



Game methods of adaptive physical education for children of primary school age

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Annotation.

This scientific article describes modern methods of organizing physical education lessons for elementary school students. That is, the theoretical and practical knowledge of modern pedagogical approaches to adapting children to learning activities through the game is disclosed.

Keywords. Sports, primary school, student, teacher, flexibility, education, training, physical education, physical culture, practice, theoretical knowledge, method, learning activities, game, children.

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The problem of the health of the younger generation is currently one of the most complex and urgent problems and requires attention from the state and society. Children with disabilities require special attention from the state. Therefore, it is necessary, from a very early age, to ensure that children have a steady interest in regular physical exercise and form motivation for a healthy lifestyle.

An effective method for the complex development of physical qualities, coordination abilities, emotional-volitional and mental spheres of persons with disabilities is the game method. The game as fun, entertainment is characteristic of people in all age periods of life, it satisfies the natural needs of a person in emotional leisure, movement, communication and is a way of self-expression.

Naturally, in groups with different types of disorders, the content of play activity is not the same and is limited by motor mobility, motor experience, physical capabilities, and age.

Classification of outdoor games, reflecting the general tendencies of specialists, which consists in the fact that gaming activities for children with developmental disabilities are not only entertainment, but also a way to increase motor activity, a stimulant for the

development of bodily, mental, and intellectual capabilities.

Long-term practice of work of domestic and foreign specialists with abnormal children shows that vigorous activity is the most effective means of correcting and compensating for their primary and secondary defects.

Systematically organized games of children help to increase the adaptation of children to changing conditions, expand their functionality, help improve the body, contribute to the correction and coordination of the activities of the motor, cardiovascular, respiratory, digestive and other systems, favorably affect the psyche, mobilizing moral and volitional qualities, thus creating conditions for their social rehabilitation and integration.

In pedagogical science, outdoor games are considered as the most important means of the comprehensive development of the child. An outdoor game can be called the most important educational institution, contributing both to the development of physical and mental abilities, and the development of moral norms, rules of conduct, and ethical values of society.

A game is a type of child's activity that represents a conscious, initiative activity aimed at achieving a conditional goal voluntarily set by the player. According to the definition of P.F.

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Lesgaft, an outdoor game is an exercise through which a child prepares for life. Fascinating content, emotional richness of the game encourage the child to certain mental and physical efforts. The specificity of the outdoor game is the lightning-fast, instant response of the child to the signal "Catch!", "Run!", "Stop!" and others. An outdoor game is an indispensable means of replenishing a child's knowledge and ideas about the world around him, developing thinking, ingenuity, dexterity, and valuable moral and volitional qualities. The game satisfies the physical and spiritual needs of the child, it forms his mind, strong-willed qualities. In the game, the child seeks and often finds, as it were, a working platform for educating his moral and physical qualities, his body requires an outlet in activities that correspond to his internal state. Therefore, through the game it is possible to influence the children's team, excluding direct pressure, punishment, excessive nervousness in working with children.

An analysis of the scientific and methodological literature and numerous pedagogical observations show that the most important result of the game is the joy and emotional uplift of children. Thanks to this property of the game, largely of a game and competitive nature, more than other forms and means of physical culture, they correspond to the development of motor abilities in students. Game types and actions require the whole complex of speed abilities from the student due to the fact that in order to stimulate the development of speed, it is necessary to repeatedly repeat movements at maximum speed, and also take into account the functional capabilities of the student.

Outdoor games of various directions are a very effective means of complex improvement of motor qualities. They, to the greatest extent, allow improving such qualities as dexterity, speed, strength, coordination and others. With rational use, the game becomes an effective method of physical education. The use of mobile games involves not only the use of any specific means, but can be carried out by including the methodological features of the game.

In recent years, outdoor games are increasingly gaining the sympathy of teachers.

