-Functional Linguistics, the UK Department of Applied Linguistics of English for Special Purposes, and the Michigan Institute of Linguistics in the United States have conducted research on sports terminology. In the current context of globalization, the acceleration and rapprochement of communication and intercultural dialogue are leading to a growing interest in the study of sports terms on a large scale for teaching children to use English terms in physical education sessions.

In recent years, our country has been carrying out consistent reforms in all areas. Attention is paid to the widespread implementation of research in the field of literature, art and science. In particular, the serious attention paid to sports requires the technology of teaching children to use the terms used in physical education in English in the process of rapid formation and development of terminology in this field. In this process, along with the Uzbek language, English, which is a world-renowned means of international communication, also plays an important role in the development of sports terminology.

Teaching of various systematic languages has a great practical importance to teach students on the basis of linguistic criteria (lexical-semantic, grammatical, functional-structural aspects) and to use English terms and professional terms while physical training activities.

Resolution of the President of the Republic of Uzbekistan dated June 3, 2017 № 3031 "On measures for further development of physical culture and mass sports"; decree dated February 7, 2017 № PF-4947 "On action strategy for further development of the Republic of Uzbekistan", 2020; resolution № PP-2909 of April 5, 2018 "On measures to further develop the system of higher education" and PF-536 of March 5, 2018 "On measures to radically improve the system of public administration in the field of sports"; Decree of the Ministry of Preschool Education № 1-mh of June 18, 2018 "State requirements for the development of primary and preschool children" and the State Curriculum of "Ilk Kadam" preschool; the Cabinet of Ministers of the Republic of Uzbekistan dated July 16, 2018 "On state educational institutions" № 542 "On measures to establish sports clubs" as well as in the process of physical education from the first preschool institution in the implementation of the tasks set out in the normative acts, such as professional activity, as defined in the Resolution № 454 of June 3, 2019 "On measures to create a single information system of physical culture and sports" and other regulations to a certain extent it is useful to carry out research work on teaching children to use the English terms used in physical education exercises in English.

Literature review. A number of studies on sports terminology have been conducted in world linguistics. In this direction, foreign scientists such as V.D.Shvayko, R.V.Popov, M.A.Adnan, R.V.Vaynz, E.I.Gureeva, M.Meshch, P.Wait, Z.Murzoev² and Uzbek scientists such as Y.S, Sholomitsky, R.Ismailov, M.Norkin, H.T.Rafiev, M.Kh.Boboyorov, Z.A.Abdullaeva conducted researches.³

Terminology in the linguistics of the XIX-XX centuries was flourished by scientists like D.S.Lotte, G.O.Vinokur, A.A.Reformatsky, E.D.Polivanov, R.A.Budagov, N.N.Amosova, A.D.Hayutin, and Bryson. It was further developed by H. Sonneveld, J. Buronov, R. Doniyorov.⁴ Although the researches have been done in this area, there are still unresolved issues that require new approaches to their research problem. In particular, V.D. Shvayko's scientific research is characterized by a focus on the study of phraseological units in the field of sports in English. In R.V. Weinz's research, the linguostatistics and semantic properties of French units in the English sports lexicon were studied.

In Uzbek linguistics M.H. Boboyorov described the development of terminology in the field of Uzbek language on the basis of internal possibilities and external factors, and Z.A. Abdullaeva studied the influence of historical and social factors on the development of terms. However, the development of sports terms in Uzbek and English, teaching children to use terms used in physical education in English was not the subject of special research.

Consequently, when a term related to a particular sport in English is first used or is likely to be used in the Uzbek language, this process is, of course, a phenomenon related to the *term neologism*. The popularity of such terms is closely related to the development of the industry in which they exist.

The term *physical education* has existed in the history of the Uzbek language and is often replaced by the term physical education, mainly a program of specific exercises

aimed at strengthening health, maturity of the human body and mind, and is an integral part of general education.

Physical culture is part of the general culture, the voluntary attitude of an individual towards physical activity for health. According to the composition of this area a number of processes can be demonstrated, such as hygiene, proper nutrition, and the development of physical activity. Regular activities with physical education and physical culture lead a person to the field of sports. Therefore, in order not to provoke controversy, we have analyzed sports-related terms in our study.

