

Form, Method and Tools of Using Activity Games in Forming their Physical Culture of 11-13-Year-Old School Students

*Dusyarov Salimjon Khudaimuratovich*¹

Annotation: This article provides detailed information about forms, methods and means of using mobile games in the formation of physical culture of 11-13-year-old schoolchildren.

Key words: School students, physical culture, active games, formation, forms, method, tool, education, education, health improvement.

Enter. Decree of the President of the Republic of Uzbekistan "On Measures to Popularize and Develop Ethnosports" dated May 25, 2022 No. "On measures to raise the quality of the educational system to a new level" Resolution No. PQ-3907 and a number of regulatory documents issued by our government set a number of measures - activities for improving and strengthening the health of citizens of our country, for their physical training, in order to lead the growing young generation to physical and human qualities, especially encourages constant readiness for labor and defense work.

Due to the care of our respected President Sh.M. Mirziyoyev and the government, extensive reforms are being carried out to develop sports at all levels of the education system. These reforms fully apply to the work of physical education in general education schools and the formation of physical culture.

Literature analysis. According to its structure and content, the State Educational Standard (DTS) in physical education taught in comprehensive schools originates from the priority of the student's personality, his physical development, aspirations, abilities and interests in the process of teaching physical education. , but according to the current requirements, the tasks presented in the training manuals are always aimed at developing the spiritual and educational sphere of the student through the use of action games. not intended. In this respect, it is desirable to improve them within the framework of research.

Analytical results of physical education programs in general education schools show that an opportunity has been created to implement action games with 5-6 graders at several stages, including sports techniques for students in class and extracurricular activities. and educational materials aimed at the formation of certain elements of technology are defined.

In physical education classes, not only the tasks of education and health, but also human qualities, that is, attentiveness, discipline, will, organization, taking care of things, as well as hard work, perseverance, perseverance, fortitude, goal striving, independence and persistence in overcoming difficulties are included.

Discussion. The correct conduct of the lessons ensures the success of independent work and the performance of various tasks related to the improvement of the skills, skills and competencies of the student obtained from the lessons. Students do these tasks independently at home or in groups. Thus, lessons are the basis of students' individual or group training.

Pupils learn about the tasks and importance of physical education and sports from the teacher's short conversations during the lesson. They get acquainted with physical exercises and active games that are new to them in the lessons, and interest in gymnastics and sports is cultivated in students. All this helps to attract 11-13-year-old schoolchildren (grades 5-6) to clubs and groups, attracts them to various mass

¹ Teacher of Termiz State University



physical education and sports events. Therefore, the lesson is the basis of all public and sports activities conducted with students.

Among the physical exercises used in physical education classes, there are many types of active games that are vitally important and used in everyday life. The task of the school is to accustom students to use physical education tools every day in various conditions of study, work, and recreation. Students learn all this in physical education classes.

Physical education classes have their own characteristics according to the organization of their content. They are held in the hall, on the field, in the corridor, in such places the movement of students is less restricted, which creates special conditions for organizing students and conducting lessons. Pupils do not wear regular school uniforms in physical education classes, but in special sports clothes.

Physical education classes differ from other classes in that they have different effects on the body of students. Therefore, it is necessary to approach students more individually. All these features increase the responsibility of students to participate in physical education classes.

Planned training in educational movement games helps students achieve high results of physical training, makes them healthy, increases their knowledge, and serves to develop physical qualities. These ideas are reflected in physical education programs. As it can be seen from these, the ground is created for the student to get physical training, healthy and energetic formation, and to acquire various physical qualities in physical education lessons.

The analysis of the programs shows that the tasks of health improvement through action games should be solved in every lesson, like educational tasks. Proper organization of physical education classes, training in appropriate clothes, maintenance of necessary sanitation and hygiene conditions at the training place, conducting classes in the open air - these are important in the context of the health issue. It is clear from the analysis that in DTS and programs, it is shown that a relatively long time or a number of consecutive lessons are needed to solve some educational tasks, and one lesson is enough to solve some of them.

In physical education programs, physical education classes have educational and health-enhancing tasks.

Teaching tasks are to teach students to perform the exercises provided for in the program, to develop the learned exercises, as well as to develop skills, skills and competencies, to use the learned exercises in different conditions.

Educational tasks - formation of worldview, beliefs, needs, motives and interests, active and conscious attitude towards the specified types of activities in the field of physical education, moral, aesthetic that ensures the activity of students in the field of physical education and sports, consists in the formation of volitional characteristics and qualities.

The task of rehabilitation is the development of all physical qualities, support for the natural harmonious development of the student's organism, ensuring the growth of functional capabilities, strengthening and maintaining health, training, prevention of diseases and injuries, after diseases and injuries. aimed at restoring work skills.

