

THE DIDACTIC SIGNIFICANCE OF THE DEVELOPMENT OF PHYSICAL QUALITIES IN STUDENTS OF 1ST AND 2ND GRADES OF GENERAL SCHOOLS THROUGH NATIONAL MOVEMENT GAMES

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ABSTRACT

This article discusses the characteristics of the formation of physical qualities of national sport's games and analyzes that national sport's games are the most effective way to improve the physical properties of children. Instructions on not using natural movements carelessly during the game are recommended to explain the essence.

Keywords: Action games, competition, physical strength, personality traits, team, speed, training.

АННОТАЦИЯ

Ушбу мақолада миллий спорт ўйинлар усулларининг жисмоний сифатларни шакллантириш хусусиятлари муҳокама қилинган бўлиб, миллий спорт ўйинларининг болаларни жисмоний хусусиятларини оширишнинг энг самарали усули эканлиги таҳлили берилган. Ўйин жараёнида табиий ҳаракатлардан бепарволик билан фойдаланмаслик кўрсатмалари тавсий кўринишда моҳияти очиқ берилган.

Калит сўзлари: Ҳаракатли ўйинлар, рақобат, жисмоний куч, шахс фазилатлари, жамоа, тезлик, таълим.

АННОТАЦИЯ

В данной статье рассматриваются особенности формирования физической качества с методом национальной подвижные игры. Подвижные игры-наиболее доступный и эффективный метод воздействия ребёнка. В игре используются естественные движения большей частью в развлекательной ненавязчивой форме.

Ключевые слова и понятия: игры, движения, соревнование, сила, качеств, команда, быстрота, воспитания.

INTRODUCTION

One of the current issues is to collect and study the creative wealth of the Uzbek people created over thousands of years, passed down from generation to generation, to educate the younger generation on the basis of these rich treasures to be spiritually rich, morally pure and physically fit

This puts a great responsibility on the physical culture, which educates the younger generation to be healthy and harmonious. It is necessary to nationalize the physical culture, which allows to bring up the younger generation physically strong, to develop their physical qualities, to

collect the forgotten national games of our people, to apply them to life and school, to reconsider the ways and means of development.[2.30.10.2002]

Especially after the independence of Uzbekistan, the attention to our national values and traditions has been growing. The use of the national games of the Uzbek people, formed over many years and inherited from their descendants, is very important in our days of independence. In addition, the First President of the Republic of Uzbekistan I.A. Karimov « For a healthy generation» (1993) It should be noted that the decree is aimed at the implementation of these good deeds, to ensure that the worldview of students is inextricably linked with physical and spiritual values. This shows that the scientific study of the Uzbek national games, their inclusion in school and kindergarten curricula, the promotion of socio-educational sports to the level of sports has become one of the most pressing issues in the field of physical culture.

There is no sport in nature that does not use elements of folk action games. The people movement games are also characterized by the fact that they are conducted mainly from the preparatory and final parts of physical education classes, because movement games are an auxiliary mean, preparing students and their bodies to achieve this or that goal. [3.32-46 p]

The people action games are a complex activity consisting of this type of emotional movement. This activity is performed under conditions and situations that change abruptly according to established rules.

The people movement games differ from other physical exercises in the organization and management of the activities of the participants. During the game, there is a need to move in sudden changing situations and solve movement tasks in the short term, demonstrating physical qualities such as speed, agility. It strengthens action skills. During the game, children's activities are organized on the basis of figurative, plot or play tasks, and evoke positive emotions for long-term fulfillment and feelings for long-term fulfillment. This in turn enhances their effect on the body, helping to develop endurance

Games play a big part in the school curriculum. They are one of the most important means of comprehensive physical education. We see all the basic types of movement in games: walking, running, jumping, throwing, overcoming obstacles, resisting. Properly conducted games help to develop perseverance, understanding, agility, speed, strength, endurance, and team games help to cultivate friendship and camaraderie

Games held in the fresh air have a good effect on health, improve the functioning of the whole organism and are used as an active means of recreation.