In order to define the boundaries of the studied sports terms, four terminological criteria mentioned by A.A. Soburova have been taken as a basis:

- 1) The terms are not only nominative terms, but also perform a definitive function;
- 2) They have a unambiguous, and monosemantic character;
- 3) Terms are formalized lexical units that are regulated by society;
- 4) In the form of words and phrases on the structure of terms.

The analysis shows that the Uzbek-English dictionary terms that are used in the morning physical education classes in preschools have not been developed fully yet. Given the fact that teaching English to children in kindergarten through games gives its effective results, we think about the technology of conducting physical exercises through English terms.

Research Methodology. Is it difficult for a child to sit and pay attention during the English classes and we know the reason. At this time put your notebooks aside and warm up. For example, the team has compiled a selection of funny rhymes for the most useful exercises in poetry. We can do exercises and learn English together.

Traditional charging in English.

Let's see why a physical minute is essential. Exercising energizes children, disciplines them and increases their productivity in the classroom. Moreover, during a good warm-up, not only the body is involved, but also the mind. In an English lesson, the child repeats the exercises and simultaneously memorizes words, expressions and commands.

It is useful to do exercises in the middle of the lesson: the child has a second wind and it is easier for him to sit out to the end. With a minimum level of knowledge, the child performs the simplest commands. Later, the kids move on to complicated exercises in English.

Tip: gradually add new rhymes to the already learned poems and songs. This will revitalize the activities, and also allow you to learn new vocabulary with your baby.

Here are **exercises in poems** that are often used in physical exercises at school:

*Hands up, Hands down,
Hands on hips, Sit down.*

Warm up for the eyes. It is performed while sitting motionless, only the eyes move:

*Look at the ceiling,
Look at the floor,
Look at the window,*

Look at the door.

The song «**Head, shoulders, knees and toes**». It can be sung with or without music:

*Head, shoulders, knees and toes,
Knees and toes.*

*Head, shoulders, knees, and toes
Knees and toes.
Eyes and ears and mouth and nose
Head, shoulders, knees, and toes,
Knees and toes.*

Warming up with the method TPR

TPR (total physical response) – a method of learning a foreign language, which implies compulsory mobility in the classroom. Exercise is a great way to engage your child in the TPR learning process. During the warm-up, children repeat words with different emotions, play or dance. The vocabulary during the physical minute covers as many verbs of movement as possible. For example, the teacher only points to parts of the body or face, and the children name the right word. In a more difficult version, the teacher says the wrong word, pointing to a certain part of the body, and the children must correct the mistake.

At AllRight.com educators also use the TPR method. Instead of memorized school exercises, we turn on funny songs, accompany them with movements and colorful pictures. The child learns English, plays and warms up at the same time.

Here the list of favorite songs and videos and we can download them for free🎵

Lets learn the actions:

Dream English – What can you do?

ABC kid TV – The Stretching and Exercise Song

Super Simple Songs – Open, shut them

Let's learn emotions and mood:

Super Simple Songs – If you're happy

Super Simple Songs – Hello

Let's learn geometric shapes:

English Sing song – Shape Song

Relaxation exercises. Relaxation (from Lat. Relaxation - weakening, relaxation) - deep muscle relaxation, accompanied by the removal of mental stress. Regular performance of such exercises makes the child calm, balanced, and allows him to better understand his feelings. As a result, the child is in control of himself, controls his emotions and actions. The ability to relax helps children relieve excitement, mental and muscle tension, eliminate anxiety, stiffness, and concentrate. Relaxation exercises are useful for everyone, but especially for children who are often ill, hyperactive, excitable, and anxious. As a rule, such muscle relaxations are carried out by psychologists as an element of the "psycho-gymnastics" health-improving technology. But it is quite possible for teachers to use simple play relaxation exercises in the "tension-relaxation" technique when working with preschoolers. Relaxation is caused by specially selected game techniques:

1. Before doing this exercise with your children, try to do it yourself.
2. Do not forget that tension should be short-term, and relaxation - longer. Draw the attention of the children to how pleasant the state of relaxation and tranquility is.
3. Before each exercise, tune the children up, find a way to get them interested.
4. Do not raise your voice during the relaxation exercise.
5. Exercises are recommended to be performed accompanied by pleasant, calm music.
6. Repeat each exercise no more than 2-3 times. Do not use different exercises at the same time.

