

**THE EFFECT OF ACTION GAMES ON THE PHYSICAL DEVELOPMENT AND
LEVEL OF PHYSICAL FITNESS OF ELEMENTARY SCHOOL STUDENTS**

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Annotation: *in the article, the physical development and physical fitness level of elementary school students are increased through action games the result of use is analyzed.*

Key words: *Physical development, physical fitness, anthropometric indicators, maximum initiative, creative activity.*

Active games are of great importance in improving the physical fitness of primary school students. Therefore, the living conditions of primary school students, climatic features, national traditions,

Taking into account the values, age, physical development, and physical fitness, it is very important to conduct active games during physical education classes. It is considered the most convenient time to improve the physical qualities of students of primary school age. Action games are one of the most effective methods of physical education and are an important tool for the successful implementation of mental, moral and intellectual education of students. That's why children

it is necessary to pay attention to aspects such as the spirit, nature, character, behavior of the participants. The importance of active games in the development of children's physical qualities is incomparable. The game increases the child's interest, gives him pleasure, and ensures faster recovery of work ability. Thanks to the game, children forget about being tired and try to do the exercises carefully. Active games affect children's body as a whole. Therefore, games should be considered as an exercise that has a general physical effect. Active games are the main means of developing physical qualities. In the physical education of primary school students, it is envisaged to implement the tasks of health care, education and training. One of the most important issues is conducting a physical education lesson based on a moving game to develop the physical qualities of 1-4th grade students and increase their activity. According to F.N.Nasriddinov, K.M.Makhkamjonov, the indicators of physical fitness of elementary school students increase with age. According to the analysis of the data obtained on the increasing physical development of preschool and school-age children, the physical development of a 5-7-year-old child goes on the same level, and by the age of primary school, the process of physical development accelerates. The level of physical development of children was determined by anthropometric indicators.

Determining the level of physical development of children



These indicators are:

- body length (cm.);
- body weight (kg.);
- indicators of the right and left paws (using a dynamometer);
- vital capacity of the lungs (using a spirometer).

Determining the level of physical fitness of children

The following tests of the level of physical fitness of 7-10-year-old children can also be determined by:

- 30 m high start run (seconds);
- 3x10 m shuttle run (seconds);
- jumping on a pony (30 seconds);
- standing long jump (cm):

By obtaining the above-mentioned anthropometric indicators, we can find out the level of anatomical and physiological development of students.

Action games for 7-10-year-old children are the basis of social education lessons. That is why games are given more space in the school curriculum than other materials. The reason for this is that the various physical exercises included in the program are easily perceived and mastered by children through various games.

In games, special attention should be paid to running, jumping and throwing. In addition to playing simple and moderately complex games with children of this age, if the children are sufficiently prepared, it is possible to play more complex games that are played in teams. In these games, children learn to play together based on the principle of "One person for all, all for one person". Then they feel responsible for their friends playing with them.

Commando games require sufficient agility, quick response, resourcefulness and strength. The teacher should monitor each student during the game. Be able to direct the behavior of each student; it is necessary to assign tasks for which players can feel responsible (referee, referee); attract passive participants of the game to active play; help idle players complete the task. The teacher has the main tasks of an educational nature; The goal of this game is to find the right one. For example, to strengthen the skills acquired in gymnastics and athletics classes, to improve the skills of throwing, throwing and catching the ball, to develop bravery, courage, consistency of movement, to work as a team, to stand up for oneself fosters the development of location identification. Children are usually given clear and relatively easy and quickly achievable tasks, for example, not to be caught, to find a "rival", to save a friend, to win over a rival. At some points, children are offered more difficult and more distant targets, for example, passing the ball for a basketball game, carrying the ball, passing the ball to the crowd. Thus, teaching action games should be of constant educational importance. In the methodology of teaching action games, it is necessary to use the data of national folk pedagogy, that is, didactic principles that reveal the general laws of spiritual and educational education. When teaching the game to



children, the teacher must convey to them its purpose and content, as well as the rules of behavior in the game.

Conscious behavior of the players, skills necessary for the game takes over, this allows to improve the game and enrich it creatively; that's it at the same time, the educational effect of the game increases, and the interest of the participants of the game increases

will increase slightly. Employees must learn to carefully analyze their personal successes and failures and know how to analyze the actions and behavior of their comrades. This allows to develop personal qualities and skills. For example, a student throws a ball inaccurately; if he realizes what his mistake is, he can easily correct it. If he does not understand the teacher's actions and only imitates them, it will be difficult for him to correct this mistake.

A conscious attitude to their actions in the game helps students to use the acquired skills and abilities in any life situation. The teacher pays great attention to this educational aspect of the training; it is necessary to educate students to believe in their own strength, to overcome difficulties diligently, to solve the tasks in front of them. The game should take place in conditions of maximum initiative and activity of children. The fact that the participants of the action game, the players, demonstrate their creative activity helps to educate organizers and active individuals.

From the age of 7-10, the child's behavior becomes calm and orderly, spiritual and moral feelings, friendship, responsibility for the class, and sympathy appear. For a first-grader, his own success is the most important, while for a third-grader, the success of his friends is more important.

The development of the content of the game is manifested in the child's deeper penetration into the essence of the life and activities of adults, changes in his attitude to the surrounding events, as well as the fact that the content of the game is an increasingly accurate reflection of the conditions and life of members of society. . Therefore, the growth of children's ability to play does not occur by itself, but is realized as a result of the influence of adults, teachers, getting to know the environment, organizing excursions, explaining the essence of interpersonal relations, etc.

It is really possible to prepare a child for great things by engaging in games. The game is not just a pastime for children, but an important tool that helps them develop their strength and abilities.

At school age, the child begins to independently find ways to enter the life and activities of adults. Later, he will show a desire to participate in all spheres of adult life and activities, in interpersonal relationships. Therefore, action games create a new relationship between adults and children. Children are able to remember and remember more words in games than in other forms of lessons, which helps to develop a more in-depth nature of voluntary memory. This leads to the following conclusion:



1. The game is the process of choosing a certain role by the child and performing it, which requires memorizing a lot of information
2. The conscious goal of repeating the behavior appears earlier in the child and is easily realized.

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