FOLK GAMES AS A MEANS OF CHILDREN'S DEVELOPMENT IN PHYSICAL EDUCATION LESSONS

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ABSTRACT

In this article discusses the folk games as means of development of children at physical training lessons. Because right ‘switch’ elements of games in the process of physical education is actively promoting the harmonious development and physical fitness of students.

Keywords: folk games, teacher, physical education, lesson, development, formation.

INTRODUCTION

In the general system of all-round human development, the upbringing of a child occupies an important place. Starting from preschool age, the foundations of health, physical development are laid, motor skills are formed, the foundation is created for the education of physical qualities. Pupils of elementary grades, successively developing, are engaged in physical education with great pleasure. They are especially interested in various types of games: from folk games to sports - basketball, football, hockey, table tennis, badminton, etc. [1].

Various types of games and exercises help to improve the activity of the main physiological systems of the body (nervous, cardiovascular, respiratory), improve physical development, physical fitness of children, and foster positive moral and volitional qualities. It is very valuable that playing games contribute to the upbringing of positive character traits in junior schoolchildren, create favorable conditions for fostering friendly relations in a team, mutual assistance. They are held outdoors in summer and winter, which is an effective means of hardening the child's body.

Game activity is always associated with solving certain tasks, performing certain duties, overcoming various kinds of difficulties and obstacles. Overcoming obstacles strengthens willpower, fosters endurance, decisiveness, perseverance in achieving goals, faith in oneself [6].

Folk outdoor games are a traditional means of pedagogy. From time immemorial, they vividly reflected the way of life of people, their way of life, work, national foundations, ideas of honor, courage, courage, the desire to possess strength,

dexterity, endurance, speed and beauty of movements, show ingenuity, endurance, creative invention, resourcefulness, will and the desire to win.

Many folk games have survived to this day: passed down from generation to generation, they have absorbed the best national traditions. By the games we can judge the culture and way of life, the norms of behavior, our pricks.

METHODOLOGY AND LITERATURY REVIEW

The solution of the tasks is carried out through a number of organizational and substantive points:

an additional hour was added to the training schedule;

a program of physical education with the use of Russian folk games was proposed;

a partial study of the effectiveness of the use of folk games in physical education lessons in primary school was carried out.

Pedagogical impact of Uzbek folk games on a primary school student as an integral part of physical education

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Playing together is a unique kind of cooperation. It is no coincidence that psychologists believe that truly democratic relations between adults and children are possible only through play. And above all, games with rules, a traditional means of folk pedagogy, have a positive effect on their relationship.

The leading representatives of culture: K.D. Ushinsky, J.A. Pokrovsky, D.A. Kolozza, G.A. Vinogradov, A.A. Abdullayev and others, caring about enlightenment, education and upbringing of the masses, called for everywhere to collect and describe folk games in order to convey to the descendants the folk color of customs, the originality of self-expression of a particular people, the originality of the language, form and content of spoken texts.

Who among adults does not remember the games of their childhood! ‘Oq terakmi, ko’k terak!’ (white poplar, or sinai!), ‘Besh tosh!’ (five stones), "Chilla" and many others. They united children of different ages with a common joy, a unique mood [5].

Researchers of folk games note that at all times they performed important social functions, being a part of leisure, gave a person an opportunity to take a break from everyday affairs and immerse themselves in a joyful atmosphere for a while.

However, the main function of folk games is education. They contribute to the development of thinking, imagination, bring up activity, dexterity, ingenuity, initiative, the ability to stand up for oneself. Children learn to overcome failures, to experience failure. Through folk games, the wisdom of our ancestors, accumulated for centuries, is passed on from generation to generation.

Folk games should undoubtedly be included in physical education lessons for children of primary school age. They are simple and widely available. In them, each of the students can find an active role for himself according to his strength and abilities.

In terms of content, all folk games are classically laconic, expressive and accessible to a child. They cause an active work of thought, contribute to the broadening of horizons, clarification of ideas about the world around, improvement of all mental processes, and stimulate the transition of the child's body to a higher stage of development.

