

Outdoor Games in The System of Physical Culture and Sports in Higher Education

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Annotation: This article talks about the playful form of physical education classes in higher educational institutions, which contributes to the formation of educational motivation for physical education in general for all students, and in combination with other educational means is the basis for the formation of a harmoniously developed, active personality combining physical development and physical perfection.

Key words: Physical education, students, outdoor games, motivation, training sessions

The most significant feature of outdoor games should be considered the reflection in them, along with many phenomena of the surrounding reality, of two characteristic and important types of relationships between people: competitive struggle and cooperation. In the pedagogical practice a special place in the practice of physical education is occupied by game competitions such as relay races, in which two or more teams participate. It is difficult to overestimate the importance of outdoor games in the development of agility, speed and speed-strength qualities, in improving coordination of movements, in the development of ingenuity, ingenuity and ingenuity. Outdoor games discipline the students, teach them to manage their emotions, help improve their strong-willed qualities. The most important importance in outdoor games, from a pedagogical point of view, is acquired by specific relationships between players, which determine not only the forms of competitive struggle and mutual cooperation, but also the peculiarities of performing many game actions, the intensity and magnitude of efforts, the acuteness of some experiences, etc.

Outdoor games allow you to reveal the potential and creative initiative of those involved, because they create conditions for their activity, provide an opportunity to choose, aim at a way to achieve results, teach them to comprehend, control and evaluate their own actions and the actions of their comrades, improve the coordination of movements in collective actions, develop educational and cognitive motives.

The main condition for the successful implementation of outdoor games has always been and remains a deep knowledge and fluency in an extensive game repertoire, as well as the methodology of pedagogical guidance. Creatively using the game as an emotional and imaginative means of influence, it is necessary to encourage interest, imagination, and achieve active performance of game actions. The games, which are diverse in content and require various emotional manifestations, are always social in their essence, since they are based on the experience of social relationships, experiences, and morals are formed

In higher educational institutions, physical education classes, as it is known, are the main form of physical education of students and are based on general age patterns that allow the teacher to solve the tasks intelligently and with the greatest efficiency at each training session.

Outdoor games are a good active rest after prolonged mental activity, since functional and emotional uplift has a healing effect. The educational significance of games lies in the fact that they influence the formation of personality, the development of the ability to analyze, compare and generalize their actions, improve natural movements (walking, running, throwing, etc.) in changing conditions, as well as motor skills acquired in various sections of the program. Educational tasks of outdoor games contribute more to the development of physical qualities, such as speed, agility, strength, endurance, flexibility, will.

In addition, outdoor games develop coordinated, coordinated movements.

Recreational, educational and educational tasks must be solved in a complex in order for each game to become an effective means of versatile physical education and development of students. The conducted observations show the effectiveness of the use of outdoor games and creative tasks for faster development, consolidation and improvement of the necessary motor actions, the expediency of teaching sports through game tasks.

The selection of the content and methods of conducting outdoor games in physical education classes varied depending on the tasks set and taking into account the main program of educational material in sections of the program. For example, during the football course, outdoor games were selected and included in the classes with passing, throwing and catching the ball, with driving and throwing it at the target, etc.

The content of our classes was based on stories using outdoor games in the form of athletics relay races, sports and game relay races, games with objects, etc. In relation to the chosen plot, tasks were determined, means, methods and innovative methods of teaching students were selected.

The development, consolidation and improvement of motor skills and abilities were carried out in the form of creative, independent, complex and game tasks, as well as outdoor games, which consisted of three stages. At the first stage of training (the initial idea of movement), the games "Ball in the air", "Precise strike", "Faster to the goal" were used, which were easier to learn new material and were based on questions to the students. The use of these outdoor games created an emotionally positive attitude, and the performance of the movements shown became a successful beginning of the formation of correct motor skills. If at this stage the tasks of fostering a sense of collectivism and camaraderie, mutual assistance and support were put forward, then outdoor games included tasks whose success depended on mutual assistance and mutual insurance (the game "Crossing"). It was noticed that elementary motor skills acquired in game conditions are not only relatively easy to rebuild with subsequent, more in-depth study of the technique of motor actions, but even facilitate further mastery of appropriate techniques, and repeated repetition of motor actions during the game helps students to form the ability to perform them economically.

The next stage of training included the use of games with more complicated motor actions. In this case, control and evaluation of the quality of the whole exercise was carried out (throwing and catching the ball with one, two hands, from above, from below, from the side, etc. in the game "Captain's Ball"), special attention was paid to the implementation of individual details of the exercise (the height of the ball flight), the correctness of the actions (how should the ball be received). At this stage of training, the main motor actions were already familiar to students, so they were further invited to show a creative approach to completing tasks, then exercises were given for independent performance.

At the third and final stage of the training, the game "Play!" was used. The essence of such a mobile game was the use of game techniques for fixing and improving motor skills of possession of the ball (object). The consolidation of skills was tested in various versions of ball games or with objects under the guidance of a teacher. The reproduction of a properly learned motor action was the result of their efforts for all the previous time and was based on the perception of muscle sensation, so the movements of those involved here were distinguished by confidence and clarity. After consolidating motor skills in playing with a ball (objects), more complex tasks were included in the classes.

These observations in the course of training sessions show that outdoor games contribute to the successful formation of the skill of possession of the ball (object).

As shown by observations during classes, while learning movements, students simultaneously revealed their creative abilities. We are talking not only about the physical, but also about the mental abilities of those involved. For this purpose, creative, independent and complex tasks were offered. In the practice of training sessions, outdoor games are most often planned and applied at the end of the main part of the lesson, but using outdoor games in various parts of the training session, depending on the tasks assigned, exercises were selected, the content, methods and methods of their implementation were determined.

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