

PLAYING AGE-APPROPRIATE ACTIVITY GAMES FOR PRE-SCHOOL CHILDREN

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Abstract

This article describes the sequence of appropriate development of emotions and physical qualities and improvement of movement skills in preschool children through active games.

Keywords: game, stimulus, emotional, easy and complex actions, aesthetic activity, movement skills, physical quality, functional activity of the body.

Introduction

Action games are an aesthetic activity according to their content and structure. The variety of game actions is characterized by the fact that children perform them with clear agility and unique expression. Optimism in children is manifested in high-quality performance of actions, giving an emotional tone to the game activity and instills in them a sense of satisfaction from the action process itself.

Games with rules of action are an important overall educational process. Children's movement activity, which is the basis of this process, has a positive effect on physical development, the formation of movement skills and physical qualities, the strengthening of health by increasing the functional activity of the body and strengthening feelings of emotional joy.

The healing effect achieved by active games is inextricably linked with the positive emotional state that occurs during children's play and has a positive effect on the child's psyche. Emotional excitement awakens in children a desire to achieve a goal common to all and it is expressed in a clear understanding of tasks, mutual compatibility of actions, accurate targeting in space and game conditions and accelerated execution of tasks. Due to children's strong desire to achieve the goal and enjoyable pursuit, the role of will, which helps to overcome various obstacles, increases.

LITERATURE ANALYSIS

P.F. Lesgaft said, "In games, all the movements learned in regular training are used, therefore, all the movements performed in it should be fully compatible with the strength and skill of the participants, and should be performed with precision and agility as much as possible."

Active games serve as an educational method for children to improve their previously acquired movement skills and improve their physical qualities. During the game, the child focuses on achieving the goal and not on the method of performing the action, and acts according to the conditions of the game. During the game, he shows agility and thus enriches the quality of his movements by improving them.

In children of preschool age, the "Method of education" can be used not only during the improvement of children's actions, but also during their initial training. As a movement activity, the movement game has certain specific characteristics. It requires the child to quickly respond



to signals and sudden changes in the game. Various situations and actions that occur in the game require changes in the level of muscle tension. Almost every action game has actions and cues for children's movements. For example, in the game "We are happy children", the line-up signal, which is expressed in changes in the direction of movement and character, provokes a faster reaction in children: light running in a spread out, in order to line up in a column faster in pre-conditioned places. Such active movement activities train the child's nervous system, improving and balancing the processes of excitation and inhibition. At the same time, observation, resourcefulness, the ability to aim in a changing environment, find a way out of a difficult situation, quickly make a decision and implement it, bravery, agility, initiative, independent ability to achieve a goal educates the choice of method.

RESEARCH METHODOLOGY

No matter how the game activity is expressed, it pleases the child, the active game serves to arouse especially positive feelings with various moments of joy and happiness. A great educational power is the source of these joyful emotions. Any game, whether it is creative, didactic, musical or active, is a unique tool for children to learn about the environment. In the content of action games, there are many cognitive materials that expand the child's worldview and clarify his imagination.

Even in games with a plot and made up of specific game tasks, rules with many cognitive materials that help children develop their sensory abilities, thinking, and purposeful learning are considered to be of great educational value. They determine the course of games, organize children's activities, their behavior, mutual relations, and help in the education of moral and willful qualities. The rule creates certain conditions in the game. In the process, the child can't help but show the qualities that are formed in him when the game is properly guided. For example, in the game "Cunning Fox", children can escape from the circle in different directions only after the fox says: "I am here". This rule creates in children attention, self-control, endurance, quick reaction to a given signal, spatial targeting. Insisting on strict adherence to the rules helps to overcome egoistic emotions and moods in achieving the goal. "The rule is the first social stimulus that directs and directs the child's behavior in accordance with the community's requirements. The first signs of deep emotion, friendship and love appear in the games."

