

## **ORGANIZING AND CONDUCTING NATIONAL MOVEMENT GAMES IN PHYSICAL EDUCATION CLASSES**

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### **Abstract:**

This research explores the importance of national movement-based games in physical education classes and examines effective methods for organizing and conducting such games. National games not only enhance students' physical activity but also play a vital role in bringing them closer to national culture, traditions, and values. The paper analyzes how to effectively incorporate these games into physical education lessons, outlines their pedagogical goals, and discusses their influence on the educational process.

**Keywords:** Physical education, national games, movement games, organization, implementation, sports, traditions, educational process, teamwork, healthy lifestyle, competition, game rules, physical development.

## **JISMONIY TARBIYA DARSALARIDA MILLIY HARAKATLI O'YINLARNI TASHKIL ETISH VA O'TKAZISH**

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### **Annotatsiya:**

Ushbu tadqiqot ishida jismoniy tarbiya darslarida milliy harakatli o'yinning ahamiyati va ularni tashkil etish hamda o'tkazish usullari ko'rib chiqiladi. Milliy o'yinlar nafaqat jismoniy faoliytni oshirish, balki o'quvchilarni milliy madaniyatga, an'analarga va qadriyatlarga yaqinlashtirishda muhim rol o'ynaydi. Ushbu ishda milliy o'yinlarni jismoniy tarbiya darslariga qanday qilib samarali kiritish mumkinligi, o'yinlarning pedagogik maqsadlari va ularning o'quv jarayoniga ta'siri tahlil etiladi.

**Kalit so‘zlar:** Jismoniy tarbiya, milliy o‘yinlar, harakatli o‘yinlar, tashkil etish, o‘tkazish, sport, an‘analar, o‘quv jarayoni, jamoaviy faoliyat, sog‘lom turmush tarzi, raqobat, musobaqalar, o‘yin qoidalari, jismoniy rivojlanish.

During each lesson, the teacher must influence the child's body holistically by selecting various exercises and movement games, and by periodically changing the method of game conduction. Attention must also be paid to the methodological consistency of materials being taught during the course of various games. This ensures the lesson's educational objectives are properly addressed, content is fully covered, and each exercise is conducted at the appropriate intensity throughout the class.

If complex and attention-demanding exercises are given at the beginning or middle of a lesson, the final part should include calming games to help students' bodies relax. For instance, games like "Think Fast", "Quickly to Your Place", or "Forbidden Movement" can be used at the beginning to sharpen focus, while more active games like "Happy Children" or "Run, the Hawk is Coming!" are suited for the main section.

For middle-grade students, games such as "Shepherd, Sheep and Wolf", "White Stone", and "White Bears" are recommended during the main part of the lesson. The final segment should feature low-intensity games like "Feather" or "Pr-r-r..." (mimicking bird sounds) to relax students.

If the entire lesson consists of games, active games should be alternated with calm ones, and games with similar features should be varied to avoid repetition. If the goal is to teach specific sports techniques, the game content must be carefully selected to align with those goals. For example, using games like "Don't Pass to the Leader" or "Catch the Ball" to teach passing and catching is ineffective unless proper methodological adjustments are made. These can be better taught through modified relay games.

To avoid student fatigue, exciting and intense games should not be overused. They must be adapted to match students' physical preparedness and capacity. A mindful teacher can easily detect signs of fatigue (e.g., pale complexion, sluggish movements, lack of motivation) and adjust accordingly.

One essential aspect of physical education classes is the proper and balanced use of time. This allows lessons to be more productive. Teachers should ensure all students are engaged and receive equal attention and assignments. This can be achieved through precise time distribution per activity and student. In large groups, dividing students into smaller teams and shortening the time per task is effective.

Instead of removing players from the game for rule violations, assigning penalty points can help maintain continuous engagement. To ensure smooth gameplay, games must be well-prepared in advance, including the location and equipment.

Teachers can adapt and supplement recommended games based on school facilities and students' readiness. When planning for each term, seasonal weather conditions must be considered. For example, in Uzbekistan, open-air activities are suitable for all terms except the second. Weather-dependent games like "Dasta Chikaldak", "White Stone", "Peg Game", "Catch Me If You Can", and "Flag Battle" should be paired with indoor alternatives in case of poor weather.

At the end of each term, assessment games incorporating physical exercise elements should be used to evaluate students' progress, skills, speed, and coordination.

To improve students' tactical thinking, elements of competition should be added to games (e.g., introducing an "opponent" during training). The role of movement games for children is not limited to developing physical qualities; they also teach discipline and cooperative behavior. Playing as a team fosters group movement and mutual support.

For grades I–IV, games that develop rhythm, synchronization, and coordination should be used, such as group circle games, musical games, and poetry-synchronized activities. Popular options include "Marching with Music", "Carousel", "Think Fast", and "Whose Voice?", as well as traditional national games like "O'razan-Bo'razan", "Feather", "Pr-r-r...", and "White or Blue Poplar?"

These simple games are especially effective at the beginning and end of lessons. Narrative-based games like "Pr-r-r...", "Feather", or "Who Came?" stimulate creativity and independence.

When multiple games are used in a lesson, they must differ in nature, movement elements, and structure. Teachers must clearly define the specific objective of each movement game, tailoring it to meet the educational purpose of the lesson.

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