

The effectiveness of action games in developing the agility qualities of primary school students

Eshonqulova Kamola Ibroximovna

Gulistan State University

Theory and methodology of education and training Sciences (primary education) 1st year master

Annotation: This article covers the effectiveness of action games and concluding remarks, the problem of the topic, the tasks of the topic in the development of agility qualities of primary school students.

Keywords: The concept of "organization" "1) the nature of the organization; 2) organizational work, activities", "the ability to organize a team, to unite, to be able to properly organize their personal work", "organization the need to do business ", urgency.

Introduction

One of the important conditions for cultivating an independent, free-thinking perfect person is to ensure that the younger generation becomes an active participant in the process of social relations. Active participation in social relations requires from each person to organize them, that is, to have organizational qualities.

The concept of "organization" in the sources includes "1) the nature of the organization; 2) organizational work, activities", "the ability to organize a team, to unite, as well as the ability to properly organize their own work", the need for ". In our opinion, the organization is more effective than the organization of play, education and labor activities, the activation of the process of social relations, the initiative and control to unite the team and unite around a common goal, its effective management and existing opportunities. use, as well as encouraging teammates to be active, have leadership skills. It is understood that organizational qualities consist of the social characteristics of the individual, on the basis of which the organization of activities of various forms; leadership (leadership) in activating participants, uniting the team and managing it effectively in a particular process.

Relevance of the topic:

Moving games are one of the most important means of physical education and sports, which are widely used for this purpose. Play is one of the specific forms of human activity. The concept of play ranges from the simple movements that a young child performs with a rattle to the physical activities that an adult performs in basketball, volleyball, hockey, and many other sports. Play is a conscious activity aimed at achieving a conditional goal. No material wealth is produced in the game. The goal of the game is in itself. The game is a historical process. It appeared in the early stages of the development of society. The game is popular with people from infancy to old age. It would be wrong to look at the game only as a means of physical education. Because it has a general effect on the upbringing and formation of the individual. Therefore, the game has always attracted the attention of educators, psychologists, philosophers, art critics, doctors and others. At present, there are two views on the emergence and development of the game: materialistic and idealistic. According to materialists, the game produces a cocktail, which determines its development. The game and the cocktail are pitted against each other. They do not see the difference between the conscious play of humans and the unconscious movements of animals. As a child grows and develops, the content of games changes, while play activities are normal in the early stages, they later become richer.

Topic Objective:

In primary education, play is a form of creative activity. In this case, the student develops emotionally, emotionally, intellectually and morally on the basis of knowledge and understanding

of social and material existence. A number of research studies have been conducted in psychology, ethnography, culture, pedagogy on games and their role in human development.

Tasks of the subject:

In games, a child's behavior is freely formed and socialized. The most important aspect of the play is that it has a two-sided character and is also suitable for dramatic art. On the one hand, the participants of the game perform real activities related to certain non-standard tasks in its implementation, and on the other hand, games also acquire a conditional character that deviates from real situations, feeling responsible for most of these activities. Thus, the dual function of games leads to its evolving outcome. Elements of game activities are widely used in the educational process. Games are among them.

At school age, the child begins to independently find ways to access adult life and activities. He will then show a desire to participate in all areas of adult life and activities, in interpersonal relationships. Therefore, the national movement of the people creates a new relationship between adults and children, and in this relationship, national qualities: respect for their country, respect, respect for adults are formed and formed. Game activity is social in its content and essence. National action games can be a shining example of a child's independent activity, in this respect through the content of games he gets acquainted with the life of an adult.

In the game, the relationship between the conditions of the game and the movement of the object, the main focus is often on the movement with objects, in which object games, for example: with a stone, a coat, a skullcap, etc. for children's movement. It should also be noted that it will play a leading role. But a child can play a role in games, and this should not be overlooked.

Conclusions and suggestions on the topic

Agility is a set of functional properties that determine the speed characteristic of an individual's movements, mainly the time of the movement reaction. There are three main types of speed:

1. The speed of individual motion (by overcoming a small external resistance) is the frequency of motion

2. Speed of action reaction (latent period). Demonstration of the simplest forms of speed

They are not related to each other. In particular, it depends on the reaction time, which in many cases is not correlated with the rate of movement. The speed can be determined from the summation of the three forms.

Moving game just to know not only improve their processes, but also positively affect the child's behavior affects. Primary school students are also in high school you can also find content. Because of a goal-oriented training Behavioral skills earlier and easier in relatively mobile games can occupy. When using action games, it is important to keep in mind that children of this age are tiny who require precision they are more prone to broad, strong movements than to movement. Incorporating folk games into physical education classes for:

- Divide them into categories;

-selection based on the development of physical qualities;

the need to determine the games used in the seasons proved; The following are the games used in the preparation part of the lesson requirements are:

a) performed as a team;

b) preparing all body parts for the main part of the lesson;

Usually 2 games in one lesson and use their options purposeful. The main part of the lesson is the skill learned during the lesson and the intensity of physical education classes to strengthen skills increase, develop students' thinking skills, physical and games are used to help cultivate willpower qualities. At the end of the lesson – a heartbeat that gathers attention together a standardized, low-action game is used.

List of used literature

1. Abdiqodirova F. Pedagogik texnologiyalar va ularning boshlang'ich ta'limdagi samaradorligi. "Pedagogik mahorat" jurnali. -Buxoro, 2008.-№
2. Azizxo'jaeva N.N. Pedagogik texnologiyalar va pedogigik mahorat.T.: o'zbekiston yozuvchilar uyushmasi adabiyot jamg'armasi, 2006.
3. Alixonov S. Matematika o'qitish metodikasi.T.: o'qituvchi,2001.
4. Axmedov M., Abduraxmonova N.,Jumaev M. Matematika: umumiy ta'lim maktablarining 1-sinf uchun darslik./ 3-nashri.-T.: "Turon-Iqbol", 2009.
5. Afonina S.I. Matematika va go'zallik.-T.: "o'qituvchi",1987.-220 b