

PEDAGOGICAL SIGNIFICANCE AND DEFINITION OF ACTION GAMES

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Annotation: this article is prepared for students of higher educational institutions and general educational institutions, students of the direction of Physical Culture. This article consists in restoring the games played by our ancestors in the methods of teaching games, teaching them to organize and conduct action games in physical education classes held in educational institutions, raising children in a patriotic spirit and forming knowledge, skills and abilities suitable for raising a harmonious generation.

Keywords: physical culture, methods of teaching games, formation of moving games, skills and abilities.

At present, the main task of national folk games is to ensure the upbringing of children in accordance with the requirements of our society with its content and methodology, to develop moral, volitional capabilities in them, to form knowledge, skills and abilities inherent in creative and creative people, and qualities characteristic of students.

In the ancient system of upbringing, games were widely used as a means of personally forming. Before, the manifestations of pedagogical thought comprehensively interpreted the educational significance of the game. They believed that in relation to any situation, it is possible to find out the behavior of children during the game, to more easily identify their negative and positive qualities, to apply better measures to eliminate inappropriate behavior. Therefore, as early as those times, the question of choosing suitable games was posed to them, taking into account the age characteristics of children. It was found that it is necessary to accustom the child to work and play in accordance with his age. Educators are tasked with choosing such games.

The Greek philosopher Plato recommended the study of Sciences with the help of games. In the game, children believed that they show their abilities better. Plato also emphasizes: "by not raping pleasant subjects on people, but by studying them through games, you will see better who is inclined to do so."

Aristotle, one of the ancient philosophers, also taught that children need to use games to spend their free time in a meaningful way, that games consist of fun and help to bring out humiliation.

Medieval educators provided great care for the physical development of children – those who developed the methodology of physical education and gave a large place to games in it. The purpose of feudal education was to teach those in the zadogon family to walk on horseback, swim, play fencing, chess, use spears and shields. 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 do not come from biological factors, but from the labor activity of people. Although in the life of some person the game appears before Labor, in general, and in society it reflects only Labor. That is, G.V.Plekhanov, in his words, came into being as a "child of play – labor." However G.V.Plekhanov allowed misunderstanding when considering the issue about the game. He avoided determining the nature of the Zoological adaptation in the movement of animals and the fundamental difference between the game.

E.A. In the special book of Pokrovsky O ("Detskie igri, preimutshestvenno russkie"), opinions are expressed about the widespread use of games in the practice of physical education of children.

The study of folk games, the interaction and behavior of the participants indicate that when choosing a game, it is appropriate for its educational tasks, as well as the fact that a pedagogue should play the main role in the game. At the same time P.F. Lesgaft identifies the function and role of action games and brings basic methodological guidelines, dividing the game materials into two groups.

These are Group 1 simple Games, Group 2 complex games. P.F. In his exercise system, Lesgaft represents games as a means of physical education. With the help of the game, the Child Tells to prepare for life. P.F. Lesgaft's requirements for playing action games have not lost their strength or importance until now, since he had given clear goals to each game, the fact that the games being played should correspond to the strength and abilities of the participants, have a positive emotional impact on those involved in the game, the need to systematically and regularly conduct Games, try to.

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

S.A. SHminov, expressing the educational possibilities of the Games, wrote: "the game is as if from the shadow, born together with the child, his companion. Became a reliable friend. But we think it's good for it to last a long year. The game wins the attention of people due to its large, sometimes eye-catching educational reserves, incredibly wide pedagogical capabilities."

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, the need to maintain and encourage initiative and independence in it.

National folk games appear as a type of activity in the process of upbringing, consequently, they are social and are closely related to work and study. These most important features of Uzbek folk games create the need to analyze their educational capabilities.

Speaking about the educational aspect of the national folk games, it should be noted that, first of all, they instill in children love for their neighborhood, Village, City, nature, all the peoples living in our country, raise respect and respect, national pride. Most of all, it instills love for the national culture, past and present life, national traditions and values of the Uzbek people.

It also teaches students to honesty, 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. Helps them to be strong, agile, dexterous, endurance, fierce, discerning, resourceful, superstitious, brave, mutual partners.

A.S. One should never forget what Makarenko said about the need to educate in a spirit of pride not only for the personal success of a boy and a girl, but also for the success of his team or organization in particular. It is also necessary to eliminate any bragging in the Boals, to educate respect for the strength of the opponent, to explain to them the importance of organization, exercise and discipline in the team.

Finally, it is necessary to achieve that children take their successes and defeats seriously. In order for students to master the game well, it is important to return it several times, remembering that the more satisfied they are with the game, the more thoroughly they remember it.

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

Pedagogical definition of action games

The functional basis of the pedagogical definition of action games includes:

1. Helping children to identify it in general and separately at different stages of their development, upbringing and education according to age in specific game activities;
2. To reveal the importance of action games by the teacher in the comprehensive physical development of children; it is the pedagogical definition of action games that is an important criterion in the study of individual questions of the theory and methodology of physical education of children of school age. Alternatively, the data of this pedagogical definition arm students with knowledge that is important for dealing with students and for the correct critical assessment of children's initiative in action games.

Pedagogical significance of action games

The action content of the games looks different. The fact that it comprehensively affects the function and systems of the body, makes it possible to strengthen the conditioning and health of those involved, and for physical development-to use the game outdoors.

