



## Developing Students' Physical Qualities through National Games

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**Annotation:** In the article, the role of national games in the development of the physical qualities of the students is reflected in the influence of the movement games on the development of children in the implementation of certain movements and the acquisition of elementary movement skills.

**Keywords:** School, student, action, game, folk, methodical, child.

In physical education games, movement games occupy a large place among other means of physical education, especially in small classes. In middle and especially senior classes, active games give way to gymnastics. Action games are used in physical education classes to solve educational, educational and health problems in accordance with the requirements of the physical education program for students of I-XI grades. Educational tasks include: Consolidation and improvement of medical skills of running, jumping, throwing and other movements, as well as skills acquired in gymnastics, athletics, sports games and cross-country training. Educational tasks include: Education of physical qualities (speed, agility, endurance, strength, flexibility), education of public honesty and other moral, as well as voluntary qualities.

The tasks of rehabilitation include: helping the normal formation and development of the children's body, strengthening its health. The choice of the game depends on the pedagogical task set before the lesson. For example, if the task of the lesson is to improve the skills of running and long jump in children of junior school age, then the game "Wolf in the ditch" can be used. To solve the task of strengthening the skill of throwing the ball from the chest and holding it from above, it is possible to use the relay game "Did you pass the ball - sit" or "Look - against" [3]. In solving the educational task, it is assumed that the improvement of physical quality at the same time affects the physical development of students in the team. Educational and educational tasks are closely related to each other. In the same way, for example, in improving the skills of high jumping in the game, 104 educates students to believe in their own strength, courage, bravery. Therefore, when setting the task, various aspects of one educational process are taken into account. When choosing action games for the lesson, it also depends on the composition of the students (age, gender, readiness), the place of the transition (field, hall, corridor), tools and equipment. Various games can be used to solve one and the same pedagogical task, depending on the working conditions. In the same way, for example, in a game played with 1-2 graders, when the task is to train the speed of movement reaction - "Everyone to their flag" (if the training is on the field or in the hall), or "quickly to their place" (if the training is held in the corridor or in the hall) game can be used.

Before the lesson - setting the task of improving throwing and catching the ball, 3-4 classes were taught "Have you reached - sit", "Hunters and ducks", "Don't give the ball to the beginning of the game", and in the lesson for 5-6 classes "Ball in the middle", "Don't shoot" ", "Battle for the ball"



games can be included. To acquire a certain skill in the game requires a more complex situation: increasing the number of rules, making it more complicated is complicating the mutual action of the players. Each game requires certain qualities, skills and abilities from the participants. This is not possible, for example, if students are given the game "Hanging the ball", if they need to shoot and catch the ball, carry the ball, speed of movement, catch the ball when approaching each other with the opponent, it is necessary for that minimum amount of bending [2]. These qualities, skills and abilities are improved, enriched, strengthened in the game. Each ball of movement included in the game must first be taught by the trainees in special exercises. In children of small school age, the most important can be beyond the most natural and elementary movements. They can be introduced into the game without prior training. So, for example, when children are invited to play the game "Wolf in the ditch", it is not necessary to teach them how to run and long jump in advance, because children perform this natural jump in the game based on their movement experience. The task of the teacher should be to focus the children's attention on jumping better and more correctly during the game. When conducting the action games correctly from a methodological point of view, children can acquire elementary movement skills while performing certain exercises.

The physical quality necessary for good acquisition of one or another skill is developed in students during the use of this exercise during the game. If you can control yourself in the game, it is brought up by using the way of slowly increasing the complexity of the game: introduction of new complex game rules, players who can handle all the elements of the interaction of the players or everyone who is involved in it, according to the capabilities of the students and the structure of the organization, complex interactions from the participants. requires. As long as movement games are combined with other means of physical education in physical education classes, it is very important to correctly determine the place of the game between other exercises in the lesson. The teacher should have a comprehensive effect on the body of students in each lesson. He chooses various exercises for this purpose.

A methodical sequence should be established between games and other types of training in the lesson, which will help to more correctly distribute the exercises in the whole lesson process and to improve the intensity of the lesson, and to solve the task in front of you better. After the exercise, complex coordination requires strained attention, concentration. Muscles that have just been worked only with speed, may not participate in the next exercise (game), or this participation may be small and of a different nature. If the lesson is devoted entirely to the main part, then a game with high mobility and a game with low mobility should be clearly conducted, and the character of the game should be different in terms of movement. If in the lesson for 4th graders, games will be introduced that will be more than running with distraction - "Fish", then other types of movement can be included in the following games: jumping, resisting, throwing ("Hunters and ducks", "Draw in a circle", "Pair" – shooting in pairs"), etc. In the lesson, aimed at teaching the technical elements of some sports, the simplified technical elements of this quality can be included in the action game for different purposes, on the basis of knowledge [1].

If the task of the lesson for 7th graders is to teach the teacher how to jump high in the "parakeet" method and to improve the low start, it is possible to solve the second task by using the game "Relay from the low start". In this case, the teacher should pay attention to the correct execution of the low start, and the achievement should be given based on the fact that the task is completed quickly and qualitatively. In order to avoid severe fatigue, it is necessary to combine the game with high movement activity and other exercises with the expenditure of some strength and energy. However, after the game, it is not recommended to walk, jump, or perform exercises that require precise movement, balance, and complex coordination. Action games can be included in all parts of



the lesson, depending on the composition and task of the participants. In the part of the lesson where the action games are included, they should be relevant to the task of that part of the lesson.

First, in the preparatory part of the lesson, games in the form of general development exercises of small and complex or moderate movements help to organize the attention of the group of students. Secondly, in the main part of the lesson, games with great mobility are used, in which movement skills are improved, the game helps to educate physical and volitional qualities, improve blood circulation and respiratory function in order to strengthen health, and increase the level of physical development. Voluntary action games often include such games: sprinting, passing, endurance, hurdles, various types of jumping, resistance, wrestling, throwing at stationary and moving targets, ball skills, etc. elements of sports and others. Third, in the final part of the lesson, games with low and moderate mobility can be used, which help to actively relax after the fast-paced lesson in the main part of the lesson. "Gunner, whose voice is this" (in 1-2 grades), "Who came" (in 3-4 grades), "Stand up class" (5-7 grades), "Flying ball" (8-11 grades) [2]. The correct use of time in the lesson creates the intensity of the lesson.

The lesson should be organized in such a way that students should be active all the time. At the same time, it is necessary to try to create approximately the same conditions for active participation in the game. In order to get all players to behave like that, each player needs to have approximately the same amount of money. The game should be organized in such a way that if it is necessary to take turns in the game, for example, in a relay, because each participant of the game should spend as little time as possible to get down before starting to actively participate in the game. In this case, it would be appropriate to divide the players into more teams, shorten the task time, and reduce the running distance. If the losing player is out of the game, such a release should be deducted for a very short time, and it is better to replace it with a point, because it will be counted after the game is over. When dealing with a large number of players in one ball in the circle ("circle defense", "moving target", "flying ball", "ball in the middle"), it is recommended to divide the players into two groups and play in two circles at the same time. possible "pulling in a circle", "cockfight", "chonkah suvok"). In this case, it is recommended to take into account the physical capabilities of the players. In order not to spend too much time at the beginning of the game, the teacher should prepare very well for the game: prepare the place for the game, equipment, equipment, a short text of the explanation, some roles A quick way to assign players to perform is to assign them to teams [5].

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