

## RULES AND EDUCATIONAL SIGNIFICANCE OF ACTION GAMES

Pardaev Bakhrom Pulatovich

Senior teacher at the Institute for Retraining and  
Professional Development of Physical Education and Sports Specialists, Tashkent

### ABSTRACT

The article provides information about action games and their types conducted with children of preschool and primary school age. In addition, an opinion was expressed about the rules and educational significance of the action games. Since the first activity of children is play, it was mentioned that effective results can be achieved in both physical and spiritual education of the child through active games.

**Keywords:** movement activity, child education, educational factor, physical development, strength, agility, in the team performance, behavior, negative adjectives, positive adjectives.

In the ancient system of education, games were widely used as a means of personal formation. Early pedagogic thinkers understood the educational significance of the game very cleverly. They believed that it is possible to learn children's behavior during the game in relation to any situation, to identify their negative and positive qualities more easily, and to apply better measures to eliminate inappropriate behavior. Therefore, even in those times, taking into account the age characteristics of children, the question of choosing suitable games for them was raised.

The main content of the action game is various actions and the actions of the players. When they are properly controlled, they have a positive effect on the cardiovascular system, muscles, breathing and other systems of the body .

Movement games increase functional activity, involve large and small muscles in the body in various dynamic activities, increase mobility in joints, develop and improve various analyzers. Action games always express emotion. The emotional state is characterized by the forced release of the hormone adrenaline, which increases muscle activity and activates the central nervous system.

Choosing a game is, first of all, a task set before training . Because when determining it, the instructor takes into account the age characteristics of the children, their development, physical fitness, the number of children and the conditions of the game. From 3 to 300 people can participate in action games .

### Educational Value of Action Games

At present, the main task of national folk games is to ensure the education of children in accordance with the requirements of our society with its content and methodology, to develop moral and willpower in them, to develop the knowledge, skills and abilities characteristic of creators and creative people, and the qualities characteristic of children. consists of formation. In the ancient system of education, games were widely used as a means of personal formation. Early pedagogic thinkers understood the educational significance of the game very cleverly. They believed that it is possible to find out children's behavior during the game in relation to

any situation, identify their negative and positive qualities more easily, and apply better measures to eliminate inappropriate behavior. Therefore, even in those times, taking into account the age characteristics of children, the question of choosing suitable games for them was raised. It is considered necessary to engage the child in age-appropriate activities and games. Educators are tasked with choosing such games.

The Greek philosopher Plato recommended learning science through games. He believed that children show their abilities better in the game. Also, Plato says: "Teach people pleasant subjects not by force, but through games, and then you can better see who is inclined to what." Aristotle, one of the ancient philosophers, said that it is necessary to use games for children to spend their free time in a meaningful way, that games are fun and help to relax.

Medieval pedagogues paid great attention to the physical development of children - they developed the methodology of physical education and gave a great place to games in it. The goal of feudal education was to teach nobles to ride a horse, swim, fence, play chess, use a spear and a shield. And the service of the common people was to work for the welfare of the feudal lord.

G. V. Plekhanov scientifically proved that primitive games and physical exercises did not originate from biological factors, but from human labor. Even if play appears before work in the life of some people, in general, in society, it reflects only work. In the words of G. V. Plekhanov, it was born as "the child of play and work". However, G.V. Plekhanov made a misunderstanding when considering the issue of the game. He avoided defining the nature of the fundamental difference between zoological adaptation and play in the movement of animals.

E. A. Pokrovsky in his special book ("Detskie igry, preimushchestvenno russkie") expresses an opinion about the wide use of games in the practice of physical education of children.

The study of folk games, the interaction and behavior of the participants shows that the choice of a game matches its educational tasks, and that the pedagogue should play the main role in the game.

At the same time, P. F. Lesgaft defines the task and role of action games, gives the main methodological guidelines, divides game materials into two groups. These are group 1 simple games, group 2 complex games.

P. F. Lesgaft represents games as a means of physical training in his system of physical training. With the help of the game, the child is told to prepare for life. P. F. Lesgaft's requirements for action games have not lost their power or importance to this day, because he sets clear goals for each game, the participants of the games played. He stressed that it should match their strengths and abilities, have a positive emotional impact on those who play the game, it is necessary to conduct the games systematically and regularly, and to try to increase the activity and independence of the participants.

