



Classification and Methodology of National Movement Games Training Physical Qualities

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ABSTRACT

The article discusses the types of national action games that nurture physical qualities and each type of game that nurtures physical qualities.

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Introduction

As a child grows and develops, the content of games changes: while play activities are simple in the early stages, they become richer later. P. F. Lesgoft describes games as a means of physical education in his system of exercise. She focuses on preparing her child for life through play. His demands for action games have not lost their value to this day. For example, he should set clear goals for each game, match the strengths and abilities of the participants in the game, make sure that the players have a positive impact, conduct them in a systematic and regular manner, o. He stressed the need to increase the activity and independence of the students.

Age-appropriate games for school children can be divided into the following groups according to the development of their physical qualities:

- Speed games;
- power-up games;

- agility games;
- Endurance games;
- Flexibility games.

Some types of games can be suitable for all joints of children, that is, there are many games aimed at the development of physical qualities as a whole, in which different physical qualities can develop in succession. Such consistency in games is due to the fact that the child's level of knowledge, the expansion of marital upbringing, the deeper penetration into the lives of adults. In fact, the growth of games from simple to complex is not limited to the reflection of increasingly new aspects of life, but also due to the fact that certain games are enriched with other unique aspects of the game.

1. Speed games.

Exercises should be done as fast as possible to improve speed. Games that require speed response to a signal to perform multiple movements in a given unit of time, as well as the ability of the whole body or part of it to move rapidly in space, develop the quality of speed in students. The emphasis will be on holding games that lead to more active competition between the two groups. Thoughts that cultivate a reaction to a moving object work best here. Examples include "Cat and Mouse", "Third Plus", "Space", and "Who Plays Faster".

For example, the game "Third plus" is one of the most active games, which teaches a child speed and agility. In the game, the students stand in a circle in pairs, two players start the game, one of the catchers has to run away from the other if the player running away from the catcher goes around the circle in front of the pair of players the player leaves his place and runs away if the catcher catches the player, the places change and the game continues in this way.

2. Strength games.

In doing so, the teacher must choose games that have the desired effect on the development of the desired muscle groups. In strength training games, the student overcomes his or her own body weight, any external weight, or the opponent's weight (resistance). The following games are recommended for strength development; "The rooster is the rooster," "The kid," "The overthrow of the horse," "The lame wolf and the sheep," "Put it in the pit." For example, the more children in the game "Rooster - Rooster", the more interesting the game will be. The main boys will take part in this game. The children play in pairs. On both sides, group leaders are elected. The teacher divides the class into two groups. They look at each other face to face. There will be one participant from each of the two teams. They hold their hands back, jump on one leg, and begin to push each other with their shoulders. No child should put his foot on the floor first or play with his back free. The main purpose of the game is to test the strength of students, to increase endurance.

There is another version of this game. Two boys will take part in it. Initially, a circle is lined up on the ground. In this circle, both children are behind the arms, lifting one leg, jumping on the other leg, pushing each other with the shoulder, pulling out of the circle, or losing the child who put his raised foot on the ground. will be.

Speed and strong developmental games can help you solve a certain task.

3. Agility games.

Agility must be well developed in national games where the conditions for performance are changing, which requires clear action. Based on this, games such as "Swap Steps", "Resurrection", "Run", "Oлча Chicken", and "Who's Faster" can be recommended to develop agility.

Take, for example, the game "Swap Steps". The whole class can play the game in two. The rule of the game is that the children line up longitudinally, then, in order, step on the line (in a row). There are three types of games available:

1. Stretching his arms out to the side over the line;
2. With arms outstretched;
3. Holding the back of the head with his hands.

The winner is the one who plays the game quickly and without mistakes. Whoever strikes the balance while walking on the line is considered to have made a mistake and is out of the game. The game goes on like this. The game can be played both during class and during breaks, which is the educational value of the game. Physical agility (meaning that the game must be completed within a certain period of time, ie which group must cross the line quickly first, taking into account the spirit, nature, character of children's games, such as the behavior of the participants, etc. eclipses), teaches the body to stand upright. Playing this game in groups will increase the child's interest in physical education. This game has been used by our ancestors for a long time.

