

USING TRADITIONAL GAMES PROCESS OF TEACHING IN PHYSICAL TRAINING IN PRE-SCHOOL EDUCATION

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ABSTRACT

In this article discusses using traditional games process of teaching in physical training in pre-school education, because right 'switch' elements of games in the process of physical education is actively promoting the harmonious development and physical fitness of students.

Keywords: tradition games, teacher, physical education, lesson, development, formation.

INTRODUCTION

In the general system of all-round human development, the upbringing of a child occupies an important place. Starting from preschool age, the foundations of health, physical development are laid, motor skills are formed, the foundation for the education of physical qualities is created. Pupils of elementary grades, successively developing with great pleasure, are engaged in physical education. They are especially interested in various types of games: from tradition games to sports - basketball, football, hockey, table tennis, badminton, etc.

Various types of games and exercises help to improve the functioning of the main physiological systems of the body (nervous, cardiovascular, respiratory), improve physical development, physical fitness of children, and foster positive moral and volitional qualities. It is very valuable that playing games contribute to the upbringing of positive character traits in elementary school students, create favorable conditions for fostering friendly relations in a team, and mutual assistance. They are held outdoors in summer and winter, which is an effective means of hardening the child's body.

Game activity is always associated with solving certain tasks, performing certain duties, overcoming various kinds of difficulties and obstacles. Overcoming obstacles strengthens willpower, fosters endurance, decisiveness, perseverance in achieving goals, self-confidence.

Tradition outdoor games are a traditional means of pedagogy. From time immemorial, they clearly reflected the way of life of people, their way of life, work,

national foundations, ideas of honor, courage, courage, the desire to possess strength, dexterity, endurance, speed and beauty of movements, to show ingenuity, endurance, creative invention, resourcefulness, will and the desire to win.

Many tradition games have survived to this day: passed down from generation to generation, they have absorbed the best national traditions. By the games we can judge the culture and way of life, the norms of behavior, our pricks. Game activity is always associated with solving certain tasks, performing certain duties, overcoming various kinds of difficulties and obstacles. Overcoming obstacles strengthens willpower, fosters endurance, decisiveness, perseverance in achieving goals, faith in oneself [6].

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METHODOLOGY AND LITERARY REVIEW

For activities with children, the choice of the game is important. Games for the lesson are chosen primarily depending on their physical content: a game with running or jumping, throwing or passing, carrying objects, resistance, overcoming obstacles, walking, building elements, climbing, climbing, etc. Games must be selected so that their motor content is not repeated when performing other exercises. For example, when teaching jumping, you should not play a jumping game in this lesson. There are two reasons for this. Firstly, when teaching jumps, the teacher strives for the children to master the technique of jumping, and often chooses the method of learning in parts for this, and jumps in the game, performed as elements of the game process, will not be performed as accurately as the teacher would like, and , therefore, will not contribute to the consolidation of the material passed in the lesson. Secondly, the combination of jumps as one of the main types of exercises in the lesson and jumps in the game will create the preconditions for a one-sided, limited effect on the body of those involved. In play, children are very spontaneous. They fully reveal the positive and negative character traits, and this is of great importance for better learning children. When learning and conducting games, much attention is paid to educational

work with students. Games should discipline students, help to create a friendly, close-knit team, in which mutual support, help, subordination of personal interests to the interests of the team would become constant and familiar to children. This is facilitated by strict adherence to the rules of the game, the exact fulfillment of duties by the participants, constant supervision of the teacher and his timely remarks, corrections and recommendations. Attention is also paid to the careful attitude of students to inventory and equipment.

The leading representatives of culture: K.D. Ushinsky, J.A. Pokrovsky, D.A. Kolozza, G.A. Vinogradov, A.A. Abdullayev and others, caring about enlightenment, education and upbringing of the masses, called for everywhere to collect and describe tradition games in order to convey to the descendants the tradition color of customs, the originality of self-expression of a particular people, the originality of the language, form and content of spoken texts.

Researchers of tradition games note that at all times they performed important social functions, being a part of leisure, gave a person an opportunity to take a break from everyday affairs and immerse themselves in a joyful atmosphere for a while.

