



The Place of National Movement Games in the System of Physical Education

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Abstract

This article describes the role of national movement games in the system of physical education.

Keywords: Physical education, practice, physical culture, sport, action, special, system, game, team.

In the theory and practice of physical education, physical culture, sports activities and physical education tools are used as a series of special systems. One of the important stages of the physical education system is physical equipment. Their component consists of gymnastics, sports, active games and the healing forces of nature (sun, air, water, hygienic factors).

It can be seen that action games are one of the important directions of the physical education system. Action games are of the following types in terms of structure and form:

1. Team games.
2. Public (many people play together) game.
3. Games played individually or in pairs.
4. Relay games.

Two or more teams participate in team games. For example, "White poplar, blue poplar"; "Planting potatoes" games.

In mass action games, all participants participate in the game b[^]avari. For example, "Rain" and others.

One or two participants take part in action games played alone or in pairs: For example, "cat and mouse", "cockfight", "shoulder wrestling", etc. Relay action games can also be team, general and (pair) order. For example, in the system of physical education, there are general and special principles (principles) and methods for teaching young people exercises and active games, that is, a series of games is determined depending on the age, physical fitness and gender of the participant. In the physical education programs of general education schools, national movement games are defined depending on the classes. Because, as mentioned, games are taught according to the age of children. Action games designed for elementary school students are too easy and not very interesting for high school students. Games designed for upper grades will be difficult for lower grade students.

Although such situations are not used in academic lyceums, secondary vocational colleges and higher educational institutions, games should be adapted to their future professions. For example, "Pedestrian bridge", "Eshak mindi", "Shepherd", "Podato'p", wrestling, foot race, ball relays are offered to young experts in agriculture and water management (livestock sector). and similar games would be appropriate if used. It should be noted that special training is required to organize and conduct action games during physical education classes, sports training, and various sports



competitions. In particular, the teacher (organizer) should have a perfect knowledge of various sports competitions and games, and be able to use their various options. For action games, first of all, it is necessary to take into account the conditions (time, place, interest). Large and clean spaces, organizing active games on the fields create many conveniences. In such places, there will be opportunities for students to freely run, jump and perform various actions independently, have fun and play happily. The above-mentioned students are also involved in the performance of action games organized outside of class (long break, at home, on the street, on the field, etc.). Otherwise, let your younger and older kids play together! In the future, various disagreements, quarrels, injuries, or infectious diseases may occur.

There are many branches of the system of physical education in physical culture and sports. These include physical training in residential areas, recreation and entertainment parks, summer recreation health camps; student summer sports facilities, health clinics and sanatoriums.

Toys and toys in the shape of animals (cat, sheep, puppy, bear, in the shape of various birds, cars, balls, etc.) cause my child to move, crawl and slowly stand up. Playing with a ball for toddlers leads them to perform all their natural special movements compactly and quickly. Little by little, young children (3-5 years old) are able to independently perform complex and interesting games that they have learned and played in the street. In general, the movement games learned in the family environment will last a long time in children's lives, and they will improve these games.

Exercises and active games are the most necessary and interesting process in the physical education system of preschool children's institutions (kindergartens).

Special programs for physical education have been developed in kindergartens, based on which various exercises are performed as a game depending on the age of the child (1-3, 4-6 years old). For younger children, there are mainly walks and activities with toys, and for older kindergarten children, there are many games such as ball games, relay races, climbing and jumping. is used.

One of the most important features of the mobile game is that it helps the youngest child to speak, learn new words, and the elementary school students to develop their speech. Also, many aspects and qualities such as moral education, love of music, improvement of mental state, maintaining balance are embodied in the content of games.

It can be recognized that national action games play an important role on the basis of mass healing physical culture and sports events organized in these places.

It can be said that no sports training is held without national action games. Even major league soccer players, volleyball players, and skilled athletes in other sports perform unique motion plays in practice and individually. This is due to the fact that action games serve as a special or general exercise game for writing body (muscle) entanglements (exercise), having fun (having fun, being happy, etc.) and preparing physical movements.

In the system of physical education, special attention is paid to the organization of active games in families and kindergartens.

From the day a child is born in the family, every opportunity is used for his healthy growth.

Playing with a ball for toddlers leads them to perform all their natural special movements compactly and quickly. Little by little, young children (3-5 years old) are able to independently perform complex and interesting games that they have learned and played in the street. In general, the movement games learned in the family environment will last a long time in children's lives, and they will improve these games.

Exercises and active games are the most necessary and interesting process in the system of physical education and physical education in preschool children's institutions.



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