4. Endurance games. Many national folk movement games develop physical qualities such as speed and endurance as a result of extremely fast-paced exercises. In such games, the physical load (load) is gradually increased. For example, increase the area, reduce the number of players without reducing the area; increase the number of play equipment (sticks, handkerchiefs, doppies, shepherds, balls, etc.) increase the running distance; increase the number of barriers; use and increase the number of complex exercises, etc.

When these methods are used consistently, the goal is achieved faster. Examples of such physical training games are "The Lame Crow", "Lanka", and "Podachi". For example, the "Lame Crow" relay game. The number of players is equal, the two teams line up facing each other. Each player in turn ties his or her leg with a bandage (scarf or ribbon) from the ankle to the ankle. Players from both teams shouted "Get ready - do it!" as soon as the command is given, they jump on one leg to the line of the opposing team, then remove the bandage from their legs, run backwards, and pass it to the next player on their team. This continues until the last player is brought to the playground. The team that brings the garden to the teacher first is the winner.

5. Flexibility games. Particular attention should be paid to the development of resilience in schoolchildren, because, as mentioned above, the growth of the quality of resilience in children of this age slows down. In order to cultivate flexibility, games are selected that affect certain muscle groups and joints. These games are usually played with the help of special sports equipment. Weightlifters can also participate.

Active flexibility depends on muscle strength. The elasticity of the muscles changes under the

influence of the central nervous system. Therefore, the flexibility is high when students participate in these games with pleasure. Appropriate light exercise should be done before playing games that require flexibility.

Games such as "Knotted Wipes", "Throwing a Stick in a Circle", "Jumping Over Obstacles", and "Stone Game" are recommended to develop flexibility. For example, we recommend the Stone Game, which is fun and flexible for students. The participants in the game are in a circle, each of them holding five stones for many, except for one player.

Rule of the game: According to the first test of the students, the students throw their stones in front of them and turn their backs to the center of the circle. According to the second test, they turn sharply to the initial position, and each player moves to his side. The player who does not get the stone is considered the loser and the game starts again. The lightest, fastest and fastest player is the winner. Players are not allowed to cover or touch the stone. At the beginning of the game, the student who is not given a stone is determined by counting. Once the game begins, a player will appear who will not try to pick up the stone and will be left without the stone. The game not only develops the quality of flexibility in children, but also encourages them to work together, which means that it serves to educate them in the spirit of cohesiveness and solidarity.

There are specific reasons why folk games are classified according to the sex of the children, as there are some differences in the physical development of boys and girls of small school age. Boys are, on average, taller, have a wider chest, and larger lung function. Boys develop better self-control. Depending on it, the ability to move varies. Boys run faster, jump longer and higher. The closer they throw, the stronger and more durable they become.

The legal features of physical development are not reflected in the choice of means of physical education for boys and girls in grades 1 and 2, and from the 3rd grade onwards, more exercise may be given to girls than to boys. These include lifting the load and lifting it from one place to another, overcoming resistance, running longer distances, increasing the jump height, as well as keeping the distance between targets from throwing. Girls need to be taught folk movement ideas more than boys based on gentle, rhythmic dance moves. These are just some of the goal setting shareware that you can use. From this point of view, the national folk movement can be studied in two groups:

- Games for boys - games for boys;
- Games for girls - girls' games;
- Games for both boys and girls, joint games.

Based on the physiological and physical characteristics of the boys, they were given the following names: »," Swordsmen ", etc.

The girls are lacking in play, however, they are not allowed to play "Stone-picking", "Sparrow", "Dance in a circle", etc.

Joint games include "Swap Steps", "Who Wins to Wear a Doppie?", "Four Nights", "Star", "Day and Night", "Crowded Race", "Knitted Scarf", Many games can be recommended, such as "Goat", "Lame Crow", "Lame Wolf and Sheep", "Hook", "Podachi".

Conclusion

The classification of national action games shows that most games are joint games. That's why boys and girls do them together. When doing an exercise that includes an element of wrestling, the girls, along with their partner-friends, play a few easier games or engage in another group as instructed by the teacher.

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