Creatively working teachers strive to introduce the game or its elements into the daily life of students in a wide and versatile way. And the value of games lies in the fact that the acquired skills, qualities, skills are repeated and improved in new, rapidly changing conditions that impose different requirements on children. Elementary skills and abilities acquired by students in the game conditions are not only relatively easy to rebuild during the subsequent, more in-depth study of the technique of movements, but even facilitate the further mastery of the relevant techniques. And at the stage of improving motor actions and repeated repetition in game conditions, it helps to develop in students the ability to most economically and expediently perform many of the studied movements in a holistic, complete form. The source of outdoor games with rules is folk games, which are characterized by the brightness of the idea, content, simplicity and entertainment.

The content of the game is determined by the movements that are part of it. Games are selected taking into account the age characteristics of children, their ability to perform certain movements, to follow the game rules. The rules in an outdoor game play an organizing role: they determine its course, the sequence of actions, the relationship of the players, the behavior of each child. The rules oblige to obey the purpose and meaning of the game; children should be able to use them in different conditions.

The management of outdoor games with rules is as follows. When choosing an outdoor game, the teacher takes into account the compliance with the required nature of motor activity, the availability of game rules and content for children of this age. He makes sure that all children participate in the game, performing all the required game movements, but not allowing excessive physical activity, which can cause them to be overexcited and tired.

In pedagogical practice, collective and individual outdoor games are used, as well as games that lead to sports activities.

Collective outdoor games are games in which both small groups of participants and entire classes or sports sections participate at

the same time, and in some cases a much larger number of players.

Individual (single) outdoor games are usually created and organized by children. In such games, everyone can outline their plans, set interesting conditions and rules for themselves, and change them at will. According to personal desire, ways are also chosen for the implementation of the planned actions.

Games leading to sports activities are systematically organized outdoor games that require stable conditions and contribute to the successful mastery of elements of sports equipment and the simplest tactical actions in certain sports.

Outdoor games are one of the aids in sports.

Such games are also used by teachers who conduct extra-curricular and out-of-school work on physical culture and sports with children and adolescents to organize their leisure time.

The relationship between the players is determined primarily by the content of the game itself. The difference in relations allows us to distinguish two main groups - non-team and team games. There is also a small group of intermediate games - transitional.

Non-team games can be subdivided into games with and without drivers. In the same way, team games are divided into two main types: games with the simultaneous participation of all players and games with alternate participation (relay races).

Team games are also distinguished on the basis of the martial arts of the players. There are games without contact with an opponent and with entering into a fight with him.

An even more detailed classification of games is based on their division according to motor actions. Distinguish games:

- imitative (with imitative movements),
- with jumps,
- overcoming obstacles,
- with a ball,
- with sticks and other objects,
- with resistance
- with orientation (according to auditory and visual signals).

A special group is made up of musical games that use actions to music (dancing, singing).

Improving tasks of outdoor games.

With the correct organization of classes, taking into account the age characteristics and physical fitness of those involved, outdoor games have a beneficial effect on the growth, development and strengthening of the bone and ligament apparatus, the muscular system, on the formation of correct posture in children and adolescents, and also increase the functional activity of the body. In this regard, outdoor games are of great importance, involving various large and small muscles of the body in a variety of dynamic work; games that increase mobility in the joints.

Under the influence of physical exercises used in games, all types of metabolism (carbohydrate, protein, fat and mineral) are activated. Muscular loads stimulate the endocrine glands.

When playing games, it is necessary to ensure that physical activity is optimal. With systematic playing games, intense loads can be allowed so that the body gradually adapts to them. This is of great importance in life and work.

However, it is unacceptable to bring the participants of the game to overwork. Games with active, energetic, repetitive motor actions, but not associated with prolonged unilateral force stress (especially static), have a beneficial effect on the body of children and adolescents. That is why in games there should not be excessive muscle tension and prolonged breath holding.

Outdoor games should have a positive effect on the nervous system of those involved. To do this, the leader must optimally dose the load on the memory and attention of the players, build the game so that it evokes positive emotions among the students. Poor organization of the game leads to the appearance of negative emotions, disrupts the normal course of nervous processes, and students may experience stress.