7. Learning new relaxation exercises with children should be planned. "Hot-cold"- we are sitting in the autumn forest. It's cold! (Muscle tension: sitting on a chair, arms crossed over his chest, head bowed, muscles are tense). But now our fire has flared up. We are warm, hot ... It's hot! (Relaxation: legs are standing, arms are hanging down). The bonfire gradually fades away. It is cold again it is cold! Let's throw some branches, it kindled again and we are warm, etc. Butterflies (children) fly slowly around the group, flap their wings (tension). Butterflies, fly! At the signal of the bell, the butterflies sit on the flower (chair). Take your places! Hands - the wings are down, the head is down, the body is relaxed. The bell is ringing again, butterflies are flying, and others. *Rain and flowers*. Imagine that you are beautiful flowers. You are beautiful flowers (children stand with raised arms, hands show "tulip" - muscle tension)! It hasn't rained for a long time. It's getting hot, the flowers need water. It's hot! You are thirsty! The flowers have withered. First, the heads lowered (children lowered their hands, bowed their heads, shoulders relaxed), then the leaves (lowered hands are relaxed), then the whole stalk bent to the ground (tilt with relaxed hands). It is rainy! Suddenly a rain fell, the flowers began to slowly revive (repeating the movements in the reverse order). "*I am happy*". Relief of tension from facial muscles. Imagine that you see a beautiful sun in front of you in the picture, whose mouth spreads into a wide smile. Smile back to the sun and feel how happy you are. You are happy! But then the sun hid behind a cloud, we relax our lips. And the sun appeared again. Your lips stretch, your cheek muscles tighten. "I am one, two ...". Children squat, then slowly rise - "growing, getting older" (I am one, two ...). Straightened up (tension). That's how beautiful we are! Now let's remember how little we were. Children relaxed into a squatting position, lower their arms, bow their heads.

"Let's squeeze juice" - put your hands down and imagine that there is a fruit in your right hand, from which you need to squeeze juice, children call an imaginary fruit in English. Take an orange or lemon... Slowly squeeze the right hand into a fist as much as possible. Feel how the right hand is tense. Then throw the "lemon" and relax your hand: the same is done with the left hand. "It's windy"- inhale deeply, drawing in as much air as possible into your lungs. Then, stretching out your lips with a tube, slowly exhale (at the command of it is windy). "Fly away" - relief of tension from the facial muscles. Let the child sit comfortably with his hands on his knees, shoulders and head down, eyes closed. Mentally imagine that a butterfly is trying to sit on his face. "It's a butterfly!"- it lands on your nose, mouth, eyes. The task of the child, without opening his eyes, is to drive away the annoying insect. Relays are fun competitions that provide an opportunity to create good team spirit and collaboration. "English ball"- children are divided into two teams. The players of each team line up one by one in a column. The first participants hold the ball in their hands. At the signal from the leader, the first player in each team passes the ball to the one behind, over his head. At the same time asks the question: Who are you? How old are you? Where are you from? The one who takes the ball must answer the question correctly. I am a boy or a girl. I am five, six. I am from Uzbekistan.

The last in the team, having received the ball, runs to the beginning of the column, stands up first and passes the ball to the next one behind him, also over his head. And so on until the first one returns to its place. The first team to finish the game wins. "What have you got?" We put dummies of fruits and vegetables in one box. The group is divided into two teams, one of which must select all the fruits from the box, and the other the vegetables. You take fruits. And you take vegetables. A team member must run to the box, take the item in accordance with the assignment, and return back to the team. After both teams have

completed the task, each participant answers a question as: What have you got? –I have got an apple or a carrot.