In order for the game to be a pedagogical factor, a pedagogical task must be consciously and purposefully connected to it, and it must be used to solve educational goals and tasks. The wealth of features characteristic of national folk games ensures the fulfillment of various educational tasks in them.

S. A. Shmakov expressed the educational possibilities of games and wrote: "The game is born from the shadows, together with the child, it is his companion. It becomes a friend. But we believe it is good enough to last for many years. The game attracts people's attention due to its large, sometimes invisible educational reserves and wide pedagogical possibilities.

In order for the use of national folk games to be successful, it is necessary to take into account that the game is the child's own activity, and it is necessary to preserve and encourage initiative and independence.

National folk games appear as a type of activity in the educational process, therefore, they are social and closely related to work and study. These are the most important features of Uzbek folk games that make it necessary to analyze their educational potential.

When talking about the educational aspect of national folk games, it should be emphasized that, first of all, they instill in children love for their neighborhood, village, city, nature, all the peoples living in our country, respect and reverence, national g educates 'urur. Most importantly, it instills love for the national culture, past and present life, national traditions and values of the Uzbek people.

It also teaches children honesty and generosity, serves as the main means of transferring the experience of adults to children and young people. Forms a conscious attitude to work in boys and girls. It helps them to be strong, agile, dexterous, endurance, active, clever, resourceful, brave, brave, cooperative.

One should never forget what A. S. Makarenko said about the need to educate boys and girls in the spirit of pride not only in personal success, but also in the success of their team or organization. Also, it is necessary to eliminate any arrogance in children, to educate respect for the strength of the opponent, to explain to them the importance of organization, training and discipline in the team. Finally, children should be encouraged to take their successes and failures seriously.

It is important to repeat the game several times so that the children can master it well, remembering that the more they enjoy the game, the better they will remember it.

One of the educational possibilities of national folk games is that they are friendship among children. It has a great influence on the formation of moral and political feelings such as humanitarianism, internationalism, friendship and respect between peoples.

### **Preparing for the Game**

Choosing a game is, first of all, a task set before the lesson. Because when determining it, the manager takes into account the age characteristics of the children, their development, physical fitness, the number of children and the conditions of the game. From 3 to 300 people can participate in action games.

Games for 3-10 players are most often used in the context of initiative. They are usually organized independently with children in yards, playgrounds, as well as at various gatherings. 20-40 action games are held in activities organized under the guidance of teachers, educators and leaders (in lessons, meetings, activities held at recreation camps, sports school). Mass action games designed for 100-300 game participants can be used at large festive parties and mass gatherings of children.

When choosing a game, it is necessary to take into account the form of training (in class, during breaks, links, holidays, outings). Time is limited in class and during recess; the content and function of the game is different during the break than during the lesson, especially during the holidays, public and attraction games are used, in which children of different ages and different levels of training can participate.

Choosing and holding a game will directly depend on its location. In a small narrow hall, field or corridor, the game is played in a line, the players take turns taking part in the game. In a large hall or field, you can run around, throw large and small balls, and play games with elements of sports games. When going out of the city on trips and excursions, games held in the places are used. In winter, winter games can be held on the playground with skiing, skating, sledding and making various shapes out of snow.

Weather conditions (especially in winter) must be taken into account when playing outdoors. If the air temperature is low, then all the participants of the game will have to be active. The game should be free of stalling and long waiting times. In the heat of the day, it is best to use less active games, because the participants of the game take turns completing the game tasks. Also, the choice of game depends on the availability of manuals and equipment. The lack of appropriate equipment and its incorrect replacement will cause the game to be broken.

Games and kits from the leader's physical education program, games that are good for children, leader-child teams, and independent positive new play options are used. Educationally designed for this purpose will have a new form of creatively reworked games that will be effective more often.

Created with elements of many sports games and other sports related to children's interest in big sports. Children of this young and middle age are allowed to participate in a variety of sports: basketball ("Battle for the ball", "Ball to the captain", "Four-way pass"), in volleyball ("Passing the ball by volleyball players", "Have you passed the ball, sit down").

It is necessary to popularize national action games with educational value. This helps to introduce friendship between children of different nationalities, the way of life and culture of different peoples, their characteristics.

