

Forms of Organizing Activity Games, Methodology of Conducting Activity Games in Physical Education Lessons

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ANNOTATION

In this article, action games in physical education classes are written about solving educational, educational and health problems in accordance with the requirements of the program.

KEYWORDS: Action games, physical education, sports games, athletics, fitness, complex movements, game participants, fast running, jumping over obstacles.

Action games are widely used in physical education classes and extracurricular activities as a method and means of physical education at school. Action games are conducted in accordance with the school program on physical education in grades 1-9 along with gymnastics, athletics, sports games, wrestling and swimming. Action games are used in physical education classes to solve educational, educational and health problems in accordance with the requirements of the program.

Educational tasks include: strengthening and improvement of running, jumping, throwing skills, as well as skills acquired in gymnastics, athletics, sports games, wrestling and swimming. Educational tasks include: physical (speed, dexterity, strength, marksmanship, endurance) and moral will qualities (courage, honesty, community, etc.).

Fitness tasks help to develop the body of students normally and strengthen their health. The tasks mentioned above are closely related to each other. When solving them, it is necessary to take into account various aspects of the educational process. Similarly, playing the game "Who's faster" can simultaneously develop courage, ingenuity, and self-confidence in children of junior school age to improve their running speed. The difference between games held in physical education classes and other forms of training is that the most important thing is to focus on the educational and health aspects of the game, as well as on the quality of physical education. When choosing a game for a lesson, it is necessary to take into account the task of the lesson, the educational material, the types of actions included in the game, the physiological load of the game, and the working conditions.

In each game, the participants of the game are required to demonstrate their knowledge and skills, which they improve during the game. Elementary games do not require special preparation. However, there are also games that consist of complex actions. For example, the following games ("Ball to the captain", "Ball to the middle") cannot be offered to students if they do not know how to raise the ball, catch it, and the game is complete with the process. In learning, he cannot acquire coordination of movement and other necessary qualities and skills for a good reaction.

Participants master the complex movements included in the game with the help of special

exercises. As an exception, there can be elementary and natural actions that do not require prior training. For example, in the game "Wolf in the ditch" it is natural to run and jump. If the place or place of the game is determined among other means of physical education, the sequence between them will be methodologically correct. This will help to increase the intensity of the lesson and distribute the exercises correctly. Agility means the correct and high-quality transition from one movement to another. Thus, it is not recommended to perform complex agility, balance, precise movement, and resistance training after running, jumping, or resistance training. If the main part of the lesson is devoted to the game, then games with more movement and games with less movement are alternated, while different games are selected according to the nature of the movement.

Action games can be included in all parts of the lesson. The content of the game depends on the composition and task of the participants. It is recommended to include low-motion and uncomplicated games in the preparation of the lesson, which will help students to concentrate ("Group, stand up!", "Rolling stick"), these are games with moderate activity are exercises of a general development character ("Prohibited movement"). Complete the lesson in the main part by sprinting, passing or tricking, endurance, jumping over an obstacle, various jumps, resisting, and grappling, throwing at moving and non-moving targets. - Action games are used.

In the final part of the lesson, there are moderate low-mobility games, which are games for concentration with uncomplicated game rules, which help to actively relax after the fast-paced loading of the main part of the lesson ("Who came", "Group, stand up!").

The uniqueness of the method of conducting mobile games in physical education classes is related to the need to preserve those that correspond to the intensity of the lesson and its short duration. By using time appropriately and choosing the right method of conducting the game, the necessary motor density is achieved in the lesson. To achieve this, all players participating in the game will receive approximately the same load. It is necessary to try to create equal conditions for the active participation of all those involved in the game. Usually, action games are played with a frontal method. All participants of the game are divided into 2-3 groups, and each group plays one game independently.

The game also uses a group method. The leader divides the players into two groups and gives them different games. Usually, in grades 6-8, the group method is used to solve various educational tasks. For example, girls are offered the game "Don't give the ball to the player" (to prepare for a basketball game), and boys are offered the game "Outside the Circle" (to prepare for a football game). Boys are given a game that develops endurance and strength, and girls are given a game that develops coordination skills. It is necessary to set a certain time for the game. Because it may be related to players' fatigue, lack of mastery of the game and other reasons.

The game in the class should be aimed at making students healthy. Therefore, it is better to play games on the field as much as possible. If the game is held indoors, hygienic conditions that have a positive effect should be created. After the medical examination, children included in the main group can participate in all active games given in the physical education program for the class. It is necessary to limit the movement of children allocated to a special medical group, regardless of the fact that they have expressed their desire to actively participate in the game. They should be given roles that do not require movement or affect

the quality of playing time. They can also be involved as assistant referees and scorers. At the same time, in order to strengthen the health of weak children, it is necessary to involve them in games that they can do.

Action games in physical education classes are planned for the entire academic year, taking into account the tasks set by the teacher for each quarter of the academic year. When planning, it is necessary to follow the list of games offered in the program prepared for the academic year. The teacher can make additional changes to the game list depending on the working conditions of the school: the national composition of the participants, geographical conditions, training, availability of the necessary equipment for the game, etc. The time for the game is given in the program. However, depending on the work conditions and training tasks, some changes can be made. The games for the academic year should be distributed by quarters, taking into account the planning of all educational material. In the conditions of the Republic of Uzbekistan, school games are held on the school grounds in the 1st, 2nd and 4th quarters, so the plan can include throwing the ball, running different distances, and game-relays. Starting from grades 3-4, in the 1st and 4th quarters, the basis of the educational material consists of athletics exercises, and action games only strengthen specific athletics skills and help to improve. For this purpose, relay races are held with fast running, hurdles, jumping and throwing.

Practices are held indoors or in the gym for half of the second quarter and third quarter, so games are scheduled that don't require a lot of space. At this time, the basis of educational materials is gymnastic exercises, but it is useful to conduct games that educate movement coordination, target space, and develop and strengthen skills of sensory rhythm and balance. Control exercises are held at the end of the fourth quarter and the academic year. Control exercises for 1st-2nd graders can be games that show students' organization, accuracy, reaction speed, and other qualities and skills. It is also possible to use games that prepare for the acquisition of control tasks and are performed with exercises.

Matches are divided into quarters depending on the length of time and their tasks.

They learn new games at the end of the main 1, 2-3 quarters, at the beginning of the 1st quarter they change and strengthen the games learned in the previous academic year, and in the 4th quarter these games will be complicated and strengthened. When scheduled across quarters and semesters, similar lessons should also consider the sequence in which the game is played and repeated. At the beginning of the school year, more light games are played in each class, and at the end it becomes more complicated.

At the end of the school year, the teacher takes into account the quality of learning material and makes appropriate conclusions for planning it in the next school year.

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