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USING NATIONAL ACTIVITY GAMES TO INCREASE INTEREST IN SPORTS AMONG SECONDARY SCHOOL STUDENTS

Mirzayev Ibroxim Ilhomovich

Uzbek-Finnish Pedagogical Institute

Tel: +998 99 876 76 71, Telegram: +998 99 876 76 71

ANNOTATION

This article aims to use movement games as a means of physical education in the education of physical qualities in school-age children through the use of movement games, and on this basis to determine the theoretical foundations and methodological approaches to the technology of developing children's movement activity in general education schools, and to conduct research on the organization of physical education and mass health improvement activities carried out to develop children's movement activity in general education schools in the process of achieving this goal.

Keywords: General education schools, movement games, movement activity, movement quality, physical education, physical development, physical quality, health improvement, abilities, physiological factors, muscle, vegetative organ activity.

At meetings held under the leadership of the President of the Republic of Uzbekistan Sh.M. Mirziyayev, important tasks were set to radically reform the system of general education schools in terms of structure and to fully cover children in these schools. As a result of the analysis in this regard, three major documents were adopted in a short time: the Resolution of the President of the Republic of Uzbekistan No. PQ-3261 dated September 9 "On measures to radically improve the preschool education system". The Decree No. PF-5198 dated September 30 "On measures to radically improve the management of the preschool education system" and the Resolution No. PQ-3305 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan" were adopted.

The purpose of the implementation of the above resolutions and decrees is to create a healthy environment for the future generation to grow up as mature individuals. A healthy generation means a healthy country, and the task of raising a healthy generation lies primarily with preschool educational institutions and general education schools.

Humanizing education in general education schools is the basis of its renewal process. Scientists and practitioners are increasingly coming to the conclusion that the system of physical education of preschool and school-age children should have a comprehensive, humane impact on the individual, ensuring the regular and full realization of the right of each child to physical development. The environment surrounding children is changing. Simple, simple games have been replaced by computer games and various social network videos. The child's mental and aesthetic development is becoming a priority. Without denying their importance, it should be said that the child's time for active games, walks, and communication with peers is becoming less and less. The imbalance between play and other types of child activity, between different types of games (active and sedentary, individual and joint) has a negative impact on the health of school-age children and the level of development of motor skills.

The search for new ways to solve the problems of physical development of school-age children is connected, firstly, with the need to resolve the indicated contradictions, and secondly, with the need

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to study the laws, methodological and methodological conditions for improving the process of developing the physical fitness of the growing younger generation.

A serious feature of early childhood is the interrelation and interdependence of the child's health, physical development.

Accordingly, it is an urgent issue to find and justify effective means of improving the physical health of school-age children, developing the child's range of motion, and strengthening their interest in movement based on such vital needs as being agile, strong, and courageous. It is no exaggeration to say that the solution to this problem, in our opinion, lies in creating a holistic educational process, a set of socio-pedagogical conditions that ensure the child's comprehensive, balanced, including physical and personal development. In this regard, game forms of organizing children's motor activity are considered the most valuable. However, although the issue of targeted development of physical qualities and mental processes of school-age children based on movement games has been touched upon in some works, it has not been discussed in detail. Therefore, the purpose of working on this topic is to identify the theoretical foundations and methodological approaches to the technology of developing children's movement activity in general education schools based on the use of movement games as a means of physical education. In the process of achieving this goal, organizing and conducting research on physical education and mass health activities carried out to develop children's movement activity in general education schools will provide a basis for solving the above problem.

The content, form, means and methods of updating the theoretical foundations of creating a technology for developing children's movement activity in general education schools are carried out at the expense of the subject of the work. In the process of applying this subject, it is appropriate to put forward the following hypothesis, which is based on the assumptions about the theoretical substantiation of the process of developing children's movement activity in general education schools. Also, the implementation of this direction in children's physical education can significantly improve the effectiveness of using traditional means, in particular, movement games, to develop children's motor activity.

The age characteristics of improving the physical fitness of school-age children are determined, their development in school conditions is theoretically and experimentally substantiated, for this the following were identified:

1. Age characteristics of the development of physical qualities processes based on the use of active games in the physical education of school-age children;
2. Laws of the relationship between the main physical qualities of school-age children;
3. Means and methods of influencing the physical qualities and development of school-age children.