During games, children are always active and enterprising. At the same time, the terms and conditions of the game force them to refrain. A.S. Makarenko, emphasizing this necessary combination in education, said: "The main principle, which I strictly adhere to, is to find the norm of cultivating a combination of activity and braking force. [4.49 p].

One of the necessary methods of engaging in games is the element of competition. In these days, the new pedagogical technologies are reflected in all disciplines, as well as in physical education classes. An example of this is the following games, for example: In simple games such as "Free place" or "Spare", the desire of players to win is vividly expressed: to run around the circle quickly, to chase his partner or to escape from it. Games in which participants are divided into groups, teams and each group or team, each member of the team strives to achieve a good result,

to win, acquire a brighter competitive character. In addition, in some group games, according to the signal, all participants act immediately ("Day and night", etc.) and the movement of each game is not in the spotlight of others, in other games ("Call numbers", all game-relays, etc.) each player the movement is monitored by all other members of the team.

As children play, they meet their need for movement.

It is impossible to selectively affect the muscles, joints and internal organs of the participants during the games. Therefore, games should be combined with other means of physical education, first of all, gymnastics, which has a great potential to give a relatively precise physical load and achieve sufficient impact on the body.

For the II class program, more players are provided with movement games ("Geese, swans", "Owl", "Two frosts"), which are not divided into groups, teams.

Most of the games here have a specific plot and incorporate simulated actions. To a certain extent, this makes it easier to understand the rules and content of the game, as well as helps to increase children's responsiveness and creative abilities. Helps students develop team qualities and qualities such as working together.

The most important and priority of national action games is that the playing fields are defined by a certain boundary and full compliance with the rules of the game is required. Those who knowingly or unknowingly violate the rules of the game will be fined or conditionally punished. The role of the teacher and active students in making the games orderly, meaningful and fun is enormous. Referees (active students or physically challenged children) do a fair job in overseeing the conduct of games. From this it can be said that the educational aspects of the national action games are exemplary activities in the pedagogical process. Games in which children say the words set out in certain rules are of great importance. Following the principle of consistency, it is also necessary to hold games played in kindergarten in the second grade, especially in the first months of school, in order to get acquainted with the children's play skills. Children's games include games that prepare for the fall games in the school program ("Frog and Blackbird", "Bell Calf", "Bears and Bees", "Wolf and Sheep," Faster with a Flag ", etc.).[5.228 6]

The program for grades I-II also includes games with elements of competition, preparing children for ordinary team games ("Ball Racing", "Passing the Ball", "In the middle of the ball", "Everyone to their flag").

More complex games in class III: controlled ("Fish and pike"); team games ("Day and night", "Hunters and ducks") are held. Various relay races, "Lapta" and others will be held from the competition games.

Most games played in elementary school can be repeated in high school. "Everyone to the Facebook flag" in the II class program, "Who shoots away?" such games can also be successfully played with third graders.

The teacher plans to teach the games by quartering the school year, taking into account the seasons. Typically, in the first and fourth quarters, outdoor games are planned, in the second quarter indoors, and in the third quarter on snowy and dusty games. In the planning of game material in the educational work is taken into account the study of the program material on the main sections and types of physical education. Many games are used to improve the skills

and abilities of running, jumping, throwing, etc. (running relay, "Buri rovda", "Accurately hit the target").

The games are based on specific pedagogical tasks related to the formation and development of motor skills, abilities and abilities, the task of providing physical activity to the participants and ensuring a comprehensive impact on the body.

In grades I-II, one or two games are usually played, and in grades III, one game is played. Games can be played in any part of the lesson.

In the introductory part of the lesson, the main task of the game is to organize the children, to "warm up" their bodies: to improve the various purifications ("Children are strict", "Clean quickly", "Do it for me", etc.).

In the main part of the lesson can be solved a variety of pedagogical tasks, including running, jumping, throwing and other skills and abilities ("Raising the ball", "Rabbits in the field", "Calling numbers", "Relay games" »,« Flat to the ball »,« Buri govda »,« Hunters and ducks »,« Who will pass »,« Ball race »,« Do not give the ball to the leader »and others.