RESULTS AND DISCUSSION

In games, more than in other physical exercises, participants can perform various motor actions as they want, as their individual characteristics allow them. Games such as ‘Oq terakmi, ko’k terak!’ Are distinguished by the richest variety of movements. One of the undoubted factors in the attractiveness of games is the element of competition. Even more vividly competitive, the nature of games is in which participants are divided into groups, teams and where each troupe or team, each team member strives to achieve the best results, to win. At the same time, in some group games, motor actions according to signals are performed by all participants at once (“Quvlamachak” (tags), etc.) [4] and the personal participation of each of the players is not in the center of attention of the rest, in other games the personal actions all the other team members observe addiction.

For activities with children, the choice of the game is important. Games for the lesson are selected primarily depending on their physical content: a game with running or jumping, throwing or passing, carrying objects, resistance, overcoming obstacles, walking, building elements, climbing, climbing, etc. Games must be selected so that their motor content is not repeated when performing other exercises. For example, when teaching jumping, you should not play a jumping game in this lesson. There are two reasons for this.

Firstly, when teaching jumps, the teacher strives for the children to master the technique of jumping, and often chooses the method of learning in parts for this, and jumps in the game, performed as elements of the game process, will not be performed

as accurately as the teacher would like, and , therefore, will not contribute to the consolidation of the material passed in the lesson.

Secondly, the combination of jumps as one of the main types of exercises in the lesson and jumps in the game will create the prerequisites for a one-sided, limited effect on the body of those involved [7].

Premature use of games can lead to the formation of the wrong skill in movements.It must be remembered that the consolidation of the technically complex basic movements studied in playing activity is possible and should only after the ability to perform this or that movement has become a skill in children. In these conditions, play will be an excellent means of developing strong skills in performing movements in children. For example, fixing the jump ‘in step’, you can jump over the ditch (in the game ‘Arqonda sakrash’ (skipping rope) in the studied way; improving the skills in throwing the ball (in the game ‘Qorovul’ (watchman), you can use a certain method of throwing [4]). To train the studied movements in complicated conditions, relay games are held with overcoming various obstacles, with the inclusion of running, jumping, throwing, balance, climbing.

Games with complex rules, requiring a lot of concentration and attention, or being learned again, should not be done in lessons where technically difficult exercises are being taught or mastered. In these conditions, it is necessary to choose games that are familiar to children.

When choosing a game for a lesson, it is necessary to provide:

1) a pedagogical task that must be solved by a game;
2) the place of the game in the lesson;
3) the main motor content of the game;
4) physical and emotional stress;
5) the composition of children by age, sex and physical fitness;
6) the place of the game and the necessary benefits;
7) methods of organizing children for play [2].

Observing the principle of continuity, as well as in order to familiarize with the play reserve of children and their ability to play, it is necessary in the first grade, especially in the first months, to conduct games that children played in kindergarten. Among the kindergarten games, there are many that lead to the games provided by the school program.

Games are held with certain pedagogical tasks of the formation and development of motor skills, skills and qualities, with the tasks of ensuring physical activity and versatile impact on the body of the students.

In classes 1-2, mainly such outdoor games are held, where there is no division into groups, teams. However, the program also includes games with competition elements that prepare children for the simplest team games, and relay games.

In the 3rd class, more difficult games are held. These are games with a driver and division into teams, preparatory to sports.

When planning, games are divided into quarters based on the season. In quarters I and IV, games are usually planned to be played on a sports ground; in the air (autumn, spring), in the II quarter - indoors and in the III - in the fresh air [3].

CONCLUSION

When distributing games, one should take into account the passage of the program material on other types of physical exercises, because many games can be used to improve skills and skills in running, jumping, throwing and other movements.

It is desirable that students know the games provided by the program, their rules, so that they can apply them outside the classroom.

So, folk games in combination with other elements of a physical education lesson in junior grades represent the basis of the initial stage of the formation of a harmoniously developed personality, combining spiritual wealth, moral purity and physical perfection, and in the future, thanks to this, the teacher achieves high speed and strength indicators in physical education lessons in the middle classes.

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