

## PEDAGOGICAL DEFINITION AND PEDAGOGICAL SIGNIFICANCE OF ACTIVITY GAMES

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### **Annotation**

*This article discusses the theory of national motor games (history of the emergence of national motor games, classification of games), methods of organizing and conducting national motor games, as well as brief information about knowledge, social and educational essence, skills and abilities. and characteristics of the games our ancestors played.*

### **Key words**

*Uzbek folk games, traditional sports, national sports, traditional folk games, physical education, physical exercises.*

### **Аннотация**

*В данной статье рассматривается теория национальных двигательных игр (история возникновения национальных двигательных игр, классификация игры), методы организации и проведения национальных двигательных игр, а также краткие сведения о знаниях, социальной и образовательной сущности, умениях и навыках. и характеристики игр, в которые играли наши предки.*

### **Ключевые слова**

*узбекские народные игры, традиционные виды спорта, национальные виды спорта, традиционные народные игры, физическое воспитание, физические упражнения.*

Uzbek folk games are a product of collective creativity of the Uzbek people, created and preserved by the general public. Games have been perfected for centuries as a necessary element of the life and social life of many generations of the Uzbek people, and performed various social tasks at each historical stage of development. Uzbek folk games embody the creative power of history, material and spiritual wealth, they reflect the historical experience of knowing and mastering the surrounding reality. Uzbek folk games are important by their nature. The uniqueness of the folk artistic culture and its national characteristics are clearly formed in them. The national character of these games is based on the cultural wealth and great heritage of the people. The content of many games may shed light

on tribal customs, ancient customs, work activities or culture. People's forgotten traditions, culture and samples of folk art continue only in children's folk games. Uzbek folk games played in groups and some sports games go back to ancient tribal games.

Uzbek folk games were created in ancient times before our era. This is also confirmed by archaeological finds and ethnographic materials of the ancient Roman writer Elian. Because they have information that game competitions were very common among the Sakas tribe and that they were a favorite custom of the people. According to his testimony, the young men of the Saka tribe got the right to marry the girls they defeated in these games.

In ancient times, the peoples living in Central Asia had physical exercises such as wrestling, archery, horse riding. The Greek historian Herodotus wrote about the skilled snipers of the Sakas tribe, who lived side by side with the Khorezmians: "The Sakas were famous among all the snipers in the world as very skilled shooters who did not miss an arrow." The Roman writer Clement of Alexandria (2nd century BC) wrote about the women of the Sac tribe: "The Sac women used to run away cunningly and shoot back like men on horseback."

National folk games were created on the fields several hundred years ago as ancient spectacles. This is also confirmed by archaeological finds and ethnographic materials of ancient Roman writers. The history of their appearance is connected with the development of sports, theater, dance and circus arts in our region. The content of folk games is very rich, colorful and diverse, and has a certain historical character. They gathered the best traditions of folk festivals and performances, enriched their national culture with their unique characteristics and characteristics, embodied the folk traditions of their generations.

Among the national folk games, especially the art of ancient gatekeeper and symbology stood out. In the past, the game of gallows was very popular. It can be said that public and local holidays, seasonal markets did not pass without gatekeepers. In Registon, gallows were built in the market square and in the square. The sounds of trumpets and drums signaled the beginning of the performances. When people gathered, the games started. Spectators excitedly watched the daring moves of the goalkeeper playing on the high rope.

Once upon a time, the wooden foot game was widespread in our area. Wooden legs ran, jumped, danced, played tunes on national musical instruments such as trumpets and trumpets, and showed wonderful performances. There is a lot of information about this in "Boburnoma".

According to the results of the study of the traditional life of the Uzbek people, the territory of the present Republic of Uzbekistan was once inhabited mainly by nomadic and semi-nomadic peoples. Their main occupation was animal husbandry. Not only semi-sedentary, but also settled peasants engaged in animal husbandry. Peasants used cattle for plowing, threshing wheat, and drawing water from rivers and wells. Also, livestock were used by merchants and artisans.