A similar relay race can be carried out on the topic “*Domestic and wild animals*”. Funny flowers teams take part in this relay game, each of which line up in a column one by one. At the start in front of each team there are multi-colored gymnastic sticks according to the number of players. A hoop is placed in front of each team, at a distance of 5–7 meters. The task of the participants in the relay is, one by one, at a signal (Ready! Steady! Go!), running out with sticks, to spread them out like rays around their hoop – “*draw the sun*”. The presenter pronounces the required color of the sticks. Take red / yellow ... The winner is the team that does the job correctly. “*The turnip*” two teams of 4-5 children participate. This is a mother, father, grandmother, grandfather. There are 2 chairs by the opposite wall of the hall. A turnip sits on each chair – a child in a hat with a turnip image. The father starts the game. At the signal, he runs to the turnip, runs around it and returns, the mother clings to it (takes it by the waist), and they continue to run together, again go around the turnip and run back, then their grandmother joins them, etc. Each time the participant introduces himself as “I am a mother / a father / a grandmother / a grandfather”. Help me! The team that pulled the turnip faster wins. “*A postman*” – layers line up in three columns at the starting line. The teacher stands opposite and holds envelopes in his hands. The envelopes contain pictures depicting rivers, mountains, swamps, forests, and others. On command, the first players run to the teacher for the envelope. Opening the envelope with the picture, the children in English pronounce the name of the picture and how to cope with this obstacle (This is a river. I can swim). The winner is the team that completes the task quickly and correctly. “*Brave animals*” – the players are divided into 2-3 equal teams and line up in columns one by one. Players in teams take the names of the animals. For example, those standing first are called “bears”, the second – “wolves”, the third – “hares”. The starting line is drawn in front of those in front. At the command of the educator, team members must jump to a given place as real animals do. The team of “wolves” run like wolves, the team of “hares” – like hares, and others. I am a hare. I can jump. I am a wolf. I can run. I am a bear. I can walk. Passing the swamp Each team is given 2 hoops. With their help it is necessary to overcome the “swamp”. Groups of 3 people. At the signal, one of the members of the first group throws the hoop on the ground, all three players jump into it. They throw the second hoop at such a distance from the first that they can jump into it, and then, without leaving the space of the second hoop, reach the first with their hand. So, making jumps and throwing hoops, the group gets to the turning mark. Each time, when moving to another hoop, each of the team answers the teacher’s question: “What is your name?”, “How old are you?”, “Where are you from?”, “How are you?”.

Outdoor games used directly in educational activities. Practice shows that the formation of communication skills in preschoolers through learning English in the form of a game contribute to the development of the ability to cooperate with each other, actively listen, develop auditory perception, and obey the rules. Outdoor games and physical exercises for a walk are a form of daily work of a preschool institution to increase physical activity in the framework of learning a foreign language. Games are used for various purposes:

- When introducing and consolidating knowledge of vocabulary and models of a foreign language;
- For the formation of skills and abilities of oral speech;

- As a form of independent communication of children in a foreign language “Hot or Cold”.

An assignment is proposed: an explanation is given in English where the object is hidden, you need to find it (go and find). In this game, children help by saying hot or cold while searching for an item. “*Where is the fox?*” – children stand in a circle and close their eyes. The teacher silently touches the player, who becomes the presenter. Let’s make a circle. Close your eyes (touches one of the children). Open your eyes. Children: Where is the fox? (Whispering) Where is the fox? (In a low voice) Where is the fox? (In a normal voice). Fox: I’m here! The children run away, and the fox catches up with them. Come up to me. Children are given pictures of a large and small animal (for example, a small and large bird, a small and large cat, etc.). The teacher explains to the children that at the request of Little cat, come up to me, the child must come to you. At the request of Big cat, a child with a picture of a big cat comes running up to me. With a similar game, you can fix adjectives denoting color, verbs (yellow bird, come up to me or blue bird, come up to me. Question: Can you fly? –Yes, I can. No, I can’t. What can you do? I can swim). “*Fishing*” – two guys are chosen as a “fishermen”. They hold a “fishing net” – a large headscarf – by the ends and raise their hands up. Under the net “fish” are running – the rest of the children. All in chorus pronounce the rhyme: Fish is tasty, Fish is fat, Fish is here – In my net.

“*Simon Says Players*” – sit or stand in a circle. The presenter stands in the center and says: “Simon Says hands up or Simon Says hands down!” (Commands can be very different.) At the same time, the leader performs the action he calls, the rest of the students repeat this action after him. If the presenter, giving the command, simply says “Hands up!” omitting the words “Simon says”, children should not repeat movements after him. The one who repeated the movement after the leader is eliminated from the game.