One of the important issues related to physical education lessons is how to organize it. A lesson plan is an approximate plan used to create a particular lesson. The structure of the lesson helps the teacher to choose exercises wisely, to place the material correctly and to determine the load in the lesson. The structure of the lesson depends on the tasks determined on the basis of consistent study of the program material. Appropriate material is selected to perform the assigned tasks, the consistency of its implementation and methodical methods of education are determined.

Each physical education lesson must meet the following requirements:

- must have specific general and specific tasks. General tasks must be completed in the course of all lessons or series of lessons, and specific tasks must be completed during one lesson taken separately; - it is necessary to organize the lesson methodically and naturally; - it is necessary to



consistently continue the previous training and at the same time to be complete and complete, at the same time it is necessary to take into account the task and content of the upcoming lesson to a certain extent; - composition, age, gender, physical development and physical fitness of students should be taken into account; - there should be exercises and games that help in all-round physical development, strengthening of health, correct formation of stature; - the lesson should be interesting for students and actively encourage them to work; - the physical education lesson should be properly combined with other lessons in the educational agenda.

Solving any pedagogical task in a physical education class often requires physical exertion of the participants. Therefore, the body should be adequately prepared for this work.

Dividing the lesson into parts is relative, and each lesson should be complete from beginning to end, regardless of the tasks set before it. All tasks and content of the lesson are closely related.

The preparatory part of the lesson can begin with exercises and games - standing turns, walking, counting, free movement of students, the position of the assignment. In the course of the lesson, it is necessary to create a good mood for the participants and prepare them to perform the exercises well.

General development exercises are used as a tool for general training and preparation for the types of exercises studied in the main part of the lesson. Auxiliary exercises are usually held at the end of the preparatory part. In the preparatory part of the lesson, organized folk games with elements of non-violent composition are used. Sorting and conducting the preparatory part of the lesson depends to a certain extent on the conditions of the lesson. If the lesson takes place in the field, in cold weather, the teacher has another additional task - to "warm up" the body first. In this case, the number of general development exercises is increased, it is suggested to accelerate the pace of execution, and more time is spent on the preparatory part of the lesson.

There is no clear boundary between the main part of the lesson - the preparation and the main part. Of course, the exercises in the main part should be a continuation of the exercises in the introductory part. Although the name of this part is arbitrary, it defines its importance. Any material in the program can be included in the main part of the lesson.

General development exercises are also used here to achieve average physiological results and to prepare for other basic types of exercises. Body-building exercises are included in the lesson to solve a specific task, that is, to learn the types of movements.

Various forms of walking, running, jumping, throwing, scrambling, balancing, hanging exercises, and acrobatics are included in the main part in order to solve specific pedagogical tasks, as well as to have a certain physiological effect. Action games can always be used in lessons.

In the main part of the lesson, games are played that require students to be active (running, jumping, throwing, climbing, etc.). Approximate content of the main part of the lesson: amount of balance, exercises with balls, high jump, running and playing; general development exercises such as physical education, throwing, scrambling, jumping; body building exercises, skipping, long jump, throwing.

It should be said that the correct placement of practical materials in the main part is of great importance. At the beginning of the main part, new material and exercises that require precise execution are studied. Exercises that strain the body are performed after light exercises. With this, the rules of gradually increasing the load are observed.

Due to the correct conduct of the main part of the physical education classes, a little excitement occurs in all members of the students, their pulse and breathing speed up.

At the end of the lesson, in order to prepare students for another type of activity, it is necessary to bring their bodies into a state of restraint. So, in order to gradually move to a relatively calm state, the following can be achieved by performing simple movements, walks, rhythmic and deep breathing exercises, and peaceful games. At the end of the lesson, the students line up, the teacher concludes the lesson. He shows the achievements and shortcomings of the training, tells some students about the



mistakes they made, and gives them homework. The lesson ends with the students leaving the hall in an organized manner.

It is appropriate to organize the teaching process of 11-13-year-old (5-6) graders through action games in class and extracurricular activities, and to control homework assignments.

Summary. In conclusion, we can say that the effective and meaningful use of forms, methods and means of organizing physical education classes and extracurricular games is considered one of the important tasks in the formation of physical culture in the educational system, in particular, in secondary schools.

