

Outdoor Games and Relay Races in the System of Physical Education of Students

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Abstract: This article examines the need to use outdoor games in physical education classes in higher educational institutions, which can help students form educational motivation and, in combination with other learning tools, consolidate physical development and physical maturity, serve as the basis for the formation of a comprehensively mature and active personality, outdoor games contribute to the improvement of motor skills and abilities, improve human mental processes during the game, as well as concentration, observation, analysis of what was seen and done, thoughts are expressed about the development of the ability to compare and generalize, about the implementation of moral, labor, aesthetic education of students using outdoor games, education of honesty, justice, discipline, self-demanding, mutual assistance, respect for the opponent and partner, the right attitude to victories and defeats.

Keywords: physical education, students, action games, motivation, training, physical culture, physical development, physical excellence, sports, vital activity, modern teaching methods, hygiene measures, Professional Training, International qualifications.

1. Introduction

Currently, outdoor games occupy a very significant place in the theory and practice of physical education of students. When it comes to providing students with physical education, outdoor sports are essential. While the emphasis of traditional physical education is frequently on particular sports and abilities, including outdoor games can greatly increase students' interest and level of participation in physical activities [1]. These games enhance overall wellbeing and foster the growth of critical thinking abilities in addition to physical fitness [2]. Additionally, it has been discovered that engaging in outdoor activities benefits kids' social, emotional, physical, and cognitive development [3].

Adolescents' motor preparedness, coordination, and skills are all improved when outdoor sports are included in the physical education curriculum [4]. Furthermore, it has been discovered that incorporating folk games into elementary school classrooms encourages kids to lead healthy lives and enhances their general wellbeing [5]. Students who play outdoor activities not only become more physically fit but also develop social and personal responsibility [6]. Moreover, outdoor education is seen as a comprehensive educational approach that seeks to improve students' intellectual, physical, emotional, social, and psychological well-being [7]. Outdoor activities provide a learner-centered strategy that offers experiential learning opportunities and active participation, enabling kids to explore their knowledge and build critical abilities like number sense [8].

By means of outdoor games, the main content of which is physical exercises, it is possible to effectively form and improve physical qualities, motor skills, moral and

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volitional qualities and psychophysiological functions necessary for further life and future professional activity. The game can be a means of self-knowledge, entertainment, recreation, a means of physical and general education of the student, a means of sports. Significant changes in outdoor recreational habits occurred during the COVID-19 pandemic, highlighting the significance of outdoor activities for mental health and well-being, especially in teenagers [9,10]. Participating in outdoor recreation therapies, such "Finding Your Voice," can boost self-efficacy and self-empowerment in people, including middle school females [11]. Furthermore, by fusing tourism, local education, physical enjoyment, and the protection of natural heritage, outdoor games are essential in promoting cultural heritage. These activities are important in many facets of people's life since they not only offer amusement and relaxation but also foster mental health, personal growth, and a closer bond with the natural world.

Playing is a very emotional activity, so it is of great value in educational work with students. Guillén et al. [12] have found that emotional intelligence has a critical role in determining academic achievement and overall success in school. Emotions have an influence on educators' actions and coping strategies, as evidenced by the relationship between teachers' emotional intelligence and performance [13]. Additionally, emotional intelligence is a tool for improving cognition, controlling emotions, and cultivating humanistic values—all of which are necessary for good educational results [14].

It has been shown that engaging kids in instructional gaming improves their growth in a variety of areas, including their social, mental, emotional, and physical health [15]. Research has shown that role-playing strategies help students develop their emotional intelligence, communication skills, and scientific discourse [16]. Additionally, students' understanding of their own behaviors is improved and they get insights into the needs, goals, values, and emotions of others through collaborative reasoning through role-playing [17].

Emotional intelligence in education has been shown to improve student learning and lessen teacher burnout [18]. In addition, the integration of interprofessional techniques to promote person-centered care in health education has the potential to augment students' comprehension of empathy and augment their capacity to deliver comprehensive care [19]. All things considered, emotional involvement through role-playing, play, and group projects is essential for creating a supportive learning atmosphere, raising student motivation, and encouraging holistic development.

2. Method

This observational research looks at how student physical education programs incorporate outdoor activities and relay races. In order to represent a variety of institutional environments and student populations, diverse educational institutions are carefully chosen. A defined observation methodology is used by trained observers to methodically record several characteristics of outdoor activities, such as frequency, length, student participation, and the ways in which the teacher facilitates the activities. Structured forms are used to document real-time observations in order to document important information and noteworthy events.

In order to find patterns, trends, and emerging themes about the use of outdoor sports and relay races in physical education, qualitative analysis is done after data collection. The results are analyzed to identify areas of strength, difficulty, and promise for improving learning outcomes and student engagement in physical education environments.