The practical and theoretical significance of the work is that the scientific information obtained in the course of the research clarifies the laws of the theory and methodology of physical education related to the problems of improving the educational process in the conditions of secondary schools. The technology for developing children's motor activity in the conditions of secondary schools is developed and theoretically substantiated.

The characteristics of the upbringing of physical qualities in school-age children are mainly determined by the fact that at birth the child is endowed with the appropriate set of physical capabilities laid down by the hereditary programs of individual development. In the course of the biological maturation of organs and structures of the organism, individual capabilities develop, determining various physical characteristics of a person. According to the data of E.A. Pimonova, L.V. Karmanova and others, over the past 20 years, in addition to the general positive trends noted in

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the physical development of children (an increase in all body dimensions), there is a noticeable increase in their motor readiness, while a number of indicators (speed, speed-strength capabilities) significantly decrease. Nevertheless, experts believe that the education of physical qualities should begin precisely in the school period.

The physiological factors of the development of the qualitative aspects of motor activity of children and adolescents are reflected in the improvement of the control of the activity of muscles and vegetative organs. In short-term, speed and power movements, more importance is attached to improving the control of the activity of the neuromuscular system. In somewhat longer-term activities, along with the improvement of motor functions, the coordination of vegetative functions is also of great importance. However, the most important place in improving the physiological control of the functions of the body of children and adolescents, which determines the improvement of strength, speed and endurance indicators, is occupied by the nervous system, especially the formation of connections that ensure the improvement of the functions of the body during muscle tension. Thus, the physiological mechanisms that determine the various forms of the interrelation of strength, speed and endurance in childhood are also diverse. Conditioned-reflex factors are important. During training, certain forms of programming the work of muscles and vegetative organs in the central nervous system for movements that develop strength, speed or endurance in a particular direction arise. Active games provide the maximum implementation of the task of complex development of motor skills, since their content is aimed at the formation and replacement of motor programs. It is known that the motor experience acquired by a person in the process of development is reflected in the emergence and consolidation of motor programs of various levels. The more diverse the motor skills, the more opportunities there are for mastering new movements. Action games are characterized by frequent alternation of positions, movements, and motor activities of the body and its parts, which are complex systems.

In pedagogical practice, there is a distinction between subject-based, movement-based and didactic games. Movement games are of great importance in the physical education of children, movement games can have a low, medium and high level of movement. Children of younger school age master natural movements through games (walking, running, jumping, throwing, climbing). Movement games are one of the main means of physical education of children. They can be used from the age of seven. During this period, children begin to master movement skills necessary for life, such as running, jumping, throwing, climbing. Older preschoolers, competing in strength (pulling on their hands), speed (short-distance running, shuttlecock running) and other qualities, are able to assess their own movements and capabilities. In addition to physical development, movement games help to cultivate such qualities in children as willpower, courage, determination, endurance, and courage. Children usually try to satisfy their great need for movement through games. For them, play is, first of all, activity, movement. During active games, children's movements are improved, such qualities as initiative and independence, confidence and determination develop. They learn to coordinate their movements, even follow certain rules (at first, of course, in a simple form).

Children of younger school age are usually very impressionable, emotional, unstable in mood, they are active, but they quickly get tired of one-sided activities, they cannot walk (run) for a long time without a break. Therefore, it is necessary to monitor overly active children: do not allow them to hang on their hands, jump from a great height, and divert their attention to games with a slightly slower pace. Gradually, the content of the games also changes. They play role-playing or figurative games, portraying a doctor, a salesman, a driver, a cook, etc. Children actively repeat not only actions

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familiar to them, but also what they see. The game lasts longer, its plot becomes more diverse and understandable. Later, the game becomes more complicated.

Independent motor games with various toys are very useful. Children can be grouped in twos or threes. The child's movements are usually determined by the types of toys, for example, running with flags, hoops, driving cars, rolling, throwing, catching balls.

In conclusion, we can firmly state that the results obtained during the pedagogical experiment are not unambiguous. The age-related features of the development of children's motor activity in the conditions of secondary schools were identified through the conducted experiments and theoretically substantiated. The use of movement games in physical education classes in secondary schools helps to develop children's movement abilities and physical fitness, as well as improve their readiness for the transition to primary school age.

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