However, the main function of tradition games is education. They contribute to the development of thinking, imagination, bring up activity, dexterity, ingenuity, initiative, the ability to stand up for oneself. Children learn to overcome failures, to experience failure. Through tradition games, the wisdom of our ancestors, accumulated for centuries, is passed on from generation to generation.

Tradition games should undoubtedly be included in physical education lessons for children of primary school age. They are simple and widely available. In them, each of the students can find an active role for himself according to his strength and abilities.

RESULTS AND DISCUSSION

The preparation of places for the game is carried out before the lesson with the participation of children (duty or specially appointed students). The hall can be decorated in the form of a forest glade, where forest dwellers - the participants of the games - "live". Various equipment is required for the games: balls, ropes, chocks, ribbons, bags, flags, racks, hoops, etc.

To successfully play a game, the teacher needs to briefly and accurately explain the conditions of the game to the students and organize them immediately. Acquaintance of students with various versions of the game is carried out gradually;

you can proceed to detailed study only after the students have mastered the basic material. Thus, the principle of gradual complication is observed in all games.

An important point in the organization of games is the allocation of drivers, distribution into groups, appointment of judges (if needed) and distribution of responsibilities among the participants. Drivers can be distinguished in several ways. However, it is better if they are appointed by the teacher. The most agile, quick, energetic and initiative students should be the leaders. If the game is well known, in order to educate, to involve in collective action, the teacher appoints children who are not very active, keep themselves apart, or those who usually violate discipline as guides, his assistants, judges. Students with impaired health can also be appointed as judges and assistants.

After the game has been mastered, the drivers should not be appointed, but chosen. For this it is best to use "counting rhymes". It is necessary that the "rhymes" or "barkers" are interesting in content, short and easy to pronounce. The new driver can be appointed by the former driver, or the one who first comes running, jumps further or throws the ball can become the driver (this method is often used at the beginning of the game when the first driver is selected).

Dividing into groups or teams is best done by calculation. This distribution is done quickly, relatively correctly (in terms of strength) and impartially. All other methods (by appointment, by the choice of the captains, etc.) are less successful, since stronger or weaker groups or teams can be formed. It is also time-consuming and often frustrating for children. It is important to finish the game in an orderly manner: take stock, announce the results, note the positive and negative sides, give advice on organizing and conducting games outside of school hours. The participants themselves should be involved more often in summing up the results. This contributes to the upbringing in children of the ability to evaluate their actions, the actions of comrades, to identify the reasons for victories and defeats.

It is theoretically justified that outdoor games in physical education lessons have a beneficial effect on the development of children. Effectiveness can be assessed according to various parameters. The first form of assessment is according to standards. Comparison of the results shows that in running 30 meters, the number of children fulfilling the standard by "5" (high level) decreases, and the number of children who do not fit the standard (low level) increases. But at the same time, the number of children who coped with the standard by "3" - "4" (average level) increased. The performance is influenced by the fact that short-distance running skills can only be improved outdoors (spring, autumn), the conditions of the gym do not

allow improving sprint running skills. If we turn to outdoor games, then playing, children improve most of all the skills of distance running, such a basic quality as endurance is brought up. In standing jumps, there is no change in the results for the high level, the average level increases and there is a slight drop in the low level, which indicates an increase in physical fitness in this type of physical exercise.

The second form of assessing the results of children's development is self-comparison. A student may not fit into the standard either in the second or in the third grade, but comparing his results with each other, you can see what development has occurred over the year. Comparison of the results shows that the majority of children improved their performance in all standards, some students did not improve or deteriorate in certain types of results, but there is also a group of students who experienced a drop in their results according to some standards. Typically, this group of students includes frequently ill children.

CONCLUSION

So, on the basis of facts, we are inclined to conclude that Uzbek tradition games are an effective means of versatile development, where health-improving, educational and educational tasks are solved in a complex and are aimed at bringing up a harmoniously developed personality.

When distributing games, one should take into account the passage of the program material on other types of physical exercises, because many games can be used to improve skills and skills in running, jumping, throwing and other movements. It is desirable that students know the games provided by the program, their rules, so that they can apply them outside the classroom. So, tradition games in combination with other elements of a physical education lesson in junior grades represent the basis of the initial stage of the formation of a harmoniously developed personality, combining spiritual wealth, moral purity and physical perfection, and in the future, thanks to this, the teacher achieves high speed and strength indicators in physical education lessons in the middle classes.

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