Outdoor games should have strict and clear rules, which helps to streamline the interaction of participants and eliminates excessive excitement. Particularly valuable in



terms of health is the all-the-year-round holding of outdoor games in the fresh air: those involved become more hardened, the flow of oxygen into their body increases. Outdoor games are a good active rest after a long mental activity, so they are appropriate for school breaks, at the end of lessons in after-school groups or at home, after coming from school. Outdoor games are also used for special therapeutic purposes when restoring the health of sick children, since the functional and emotional uplift that occurs in children during the game has a healing effect on them.

Educational tasks of outdoor games.

The game has a great impact on the formation of personality: it is such a conscious activity in which the ability to analyze, compare, generalize and draw conclusions is manifested and developed. Playing games contributes to the development of children's abilities for actions that are important in everyday practical activities, in playing games themselves, as well as in gymnastics, sports and tourism.

The rules and motor actions of an outdoor game create for the players the correct ideas about behavior in real life, fix in their minds the ideas about the relations between people existing in society. Outdoor games, therefore, can positively influence mental development. However, this influence cannot be overestimated, since during outdoor games, due to their specificity, the tasks of physical education proper are primarily solved.

Of educational importance are games that are similar in structure and nature of movements to motor actions that are studied during gymnastics, athletics, sports games, ski training, swimming and other sports. Elementary motor skills acquired in games are easily rebuilt during subsequent, more in-depth study of the technique of movements and facilitate its mastery. The game method is especially recommended for use at the stage of initial mastery of movements. Repeated repetition of motional actions during the game helps to form the ability of the trainees to economically and expediently perform them in a finished form. It is necessary to teach the players to use the acquired skills in non-standard conditions.

Outdoor games develop the ability to adequately assess spatial and temporal relationships, simultaneously perceive a lot and respond to what is perceived. Equally important are games with various small objects. Exercises with balls, bags, etc., increase skin-tactile and muscle-motor sensitivity, improve the motor function of hands and fingers, which is of particular importance for primary school students.

When conducting outdoor games in physical education lessons, the leader, depending on the situation, should combine frontal and group methods (divide the class team into several groups), show students games with a small number of participants that they can organize during leisure hours, in courtyards and on school grounds. In outdoor games, participants have to play various roles (driver, referee, assistant referee, game organizer, and so on), which develops their organizational skills.

Educational tasks of outdoor games.

Outdoor games to a large extent contribute to the development of physical qualities: speed, agility, strength, endurance, flexibility, and, importantly, these physical qualities are developed in a complex. Most outdoor games require speed from the participants. These are games built on the need for instant responses to sound, visual, tactile signals, games with sudden stops, delays and resumption of movements, overcoming small distances in the shortest possible time. The constantly changing situation in the game, the rapid transition of participants from one movement to another contribute to the development of dexterity. For the education of strength, it is good to use games that require the manifestation of moderate load, short-term speed-strength stresses. Games with multiple repetitions of intense movements, with constant motor activity, which causes significant expenditure of strength and energy, contribute to the development of endurance. Improving flexibility occurs in games associated with frequent changes in direction of movement. A fascinating game plot evokes positive emotions among the participants and encourages them to repeatedly perform certain techniques with unrelenting activity, demonstrating the

necessary volitional qualities and physical abilities. For the emergence of interest in the game, the path to achieving the game goal is of great importance - the nature and degree of difficulty of the obstacles that must be overcome to obtain a specific result, to satisfy the game.

A mobile game that requires a creative approach will always be interesting and attractive for its participants. The competitive nature of collective outdoor games can also intensify the actions of players, cause a manifestation of determination, courage and perseverance to achieve the goal.

However, it must be borne in mind that the severity of the competition should not separate the players. In a collective outdoor game, each participant is clearly convinced of the benefits of common, friendly efforts aimed at overcoming obstacles and achieving a common goal. Voluntary acceptance of restrictions on actions by the rules adopted in a collective outdoor game, while at the same time being passionate about the game, disciplines students. The leader must be able to correctly distribute the game roles in the team in order to accustom the players to mutual respect during the joint performance of game actions, to be responsible for their actions. The mobile game has a collective character. The opinion of peers is known to have a great influence on the behavior of each player. Depending on the quality of the performance of the role, one or another participant in an outdoor game may deserve encouragement or, conversely, disapproval of comrades; This is how children learn to work in a team. The game is characterized by the opposition of one player to another, one team to another, when the players face a wide variety of tasks that require instant resolution. To do this, it is necessary to assess the environment as soon as possible, choose the most correct action and perform it.