Because of this, a number of Uzbek folk games such as "The Herdsman", "The Lambe Wolf and the Sheep", "The Goats and the Shepherds", "The White Camel", and "The Wolf Came" were born. Among our people, very interesting dances on the theme of animals and birds, such as "Pigeon game", "Chagalay", "Yumronkazik", "Horse game" were widespread. Also among Uzbeks there are games such as "Karnaymi, Trumpet", "Nina, Thread and Knot", "Tapir-Tupur Qairaghoch", "Pumpkin Planting", "Rooster Battle", "Rooster and Chicken", "White Poplar-Blue Poplar". was also popular.

National folk games were created in very ancient times, changed in content at each historical stage of their development and performed various social tasks. Traditions, sciences, including national games, are connected with the life of our nation and have been passed down from generation to generation. The knowledge and experience acquired by the generations were tested in practical life, strengthened and improved by the next generations. Their content has been renewed by each generation and the stages of the development of society. Children played national games played by adults at that stage of society's development. Many national games have been passed down from fathers and grandfathers to children and grandchildren.

The social life, labor activity and lifestyle of the people are reflected in their own forms in the national games of the people. They show very rich emotions and experiences, loving and protecting their Motherland.

Along with traditional sports, national sports and folk games are also developing more and more. Today, competitions on Uzbek wrestling are organized in many countries of the world, and the fact that the world championship is regularly held among the masters of this type of sport fills the heart of every citizen living in Uzbekistan with pride. In fact, there are many national sports that we can be proud of. Among them, "Turon" wrestling, Uzbek martial arts, ukrainian, kopkari, chovgon, belt wrestling and archery are of particular note. Especially in recent years, the interest in Uzbek martial arts is growing. This sport is imbued with the national spirit, and plays an important role in the formation of qualities

such as courage and dexterity in young people, and in their growing up with a sharp mind and a beautiful stature.

From time immemorial, our forefathers paid serious attention to exercises that physically train a person and have a positive effect on health. For example, the kopkari competition requires each participant to have physical strength, a sharp mind, and a seven-dimensional cutting ability in addition to horsemanship. Our ancestors trained accordingly and achieved both mental and physical growth. In general, all national sports have developed based on the way of life, culture and outlook of our ancestors. At that time, someone was known as a rider, someone as a swordsman, and someone as a sniper. Also, thanks to various games and exercises, our ancestors developed agility and individual skills that can be used in any situation.

#### Games worthy of desire and taste

Most of the folk games were formed in the ancient past as a result of strength tests between different peoples, competitions, festive parades, folk dances.

As a result, two types of folk games were formed: public games organized during various festive events and popular games played by children. These games are played based on age, gender, number of participants, as well as seasons.

#### Traditional folk games

Folks have always had traditional games that were popularly loved and played for various reasons. Most of these games take us back to the distant past, enjoy the culture and art of ancient history, and at the same time introduce the lifestyle of the peoples who lived in the territory of Uzbekistan, some of them nomads and some of them settled. In ancient times, peoples of all ages, lifestyles and beliefs organized intense and demanding games such as horse riding, horse racing and racing, stone lifting and competitions, and archery. Also, national games such as kopkari, wrestling, and cockfighting are widespread among the people.

#### A worthy goal of games

In general, traditional folk games and national competitions have gained importance in human life not only as an integral part of folk culture and art, but also as an important factor of moral and aesthetic education of children and adults. During such games and competitions, more than sincere enjoyment by showing bravery, getting to know each other, developing friendly relations between neighboring nations, getting the young generation used to moving forward towards victory, teaching respect to the opponent, and forming the ability to make the right decision even in a difficult situation were important aspects of them.

The functional basis of the pedagogical definition of action games includes:

1. Helping to identify children in general and separately at different stages of their development, education and training in specific play activities;

2. To reveal the importance of active games by the teacher to the all-round physical development of children; It is the pedagogical definition of movement games that is an important criterion in the study of special questions of the theory and methodology of physical education of school-aged children. At the same time, this pedagogical definition information will arm students with knowledge that is important to engage with students and to properly critically evaluate children's initiative in action games.

The action content of the games is different. It has an all-round effect on the body's functions and systems, training and strengthening the health of the participants, and the use of games in the open air for physical development makes it possible for everyone. Specific features of the organization of movement in the game are also of great importance from a hygienic point of view.

Active games strengthen quality and efficiency skills important for life and create special opportunities for the comprehensive development of the human body. The actions of the participants to bring the players together with their own connections and tools according to their independent initiative and according to the conditions of changes in the game situation are simultaneously manifested.

