

THE IMPORTANCE OF USING NATIONAL GAMES IN SCHOOLS

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Annotation

This article examines the importance, benefits, and educational aspects of using national games in schools. It also explores the effectiveness of using various national games in schools in different regions.

Keywords

national games, education, school, region, schoolchildren, modern education, physical education.

Research results: National sports are of great importance in promoting independent Uzbek sports to the world. Today, the popularization of our national games, kurash, ulok, and Uzbek martial arts among the peoples of the world is particularly serving the development of sports in our country. Honoring values, forming national traditions, strengthening beliefs, conveying our tangible and intangible cultural heritage passed down from generation to generation to future generations, and deeply instilling the essence of national games in the minds of young people are urgent issues today [1]. It has long been known that physical education and sports play an important role in the lives of people of all ages for physical activity and health. Therefore, the leadership of Uzbekistan has important and urgent tasks: to promote in all regions of the country the important role of mass sports in human and family life, its basis for physical and spiritual health, to protect young people who are entering life with great hope from harmful habits, to create the necessary conditions for them to realize their abilities and talents, to preserve their health, and to attract young people to physical education and sports. The basis of physical education classes is the development of physical qualities and improvement of health of students, and physical education classes mainly include improving movement, skills and abilities through athletics, gymnastics, dynamic and sports games. In order for physical education classes to use sports games along with National Games to develop the physical qualities of students, exercises should be planned and applied in accordance with the age, physical and functional capabilities of the participants. The number, intensity, repetition and duration of

these exercises should be based on biological laws. If the load is too high for the participants, such a load will have a negative effect on the participants' body. On the contrary, if it is too low, the formation process will slow down.

One of the important elements of the physical education system in schools is physical education. Their components include gymnastics, sports, national games, and the health-improving effects of nature. National games are one of the important directions of the physical education system. Most physical education teachers do not consider National games to be of fundamental importance. Therefore, they do not use National games in lessons such as sports games, gymnastics, athletics, and wrestling. It would be interesting if training or lessons in each sport were conducted with National games. Because schoolchildren are mainly 7-16 years old, repeating the same exercises over and over again would bore them and lead to a loss of interest. If conducted with National games, it would be easier to achieve the expected results.

Results and Discussion An oral survey was conducted to study the interest of students of several schools in the Tashkent region in physical education lessons, their opinions and interests were studied, and the necessary conclusions were drawn. According to the results of the survey, from the students' responses, we learned that there were many problems and shortcomings in the use of National Games in physical education lessons, both in extracurricular activities and in the development of physical qualities. The solution to the problem is that the use of National Games in the development of physical qualities and the formation of technical and tactical skills at the stages of learning is an extremely useful and important issue. As in any other area of educational practice, teaching in the process of physical education is organized as a joint creative activity of the teacher and students, and in this, of course, the teacher plays a leading role.

The main goal of using national games is to teach students a healthy lifestyle and adapt them to everyday life, so national games should be organized in a way that is connected and organically linked to other subjects. Because the student should be able to effectively engage in these folk games in any conditions, both during school lessons and during leisure time at home. The exercises learned during class and extracurricular activities should be a solid foundation for home exercises for the student. Practical exercises started in classes should be continued and repeated at home. In this case, the teacher should not force the student to play national games, but rather organize them by selecting the most interesting ones from among them. The student should be able to independently repeat and practice them at home with interest, and for this, the content of physical education lessons should be organized consistently.

As is known, lessons are held in the hall, on the playground, in the corridor. However, conducting various national games with students in nature during extracurricular activities leads to further activation of students. A 1-hour lesson is not enough to fully teach students some national games and bring them to a level where they can practically perform them, while for some, a lesson may be enough. For example, the folk game "Podachi" requires the participation of two sides - the defensive and offensive groups. In the first lesson, the conditions of the game, the positions of the participants, the requirements for using sticks and balls in their hands, and prohibited actions are explained, and in the second hour, the game is started and game skills are mastered. Based on this need, increasing the importance and effectiveness of national games in classes is one of the main tasks facing teachers and coaches. Taking this into account, it is necessary to use not only the national games provided for in state educational standards, but also in curricula, to introduce games that are not used in classes into classes, and to turn them into students' favorite games:

- To establish the use of national games in physical education classes and sports classes in all secondary schools in the classroom and out of class;
- To increase the interest of schoolchildren in national values, our cultural heritage through national games;
- To increase their readiness to defend the country, to educate them on the basis of patriotism, readiness for the interests of the people and the country, loyalty to the country;
- To form and develop physical education and sports skills of schoolchildren.