Thus, outdoor games promote self-knowledge. In addition, playing games develop coordinated, economical and coordinated movements; players acquire the ability to quickly enter the desired pace and rhythm of work, deftly and quickly perform a variety of motor tasks, while showing the necessary efforts and perseverance, which is important in life. Health-

improving, upbringing and educational tasks must be solved in a complex, only in this case each outdoor game will be an effective means of versatile physical education of children and adolescents.

Preparatory stage. Before conducting the game, the leader must think over the process of the game and foresee all possible situations that arise during the game. It is especially necessary to foresee and prevent possible undesirable phenomena. The leader, who knows this group of players well, preliminarily outlines the roles of players, thinks over how to involve weak and passive players in the game. For some games, he selects his assistants in advance, determines their functions and, if necessary, gives them the opportunity to prepare (for example, in games on the ground). Assistants are the first to get acquainted with the rules of the game and the venue.

When conducting a game, the manager is recommended to think over and take into account the following aspects:

1. Familiarize yourself with the requirements and rules of the game that the children will play. Prepare all the necessary equipment and materials before starting it.
2. Take into account the level of development of children, their talents, skills and inability.
3. Offer only those games that are available to this age group, corresponding to the growth of children, their strength, life experience. Skillfully take participants out of a game that is difficult for them.
4. Avoid over-enthusiasm (overexcitation) among the players.
5. To be ready to participate in the game as an ordinary player, to obey all the rules, including those that seem to detract from the dignity of an adult.
6. Help children who are not quite competent and not as coordinated as their peers by giving them tasks or giving them the opportunity to perform exercises based on the dexterity they have. A child with a handicap may enjoy being the timekeeper, scorer, or chief referee of a game in which he or she cannot take part. Ignore the mistakes of some children or carefully correct them without interrupting the

game. Do not reprimand children in front of others if they broke the rules or made a mistake in the game.

7. Explain the rules of each game in time and allow children to practice one or more times before active play begins. Have a number of alternative games in stock and the necessary equipment prepared in advance if the children do not approve of the first game proposed by the leader.

8. Give children rest between games according to their age and abilities.

9. Choose games taking into account the possibility of their complication: start with the simplest, train, gradually complicate them as the children's dexterity improves.

The organization of the players is an important prerequisite for the further successful course of the game. Placing the players and choosing the right place to explain the game is the first important condition.

When explaining the game, the teacher should strive to take a place from which everyone can see and hear him. If the game takes place in circles, then he stands 1-2 m from the middle of the circle, when building in lines, he takes a place in front of the formation, and so on. Determination of leaders and captains is carried out in various ways: by appointment of the leader, by the choice of those involved, by the results of previous games, by lot. The choice of one or another method is determined by the specific situation.

It is very important to correctly distribute the forces of the players on the teams. To do this, you can use the calculation, figured marching, the choice of captains, the appointment of a leader. Assistants can be a great help to a teacher. It is especially important to have assistants in games that require difficult refereeing. In this role, children can be judges, scorers or timers, observers of the order and condition of the playing areas. Helpers are often assigned to freed children (with poor health) and the most authoritative students among the children. In this case, one must keep in mind the special training of the organizers of the games - it must be carried out from the first years of schooling.

Explanation. It is better to explain the game in the formation from which it will begin. Do not drag out explanations. Children look forward to the beginning of the game and hardly listen to the teacher. You need to tell vividly, figuratively. This is especially important in simulation games with younger children. Supplemented, if necessary, with a demonstration, the story should not only create a complete picture of the game, but also interest, arouse the desire for active action.

The management of the game is undoubtedly the most difficult and at the same time the decisive moment of the teacher's work. Only the correct management of the course of the game ensures the achievement of the planned pedagogical result.