“*The thread is the needle, the teacher is the “needle”*”- children are a “thread”. Students are free to sit in the office (preferably on the carpet), standing one at a time. The teacher walks between the students, touching each student in turn. The touched player names the next letter (in alphabetical order) or number and joins the “thread”. If the student has forgotten the required letter, the “thread” (players) comes to the rescue, repeating the letters from the beginning to the one that the student could not name. If there are few students, calling his letter or number, the last participant in the game stands behind the teacher. The rest of the students are accommodated in the office. The game continues until all letters of the alphabet or numbers have been named.

“*Who are you?*” – during the game, train children in the ability to ask questions in English and answer it: “Are you Tanya?”, “Are you a cat?”. With the help of a counting board, the driver is selected. He sits on a chair with his back to the children, one of the children slowly approaches the driver and touches his shoulder. The driver’s task is to guess who it is. “Are you Tanya?”, Children answer “Yes!” or “No!”.

We can also play with animals. “*Catch me*” – after pronouncing the rhyme, the “cat” catches up with the “mouse”, then the roles are reversed. I am a mouse, you are a cat. One, two, three. You catch me! “What is it?” Cognitive processes: memory, attention. Course of the game: the child is invited to show the animal, but at the same time he should not utter words or sounds. The one who guessed the first word – you are a bird or a frog, and that becomes the leader.

“*An owl*” – the driver and the owl are selected. The driver announces to the children: “Day! Birds, fly!”. Children fly by imitating birds. Driver: Night! Children freeze in place, as if they fell asleep. The owl flies out of its hiding place and takes away the one who

moved. The driver announces to the children: Day! Dogs, run! Children run around, imitating dogs. Driver: Night! Children fall asleep, and the owl again looks for a victim.

“Do and count” – the teacher names command verbs and children do them. During the execution of the command by the children, the teacher asks them to stop and count out loud objects (each time a different number). For example, Children, run! Misha, count the pens! Misha: One, two, three. – Good! Now children, walk and so on. Exercise for the eyes Regular eye training is very important for maintaining and improving vision, preventing myopia and other eye diseases. Gymnastics is especially useful for the eyes during direct educational activities, as the child’s communicative and sociocultural competence, healthy lifestyle habits and listening skills are strengthened.

“What is missing?” – this develops visual memory, gives time to the eyes to rest. After placing pictures of pets, fruits, school supplies, etc. on the board, we repeat their names. Then the teacher says that you need to rest (Close your eyes), and removes one picture, children must guess which animal is missing. The task is to find what you need.

Respiratory gymnastics breathing is the most important function of the body. An important place in physical culture is occupied by special breathing exercises, which ensure complete drainage of the bronchi, cleanse the mucous membrane of the respiratory tract, and strengthen the respiratory muscles.

“A frog”. Teacher: You are frogs. I. p. – legs – heels together, toes – apart, hands – on the belt. 1 – sit down, knees to the sides, arms forward, fingers “fanning out”, as you exhale, pronounce “croak”; 2 – and. N. inhale (8 times). *“A bear”* Teacher: You are bears. I. p. – sitting, legs apart, socks inward, hands on the belt. 1 – bend over, arms forward, toes to the sides; as you exhale, pronounce [r] for 2 times and [n] for 8 times. *“Let us blow”* – in our right hand we hold colored strips of paper; put your left palm on your stomach; inhale with your mouth, inflate your stomach; at the command let’s blow exhale for a long time, “extinguish the candle”. We form the phonetic skill of pronunciation of the sound [u:].

“A balloon” – introduce ourselves as balloons, at the expense of 1, 2, 3, 4 (one, two, three, four) take four deep breaths and hold your breath. Then, for a count of 1–5, slowly exhale.

“A crow” – sit up straight, quickly raise your arms through the sides up, inhale, slowly lower your arms and exhale. Pronounce: caw!

“Stop” – imagine how we are moving through the forest by car. Suddenly, our wheel starts to deflate, we get out of the car, inhale fresh air and take a light breath, exhale, show how the air slowly comes out through a puncture in the tire – [sh].

