

## Development of Primary Class Students' Physical Qualities Through Activity Games

*Khasanov Javohir Mukhtorovich*<sup>1</sup>

**Abstract:** This article discusses the content and methods of qualitatively improving the physical education of elementary school students by playing games.

**Keywords:** Physical education, human development, national people, physical, physical training system of Smyrna, national games, national physical qualities.

It is known that for children's physical education, physical training, and correct technique from a methodical and pedagogical point of view, it is necessary to know well the psychology of children's physiology, based on this, certain exercises should be performed before each training session. The number of tasks consists of two to three, and their division into several productions, movements and exercises, and national movement games are selected. Chosen, first of all, should be related to the word. Secondly, it should be suitable for the age, training and gender of the students. The support they need should be simple, understandable, familiar to the child and something they can do.

The pedagogues of the middle Ages paid great attention to the physical development of children - they developed a method of physical education, in which they gave a place to adults. The goal of feudal education was to teach nobles to ride a horse, swim, fence, play chess, and hold 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 diseases did not originate from biology, 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 other words, in the words of G. V. Plekhanov, "Game is a child of labor." This G. V. Plekhanov made a misunderstanding when considering the issue of the game. He bypassed the definition of zoological adaptations and game-based differences in animal behavior.

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

And the study of action games shows that the interaction and behavior of the participants when choosing a game matches its educational tasks, and also 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 instructions, divides game materials into two groups. These are 1st group of simple games, 2nd group of complex games.

P. F. Lesgaft represents games as a means of physical education in his system of physical exercises. The game tells the child to prepare for life. P. F. Lesgaft's requirements for conducting action games have not lost their power or importance until now, because he sets clear goals for each game, the participants of the games being 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 specific to sports and action games ensures the fulfillment of various educational tasks in them.

<sup>1</sup> Bukhara State Pedagogical Institute 1st grade student



In accordance with the school program on physical education, in grades 1-9, gymnastics, athletics, sports games, wrestling, and swimming are conducted. Action games are used in physical education classes to solve educational, educational and health problems in accordance with the program requirements.

Educational tasks include: consolidation and improvement of running, jumping, throwing skills, as well as skills acquired in gymnastics, athletics, sports games, wrestling and swimming. Educational tasks include: physical (speed, dexterity, strength, marksmanship, endurance) and moral will qualities (courage, honesty, community, etc.).

The task of health promotion helps to develop the body of students normally, to strengthen their health.

The tasks mentioned above are closely related to each other. When solving them, it is necessary to take into account various aspects of the educational process. In the same way, playing the game "Who's Faster" to improve the speed of running with the left hand can simultaneously develop courage, intelligence, and self-confidence in children of junior school age.

The difference between games in physical education classes and other forms of training is that the most important thing is to pay attention to the educational and health aspects of the game, as well as to the quality of physical education.

When choosing a game for a lesson, it is necessary to take into account the task of the lesson, the educational material, the types of actions included in the game, the physiological load of the game, and the working conditions.

Body mass for each exercise helps us control and control the direct function of the muscles. Thus, muscle activity can be trained accordingly, not forgetting that the muscles are controlled by the central nervous system.

In each game, the participants of the game are required to demonstrate their knowledge and skills, which they improve during the game. It does not require special preparation for elementary games. However, there are games that consist of complex actions. For example, the following games cannot be offered to students ("Ball to the captain", "Ball to the center") if they do not know how to catch the ball and pass it when it touches the opponent, well does not acquire reaction coordination and other necessary qualities and skills.

If the main part of the lesson is entirely devoted to play, then more active games are alternated with less active games, while choosing a variety of games based on the nature of the action. .

In the final part of the lesson, there are moderate low-mobility games, which are games with uncomplicated game rules to organize attention, which help to actively relax after the fast-paced loading of the main part of the lesson. . ("Who came", "The group stands!").