The task of the final part of the lesson is to calm the body relatively; to complete a lesson in an organized manner is to prepare children for new activities, even for the next lesson. That is why in this part of the lesson there are games that are quiet, do not require much attention and do not evoke excitement ("Listen to the alarm", "Artilleryman, whose voice?") And others.

Their content is important when choosing games. Games whose rules are complex, require all attention, or are re-learned cannot be conducted in classes where technically complex exercises are combined or studied. In such circumstances, it is necessary to choose games that are familiar to children.

When choosing a game for the lesson (or for extracurricular activities), the following should be taken into account: a) the pedagogical task to be solved through the game; b) the role of play in the lesson; c) the main action content of the game; g) physical and emotional load; (d) The composition of the children according to their age, sex and physical condition; e) venue and necessary manuals; j) methods of organizing children for play.

"HIDE THE SEED" GAME

Getting ready for the game. The game revolves around the same apricot ripening with the children, forming habits such as caring for them, picking them up without throwing them away. This game can be played in pairs or in groups. to determine who will start the game first, one of the players hides a bean in his hand and the player who finds it starts.

Game description. The player who wins the game takes a bean in his hand and says: Everyone from the players has their say. Then the child who hid the bean opens his hand and takes all the beans, and pays the difference with the beans, whether he says less or more.

Rules of the game. 1. Whoever finds the correct number of beans will also get the game gal. 2. The palm where the bean is hidden is shown in detail and allowed to be held. Z. Depending on the amount of grains, both palms can be used separately or in combination. 4. The player who wins the most seeds is the winner.

The pedagogical significance of the game. Play develops children's attention and ingenuity. Develops agility, speed, endurance in the game.

«WHITE TREE, BLUE TREE»

Game description. All players are divided into two teams equally. Each team chooses its own captain. The players of each team hold hands with each other. One team asks the players, "White poplar or blue poplar, who do you need from us?" The members of the second team say, "We need you (say the name of one of the players on the opposing team)!" The named player comes and tries to break the "chain" formed by the members of the opposing team. If he can stretch the chain, he will take one of the players of this team to his team, if he cannot stretch, he will stay in this team. After that, the game will continue with the exchange of roles of teams. Rules of the game: 1. Only the invited player must come and break the chain. 2. If the chain cannot be extended, a second break is not permitted. 3. It is not allowed to use handkerchiefs, ropes, etc. when forming a chain. 4. The summoned player may make distracting actions to the opposing team's players so that a sudden shot can break the chain.

Pedagogical significance. The game helps to develop fast running, attention, sensitivity. The game teaches children to act in harmony, to quickly get in the right direction. The unique action of the game is to run fast and break the chain.

"DARRA" GAME

Getting ready for the game. Play fosters alertness and agility in children. Draw a circle 15-20 meters in diameter. Another circle of 2-3 m inside is drawn. The beginning of the game is determined by drawing lots. In the middle of the circle is the player. A rope (thread or scarf) untied in his hand. Players are placed in a large circle.

Game description. The player sleeps with his head on his knees in the middle of the circle. One or more players push him to wake him up. He needs to get up quickly and whip the players with a whip. Players must step out of the big circle without hurting the player. A player puts the player in a small circle. Now the players try to save the stained player. The player protects him, and if the player ties any player, he is also moved to the first tied. The game continues until not a single unbound player remains.

RULES OF THE GAME

1. The head of the toy should not be tied by shaking the stick.
2. Access to the large circle of the player is prohibited.
3. Those who are tied must sit quietly without moving.

The pedagogical significance of the game. The game develops in children the skills of alertness, sensitivity, agility. Helps to develop the qualities of strength, speed, agility, endurance in the game. A distinctive feature of the game is the fast run.

Children's activity during play creates a great physiological and emotional load. To make the load easier to manage, it is recommended to use the following tricks: a) change the duration of the game and the number of repetitions; b) widening or narrowing of the site; c) change the weight and size of the inventory; g) simplification or complication of the rules of the game; d) reducing or increasing the amount of movement; e) introduction or prohibition of breaks; j) to organize or not to organize a "home" for children's recreation during the game.

This method of work ensures that the game is exciting and increases student activity.

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