

## Pedagogical Conditions of Using Activity Games in Forming the Physical Culture of School Students

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**Annotation:** This article presents information about the pedagogical conditions of using action games in the formation of physical culture of schoolchildren.

**Key words:** School students, physical culture, action games, pedagogical conditions, formation, spiritual education, culture, moral education, mental and voluntary education.

Devotion to universal values, which are considered the spiritual and moral foundations of the development of independent Uzbekistan, strengthening and development of the spiritual heritage of our people, free realization of one's potential, patriotism, etc., should be fully expressed in the general secondary education process. This depends on the spiritual and moral image of physical education teachers, their efforts to improve the effectiveness of the educational process, their culture, spirituality and mature knowledge of their field.

Literature analysis: Here, when analyzing the literature, dissertations, monographs aimed at the development of their physical qualities, the great enlighteners of the past attached great importance to the age-related approach to upbringing and education, which allows the young generation to be healthy and well-rounded, physically strong and energetic, in the formation of the physical culture of students. For example, Ya.A. Komensky said that every teacher should know the qualities and characteristics of the person he has formed, and he commented that it is possible to give effective education to a child only by coordinating education with the child's nature.

Another famous educator, I.G.Pestalozzi, said that before teaching a child, you should know him in every way. Only then, educational activities will not be difficult, sometimes painful, but creative, effective and joyful for both the teacher and the student.

A.S. Makapenko described that pedagogical ideas are based on a deep understanding of the child's psychology, his position and social environment, his position in the community of peers and adults.

Success in education, according to V.A. Sukhomlinsky, is combined with his deep penetration into the process of personality formation, the characteristics and capabilities of a person based on the laws of development depending on the period of human age. A teacher who knows the stages of children's development related to adolescence can see the inner world of the student, only when he feels his relationships, emotions, feelings, he will always be successful in education and training, especially for students of general education schools.

“Theory and practice of folk action games”, “Education of action games” by T.S.Usmonkho'jaev, A.A.Polatov, Sh.A.Polatov, D.Kh. “Methodology” in the literature, the history of the emergence and development of folk movement games, the essence and classification characteristics of folk movement games, the organization and conduct of movement games in different places, requirements for the leader of the game, movement games specific to sports, movement games and their content, movement games teaching information about the methodology is given.

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State University. Abdullaev, Sh.M. Khudoyberdiev conducted scientific research on the effectiveness of using mobile games, scientific theoretical, scientific-practical bases and possibilities of using mobile games.

Discussion: In the introductory, main and junior parts of physical education classes, the types of active games classified according to the scope of influence serve as one of the leading factors in the formation, development and improvement of the physical culture of schoolchildren, and in their growing up as cultured and spiritual people. At the same time, the pedagogical conditions for the use of mobile games in the course of classroom and extracurricular activities recognize the need to use them wisely and educate a well-rounded person based on them.

Adding unexpected new moves to games is always fun for students. Before the game, students will have fun and it will make them feel creative. Therefore, the use of practical games in physical education lessons gives positive results. The more interesting the action game types are, the more their interest and need for the lesson increases. In order to conduct the game at a good pedagogical level, the teacher should know the order, time, and methods of organizing it in the lessons.

The use of action games shows the following results: - students' interest in life is increasing; - their creativity, motivation to create is increasing; - the desire to respect peers and friends, to help them in difficult times is awakening; - students are getting used to being fair, honest, honest people; - regularly doing sports, making the use of action games a daily activity not only in class, but also in the family; - a climate of mutual harmony and friendly relations is created among students, and the skills of treating adults with respect and respect for children are increasing; - feelings of pride in their ancestors, national values, great past and courage of our people are forming.

A well-chosen game is an important condition for the success of education and training. When preparing for the game, it is necessary to determine the main tasks of the lesson, taking into account the composition of the participants, their age characteristics, as well as their physical fitness.

When choosing a game, the teacher should know how the training will be conducted (if it is conducted in the style of a lesson, whether the game will be conducted in its first, second or final part, during a break, etc.). The venue, weather and temperature should be considered. If the game is held in winter, more active games should be chosen that activate the students and distribute the physical load evenly.

In the researches, attention is paid to the following pedagogical conditions for conducting the game. Including

- first of all, necessary sports equipment, equipment, for example, balls made of rope with a diameter of 8 cm, wool, tape, rubber (rubber balls are kept in a cool place so that they do not lose their tension at high temperatures); volleyballs and basketballs, sports sticks 1 m long for throwing, ropes, belts, flags, felts, boards, hammers, medicine chests, etc., each student should have an eye mask to avoid eye diseases;
- the field where the game is held must be flat, free from thorns, stones, broken glass and other unnecessary things and always kept clean;
- there should be no strangers on the field during training. Because they distract students and distract them from the game and force them to overdo it;
- to provide the site with equipment, in addition, it is necessary to use the natural objects and things there. In addition, the following rules of hygiene should be followed during the games:
  - a) the clothes worn during the game should be light, not hindering the movements;
  - b) in the summer, one should bathe after the game;
  - c) before the start of the game, the field must be sprinkled with water.

First of all, the following requirement is imposed on the teacher, in our opinion:



- the teacher must have fully mastered the theoretical and practical rules of the game; - the essence of the game should be completely understandable to the student; - the chosen game should be based on the real reality seen in the life of the students, related to the familiar situations that they are aware of; - thoroughly prepare for the game in advance and understand its theoretical essence.

The teacher can choose assistants to distribute and set up the equipment, monitor the implementation of the rules of the game, and keep track of the results.

Teaching movement play and how students behave in this process depends more on the physical education teacher. The game begins with a conditional signal (command, whistling or clapping, waving a hand or a flag). The teacher signals after he is satisfied that all participants have understood the content of the game and have settled down in a more comfortable place. Conditional limits should be determined in advance, and necessary guides for the game should be issued and placed in accordance with the rules of the game. As soon as the game starts, the leader carefully monitors and directs the progress of the game and the actions of the players. It also further explains some of the rules and techniques during the game. Corrections, reprimands and comments should be made in a way that does not disrupt or interrupt the game. If many players are making the same mistake, the game can be stopped to give appropriate guidance or show how the rules of the game are being followed. But it is not appropriate to stop him with a shout or a sharp gesture. The teacher should accustom the students to consciously and accurately follow the rules of the game. This habit is of great importance in teaching them discipline, instilling in students a sense of duty and responsibility for their actions, self-control and perseverance.

Based on the above, it can be said that it is an important task to create the necessary pedagogical conditions for the use of folk games, as well as in lessons and extracurricular time, and in this regard, the following issues should be implemented:

- 1) Regardless of what games are used in training, the necessary conditions for them must be created both in the classroom and on the playground.
- 2) Organized games must be fully compatible with pedagogical technologies and program requirements.
- 3) It is necessary to ensure the activity of students in the games, to explain to them the main importance of these games not only theoretically, but also in a practical, demonstrative way.
- 4) Encourage students to draw conclusions from practical games.
- 5) When choosing practical games, it is very important to ensure that the student does not perform violent physical actions in the game, and in the competitive environment, actions that burden the personality of a participant are not allowed.
- 6) In practical games, the participants should be encouraged for their achievements in a game-within-a-game style.
- 7) It is necessary to organize such contests among the students, to assign them tasks to invent new games, to create new types of games by reworking a certain national game.

Summary. In conclusion, we can say that in the educational system, in particular, in general schools, in ensuring and strengthening children's health, increasing their spiritual, educational, moral education and physical culture, the large-scale use of active games, increasing their effectiveness, based on critical analyzes of the educational process requires organizing, conducting and conducting at the level of requirements.

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