The uniqueness of the method of conducting mobile games in the physical education lesson is related to the need to maintain the intensity of the lesson and its short duration. Movement games are very important in training physical qualities: speed, dexterity, strength, endurance, flexibility, and at the same time, physical quality develops comprehensively in movement games. In most action games, players are required to be quick (escape, catch up, respond to a sound, visual signal at once). The constantly changing situation in the game requires the players to move quickly from one action to another and helps to develop dexterity. Fast-paced games train strength.

Games that involve vigorous action, greater effort, and energy build endurance. Games that involve changing the direction of movement frequently help develop flexibility. Action games are very important in the spiritual upbringing of a child. Action games are called team games, and at the same time, they teach children about teamwork. The game develops in children a sense of camaraderie, mutual respect and responsibility for each other's actions.

By participating in a team game, the child learns to look after the interests of the team: to give the ball to a friend who is in a good position, to try to save a friend who has been "captured", and so on. The game gradually develops a sense of camaraderie and the use of each other's movements. From



preschoolers to elementary school children, the game requires only matching their actions with the actions of their peers. Later in the game, they will use each other, help their friends, and finally, at the end, they will form their own teams.

Action in the game is one player against another, one team against another team. In connection with this, in front of the players, there are various tasks that need to be solved in time. For this, it is necessary to choose a different action and perform it while assessing the situation. It helps the player to know his own strength. The clear relationship between the players is competition, fighting, not only mutual cooperation, the general character of psychological adaptation, the nature of performing most of the game actions rapidly, and the general large and small tension, some experiences defined by its sharpness. Musical games develop children's musical abilities. The pedagogue uses the game method to educate children's musical ability: games with movement to the sounds of music help to better master the forms and character of music. In dance and music games, the child shows his first dance skills.

All his personal qualities and characteristics are revealed in the child's play. The manifestation of personality traits during the game helps to know each child well and influences us to develop in the right direction. Only one activity is as clear as a game and does not fully reveal the student's personal character traits.

## References

1. Abdullaeva M. Bolalar o'yinlarida o'zaro munosabatlar. //Boshlang'ich ta'lim.- Toshkent,2000y
2. Ishmuxamedov R.J., Abduqodirov A.A., Pardaev A. Tarbiyada innovatsion texnologiyalar (ta'lim muassasalari o'qituvchilari, tarbiyachilari, guruh rahbarlari uchun amaliy tavsiyalar).-T.: Iste'dod, 2010.-140 bet
3. Ishmuhamedov R., Yuldashev M. Ta'lim va tarbiyada innovatsion pedagogik texnologiyalar.-T.: "Nihol nashryoti, 2013 yil 278 bet.
4. Yo'ldoshev J.G'., Usmonov S.A. Pedagogik texnologiya asoslari. –T.: "O'qituvchi", 2004. -102 b.
5. M.E.Jumaev, M.Yu.Yuldasheva, B.U.Mingbaeva, G.A.Mamatova "Boshlang'ich ta'limni o'qitishda zamonaviy yondashuvlar va innavatsiyalar" metodik uslubiy qo'llanma – T.: 2017y.
6. Karomatovich I. A. Conducting Sports Holidays in Pre-School and Primary Educational Institutions //Web of Scholars: Multidimensional Research Journal. – 2022. – T. 1. – №. 6. – C. 153-157.
7. Karomatovich I. A. PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF YOUNG TEAM ATHLETES //Web of Scientist: International Scientific Research Journal. – 2022. – T. 3. – №. 02. – C. 1011-1016.
8. Abduyeva S. SYSTEM APPROACH IN THE FORMATION OF THE PHYSICAL CULTURE OF THE PERSONALITY //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – T. 8. – №. 8.
9. Abduyeva S. THE PSYCHOLOGICAL SIGNIFICANCE OF HIGHLY QUALIFIED 19-21-YEAR-OLD HANDBALL PLAYERS BETWEEN PERIODS IN THE TRAINING PROCES //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – T. 8. – №. 8.

