

THE CLASSIFICATION OF NATIONAL MOVEMENT GAMES THAT TRAIN PHYSICAL QUALITIES AND WAYS TO TEACH THEM

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ABSTARCT

The main purpose of the game is to test students' strength, to increase endurance. There is game another aspect. Two boys will take part in it. Initially, a circle is drawn on the ground. In this circle, both children are behind their arms, lifting one leg and jumping on the other leg and pushing each other with their shoulders, the child who came out of the circle or put his raised foot on the ground is a loser. Games that develop speed and strength are a great way to solve a task.

Keywords: *strength, speed, play, exercise, flexibility, endurance, agility, training, quality, time.*

As children grow and develop the games content changes: while play activities are simple in the early stages, they later become richer. P.F. Lesgaft describes games as a physical education means in his exercise system. He focuses on preparing the child for life through play. His demands for moving games have not lost their value to this day: for example, it has set clear goals for each game, the participants strength in the game and it stressed the need to adapt the skills, to have a positive impact on game participants, to conduct games in a systematic and regular manner, to try to increase the students activity and independence. The game development, the game activity, initially consists of plot and content. The plot usually refers to the events range that children reflect on in play activities. The game plot is created for different periods, depending on the class, family lifestyle, geographical and industrial conditions. Games specific to children aged 7-8 can be divided into the following groups according to their physical qualities development.

1. Speed games.2. Strengthening games.3. Agility games.4. Endurance games.
5. Flexibility games;

Some types of games can be suitable for all joints of children, that is, there are games that are aimed at the physical qualities development as a whole, in which different physical qualities can develop in succession. Such consistency in games is related to the child's knowledge level, the life experience expansion, and his deeper penetration into the adults' lives. In fact, the growth of games from simple to complex is not limited to new aspects reflection of life, but also due to the fact that a particular game is enriched with other unique aspects.

1. Speed games. Exercises should be performed at maximum speed to cultivate speed. Games that require speed response to a signal to perform many movements in a given unit of time, as well as the ability of the whole body or part of it to move rapidly in space, develop the quality of agility in students. It is important to focus on games that lead to more active competition between the two groups. Games that cultivate a reaction to a moving object work best here. Such games include "Who's the winner in wearing the skullcap?", "Four horns", "Space", and "Who plays faster? For example, the game "Who wins when wearing a skullcap" is one of the national games of the ancient Uzbek people, which teaches children speed and agility. In the game, students are divided into two groups. The distance of 30 meters should be marked with two skullcaps. Two children from each group should run the same distance and play the game - the skullcap should not fall off the head. The game continues until all

the children in the group have a skullcap on their heads. The team that fulfills the condition the fastest is the winner.

2. Strength games. In doing so, the teacher should choose games that have a positive effect on the development of the desired muscle groups. In strength development games, students overcome their own body weight, any external weight, or the weight (resistance) of an opponent. The following games are recommended to develop strength: "Rooster-rooster", "Capricorn", "Overturning", "Lame wolf and sheep", "Drop into the pit" games. The more kids in the "Rooster-Rooster" game, the more fun the game will be. This game is mainly played by boys. The children play in pairs. On both sides, group leaders are elected. The teacher divides the class into two groups. They stare at each other face to face. They put their hands behind their backs, jump on one leg, and begin to push each other with their shoulders. No child should put his foot on the ground first or play with his back hand free. The main purpose of the game is to test the strength of students, to increase endurance. There is another aspect of this game. Two boys take part in it. First, a circle is drawn on the ground. In this circle, both children are behind their arms, lifting one leg and jumping on the other leg and pushing each other with their shoulders, the child who got out of the circle or put his raised leg on the ground is considered to have lost. Games that develop speed and strength are a great way to solve a task.