References

1. T.S.Usmanxodjayev., Sh.X.Isroilov., A.A.Pulatov., Sh.A.Pulatov. Milliy va harakatli o'yinlar. Darslik. Toshkent. «IQTISOD-MOLIYA». 2015. 265 s.
2. K.Rahimqulov. Milliy harakatli o'yinlar. O'quv qo'llanma. «TAFAKKUR-BO'STONI». Toshkent-2012. 142 s.
3. T.Usmanxodjayev., S.Usmanxodjayev., N.A.Chorshamiyev., Sh.E.Keldiyorov., B.X.Xoliqov. SPORT turlariga oid xarakatli o'yinlar. O'quv qo'llanma. Toshkent. «O'ZKITOBSAVDONASHRIYOTI» 2020. 176 s.
4. Ya.Ch.Daniyeva. Dissertatsiya. I-II bosqich talaba qizlar jismoniy tarbiya darslarida harakatli o'yinlardan foydalanish samaradorligi. Toshkent. 2009.
5. 11-13 YOSHLI MAKTAB O'QUVCHILARINING JISMONIY MADANIYATINI SHAKLLANTIRISHDA HARAKATLI O'YINLARNING TUTGAN O'RNI VA AHAMIYATI. Ta'lim, fan va innovatsiya. Ma'naviy-ma'rifiy, ilmiy-uslubiy jurnal. 2023 yil. 6-son.
6. Khudaimuratovich, D. S. (2024). Pedagogical Conditions of Using Activity Games in Forming the Physical Culture of School Students. *Miasto Przyszłości*, 48, 1108-1112.
7. Dusyarov, S. (2023). O 'ZBEK XALQ O'YINLARINING TASNIFI. *Interpretation and researches*, 2(1).
8. Бегимкулов, О. Ж. (2020). ПЕДАГОГИЧЕСКИЕ ЦЕННОСТИ УЧИТЕЛЯ ФИЗИЧЕСКОЙ КУЛЬТУРЫ. *Актуальные проблемы гуманитарных и естественных наук*, (6), 113-117.
9. Bobokulov, C. U. (2023). THE MEANING AND IMPORTANCE OF DEVELOPING MENTAL ABILITIES OF CHILDREN OF JUNIOR SCHOOL AGE. *Modern Scientific Research International Scientific Journal*, 1(6), 125-132.
10. Sharipov, K. (2023). THE COORDINATION OF THEORETICAL AND PRACTICAL TRAINING IN ACHIEVING HIGH RESULTS OF AN ATHLETE. *Евразийский журнал академических исследований*, 3(4 Part 4), 102-106.
11. Ulaboyevich, B. G. (2023). Methodology of Organizing Physical Education Lessons with School Students in Hot Climate Conditions. *Best Journal of Innovation in Science, Research and Development*, 2(10), 264-267.
12. Elmurad, E. (2023). System of Development of Professional and Pedagogical Creativity of Future Physical Education Teachers on the Base of a Competent Approach. *American Journal of Public Diplomacy and International Studies (2993-2157)*, 1(10).
13. Urolovich, B. C. (2024). THE ROLE OF DIDACTIC GAMES IN PERSONALITY FORMATION OF PRIMARY CLASS STUDENTS. *Miasto Przyszłości*, 48, 1484-1490.
14. Abdukakhorovich, S. K. (2024). INCREASING THE EFFICIENCY OF PHYSICAL EDUCATION OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS. *Proximus Journal of Sports Science and Physical Education*, 1(02), 40-44.



15. Menglimurod o'g'li, E. E. (2024). Methodological aspects of competent approach to developing the creativity of students in the future professional pedagogical hierarchy of physical culture education. *Spectrum Journal of Innovation, Reforms and Development*, 24, 57-59.
16. Shaxboz, A. va Urolovich, miloddan avvalgi (2023). 5-6 yoshli bolalar bilan harakatlanuvchi harakatli o'yinlarning samarali ta'siri. *IQRO* , 2 (1), 545-550.
17. Menglimurod o'g'li, E. E. (2024). CONDITIONS FOR COMPETENCE OF THE TEACHER OF PHYSICAL EDUCATION AND THE METHODOLOGY OF ITS ORGANIZATION.
18. Urolovich, B. C., & Dilshodbek, K. (2024). Technology of Using Movement Games to Increase the Efficiency of Physical Education Lessons. *International Journal of Scientific Trends*, 3(11), 44-48.
19. Эшкобилов, Э. (2024). Kompetensiyaviy yondashuv asosida bo'lajak jismoniy tarbiya o'qituvchisining kasbiy-pedagogik ijodkorlikni rivojlantirish metodikasi. *Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences*, 4(1).
20. Ghairat, B. (2024). Physiological to Physical Activity in Hot Conditions Characteristics of the Answer. *Miasto Przyszłości*, 48, 1121-1125.
21. Абдураимов, Ш. (2021). Активизация партнерского взаимодействия семьи и школы в воспитании детей младшего школьного возраста. *Общество и инновации*, 2(10/S), 328-334.
22. Norboyev, A. J. (2023). Main Problems of Organizing Sports Events and Public Sports.
23. Chori, B. (2024). The Influence of Chess Sports on Children's Mental Development. *Miasto Przyszłości*, 53, 941-943.
24. Shakhboz, A. (2024). A REVOLUTION IN PHYSICAL EDUCATION AND SPORTS: THE EFFECTIVENESS OF ARTIFICIAL INTELLIGENCE. *Miasto Przyszłości*, 48, 1442-1445.
25. Chorievna, D. Y., Chorievna, S. S., & Jumakulovich, N. A. (2023). The Role Of Technology In Enhancing The Effectiveness Of Training Processes For Student Athletes. *Onomázein*, (62 (2023): December), 1864-1870.

