

PRIMARY SCHOOL STUDENTS HOLD NATIONAL MOVEMENT GAMES IN PHYSICAL EDUCATION CLASSES

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ANNOTATION

When activities are properly organized that take into account the age characteristics of children and the level of physical fitness, movement and national games will have a hygienic and healthpromoting effect that will have a positive effect. The pedagogical technology of national action games will become a key tool in the selection of games according to the age of the child and the development of physical qualities. The article discusses the rules, forms and regulations for conducting national movement games in physical education classes for primary school students.

Keywords: children, national action games, education, upbringing, wellness, training.

Sports complexes and sports schools for the youth of our country is leading. The future of the country is in the hands of young people. So we are all responsible for making them mature. Our children have certainly confirmed that children from 6 to 12 years old in particular are very active and have very high physical abilities and ability to work. Therefore, the physical fitness of primary school students depends on the fun of national and action games, as they play an important role in the agenda of children of this age. [1]

During dynamic movements and play hours, children's movement activities should be organized in such a way that learning always leads to development. [2]

To do this, games should include not only actions that are familiar to children and that they can easily perform, but also actions that they perform with enough tension. [3]

This should take into account not only the current level of physical and mental development, but also the future potential of children. This is very important, because only complex tasks can activate the child's developmental reserves in the right conditions for its implementation, causing changes in the body that lead to a specific addition to his mental and physical capabilities. [4]

As a result of physical activity during games, the child develops new knowledge, skills, behavioral patterns and types of activities. That is why the teacher is the key the task is to increase children's activity and manage it through various means of physical education, including national and movement games. [5] It is necessary to know how to increase the activity of primary school students and the mechanism of control during the movement and national games. -first, when explaining a game plot or action task, children should be focused on forming the reasons that motivate them to complete the task. [6] To do this, children need to have a certain experience, which includes knowledge specific to this game, movement skills, the ability to analyze and evaluate their own and team's actions. [7] -Secondly, children should be directed to the educational purpose of movement activities, that is, children should get acquainted with certain motor skills and which ones to master, what new information they will learn from the game. [8] This requires not only enhancing motor activity in general, but also focusing children's attention on physical qualities that are clearly developed through this game. - Third, it is necessary to assess children's motor activity on the basis of a clear final result, which can be

compared with the initial data of movement tests. On the agenda, national and action games can be used to expand children's motor activity and mental functions. Nowadays, the intensity level of the load when using games to develop physical qualities has been developed. [9]

On this basis, the child's activity will always be free, conscious, manageable. To increase, the child must have the appropriate movement and physical qualities. It is important to know what qualities are needed, what is their level of development, what determines them, what is their scope and what are the features of their relationship with mental functions. It is known that in order to master the action and bring it to skill, it is necessary to involve different levels of consciousness in the process of activity. The lowest level in primary school students is the reflex level. Most programmed exercises are at the highest level - conscious mastery of knowledge and skills, which must be mastered at the level of putting them into practice. [10]

The teacher has the task of helping the child to learn to move clearly at the level of active comprehension. To do this, first of all, to ensure the achievement of the goal care should be taken to create a program of action. Children's understanding of the structure of actions, the ways in which they are performed, and the end result, as well as the knowledge that helps them perform that action, are included. When activities are properly organized, taking into account the age characteristics of children and the level of physical fitness, movement and national games will have a hygienic and health-promoting effect, which will have a positive effect. National action games in the selection of games and the development of physical qualities according to the age of the child pedagogical technology becomes the main tool. At the same time, it is important to keep in mind that games limit the ability to accurately regulate the load, as it is not possible to predict the actions of each child in advance. The ever-changing situation in the game and the high level of sensitivity of the interaction of game participants do not allow programming the content of some exercises. It is therefore important to monitor that downloads are optimal during games.

The child from time to time intensive loads in systematic (classification) classes

can be applied to the organism to gradually adapt to it. When conducting games close to sports, children can be given different but specific tasks depending on their level of preparation and ability to work:

- play only in defense or only in attack;
- jump from the narrowest or widest part of the conditional barrier;
- throwing balls from the near or far mark line;
- increase or decrease the length of the running distance.

-It is necessary to simplify the conditions of the game for the most vacant team (repeat exercises, reduce the number of obstacles, the length of the distance).

-National and movement games related to running and jumping should not last long and should be held with frequent breaks.

Given that the leg muscles and joints of primary school students are not yet sufficiently trained, it is not possible to use large strength-straining games. The distinctive feature of national and movement games is that they are free, non-coercive and have a team nature. During the lessons, children have an active rest and create spiritual and physical satisfaction. However, despite the coercion and relative freedom of movement, the sessions are organized. After lining up, in a circle, in a line, the coach tells the children this exercise task, the children alternate

walking and do general developmental exercises after a small run, then the main part of the training goes to running, jumping, shooting exercises, movement games.

Each exercise includes no more than 4-5 types of exercise (walking, jogging, jumping, climbing), these include movement games and relays, which are elements of the exercise, while national and movement games are mainly held in the middle or at the end of the training. Their content will depend on the nature of the exercises being performed. Only in some cases, for example, new skills can be actively assisted in mastering the methods of using force. Gradually their experiences improve and children learn to overcome difficulties independently. Children should definitely be praised for even a small achievement, but it should never be used to motivate children to do exercises that empower them.

Morphological differences in children of the same age, differences in the level of physical development and biological maturity, functional and motor capabilities require a different approach to the selection and use of exercise. Given that games and exercise have a significant effect on children's bodies, the teacher must monitor children's fatigue. .

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