At first glance, an action game can be a means of demonstrating the general physical fitness of the participants. It is known that the variability of the game environment, the sudden occurrence of different conditions in the fight for victory, and the need for the right action and decision is an important opportunity for the game participants. The activity directs the participants to apply their skills in different communication and collaboration. Thus, to overcome the obstacles and difficulties in this game in order to improve the provided movement skills in the future, to obtain information and to strengthen complex methods in the movement of the bridge game, the next normative tasks are defined for the participants, an opportunity is created.

Action play is a conscious activity. Playing games helps to develop the ability of the participants of the game to move. In turn, it is important in everyday practical activities, as well as in gymnastics, sports and tourism.

The idea of movement, composition (theme, content) of the movement game is important because it helps the participants to understand or know the relations between people existing in society with a correct understanding of the maximum form of movement for situations that occur in life. Using the elements of positioning and walking skills in the game allows you to strengthen some general



knowledge in practice (mathematics, geography, natural sciences and other subjects).

Action games played as a team can help to form the moral qualities and positive aspects of the character of the participants in the conditions of ensuring the orientation of spiritual and educational ideas.

The content-specific nature of action games makes it lively and fun. For example, attention to the game is of great importance in attracting attention. Arousing interest in the game by the participants is the best way to achieve the goal. If this process becomes complicated, it is necessary to overcome it even during the game. It should be taken into account that if the result in the game is easily achieved, such an action game does not show the interest of the participants for a long time. Even if it is clear that the result can be achieved, it requires a certain level of effort, which will eventually be associated with a positive solution to the task. Action games like this can be fun and engaging. The interesting content of the game can motivate the players to work hard. Because they demonstrate their endurance and physical ability during the active repetition of this or that method without relaxing.

The competitive nature of the action game played as a team can also make the participants interested in the activity in spending a certain amount of effort to achieve the goal, showing determination, bravery, perseverance. The competitive nature of the game action should not separate opposing sides. This is very important. Because the intensity of the competition makes them stick together even more.

In action games played as a team, each participant is clearly convinced of their overall superiority. Acting with mutual understanding is aimed at achieving a common goal and overcoming obstacles.

In team-based action games, the voluntary restriction of action by the rules helps to foster conscious discipline in the participants while increasing interest in the game. The rules of the game determine the role of the participants in the game. Each participant usually has a strong interaction with his teammates in the performance of the assigned task. The correct distribution of the task of the game between the participants of the game (strength, ability, interest of each) encourages them to respect each other in active actions together with each other. They learn to feel responsible for their practical actions, get used to helping their comrades. In action games played as a team, one or another player may receive praise or, on the contrary, rebuke from his comrades, regardless of how he performs his task.

The fact is that the opinion of their peers in the team has a strong influence on the education of individual players. Thus, action games are one of the most effective ways to educate children in a team under the guidance of a teacher. Action games played as a team develop a sense of camaraderie, taking your own action seriously, and getting used to the actions of other advanced players in the game.

A game that is played honestly, without rude actions, positive assessment of the achievements of individual players and teams, the simplicity of the players' behavior, the strength or impressiveness of their competition cultivates love for sports.

Creates skills in players to evaluate beautiful, dexterous, accurate, fast goal-oriented actions. Concerted and harmonious movement helps to educate the players aesthetically. Engaging in movement games helps to improve coordination and coordination of movement and to build skills; creates the rhythm of work and the ability to enter the desired norm without stopping or quickly; performing various motor tasks dexterously and quickly, in a more goal-oriented manner (in some cases appearing suddenly), is shown when it requires persistence.

When doing physical exercises in the form of a lesson, action games are included as part of the lesson and serve to teach in a practical way while checking the achievements of the participants. In addition, games can completely organize the content of the lesson (for example, in classes of junior school age, action games can be organized in the form of a full lesson; in special physical education higher educational institutions, training sessions are conducted with games). Active games training can also be part of extracurricular forms (for example, during holidays, walks, excursions).

It is also possible to demonstrate the forms of independent organization of mobile games (individual and team games, friendly meetings, team competitions in mobile games, in which the composition of the participants is not alternative; in residences, neighborhoods, camps, sports and touristic standards; in children's recreation centers, on holidays, on different dates, they can play 4-5 games instead of morning gymnastics).

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