3. Agility games. Agility should be well developed in national games where the conditions for performance are changing, which requires clear action. Based on this, we recommend games such as "Swap Steps", "Resurrection", "Run", "Motley Chicken", and "Who's Faster" to develop agility. Take, for example, the game "Swap Steps". The game can be played by the whole class in pairs. The rule of the game is that the children line up lengthwise, then pull in order and step on the line in a row. There are three types of games that can be used: 1. with the arms outstretched to the side over the line. 2. with arms outstretched. 3. holding the back of the head with your hands. The winner is the one who plays the game quickly and without mistakes. Anyone who breaks the balance while walking on the line is considered to have made a mistake and is out of the game. The game goes on like this. The game can be played during class or during breaks. The educational value of this game is that it encourages the child to be spiritually sensitive. Physical agility (the fact that the game is to be completed in a certain period of time, i.e. which group should cross the line first, paying attention to the spirit, nature, character of children's games, the behavior of the participants, etc. is taught), teaches to keep the body upright. Playing this game in groups will increase the child's interest in physical culture. This game was used by our ancestors in ancient times.

4. Endurance games. In many national folk games, physical qualities such as speed and endurance are nurtured through intense exercise. In such games, the physical load is gradually increased. For example, enlarging the area; reduce the number of players without reducing the area; increase the number of play equipment (sticks, handkerchiefs, skullcap, coats, balls, etc.) to increase the running distance; increase the number of barriers; use complex exercises and increase their number, and so on. When these methods are used consistently, the goal is achieved faster. Examples of such physical training games are "Lame Crow", "Liang" and "Shepherd". For example, "Lame Crow" is a relay-type action game. The number of players is equal, and the two teams line up facing each other. Each player takes turns tying one of their legs with a bandage (handkerchief or ribbon) from the ankle to the thigh. The players of both teams shouted "Get ready – Do it!" on command, they jump on one leg to the opposing team's line, then undo the straps on their legs, run backwards, and pass it to the next player

on their team. The game continues in this way until the last player who brings the link to the teacher. The team that brings the tie to the teacher first wins.

5Fostering resilience. In order to develop flexibility in children aged 7-8 years, games that affect certain muscle groups and joints are selected. These games are mainly played with the help of special sports equipment. Weightlifters can also participate. Active flexibility depends on muscle strength. The tensile properties of muscles change under the influence of the central nervous system. Therefore, flexibility is high when students participate in these games with pleasure. Appropriate exercises should be performed before games that require flexibility. Games such as "kneeling under the knee", "throwing a stick in a circle", and «jumping over an obstacle», «rock game» are recommended to develop flexibility. For example, we recommend to teachers a "stone game" for 7-8 year olds that is fun and effectively increases the quality of flexibility. The participants of the game stand in a circle. Each of them, except for one player, holds five stones in his hands. The rule of the game: at the first signal from the teacher, the players throw their stones in front of them and sit back in the center of the circle. According to the second signal, they turn sharply to the initial position and each player tries to get his stone. The player who does not get the stone is considered the loser and the game starts again. The winner is the player who is the most agile, and fast, who gets his stone on time. Players are not allowed to hide or occupy the stone. At the beginning of the game, the student who is not given a stone is determined by counting. Once the game starts, there is a player who does not have time to pick up the stone and is left without a stone. The game not only develops the quality of flexibility in children, but also encourages them to act in a cohesive way, which means that it also serves to educate them in the spirit of cohesiveness and solidarity. The age characteristics of the teacher's primary school development are critical to the success of the class. First of all, it should be noted that a child's development is directly related to the environment, how life is organized, and upbringing, including physical education.

The basis of children's physical education is the promotion of health and proper physical development. The main tasks of physical education are to improve the health of students, their physical development, the acquisition of a system of motor skills and the development of physical qualities. Depending on the age of the students, small school-age children, adolescents, and young people will be involved in a variety of ways to address these challenges. Age-based divisions are common today; in which the neonatal, kindergarten, preschool, and school age periods are further subdivided into small, medium, and large school ages, and children influence the rapid emergence of the institutional system. In physiology, the existing system of division of children and adolescents into age periods, separate sections of development, is the basis for school-age children. In pedagogy, the age of school age is 7-10 years, teenager is 11-14 years, and adolescence is 15-17 years. Teaching children life skills that are vital in a timely manner is the most important of which are walking, running, jumping and throwing skills. The main focus of physical education classes with children of primary school age is on the development of vital processes: walking, running, jumping, throwing, correct posture, speed, agility, ability to analyze muscle speed.

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