

THE CHARACTERISTICS AND PEDAGOGICAL SIGNIFICANCE OF ACTION GAMES IN PREPARING THE YOUNG GENERATION FOR LIFE

<https://doi.org/10.5281/zenodo.14909768>

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Abstract. This article presents the classification of games according to the content of personality activity, outlines the content, specifics of outdoor games, which are physical education classes for preschool and primary school age children, certain types and methods of organizing outdoor games, its educational significance in preparing the younger generation for life, the specifics of outdoor games in preparing the younger generation for life.

Keywords: Physical education, game, children, fun, culture, outdoor games, rules of the game, team, competitions, characteristics, form, content, activity, method, pedagogy, leadership, physical education program, improvement of the younger generation, tool, healthy generation.

Game is a historically formed social event, an independent type of activity, inherent in man. Game activity is very diverse: children's games played with toys, board games, games played in a circle, action games, sports games. The game can be a means of self-knowledge, entertainment, recreation, a means of physical and general social education, a means of sports. As an element of game culture, it develops in all types of culture of society and with the various needs of people: it plays a large role in entertainment, recreation, the development of spiritual, mental and physical strength. Game activity is not only an element of culture, but also a useful tool in the upbringing of children and adolescents. It is always characterized by goal-oriented and diverse purposeful guidance and reasoned action. Play activities, especially in childhood, have more in common with work. However, in the process of play, a person cannot create material wealth to meet life's needs. Play is a very joyful and energetic activity, therefore it is of great value in educational work with young people and children. The most widespread variety of play among adults and children, especially among adolescents and children, is action games.

A distinctive feature of active games is that their content is a vivid expression of the role of movement (running, jumping, throwing, shooting, passing and catching the ball, resistance, etc.). These games substantiate movement and its

content. It is aimed at overcoming various difficulties and obstacles on the way to achieving the goal set in the game. Active games are determined by rules. Unlike sports games, the rules of active games can be changed by agreement based on the circumstances. The rules of the game determine the difficulties in the game and the nature of the obstacles on the way to achieving the goal.

Active games do not require special training from the participants of the game. Therefore, the rules of the game are changed by the participants of the game and the leaders (teachers) themselves depending on the conditions of the game being played. Because there is no fixed number of players, no fixed size of the field, and the equipment is also changed (club or skittles, volleyball or regular ball, small balls or bags filled with sand, gymnastic or regular sticks, etc.). Active games are used as a means of general physical training of youth and children, as well as a means of preparing for sports games and other sports, as well as for passing the "Alpomish" and "Barchinoy" test standards. Active games played in teams (groups) are of particular pedagogical importance, since they involve players from groups, classes, sections, departments, and sports sections.

In team-based action games, there is always an element of competition (each for himself or each for his team), as well as mutual assistance and support in achieving the set goal, arousing interest. The peculiarity of team games is that in the game everything changes all the time, and quick reactions are required from the players. Therefore, the interaction during the game is always changing: each person strives to create the most favorable situation for himself or for his team in relation to his "opponents". Competitions are held in action games. They can be held in separate games, the task set for the game should correspond to the physical capabilities of students of approximately the same age and classes. However, the pedagogical value of holding a competition in a complex of active games is that it includes a variety of games that help develop various physical qualities and skills. Children, adolescents, young people and adults of different ages can participate in a competition in a complex of active games, but the tasks in the game may be different.

This partial change in the competition in an active game is slightly different from competitions in sports games, because sports games are required to be held in strictly defined conditions and according to the rules. Each action game has its own content, form (structure) and methodological characteristics. The content of action games consists of the following: subject or content (expressive or conditional thought-out work, game plan) actions and rules that are included in the game to achieve the goal. The form of action games is the ability to have a wide choice of methods for achieving the set goal, the organization of the actions of the game

participants. The form of the game arises in connection with the content. The methodological specifics of the game depend on its content and form.

Action games are methodologically specific: liveliness; independent action in achieving the goal according to limited rules; creative initiative in accordance with the rules; the fulfillment of individual roles in the game, its content, a certain level of interaction of the participants in the game in the team are established; sudden changes in the game, which require initiative and quick reaction from the players; elements of competition in the game increase the excitement (emotionality) in the game and require the full use of strength; and the conflicting interests of the opposing parties in resolving the "disagreements" arising in the game create a high level of excitement. Active games are not only a means, but also a method of physical education of the child.

The concept of the game method in education denies the specific nature of the game method, that is, it differs from other educational tools in its methodological approach (the presence of a competitive element, the presence of a plot, various methods of achieving the goal, relatively independent action). The game method is used for the complex improvement of movement in especially complicated and changed conditions. Active games, as a means of physical education and a game method, help to improve and educate physical qualities. In addition, active games strengthen and improve individual skills, abilities and natural movements in gymnastics, athletics and other sports. In pedagogical practice, two main types of active games are used: 1. Free, creative or free games, in which the participants of the game themselves determine the game plan and achieve the set goal themselves. In these children, in infancy, preschool age, and early school age, they are more often meaningful than others, because roles are distributed depending on the content of the game, which is why in psychology they are called "wrapped in a bubble."

Team action games - in which players form separate teams. They are characterized by the subordination of their personal interests to the interests of the team, their orientation towards achieving a common goal, and the joint work of the team. The entire success of the team depends on the actions of each player. In team games, it is often possible to allocate team captains from among the players to ensure the coordination of actions and general leadership of the game, and all players are obliged to obey the captain. Some team games have a semi-sports character: they are more complex in terms of game technique and movement technique, and are played according to certain rules. Some games require special roles. In some collections, such games are called semi-sports games. The widespread use of action games requires the teacher to specifically select games to

solve various pedagogical tasks, taking into account the working conditions. For this, a working group of games similar in certain characteristics is organized.

In short, play is an important tool for developing creative activity, initiative, organization and other skills in children. Thanks to games, children develop a need to understand and influence the world around them, their mental, moral, volitional and physical qualities are formed, in a word, with the help of games a person is educated, formed as a person. Active games play an important role not only in the lives of children, but also in the lives of adults. If games are necessary for the mental and physical development of children, their preparation for life, then for adults they contribute to a meaningful and interesting pastime, relaxation, health promotion, and training. The priority and universality of active games is that they can be used throughout the year, in different conditions and with content changes and differentiation depending on the age of the participants. Taking these characteristics into account, it was determined that it would be logical to classify action games from a historical and sociological perspective as follows.

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