



## Outdoor And Folk Games In The System Of Physical Education Of Schoolchildren

**(PhD), Dos.S.A. Akhmedova**

Navoi State Pedagogical Institute  
Faculty of Physical Education

**Dos. S.N. Haydarov**

Navoi State Pedagogical Institute  
Faculty of Physical Education

**Teacher N.O.Pirimova**

Navoi State Pedagogical Institute  
Faculty of Physical Education

### ABSTRACT

This article examines outdoor and folk games in the system of physical education of schoolchildren; the qualitative originality of games is determined by their goals, content, playing conditions and means, and characteristics of the participants.

### Keywords:

Sports, physical education, outdoor games, schoolchildren, folk games

Play for children is life. This is a way to entertain, unite, develop, amuse and teach. It's interesting, dynamic and playful. Through play, a person transforms and changes the world. Outdoor games with a child are one of the ways to combat physical inactivity. An outdoor game trains flexibility, dexterity, teaches you to maintain balance, concentrate, and regulate the accuracy of movement. In the game, movement is realized most creatively.

The game relieves muscle stiffness, reveals the ability to improvise, trains active response and relieves stress. In the game, the child receives tactile and emotional communication. The modern world for a child with a sedentary load at school, in clubs and at home, with gadgets, is incredibly static. Children have a powerful reserve of strength inside them and a desire to move. To focus on mental work, a child needs to run around and play enough. Movement gives a child the opportunity to feel confident in their body.

This is important both in childhood and in future life. An active game with rules is an active, conscious activity of a child, characterized by accurate and timely completion of tasks related to the rules that are mandatory for all players. Following the rules of the game develops children's organization, attention, ability to control their movements and demonstrate volitional efforts. The role of outdoor games in increasing children's physical activity throughout the day is very important. They are of particular importance for increasing physical activity on the child's body.

Play is also necessary for the child to replenish his knowledge and ideas about the world around him, to develop thinking, ingenuity, dexterity, and valuable moral and volitional qualities. The joint actions of children create conditions for common joyful experiences and common active activity.

In collective outdoor games, children learn to play together, give in and help each

other. The game helps the child overcome timidity and shyness.

During the game, not only existing skills are consolidated, but also new personality traits are formed. Ball games have a special role.

Play, as a means of influencing personality, has long been included in the system of general ways to improve the younger generation. Moreover, in the modern world the game is considered much more widely in connection with its use as a means of management, improving relationships in a team, and comprehensive education.

M.N. Zhukov (2004) defines play as an active activity in which children play the role of an attacker or defender, and as a reflection of real life. The general meaning of the game and participation in it can be defined as "doing business for its own sake."

The following definitions of the game are more lapidary:

A game is a type of human activity aimed at simulating real activity.

A game is a form of interaction between people, during which conditions are created for imaginary artificial situations that cause competition, emotional arousal and concentration of effort.

A game is a type of unproductive activity, the motive of which lies not in its results, but in the process itself.

The qualitative originality of games is determined by their goals, content, playing conditions and means, and the characteristics of the participants.

In Russian literature, V. Vsevolodsky was the first to classify gaming phenomena. He divided all games into three types, correlating them with social practice: dramatic, sports and ornamental games.

V.Ya. Platov distinguishes between methods of analyzing specific situations, role-playing, simulation, organizational and activity-based in business games. He considers the nature of the players' activities as a defining feature of the group. In a situational game, the player makes a decision in the specified situation speculatively, hypothetically, on one control cycle. In role-playing games, players enter into role-playing interaction, which gives rise to multiple alternative solutions.

In imitation games, the players' activities are based on imitation, imitating reality. In an organizational-activity game, the collective activity of players and their interpersonal communication should be realized when solving a problem.

E.I. Dobrinskaya and E.V. Sokolov group games:

- 1) according to content (military, sports, artistic, economic, political);
- 2) by composition and number of participants (children, adults, singles, doubles, group);
- 3) according to what abilities are discovered and trained (physical, intellectual, competitive, creative, etc.);
- 4) according to the main focus of the game.

In this case, the subject of research is outdoor games.

Outdoor play refers to those manifestations of play activity in which the role of movements is clearly expressed. An active game is characterized by active creative motor actions motivated by its plot. These actions are partially limited by rules (generally accepted, established by the leader or played) aimed at overcoming various difficulties on the way to achieving the goal. Collective outdoor games are games in which both small groups of participants and entire classes or sports sections, and in some cases a significantly larger number of players, simultaneously participate. Individual (single) outdoor games are usually created and organized by children. In such games, everyone can outline their plans, set conditions and rules that interest them, and, if desired, change them. Paths for carrying out planned actions are also chosen according to personal desire.

It is interesting to note that M.H. Khaibulaeva and S.V. Aliev in his analytical work (Pedagogical foundations of the game, 1996) does not distinguish the concept of "outdoor game" at all. They call all variants of games based on elements of motor activity "sports games." Meanwhile, sports games have a number of fundamental differences, the essence of which is that sports games are a confrontation between two parties taking place within the rules, aimed at achieving an advantage, assessed by the number of achievements of the stated goal of the game.

Outdoor games are not as strictly regulated by the rules of their conduct as sports; they allow for different interpretations of these rules in different groups of people, and do not require such a high level of physical perfection. There is a group of game exercises that occupy a kind of intermediate place between active and sports ones; they play a kind of leading role to sports games.

A large number of outdoor games are characterized by pronounced elements of folk art. Most of them have deep historical roots, based on the cultural and ethnic traditions of a certain community of people. This kind of outdoor games is usually called folk.

In this case, we study outdoor games that promote the development of speed of movement in primary schoolchildren.

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