

In Training Physical Attitudes of Students, The Importance of Moving Games

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Abstract:

The article discusses the role of movement games in the spiritual and physical development of students. In this regard, the views of thinkers, scientists and educators are presented and analyzed, the results of a survey conducted among primary school students on the topic and a practical analysis.

EASIJ

Accepted 7 July 2021

Published 11 July 2021

DOI: 10.5281/zenodo.5090887

Keywords: action games, sports, physical qualities, content, essence, physical fitness, health, fitness, survey,

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The role of movement games in the spiritual, physical and functional formation of students from the school period is incomparable. The use of movement games in physical education classes and in extracurricular sports activities increases the effectiveness of developing children's physical qualities and teaching them motor skills.

Games are divided into different categories due to their universality, versatility and wide impact.

These include games that develop physical qualities, speech, pronunciation, marksmanship, entrepreneurship, arithmetic, and so on. But, no matter what the game, it will have an action element or a set of actions.

Action games are radically different from sports games in terms of their content and essence. Moving games do not require specific, limited normative factors such as special training, specific competition rules, sportswear, duration, area, composition of participants, such as sports games. Only one action game can be played in different places, at different times, in different costumes, in different content (in terms of number). Most importantly, the free and voluntary movements (non-standard direction of movement, screaming cheerfulness, etc.) observed during action play create a positive emotional state (reaction). This, in turn, helps to "avoid" the complications of fatigue that occur more quickly during exercise, or appear later.

It is known that action games represent the customs, traditions, customs and ethnogenetic features of different peoples and nations. This is why such action games are often referred to as folk games.

Ancient thinkers, scientists and educators recognized that it is possible to cultivate such qualities as generosity, honesty, patriotism, respect for the opponent and respect for nature under the influence of national games. In this regard, especially the Uzbek folk movement games have the power to form various vital habits, skills and abilities. The people, their games are the invention of this nation. Therefore, these games play an active role in his mind, household chores, family and neighborhood upbringing.

People's movement games are becoming more and more important as a scientific object.

In recent years, a great deal of scientific literature has been published proving that action games are a very effective tool in the training of athletes, the formation of motor skills and physical qualities.

In modern sports, the more and more skillfully the game techniques are used to form physical qualities, technical and tactical skills, the more appropriate, the skills and abilities of the athletes can grow at a high level. The use of traditional specialized and standard exercises in the development of physical qualities, technical-tactical skills and other skills, based on scientific data in pedagogy, physiology and psychology, leads to rapid fatigue and loss of interest of young participants, especially in the initial training. Action games, on the other hand, have a positive effect on a child's emotional state, the onset of fatigue symptoms is "delayed", and most importantly, the child's hereditary (genetic) abilities and new motor skills may emerge. If, according to the volleyball game, the action games are selected and these games are played with a volleyball, the effect will be even higher.

Such games include, for example, "Pass the ball - sit", "Pass the ball and run the relay", "Put the obstacle on the ball" and other similar games.

The importance of movement games in the formation of physical and technical training of athletes and their advantages are noted in a number of scientific and methodological literature.

According to Al Lisitsa, action games are not only able to successfully form physical qualities, but can also effectively develop qualities such as clarity, purposefulness, precise movement, attention.

F. A. Karimov and N. Yusupov selected the games that have a single element of "wrestling" in the training of wrestlers and determined their effectiveness.

Leading specialists in volleyball EK Akhmerov and AG Furmanov proved the advantage of using special movement games, which are close to the nature of volleyball, in teaching the technique of volleyball skills and the initial formation of physical and technical training. Yu.N. Kleshev and A.G. Furmanov admit that the use of the game method in the formation of technical training of young volleyball players allows to master technical skills relatively quickly and more thoroughly.

Leading specialists in mobile games in Uzbekistan T. Usmankhodjaev and F.Khojaev made a number of recommendations on the organization and conduct of mobile games in various directions. Including,

1. To help students improve their physical fitness, health, fitness, body parts and general working ability;

1. Formation of knowledge and vital movement skills that will allow to move freely;

2. Development of spiritual, mental, professional and volitional qualities;

4. Education of general and special physical qualities;

5. Development of courage, resourcefulness, ingenuity, entrepreneurship.

Most importantly, experts say that it is advisable to use games such as "Cat and Mouse", "Space", "Pile", "Wolf in the ditch" in school sports sections, including for children engaged in sports.

In sports practice, there are cases when regular exercise, similar to each other, extinguishes the interest of a child who has just started to play sports, in which he loses his devotion to sports, and eventually stops playing sports. Therefore, the use of movement games in the training of young athletes, especially in the initial training phase, the development of physical qualities, the formation of technical and tactical skills "in a shorter way" is a very useful and important issue. To investigate the status of such issues, we conducted a survey among 2nd, 3rd and 4th graders.

Table 1.

Results of the survey with the participation of students (p = 30)

№	Questionnaire	Ха	Йўқ	Қисман
1.	Does your physical education teacher have conversations about the importance of movement games?	6	20	4
2.	Are movement games used in a physical education class?		-	12
3.	Are there big breaks or action games outside of class?	12	10	8

4.	Moving games while you are in kindergarten would be held?	24		6
5.	Do you know action games that cultivate physical qualities?		10	12
6.	Do you get together with the kids and play action games at school or in the neighborhood?	8		2
7.	Do you understand the national people, their games as a national value?	28	17	6

The results of the survey with the participation of students showed that action games of different content and essence are not fully reflected in the lives of respondents children, including their spiritual and physical upbringing. This can be seen from the answers to the questions presented below.

Only 6 of the respondents answered positively to question 1 in the questionnaire, 20 said "No" and 4 said "partially". Even if movement games are used in physical education classes or other settings, it is important to have sufficient theoretical knowledge about them. To question 2, 11 respondents answered "Yes", 7 answered "No" and 12 answered "Partially". In oral conversations with the children, they concluded that most of them play football and other sports.

Unfortunately, most of the students surveyed did not engage in purposefully organized movement games, even during breaks or outside of class time (Question 3). Eighteen of the respondents supported the idea of "No" or "Partial".

In addition, the results of Question 4 show that the majority of children (24 of them) regularly participated in movement games during their time in kindergarten.

According to the children's responses, while they did not know the essence of action games, almost all respondents reported engaging in action games at school or in their neighborhoods.

Another negative aspect of the survey results is the answers to 7 questions. In particular, "Do you understand the national people, their games as a national value?" - 7 of the children answered "Yes", 17 - "No", 6 - "Partial".

It is known that in the approved curriculum for physical education classes, movement games are included as an independent subject, theoretical and practical lessons are planned in all classes. However, receiving such responses from children highlights the need for a serious approach to this issue.

In turn, he revealed that movement games are a very effective tool in the effective formation of young children's physical qualities. But it is clear from the reviews of these literatures that little information has been established which sheds light on which physical games are acceptable in the development of which physical qualities.

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Cite this article:

Author(s), SARUKHANOV ARSEN ALBERTOVICH, (2021). "In Training Physical Attitudes of Students, The Importance of Moving Games", **Name of the Journal**: Euro Afro Studies International Journal, (EASIJ.COM), P, 5 -10. DOI: www.doi.org/10.5281/zenodo.5090887 , Issue: 7, Vol.: 3, Article: 1, Month: July, Year: 2021. Retrieved from <https://www.easij.com/all-issues/>

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