Depending on the characteristics of national games, one or more students can participate in the same game. From this it can be seen that national games can be played individually or in groups. Most importantly, there is the opportunity to play them independently at home, preparing for lessons. During the lesson, the teacher teaches students national games, increasing their interest in physical education and sports, and preparing them for sports games that range from simple to complex. Because students must be physically, mentally, and spiritually prepared for sports games. The games used in physical education lessons are "Tug of War", "Tug of War", "Cockfight", "Donkey Riding" that develop strength qualities, "Chasing", "Day and Night", "White Poplar or Blue Poplar", "Homeless Rabbit", "Various Places" that develop agility qualities, "Forty Stones", "Hunter and Duck", "Mouse and Cat" that develop agility qualities, "Chase"; "Train". Endurance: developing qualities, "Bridge and Cat", "Running Away" that develop flexibility qualities [2]. Children begin their initial development before going to school with play activities. In play activities, national toys are widely used as a means of education and

upbringing. Since ancient times, people have been using various toys and their positive aspects in child upbringing. That is why folk sources have given a wide place to folk toys for the implementation of national games. In the family, parents, local craftsmen in the neighborhoods made toys for children from clay, wood, wool, fabrics and other materials, decorated with various beautiful decorations that interested them, quickly captivating them. As a result of the improvement of toy making and the creative activity of several generations, unique, unique, and unique Uzbek national toys have emerged. Among such toys, one can mention dolls in various Uzbek national costumes, fairy tale characters, local pets, household items, and household items made in families for children.

National toys skillfully depict the life of the people, their values, and even their dreams and aspirations. Folk toys were widely used in performances at markets, festivals, and mass public gatherings to demonstrate national games. In such performances, noble qualities such as humanity, intelligence, understanding, foresight, courage, patriotism, and courage were praised, and negative qualities such as evil, deceit, gluttony, arrogance, and laziness were severely ridiculed. The customs, traditions, and values that reflect the ancient history of the nation, spanning thousands of years, and that exist today, are instilled in the minds of young people through such puppets and other national games. Puppets and the organization of various national games through them have served as an important means of comprehensively shaping children's intellectual, moral, physical, and aesthetic qualities in the family. There are customs, traditions, rituals, and ceremonies that can have a great influence on the upbringing of young people, and instilling these in the minds of children and in their daily lives in the family means restoring national values. The various rituals and ceremonies characteristic of the Uzbek people are a clear manifestation of national traditions. "The formation of patriotism in young people is associated with their understanding of the commonality of national and universal values. In the formation of patriotism, the customs, rituals, and traditions associated with the national games, culture, art, and literature of the people, their way of life, morality, beliefs, and social spirit are considered to be values that deserve special attention" [3].

During the former Soviet Union, they belittled national educational games and values, which had a thousand-year history, with concepts such as "worship of antiquity", "obsoleteness", "religious superstition", and "falling behind life". They began to introduce means and methods that contradicted Eastern education into their lifestyles, family content, and upbringing. As a result of not respecting and trampling on national values, love and affection between people gradually began to rise. Thanks to our independence, our traditions and values have been restored. In

recent years, based on the principle of New Uzbekistan as a country of new opportunities, a number of works have been carried out to further popularize and introduce our values, in particular national sports and national games, to the world, and to turn them into masterpieces of the world's intangible cultural heritage. The resolution "On measures to popularize and develop ethnosports" adopted by the President of the Republic of Uzbekistan became an important guideline for our values to be recognized and appreciated in the world [4]. This decision of the head of our state laid the foundation for the survival of national sports and folk games.

The conclusion is that it is necessary to pass on the rich traditions and values of national games inherited from our ancestors to future generations, to increase the place of various sports in the world arenas under the brand of Uzbek sports, to support and encourage the interest of young people in national sports, to teach our national games more widely and deeply, and to make them the basis of physical education lessons in schools. Today, the rapidly developing era itself requires a new approach to the concept of schoolchildren's health. In the current era of dynamic political, social, scientific and technological development, it is possible to reveal the essence of youth health, determine its meaning, and study it only through a holistic and systematic approach. Only when work is carried out on this basis will it be possible to fully realize all the possibilities of youth health in practice. This is undoubtedly of great importance for restoring our national values, educating our youth in the spirit of patriotism. Therefore, we need to organize physical education lessons in schools in harmony with National Games, and to instill their historical roots and significance in the minds and thinking of our children.

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