

Action Games as A Means of Harmonious Development of Children

Temur Umarovich Zufarov

Senior Lecturer of the Department "Theory of Physical Culture"

Chirchik State Pedagogical University

Abstract:

The article considers the role of outdoor games in optimizing the motor and mental activity of primary school children. The main methods, means and forms of introducing outdoor games into family pedagogy are described. This article will be of interest to parents, specialists of school, preschool institutions, social workers.

Keywords: outdoor games, motor activity, children of school and preschool age.

Introduction

Currently, taking care of children's health has become a priority throughout the world. And this is understandable: modern society needs creative, harmoniously developed, active and healthy individuals. Health acquired in the early and preschool period of childhood serves as the foundation for overall development and retains its importance in subsequent years. Modern society places increasingly high demands on the family, which is designed to lay the foundations for good health and comprehensive development of the child's personality. One cannot but agree that one of the primary tasks of the educational process in family pedagogy is the physical and mental education of children. Outdoor games are the most accessible and effective method of influencing the physical and at the same time mental qualities of a child.

Play is a natural companion of a child's life and therefore meets the laws laid down by nature itself in the child's developing body: his insatiable need for cheerful movements. The advantage of outdoor games over strictly dosed exercises is that the game is always associated with initiative, imagination, creativity, is emotional, and stimulates motor activity. In the current social conditions, children move little and play outdoor games less than before due to their attachment to various technical means. The number of open spaces for games is also decreasing. Parents and educators are increasingly concerned about how, where and when to provide children with opportunities for active and creative play.

Analysis of research and publications. The game has been a companion of man since time immemorial. Progressive Russian scientists

(P.F. Lesgaft, A.P. Usova and many others) revealed the role of play as an activity that promotes qualitative changes in the physical and mental development of a child, which has a diverse impact on the formation of his personality.[3, 7]

According to T.S. Usmonkhuzhaev, “outdoor play is a relatively independent activity of children, which satisfies the need for rest, entertainment, knowledge, and the development of spiritual and physical strength” [2]. T.S. Usmonkhuzhaev believes that “outdoor play is a means of replenishing a child’s knowledge and ideas about the world around him, developing thinking, and valuable moral and volitional qualities” [1].

The purpose of this study is to improve the physical and mental qualities of preschool children through the use of outdoor games in family education. According to the goal, we have set the following tasks:

1. Study scientific methodological literature on the problem of improving the physical and mental qualities of preschool children in the process of conducting outdoor games.
2. To identify the natural level of inclusion of outdoor games in work with children in families involved in the study;
3. Select a rational system of outdoor games aimed at improving physical and mental qualities preschoolers;
4. To identify the effectiveness of work to improve physical and mental qualities in the process of conducting outdoor games in family pedagogy. The object of this study is the process of improving physical and mental qualities.

The subject of the study is outdoor games as a means of developing rational motor activity in preschool children.

Structure and content of the work.

The study took place in three stages:

Stage I. Information retrieval. At this stage, a search, study and analysis of scientific and methodological literature was carried out on the research topic.

Stage II. Research. At this stage, a study was conducted on the level of development of physical qualities of preschool children; a system of work to improve physical qualities in the process of outdoor games was selected.

Stage III. Analytical and generalizing. At this stage, the effectiveness of the work carried out to improve physical qualities was analyzed; the results of the obtained studies were summarized.

Basic methods of work.

Observation

It was carried out in courtyards, on children's playgrounds, in children's parks (observation was carried out in busy courtyards of Pinsk in the Luga microdistrict in the cold and warm seasons). Direct, closed and highly specialized types of research were used. Involving families with preschool children in research and pedagogical education on the formation of rational motor activity of preschool children in family education. The study involved 30 families with children up to school age. Such types of work as Internet forums, interactive communication (answering questions and sending information via e-mail) were used. Intellectual diagnostics of children (intellectual tests for preschoolers). Diagnosis of physical qualities of preschool children. The

study identified outdoor games, which, according to parents, are the most acceptable in family pedagogy and provide the greatest emotional, mental and physical effect for children.

Conclusions

In the formation of a child's diversified personality, outdoor games are given the most important place. They are considered as the main means and method of physical education. Being an important means of physical education, outdoor play simultaneously has a healing effect on the child's body. Play is an indispensable means of improving movements; by developing them, it contributes to the formation of speed, endurance, and coordination of movements. A large number of movements activates breathing, blood circulation and metabolic processes. This, in turn, has a beneficial effect on mental activity.

In outdoor games, the aesthetic perception of the world is improved. Children learn the beauty of movements, their imagery, and they develop a sense of rhythm. They master poetic figurative speech.

Outdoor play prepares a child for work: children make play attributes, arrange and put them away in a certain sequence, and improve their motor skills necessary for future work. During the game, not only the exercise of existing skills occurs, their consolidation and improvement, but also the formation of new psychological processes, new personality traits of the child. Thus, outdoor play is an indispensable means of replenishing a child's knowledge and ideas about the world around him, developing thinking, valuable moral, volitional and physical qualities, and parents should include outdoor games in organizing children's leisure time as often as possible.

REFERENCES

1. T.S.Usmonkhuzhaev P.A.Usmonov, S.A. Meliev, Sh. Shofayziev. 500 Harakatli Uyinlar Tashkent - 128 p. Tashkent - 2011. – 256 p.
2. Zhukov, M. N. Outdoor games: a textbook for students. ped. universities./ M. N. Zhukov. – M.: Publishing Center "Academy", 2000. – 160 p.
3. Lesgaft, P. F. Guide to the physical education of preschool children / P. F. Lesgaft – M., 1952. –234 p.
4. Martsinkovskaya, T. D. History of child psychology: a textbook for students. ped. universities/ T. D. Martsinkovskaya. – M.: Humanite. ed. Vlado center, 1998. – 183 p.
5. Stepanenkova, E. Ya. Theory and methodology of physical education and child development: a textbook for students of higher educational institutions / E. Ya. Stepanenkova. – 2nd ed., rev. – M.: Publishing house. Center "Academy", 2006. – 368 p.
6. Timofeeva, E. A. Outdoor games with children of primary preschool age: book. for a kindergarten teacher / E. A. Timofeeva. – 2nd ed., rev. And additional – M.