In the process of conducting active games, one should not forget the beauty and culture of actions: focus on children whose actions are somewhat expressive, and encourage those who can successfully portray the image. It turns out that the use of the whole set of emotional healing, cognitive and educational components embodied in mobile games helps to fulfill the tasks of comprehensively educating children.

It is advisable to keep changing the action games. Types of games are necessary not only to diversify the game, to maintain children's interest in the game, but also to improve the actions of pedagogical tasks and to train the physical qualities that reduce the changes in the conditions of the game situation when performing the rules of somewhat complex game actions. As a result of increasingly complicated movements, the child will train. Starting games with difficult movements without developing easy movements for the child will break the spirit of the child. Physical qualities require children to have a certain mental and physical strength and, at the



same time, an increasing interest in the game. Kinds of action games can be created by the educator himself. In doing so, he takes into account the mental and physical development of the children in his group, and foresees the ever-increasing demands placed on them.

Action games in small groups are held every day. Their duration can be 10-15 minutes. It depends on the content and nature of the game, the conditions under which it will be held, how many people will participate in the game, etc. Action games are held at different times of the day. Before breakfast, it is better for the teacher to play games with quiet movements, which are carried out individually or in small groups, to create a good mood in all children. When playing with children of this age, the role of the leader is often performed by the educator himself.

Action games in middle groups are held at different times every day. The game lasts about 8-16 minutes. Some of the action games intended for the middle group lack content and visuals to complete the task. In such games, personal actions of the child aimed at achieving a certain result are assumed. The rules of such games often specify the methods of execution of the action, and the type of competition can also be included in them. This will help the quality of the action.

Active games in large groups are held at different times of the day and during physical training sessions. Action games conducted by the teacher last up to 20 minutes. In the morning, until breakfast, there are low-motion games that are interesting for children. Explaining the game in a large group does not differ from previous groups only in that it is conducted during the game. The teacher explains the game from the beginning to the end, especially drawing the children's attention to its rules. The success of the game depends on how well the children understand the rules of the game.

By asking questions, repeating the rule, and offering to speak the content independently, the teacher makes sure that the children understand the game, the course of the game, and its rules. When repeating familiar games to children, he asks them to explain the game and its main rule. At the end of the game, the teacher concludes the game, tells the children about their achievements and shortcomings, and tells who broke the rules. The conclusion has great educational value.

Children in the preparatory group become more independent in organizing action games. The time for active games is mainly during the morning and evening walks. Several action games are held in one day. The process of gathering for the game, which is played by dividing into groups familiar to children, can also be conducted in the form of fun competitions.

CONCLUSION

In order for the child to correctly perceive the outside world (observing all the conditions of the game), the correct characterization of the image and a realistic game situation are necessary. This is explained emotionally by the pedagogue when explaining the game. Folk games are an excellent example of this. The game situation in them interests and educates the child, the dialogues, characters and their actions in some games directly characterize them ("What happened to my rabbit?", "White poplar, blue poplar?", "Who take-yo, shuginani-yo?" etc.).

One game should not be repeated more than two or three times in a row without any changes, otherwise it will make children bored. Then you can go to the game you already know. Only



after that, the first game can be repeated without making any changes to it, and the content and rules of the game can be complicated.

It is very important to make sure that children understand the game correctly and have a good idea of its action content. This will make it easier to achieve the intended goal.

As the educator strives to involve all children in the process of playing games, he should treat their creative games with respect. If one of the children is busy with his creative game during the game, he should not be forced to participate in the action game. It can be played a bit harder individually.

The teacher gives some instructions during the game: he gives short warnings to prevent violation of the rules, calms overactive children, encourages sluggish children, teaches them to try with all their strength. The teacher tries to instill in the minds of every child that every child participating in the game can achieve great results, that he should use all his will to play honestly, and that the success of the group depends on individual results. The educator, who tries to prevent the cases of not benevolently treating the children who are not able to show enough dexterity, makes an objective assessment of the capabilities of each child.

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