The management of the game includes several elements: monitoring the actions of participants and teams, correcting mistakes, indicating the correct way of individual and collective actions, suppressing manifestations of individualism, rudeness and other improper attitude towards comrades, regulating the load, stimulating the necessary level of competition throughout all games.

It is in the management of the game that the skill of the teacher is manifested. It is entirely based on his ability to see and understand the course of the game.

It is important for the leader to monitor the psychological atmosphere of the outdoor game. You can not allow wrangling, rudeness, you should ask assistants about the mistakes noticed, discipline in teams. Education of endurance, justice, mutual assistance, perseverance in achieving the goal is an important task of the leader.

It is equally important to monitor the implementation of the main method of the game, to consolidate which it is mainly aimed at. It is best to give a signal for the end of the game when the participants have enjoyed it, but not overtired. You can be warned about the end of the game. Unexpected ending of the game for students can cause a negative reaction.

Summing up the results of the game, determining its results, identifying mistakes, incorrect actions are of great educational importance. After the game, it is useful to note

those who acted better than others on the court. Watching the game and summing up its results, the teacher can evaluate: knowledge of the rules and the ability to follow them, the ability to act expediently and in a coordinated manner in the game; the ability to use familiar motor actions in certain game situations.

An objective review of the game by the teacher teaches students to the correct self-esteem. It is useful to involve assistants from among those involved in the analysis. This teaches to think critically, increases conscious discipline, interest in further participation in games.

Pedagogical observations during the game, which the teacher may not share with children, are also of great importance for working with the children's team and each student individually. Observations during the game is one of the sources of improving pedagogical skills associated with the knowledge of their students.

In the physical education of children, the game method has the most honorable place. It is outdoor games that are the most suitable type of physical exercise, characterized by attractiveness, accessibility, depth and versatility of impact.

When organizing outdoor games of various directions in children, one should be guided by the basic requirements for the integrated development of motor qualities. With their positive development, psychophysiological and physical qualities are revealed in children, which should be improved to the greatest extent, since they are fundamental in achieving the required level of physical fitness.

The special value of outdoor games lies in the possibility of simultaneous impact on the motor and mental spheres of the personality of those involved. The reciprocal nature of motor reactions and the choice of the correct behavior in constantly changing conditions of the game predetermines the wide inclusion of the mechanisms of consciousness in the process of control and regulation. As a result, the process of the flow of nervous processes is improved, their strength and mobility increase, the subtlety of differentiation and the plasticity of the regulation of functional activity increase.

The game is a holistic, multi-level, multifunctional, vital means of correction, which is provided by various mental and motor processes.

Mobile have a beneficial effect on the body not only because during the game various muscle groups are tensed, dexterity, the ability to maintain balance, run fast, jump, catch the ball, and the like develop. Of great importance is the fact that the game is always accompanied by an emotional upsurge, and it causes excitation of the sympathetic department of the nervous system; as a result, the amount of blood in motion increases, the content of hemoglobin and sugar in the blood increases, the rhythm of heart and breathing quickens, a lot of sweat is released, and so on. In outdoor games, vision and the ability to navigate in space are improved, the will is strengthened. These games perfectly help to switch from mental activity to various and, in general, physical exercises that do not tire the body; the pleasure derived from the entertaining and fun process of the game contributes to a better rest.

Outdoor games act as an effective means of physical fitness. Outdoor games contribute to the education of physical qualities.

Thus, outdoor games are considered as the most important means of comprehensive development of the child. They are an indispensable means of replenishing a child's knowledge and ideas about the world around him, developing thinking, ingenuity, dexterity, and skill. In it, not only physical and mental abilities are developed, but also valuable moral and volitional qualities are studied and based on the general rules of behavior in a team, ethical values are assimilated in society.

An outdoor game develops fantasy, imagination, independence, creativity, initiative, activity, forms the spiritual wealth of a person. During the game, there is not only an exercise in existing skills, their consolidation and improvement, but also the formation of new mental processes, new qualities of the child's personality.

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