3. Results and Discussion

Outdoor games and relay races are used in physical education classes to improve the overall physical fitness of students. Outdoor games and physical exercises in them are characterized by a special variety, versatility, attractiveness, versatility, depth,

accessibility and therefore are of great importance in physical culture. Their value also lies in the fact that their means can effectively affect not only the motor, but also the mental sphere of a person at various stages of his/her life.

3.1. Health values

The health-improving value of outdoor games is the prevention of various diseases and developmental abnormalities, increasing the functional abilities of the body, hardening, occupational hygiene and recreation.

It is widely known that outdoor games normalize cardiovascular and respiratory function, nervous and endocrine systems, and strengthen the musculoskeletal system. Regular and well-organized outdoor games help to eliminate excess weight, form a beautiful physique and correct posture. They are perfect for changing the type of activity and active recreation of students, a high emotional background helps to eliminate stress reactions of the body and increases the resistance of the human body to diseases, significantly reduces the risk of colds. At the present stage, this is especially important. Outdoor games are most useful outdoors, at different times of the year. It should be especially noted the high health and hygienic value of outdoor games held on the water.

3.2. Educational values

The educational value of games is no less important. Outdoor games contribute to the improvement of motor skills, their content contributes to the education of physical qualities necessary for life. In games close to sports, students are introduced to some of the features of training in these sports, with inventory, equipment and attributes. The game develops a person's mental processes, as well as concentration, observation, the ability to analyze, compare and summarize what they have seen and done, on the basis of which to draw conclusions [20,21].

The educational orientation of outdoor games in the aspect of professionally applied physical culture deserves attention. Specially selected outdoor games effectively form special and applied skills, skills that students need as future specialists in their professional activities. Outdoor games play an important role in the education of physical qualities: speed, agility, flexibility, strength, endurance. The will develops and character is formed, the ability to own and manage your emotions, the ability to plan, execute and control. In the educational process, with the use of games, the reflection of the student's personality is improved, there is a knowledge of their strengths and weaknesses, knowledge of the advantages of collective efforts in achieving victory, while the opinion of comrades can be decisive [22].

When using outdoor games, moral, labor, and aesthetic education of students is carried out. Honesty, fairness, discipline, self-demanding, mutual assistance, respect for the opponent and partner, the right attitude to victory and defeat are brought up. A well-chosen, organized and conducted outdoor game is an effective means for feedback and studying the object of the educational process.

Outdoor games, especially relay races and team competitions, require participants to interact, cooperate and share information. During the game, students learn to listen to each other, make decisions in a team, and trust their partners. This contributes to the development of team spirit and the ability to work together [20].

During outdoor games, students face situations that require emotional management, self-control and stress tolerance. They learn to cope with disappointments, setbacks and pressure, which is important for their psychological well-being and adaptation to various situations in life.

Participation in outdoor games requires students to comply with the rules, discipline and self-control. They learn to follow the coach's instructions, adhere to the rules of the game and observe ethical standards of behavior, which contributes to the formation of

self-discipline and self-control.

Outdoor games provide students with the opportunity to adapt to different situations, changing conditions and unexpected circumstances. This helps them develop flexibility of thinking, the ability to make quick decisions and adapt to new conditions, which is an important skill in the modern world.

3.3. Advantages of outdoor games

In general, outdoor games are not only an effective means of physical development, but also a powerful tool for educating a holistic personality capable of effective interaction in a team, managing their emotions and achieving personal and professional goals.

Outdoor games and relay races have a number of advantages and significant aspects in the system of physical education:

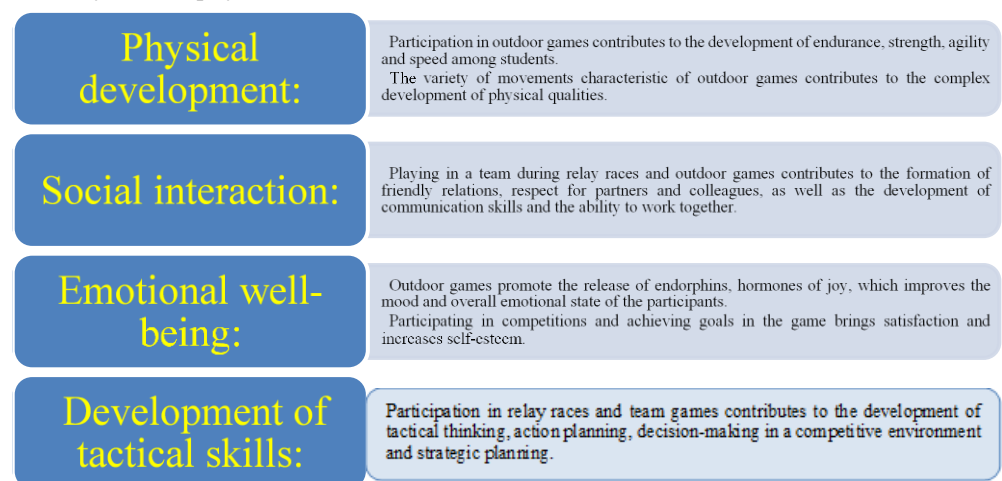


Figure 1. Advantages of outdoor games

3.4. Outdoor game organization

Systematically organized outdoor games, when properly conducted, have a positive effect on the dynamics of physical development of those involved [22]. The teacher needs to pay attention not only to the numerical composition of the teams, which should be the same, but also to ensure that the strength of the players is approximately the same. The teacher should educate students to take outdoor games seriously. It should be explained that this or that game has a training value. Consciously performing game tasks, students will engage in outdoor games with increased interest and better discipline [23]. Considering outdoor games and relay races based on the organization of the players, the following can be distinguished:

- 1) without dividing the team into teams (games based on the simplest relationships between the participants);
- 2) with the division of the team into teams (games aimed at fostering collective action).
Games can take place in various combinations:
 - 1) games where active combat takes place;
 - 2) games without contact with an opponent;
 - 3) relay games, in which the actions of each participant are equally directed, are associated with the performance of individual tasks.

Relay races, depending on the formation of the players, can be linear (the competitors stand in parallel columns), counter (each team is located in two columns that line up against each other behind opposite lines of the site). Considering that one of the

main tasks of physical education is the development and improvement of the physical qualities of those involved, there is a need to evaluate the games used in terms of the motor activity of the participants, the intensity of their gaming activities.

3.5. Observational findings

As shown by observations during classes, while learning movements, students simultaneously revealed their creative abilities. It is not only about the physical, but also about the mental abilities of the students. For this purpose, creative, independent and complex tasks were offered. Performing tasks (individually or in a group), students creatively approached the solution of the motor task, all the time they controlled individual details of the technique and the whole exercise, constantly listened to the teacher, his speech, intonation. All this required concentration of attention, a certain level of development of motor and logical memory, thinking, imagination, that is, a certain level of development of mental processes. Therefore, it can be said that such classes also contribute to the improvement of students' mental functions.

In the practice of training sessions, outdoor games are most often planned and applied at the end of the main part of the lesson, but using outdoor games in various parts of the training session, depending on the tasks set, exercises were selected, the content, methods and methods of their implementation were determined.

Analyzing the effectiveness of the use of outdoor games in various parts of the training sessions, it can be concluded that games can be conducted:

- 1) In the preparatory part of the lesson, for the purpose of general and special warm-up, increasing the emotional state of those involved, repeating and consolidating individual exercises or using them in a targeted way to develop certain motor qualities;
- 2) At the beginning of the main part of the lesson, before studying new material in order to repeat and consolidate the passed exercises related in structure to new motor actions;
- 3) In the middle of the main part of the lesson, after certain types of exercises for the purpose of qualitative verification of the studied material in complicated conditions of extreme speeds, emotional arousal, high responsibility to the team;
- 4) At the end of the main part of the lesson for the same purpose as in the middle, but with the use of any of the most difficult outdoor games or sports and game relay races, up to combined with the use and installation of various equipment.

It was revealed that during the preparation of training sessions, it is undoubtedly necessary to adhere to the methodological recommendations [20,21,22,23,24]:

- 1) with a certain content, focus on the program;
- 2) when selecting game tasks and sports and game relay races, provide for the participation of all those involved;
- 3) the training session should be optimally saturated, providing high motor density. Experience has shown that with operational guidance, a teacher can include up to 8 simple and combined game tasks in various parts of the training session;
- 4) the order of tasks should be determined taking into account the deployment of physiological processes in the lesson, i.e. with a gradual increase in the intensity of the load and complexity of motor actions and their decrease by the end of the lesson. Before individual game tasks, as directed by the teacher, it is advisable to perform one or two "tuning" exercises or try out the main task;
- 5) carefully consider the organization of the lesson, since any "failure" can negate the educational process of this complex form of classes: marking, placement and movement of participants, signals for the beginning and end of tasks, placement and issuance of inventory;

- 6) strict control over compliance with the rules, analysis and summing up of the lesson.

4. Conclusion

In conclusion, it should be noted that the attention paid to physical culture and sports in New Uzbekistan today, the conditions created for our youth to regularly engage in physical education and sports, all this serves to ensure that our youth grow up spiritually mature, physically healthy, do not succumb to all kinds of foreign ideas, and, moreover, rise above the Uzbek flag in the world.

Outdoor games and relay races play an important role in the system of physical education of students, contributing to their physical, social and emotional development. The organization of outdoor games requires careful planning and adaptation to the needs of students, but at the same time brings tangible benefits both for the health and development of students and for the formation of a like-minded and friendly university community.

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