Mastering of motion (action based) games for primary school pupils by using information and communication technologies

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ABSTRACT

One of the treasures of human culture is a moving game. Their species, their diversity, is endless. Moving games have reflected and enriched all the material and spiritual creativity of the people. There are a lot of books and articles about movement games. In the theoretical and methodological classification, wrote and published in the former Soviet Union, the role, importance, and popularity of folk games, as well as the use and popularity of folk games and many others, were mentioned.

Keywords: game, player, communication technologies, imitation nature, start-up gaming, creative players, important point of game.

1. INTRODUCTION

The movement of the player's creative initiative in the action games is expressed in terms of the solidarity of the team. There are two very important points in children's play, one of which is related to each other. On the other hand, these activities are nourished with spiritual and sensual nourishment, deepening their understanding of the surrounding environment. All of this contributes to the full development of the individual as a result. Thus, a comprehensive game of physical education is aimed at comprehensive physical training (not only mastering basic movements in a changing environment, but also challenging behavior performance), which also improves the behavior of the participants in the body. The most important characteristic of moving games is their conscious action classification. Players have a number of goals to achieve - whatever their main task is to win, to achieve results, no matter what ways or methods, only by following the rules and making the players themselves, to solve their problems according to their capabilities.

2. LITERATURE REVIEW

The earliest, start-up gaming shows only work and home-based activities. Subsequently, these concepts began to be greatly expanded, enriched with broader meaning.

Early in the game, the games had a lot of footsteps, and they were more like imitation and seeing what they saw and collecting hunting (as the most ancient form of human activity). That is why many peoples have a lot to do with the game, the birds and the wildlife. “G’ozlar va oqquşlar”, “Bo’ri va cho’pon”, “Tulki va tovuqlar” are famous for folk games.

«Cho’pon», «Oq terakmi, ko’k terak», «Chavandoz», «Qirqtosh», «Mushuk va sichqonlar» and so on. These are typical of Uzbek games.

It is clear that labor mimicry games, by their looks, have long been used as objective sources of physical education. As a result of the development of society, specific and appropriate requirements have emerged, which means that moving games to other forms is more exciting, dancing, singing, poetry and so on. It has to do more than just move.
Motion games give children a simple sense of timing. They are expressed in the following. In order to understand the consistency of the game’s actions, first and foremost, at the same time, and so on, alert children are of imitative nature. The child observes the world around him, incorporates some of it into his perception in the activities of the house creates a co-ordinative environment for the clarification of the consistency of the game’s actions.

4. DISCUSSION

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children to game tasks, such as: “Until I counted to five, you have to make a pattern”, “Who can line up three times to beat the beben?” and others. In these games, the child learns to use space missions, the sequence of movements, and the ability to act on them over time. An independent interpretation of the content of the game, its rules, and the rules of the character, as well as the interpretation of the game, instead of the location of the children, will help children to develop their mental abilities. (Y.Y. Steropepkova)

Moving games provide an opportunity for older children of kindergarten to develop their creativity. According to L.M. Kogovina, children aged 5-6 can develop their own game options and complicate their content, if properly guided. Later children can create fairy tales, plot games, small games, and when they achieve high levels of intellectual and creative maturity, they can create action games based on their own stories.

The process of developing the creative activity of preschool children is driven by the emotional reaction of children of all age groups to tasks and their implementation. At the same time, the overall creative orientation of the educator's leadership is crucial to her sympathy for children's studies. Moving games are aesthetic activity in terms of their content and form. The colorfulness of the game is characterized by the children's distinctive expressiveness with a certain sharpness. Children play a very emotional part of the game, giving them an emotional response to the game, which gives them a sense of accomplishment. Different sequences, such as being a figure-hugging figure in one or more circles of a lion, require clarity of behavior and aesthetic sensitivity in children. The beauty of the game is primarily due to the uniformity of the physical form that the participants themselves will find. It has a great aesthetic effect with music, it encourages children to behave better. Applying music to motivated games first of all, it is important to identify its aesthetic and educational role so that children can act according to the movement and form of the fundamentals of music. With this in mind, it is necessary to introduce music only in certain parts of the house.

For example, in the "Quvlashmachoq" game, all children can easily break through their movements by adapting them to music. The end of the music and its pausing in relation to the base of the music serve as a kind of signal for the beginning of the chase movement. This should be considered appropriate because children do not perceive music at the time of apprehension. If the game has a verbal "ushla" signal, then the movement must be exactly aligned to the pause.

Games with action and non-plot games include volleyball, paddleboarding, badminton, crossbow, table tennis, football, hockey. It is important to encourage those who give the children the most memorable action of remembering the action games. Thus, the use of the whole set of emotional and emotional components, which are embodied in the mobile games, will help the children to perform their comprehensive education. When choosing games with charts, the age features of the educator should be taken into account. When a child reaches school at the age of 7, it is important to take into account his or her level of preparation, to teach them how to jump, in physical education. Only then can the jump to games, because of such skills the children have the skills to jump. In addition, such mobile games also develop physical characteristics such as agility and courage.

5. CONCLUSION

The learning process should be organized so that the children can learn to be friendly, cooperative, patriotic and socially useful. Choosing the right game and playing with children is very important. However, the choice of a type of game does not always carry out educational tasks. It is very important that the organization of moving games and the educational value of it are important. Each game is purely educational and upbringing, with a thorough knowledge of the content and laws of each game, and the ability to demonstrate high pedagogical skills in the learning process. You can adjust the settings. It is important to use the didactic principles of folk pedagogy in the learning of teaching games and to ensure that they are constantly implemented. The teacher explains to the students the function and rules of each game. Being conscious of the game allows you to compare your actions to those of your friends. Teacher-led and student-centered activities should help children develop organizational skills. The teacher teaches the children's game of vigilance and helps strengthen their will.
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