The peculiarities of the organization of movement in the game are also of great importance from a hygienic point of view. Action games strengthen the skills of quality and effect that are important for life, and provide special opportunities for the complex development of the child's body. The actions of participants to bring players together with specific bindings and tools in relation to their initiative independently and according to the conditions of changes in the state of the game are manifested at the same time.

At first glance, the action game can be a tool that demonstrates the general physical fitness of the participants. As you know, the variability of the conditions of the game, in which the sudden occurrence of various conditions in the fight for victory, the demand for the right action and decision are an important possibility for the participants in the game. The movement directs the participants' skills to be applied in a variety of bonding and accompanying. Thus, in order to improve the foreseen movement skills in perspective, to obtain information and to consolidate more complex methods in the game movement, overcoming the obstacle, difficulties in this game determines the next regulatory tasks for the participants:

Opportunity is provided. Action game is a conscious activity. Engaging in games enriches the understanding of the participants of the game at the same time as they feel, imagine new ones. At the same time helps to develop the ability to move. In turn, it is important in everyday practical activities, as well as in gymnastics, sports and tourism.

The idea of the action, the content (subject, content) of the action game is so important that it helps participants to understand or know about the relationships between people present in society with the right understanding of the maximum form of action for situations that take place in life.

The application of skills with elements of determining the place of stay in the game and in a walking letter makes it possible to consolidate certain knowledge of a general educational nature in practice (mathematics, geography, natural science and other sciences).

Thus, action games can influence the mental development of those involved. However, such exposure cannot be overestimated. As long as above all all action games according to their nature, physical education in person is directed to solving the task.

In the conditions of ensuring the orientation of spiritual and educational ideas, action games played as a team can help to form the moral qualities and positive aspects of the character of those involved.

The fact that action games have a unique feature in the content makes it possible to make it live and interesting. For example, its great importance in attracting close attention to the game. The awakening of interest in it by the participants of the game is considered the best way to achieve the goal. If this process becomes complicated, it is necessary to cope even in the game process. These should be taken into account that if the result in the game is only lightly achieved, such an action game does not indicate that the participants have been interested for a long time. Even if it turns out that the result can be achieved, it will require a certain level of strength, which will ultimately be associated with a positive solution to the task. Action games like this can be fun and engaging. The interesting content of the game can motivate the participants in the game to work. Because they show in practice their endurance and physical ability in the absence of the fact that they perform one or another method over and over again actively in a relaxed manner.

The character of the action game, which is played as a team, regarding the competition, can also interest the participants in the activity in spending a certain effort to achieve the goal, showing perseverance, courage, perseverance. The character of the action of the game regarding the competition should not separate the opposing sides. This is very important. Because the tension of the competition makes them even more jipsy to each other.

Each participant in the movement, who plays as a team, is clearly confident in their overall superiority. Acting with mutual understanding, on the other hand, is aimed at achieving a common goal and overcoming obstacles.

In action games played as a team, voluntary movement limited by rules at the same time helps to educate conscious discipline in those who are engaged in an increase in interest in the game.

The rules of the game determine the different position of the participants. Each participant usually has a solid interaction with the task of his comrades who play in the team when performing the task. The correct distribution of the game task (strength, aptitude, interest of each) among the participants in the game encourages them to respect each other in active action together. They learn to take responsibility for their practical actions, get used to helping their comrades. In action games played as a team, one way or another, the participant of the game, regardless of how he performs his task, may receive praise or, conversely, receive reproaches from his comrades.

The saying goes that the opinion of their equals in the team has a strong influence on the upbringing of individual players. Thus, action games are one of the most effective methods in raising children in a team through a team under the guidance of a teacher. Action games played as a team develop a sense of companionship, a serious attitude to one's own action, and getting used to the actions of other advanced players in the game.

A game that is played without honest, gross effort is a positive assessment of the achievements of some players and teams, the simplicity with which players walk, the strength or responsiveness of their competition nurture a love of sports. Teaches the commander to respect the reputation of the sport.

Forms the skill to know what to see in players and to evaluate beautiful, agile, precise, fast goal-oriented actions. Acting harmoniously will help aesthetic education of players.

Practicing action games helps to improve the reciprocity and mutual compatibility of the action, as well as to generate skills; generates a rhythm of performance and the ability to enter in the desired norm non-stop or quickly; performing various movement tasks dexterously and quickly, more goal-oriented (which in some cases appear suddenly), when it is necessary to impose force.

1. When practicing physical exercises in the form of a lesson, action games are included in the component of the lesson and serve to train in practical terms when checking the achievements of those involved. In addition, games can also fully organize the content of the lesson (for example, in

classes of small school age, action games can also be organized in the form of a full lesson; special physical education in higher educational institutions, educational classes with games are held).

2. Action games training can also enter the component of its extracurricular forms (for example, on holidays, walks, when going on an excursion).
3. It is also possible to demonstrate the forms of independent organization of action games (the component of the participants of the game is non-alternative personal and team games, friendly matches, team competitions in action game; in residential areas, neighborhoods, campsites, sports and tourist norms; children can spend 4-5 games at rest camps, holidays, various dates, on the site of morning gymnastic exercises).

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