### **Choosing a Place to Hold the Game**

Fields must be prepared for outdoor games. Ideally, the site should be rectangular, at least 8 m long and 12 m long. It is recommended to place several benches at a distance of 2 m from the field. As much as possible, it is better to have trees around the summer area.

When playing the game indoors, it should be taken into account that the players should be moved to auxiliary rooms so that the equipment does not interfere with the movement of the players as much as possible. If it is not possible to get equipment from the hall, then they are placed on the side of the short wall of the hall and surrounded by a seat, a net or other items. Window panes and lamps are fixed with wire nets. Therefore, they should be ventilated and wiped with a damp cloth before playing the game.

Before playing a game in a place, the leader must familiarize himself with the place first and set the conditional boundaries for the game.

### **Preparation of Equipment for the Game**

For action games, you will need flags, colored ribbons, balls of various sizes, a gymnastic stick, kettlebells or kegels, belts and ropes. In the game, the equipment should be beautiful, green and stand out in the game (this is especially important for children of small school age). The size and weight of the equipment should be appropriate for the height of the players (see the physical education program for general secondary schools). The number of tools should be taken

into account in advance. It is advisable to keep the equipment next to the venue. It is important to regulate its sanitary condition regularly. In order to educate children, it is useful to involve them in the repair and maintenance of equipment.

Players are allowed to distribute equipment only after explaining the game. This is done by the children themselves.

### **Setting the Field**

If it takes a long time to mark the field, it should be done before the start of the game. If the marking is not complicated, it can be done before starting the game at the same time as telling the content of the game. For a game that is repeated often, you can draw a mark that will always be on the field.

The signs allocated for the game must be clearly drawn, as a result of which it is easy to follow behind the children who are addicted to the game.

### **The Peculiarity of the Game-Relay Method**

The relays will be as follows:

1. Linearity: when children stand in one line and move along one line.
2. Opposite or opposite: when the children stand in a row, but are divided equally on each side, and the players move against each other.
3. Circular: when the children line up as spokes of the wheel and face the direction of movement. Performs movement in a circle. Game relays have their pros and cons.

**Positive aspects of the relay:** High emotionality and moment of individual-competition, sense of team and cohesion. When you see each child, his knowledge and desire to act is visible to all players.

**Disadvantages of relays:** They have many disadvantages, but they can be minimized as much as possible. For example, low motor density, because the number of players should be increased in it, but not more than 5-6 people. It's a trade-off between the quality of doing the exercise and doing it faster. If the child does not have solid skills in performing an exercise, (it is included in the relay), then he performs it quickly. He will have performed the exercise poorly in terms of technique. Poor quality, for example, catching the ball or carrying the ball, various jumps, etc. Because in order to avoid this, it is necessary to use the scoring system for the completion of the relay result. For example, the "Swallows" team finishes the relay quickly, that is, they are the first to be awarded 10 points. The "Ravens" team finished the relay in second place and they will be awarded 9 points. They are added to the mistakes made by the players. Penalty points are then deducted from that total.

These mistakes should be included in the game-relay rule. For example, a penalty point is awarded for dropping the ball or making an incorrect pass or stepping on the starting line. But there should not be many errors, maximum three or four. These mistakes, if there are any game movements, must be related to pedagogical tasks, and the following situation may occur as a result. The "Swallows" team will finish the relay first. They get 10 points, but they make four mistakes. As a result, the team gets 6 points. The Ravens get 9 points for finishing second in

the relay, but they commit two errors, resulting in 7 points. The "Ravens" team will win with a score of 7:6. The system of scoring points at the end of the game in the relay helps to do this, that is, it forces all players, especially the team behind, to play the relay until the end. An exception may be such a relay. In it, the task of pure speed is solved, that is, the one who runs faster wins. When the relay does not require certain skills and abilities, when it is not necessary to perform the exercise in the relay. All movement must be counter-clockwise, as players must not collide with each other during play. This is especially important in counter relays. Where, during the carrying and passing of the ball, the relay ends at its starting point and usually ends with the player who started it. players must stand. Then tall, at the end of the line - the tallest players.

The relay is held at least three times. If the total score is 2:0, then a third time is not necessary. Whenever possible, it's a good idea to add a small change or movement to each repetition. The structure of movement in one training will be different.

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