www.wordlyknowledge.uz Volume: 2, Issue: 2, 2023

IMPORTANT OF MOBILE GAMES CONDUCTED IN ELEMENTARY PHYSICAL EDUCATION CLASSES

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Introduction: Any game used in the process of raising children is not must have a negative impact on their health. The teacher needs, on the one hand, to regulate the load received by children in games, depending on their health, level physical fitness, age, gender and individual characteristics, on the other hand, to ensure medical and pedagogical control.

The teacher should strive to:

- strengthen the health of those involved;

- cultivate the necessary moral and volitional qualities;

- to develop organizational skills;

- promote the formation of vital skills and abilities;

- take into account the psychophysical characteristics of each child.

To ensure that children's interest in the game does not decline and that the assigned tasks are accomplished at the same time, it is necessary:

- from among the well-known games, choose the one that best suits the task;

- evaluate the availability of games and use one that corresponds to the physical and mental development of the players. Excessive complexity of the game reduces interest in it, and excessive simplicity does not require mobilization and therefore does not develop;

- the place for the game must be well prepared in advance. P.F. Lesgaft believed that physical exercises and movements,carried out without awareness and cognitive interest, motivation, lead to mechanical and limited changes, do not give the ability of even a physically developed person to rationally use their strengths.

The "Guide to Physical Education for School-Age Children" notes that the main task teachers - to accustom the student to conscious actions, to teach control your movements, analyze and compare them, otherwise his actions will only be imitative.Gaming activities create favorable conditions for development of attention, memory, orientation. Outdoor games allow you to reveal the potential capabilities and creative initiative of the child, because:

- create conditions for their activity;

- provide the opportunity to choose;

- create problematic situations from which children look for a way out themselves;

- offer to come up with new games, relay races, mini-competitions, exercises for their comrades;

- focus on the way to achieve results;

- teach you to comprehend, control and evaluate your own the actions and actions of one's comrades;

- develop educational and cognitive motives.

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In creative (role-playing) games, the participants themselves determine the goal and rules of the game. Primary schoolchildren tend to ability to transform. They are happy to perform movements that are well understood and have a specific content,birds, animals or movements imitating human labor.Fun games have certain rules. Therefore it is Such games constitute the main content of folk games passed on from generation to generation.

If in creative and simulation games the main task of the teacher (leader) is to use and direct the activity children, then in fun games the entire organization and leadership activities depend on the teacher himself. When selecting games, the teacher must analyze their content and compare it with the physical capabilities of children.In the physical education of schoolchildren, the main form of organizing classes is the lesson, the content of which is determined by the state program. However, in primary grades games can be the main content of the lesson. Educational objectives include: improving natural movements (walking, running, climbing, throwing, etc.) in changing conditions, as well as improvement of motor skills acquired in various sections of the program.Play has a great impact on the formation of personality: it is such a conscious activity in which The ability to analyze, compare, generalize and draw conclusions develops.

Games develop children's abilities to act, which are important in everyday practical activities, as well as in gymnastics, sports and tourism.The rules and motor actions of the outdoor game reinforce in the minds of the players there are ideas about those existing in society relationships between people, behavior in real life.Games that are similar in structure and nature of movements to motor actions that are studied during gymnastics, athletics, swimming, etc. have educational significance.Sports games, skiing and other sports. Elementary motor skills acquired in games are easily rebuilt with subsequent, more in-depth study techniques of motor actions and facilitate their mastery. The game method is especially recommended for use at the stage of initial development of movements.

Repeated repetition of motor actions during the game helps students develop the ability to perform them economically. Players must be taught to use the acquired skills and abilities in non-standard conditions.Outdoor games develop the ability to adequately evaluate spatial and temporal parameters of movements, simultaneously perceive a lot and react to what is perceived.

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