Finger gymnastics – finger games are good helpers to prepare a child’s hand for writing, develop coordination, attentiveness and the ability to concentrate. And so that speech develops in parallel with the development of fine motor skills, you can use small rhymes, rhymes, songs for such games. In English maternal folklore, each finger of the hand, like a self-respecting gentleman, has its own name. This name is at the same time a characteristic of the finger that determines its capabilities. All together do Petter-Pointer – Pointer Peter (index finger); Toby-Tall – Long Toby (middle finger). Rubby-Ring – Ruby with a ring (ring finger); Baby-Small – Baby (little finger); Tommy-Thumb – Big Tom, “Sam” (thumb). Some finger games prepare the baby for counting, while in others the child must act using both hands, which helps to better understand the concepts above and below, above and below, right and left. The duration of finger gymnastics is 2-3 minutes, so that the fingers work, but do not get tired. The finger games with singing (“Good morning,

good morning ...”) attract the most attention of the child. The synthesis of movement, speech and music pleases kids and allows them to conduct educational activities directly most effectively. One and the same finger game must be repeated several times in order to memorize it completely, then suggest another rhyme and game, etc. From time to time it is advisable to return to previously memorized finger games, since children are encouraged by the repetition of what they know well. A cock, a hen and a swan. Cock – bites the grain. Connect the thumb and forefinger. Chicken – slightly bend the middle, ring and little fingers, lift up. Swan – cross their arms and move their hands up and down. Behind raspberries, he waves his neck with a swan. Connect and slightly bend the index, middle, ring fingers and little finger; the thumb is placed from below and swaying movements are made with the hands. The presenter reads the rhymed text, the children, standing in pairs – a boy and a girl – perform the appropriate movements. Let us hop together! Hop, hop, and hop! Stop, stop, and stop! Children, standing opposite each other, press their right palms, interlock with their fingers, press on the palms and bounce on one leg. Then they change hands. Right hand, left hand! Right hand, left hand cross arms, clap each other with the right palm, then the left. Two hands together! Jump and bend! Clap each other on the palms. They touch each other with their palms, jump and lean forward a little. I have ten fingers. I have ten fingers, too. I want to play, I want to play, and I want to play with you! They alternately apply the tips of their fingers to each other: the left hand to the partner’s right hand (thumbs to the thumbs, index fingers to the index fingers) and lightly press them. Let us play together! Clap your hands with me! One, two, three for three times. Standing opposite each other, clap both hands, then with the right palm on the partner’s right palm; clap both hands again, then with the left palm on the partner’s left palm, gradually increasing the pace of the exercise. I’ll catch your hands! I’ll catch you! I’ll catch your hands! Where are you? One player holds straight palms with inner sides to each other at a distance of 15–20 cm; the second quickly passes his palm between the palms of his partner, the task of the first player is to have time to grab the palm of the second player, sharply joining his hands. The exercise is repeated several times; then the players switch roles. Physical education minutes (a set of exercises in English) The main purpose of physical education minutes spent directly during educational activities is to increase the performance of children, relieve fatigue, give rest to the body, primarily the nervous system and working muscles. The complex of physical education includes 2-3 exercises that can be carried out at the workplace. Hands up, hands down. Hands up clap clap clap. Hands up, hands down. Hands up clap clap clap. Hands on hips, sit down. Hands down shake, shake, and shake. Bent left to the side. Hands on hip and jump, jump, jump. Bent left bent right and hop, hop, hop. Stop stand still 1, 2, 3 hop 1, 2, 3 stop! Good, sit down please.

Conclusion/Recommendation. In any case, the student in the lesson should be assiduous and attentive. That is why, very often in school or kindergarten there is a minute – exercises for children, in English. It is even more interesting and fun to do such physical exercises, especially since then you train not only the body, but also the knowledge of the language.

After you interest the children in exercises, the lesson will be even more fun and interesting. It is especially useful to do exercises in the morning – before the first lesson and in the middle of teaching, when after exercise the students have a second wind. Exercising in English is able to relieve lethargy, provides the body’s withdrawal from inhibition, transfers it to activity, and reduces the lethargy of the child. Morning exercises also foster discipline, develops self-confidence, in their abilities, fosters self-organization,

perseverance and composure. And these qualities are needed by any person in order to achieve success in life.

Exercising in English for children will be successful if you use familiar songs, words, rhymes, or just name the actions that children do in English.

If the level of knowledge of the language of your students is still low enough, then it is best to exercise by performing simple commands. And only when the students remember all the words-commands, it is worth moving on to complicated exercises.

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