

DEVELOPMENT OF SPECIAL STRENGTH OF 15-16-YEAR-OLD BOXERS THROUGH ACTION GAMES

Shodibek Murotov

Graduate Student of Uzbekistan-Finland Pedagogical Institute

ABSTRACT

This article talks about active games that help the bodies and minds of 15-16-year-old children, who are tired of training, to relax, and their types, importance, results of application, and the results that can be achieved. In addition, the tasks and roles of the trainer and participants in the implementation of action games are explained based on the relevant games.

Key words: Action games, coach, game participants, physical and mental activity.

INTRODUCTION

From time immemorial, the attention to mobile activity has been high in the eastern countries. For this reason, there are many ancestors who left a great mark in the history of our country. They were healthy and strong not only mentally, but also physically. Today, for the same purpose, effective reforms are being implemented in terms of creating a healthy lifestyle among people and increasing the coefficient of longevity. Therefore, the combination of spiritual perfection and physical health of the young generation is considered the basis for the formation of people who are good for the country, loyal to the Motherland, and selfless.

Action games, as mentioned above, are a pedagogical process with a long history. T. Usmonkhojayev stated: "Even in ancient times, children were brought up on the basis of riddles, games, proverbs, which teach resourcefulness, ingenuity, dexterity in families from an early age, and were related to children's first movement skills. Movement games are taught. Games such as fast telling, counting, counting games, chori-chambar attracted young children. As the children grew up, they were taught folk games involving various actions."¹

In world pedagogy, special attention is paid to educating children based on action games. The reason is that play activities, no matter what form they take, bring joy to children. Action games, which are designed to create a lot of unexpected happy situations, play an important role in creating positive emotions in children. A huge educational power of games is hidden in this joyful excitement.

The famous pedagogue K. D. Ushinsky said that among the action games, those designed to be played as a group (team) are more important and effective. In fact, performing a given task or exercise as a team helps children to improve social relations and to form a culture of mutual communication.

In our opinion, active games are one of the methods of physical development of a child. They allow to release physical fatigue from the muscles, to switch emotionally from one type of activity to another. Action games are especially welcomed by children, as they are an important source of enjoyment. Games stimulate active work, thoughts, help to widen perception of the world, worldview, improve all mental processes and form positive moral qualities in children.

¹Usmonkhojaev T.S. Action games. Study guide. - T.: Teacher, 1992.

The theme and content of action games should be carefully analyzed and selected in accordance with children of different ages. 15-16-year-old children have already developed enough to perceive the world and draw appropriate conclusions from the happenings. On the one hand, it is a bit difficult to get them interested in games and to increase their enthusiasm, on the other hand, the problem of releasing their fatigue, feeling the result and spending their free time meaningfully on the basis of action games also arises. This requires skill and experience from the coach. Therefore, the role of the trainer is important in the implementation of action games and in achieving results.

The basis of action games is to move based on certain rules and obey them. It may not be difficult for students of the younger age group to obey these rules, but for the representatives of the 15-16-year-old group, the opposite may be true. 15-16-year-old children react to the rules by slowly getting up and entering to perform exercises. At first, they follow these rules under the guidance of a pedagogue, and later they are implemented under the influence of some of their peers who understand the social importance of these rules in the children's community, and finally, the rules become a family that directly determines the social behavior of children. The content of the selected games is important in this process. That is, the selection of action games by the coach that are suitable for age and abilities will help to achieve the intended goal.

At first, children want to complete the task of the game faster, and there are cases of forgetting the rules. The reason for this is that winning the game is the primary goal. In order to achieve this goal, they may even argue with each other. This may cause dissatisfaction of the remaining participants, conflict in the team, and breakdown of mutual relations. In such cases, the trainer should help the children, teach them that they should do the exercise without haste, understanding the essence, fully following the rules. The demands of the trainer are crucial in ensuring that the rules are followed consciously and necessarily by the children. "As a result of educational influence, the children's attitude to the game process gradually changes, they develop an interest and desire to perform the actions and rules of the game more and more accurately. Now the rules of the game are not deliberately broken, as before, the reasons for breaking the rules also change, now the rules are broken due to random reasons, and the child immediately tries to correct the mistake."²

Here are some examples of action games for 15-16-year-old children: In the "Penguin" game, all children are divided into two teams. should lead to the end and back. In no case should you run and jump, imitating the penguin's gait. The team that fulfills the conditions faster and more accurately wins the game. This game increases children's physical activity, develops quickness and agility skills, and encourages them to act without haste.

To make the BILBOK game, you need about 45 cm of thick thread or lace. One of its ends is attached to a tennis ball with adhesive tape, and the other is attached to the bottom of a plastic cup. You can also tie the end of the string to the handle of a plastic container. Several people participate in the game. The player is required to throw the ball up and catch it in a glass or mug. Points are awarded for this. You have to take turns catching the ball before it misses. The missing player passes the ball to the next player. The first person to collect the set points wins.

² ACTIVITY GAMES AS THE MAIN METHOD AND MEANS OF CHILDREN'S PHYSICAL CULTURE EDUCATION.
(znanio.ru)

Many children participate in the game "Know Me". The participant is blindfolded and becomes the center of the circle. At the host's signal (clap), the players start moving in a circle. Hitting again stops the action. Now the host must show one of the players and try to find out. He has the right to touch the player, and if he can't guess, he can ask him to say something (describe the animal-hit, clean, hit, etc.). If the host does not recognize the child, he repeats a second time. All of the mentioned games create favorable conditions for increasing attention, developing perception, further clarifying features such as previously formed imagination, concepts, and aiming. Such active games serve the child's mental and physical development.

Such actively performed movement activity strengthens the children's nervous system, improves their excitation and inhibition processes and leads to balance, as well as their observation, resourcefulness, ability to find a target in changing environmental conditions, and avoid difficult situations. Finding a way out, quickly coming to a line and executing it, helps to cultivate such qualities as courage, agility, initiative, and the ability to independently choose the necessary method of action to achieve the goal.

REFERENCES

1. Usmonkhojaev T.S. Action games. Study guide. - T.: Teacher, 1992.
2. Khojaev P., Rakhimkulov K.D., Nigmanov B.B. Sports and action games and teaching methods. (Action games). Study guide. - T.: TDPU, 2008.
3. Azizova R.I. Methodology of teaching sports and action games. Study guide. - T., 2010.
4. ACTIVITY GAMES AS THE MAIN METHOD AND MEANS OF CHILDREN'S PHYSICAL CULTURE EDUCATION. (znanio.ru)