

## OUTDOOR GAMES IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS IN A HIGHER EDUCATION INSTITUTION

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### Annotation

This article talks about the game form of physical education classes in higher educational institutions, which contributes to the formation of educational motivation in all students for physical education in general, and in combination with other educational means represents the basis for the stage of formation of a harmoniously developed, active personality, combining physical development and physical perfection.

**Key words:** Physical education, students, outdoor games, motivation, training sessions.

The most significant feature of outdoor games is the reflection in them, along with many phenomena of the surrounding reality, of two characteristic and important types of relationships between people: competitive struggle and cooperation. In pedagogical practice in physical education, a special place is occupied by game competitions such as relay races, in which two or more teams participate. It is difficult to overestimate the importance of outdoor games in the development of dexterity, speed and speed-strength qualities, in improving coordination of movements, in the development of ingenuity, intelligence and ingenuity. Outdoor games discipline students, teach them to manage their emotions, and help improve their volitional qualities. From a pedagogical point of view, the specific relationships between the players, which determine not only the forms of competitive struggle and mutual cooperation, but also the features of performing many game actions, the intensity and magnitude of efforts, the severity of some experiences, etc., acquire the most important importance in outdoor games.

Outdoor games allow you to reveal the potential capabilities and creative initiative of those involved, since they create conditions for their activity, provide the opportunity to choose, focus on the way to achieve a result, teach them to comprehend, control and evaluate their own actions and the actions of their comrades, improve the coordination of movements in collective actions, and develop educational -cognitive motives.

The main condition for the successful implementation of outdoor games has always been and remains deep knowledge and fluency in an extensive game repertoire, as well as pedagogical guidance methods. By creatively using the game as an emotional and imaginative means of influence, it is necessary to stimulate students' interest, imagination, and to achieve active performance of game actions. Games that are varied in content and require different emotional expressions are always social in essence, since they lay the experience of social relationships,

experiences, and form moral and physical health. In higher educational institutions, physical education classes, as is known, are the main form of physical education for students and are built on the basis of general age-related patterns that allow the teacher to solve the assigned tasks intelligently and with the greatest efficiency at each training session.

Outdoor games are a good active rest after long-term mental activity, since functional and emotional recovery has a healing effect. The educational significance of games lies in the fact that they influence the formation of personality, the development of the ability to analyze, compare and generalize one's actions, improve natural movements (walking, running, throwing, etc.) in changing conditions, as well as motor skills acquired in various sections programs. The educational tasks of outdoor games contribute to a greater extent to the development of physical qualities, such as speed, agility, strength, endurance, flexibility, and will.

In addition, outdoor games develop coordinated, coordinated movements. Health, educational and educational tasks must be solved in a complex manner so that each game becomes an effective means of versatile physical education and development of students. The proposed game form of physical education classes was tested at the state educational institution of higher professional education, Fergana State University, with first- and second-year students. The observations carried out show the effectiveness of using outdoor games and creative tasks for faster development, consolidation and improvement of the necessary motor actions, and the feasibility of teaching those involved in sports through game tasks.

The selection of content and methodology for conducting outdoor games in physical education classes changed depending on the assigned tasks and taking into account the main program of educational material according to the sections of the program.

For example, when taking a handball course, outdoor games with passing, throwing and catching a ball, dribbling and throwing it at a target, etc. were selected and included in classes. The content of our classes was based on plots using outdoor games in the form of athletics relay races, sports and game relay races, games with objects, etc. In relation to the chosen plot, tasks were determined, means, methods and innovative techniques for teaching students were selected. The development, consolidation and improvement of motor skills were carried out in the form of creative, independent, complex and gaming tasks, as well as outdoor games, which consisted of three stages.

At the first stage of training (initial understanding of movement), the games "Ball in the Air", "Accurate Shot", "Faster to the Goal" were used, which were simpler for learning new material and were based on questions to the students. The use of these outdoor games created an emotionally positive mood, and the execution of the demonstrated movements became a successful start to the formation of correct motor skills. If at this stage the tasks of cultivating a sense of collectivism and camaraderie, mutual assistance and support were put forward, then

outdoor games included tasks, the success of which depended on mutual assistance and mutual insurance (the game “Crossing”).

It was noticed that elementary motor skills acquired in game conditions are not only relatively easily rebuilt during subsequent, more in-depth study of the technique of motor actions, but even facilitate further mastery of the corresponding technical techniques, and repeated repetition of motor actions during the game helps students develop the ability to carry them out economically. The next stage of training included the use of games with more complex motor actions.

In this case, the quality of the entire exercise was monitored and assessed (throwing and catching the ball with one, two hands, from above, below, from the side, etc. in the game “Captain’s Ball”), special attention was paid to the implementation of individual details of the exercise (height flight of the ball), correct execution of actions (how the ball should be received). At this stage of training, the basic motor actions were already familiar to the students, so in the future they were asked to show a creative approach to completing tasks, and then they were given exercises to perform independently. At the third and final stage of training, the game “Let's Play!” was used.

The essence of such an active game was the use of gaming techniques to consolidate and improve motor skills in handling the ball (object). Consolidation of skills was tested in various versions of games with a ball or with objects under the guidance of a teacher. The reproduction of a correctly learned motor action was the result of their efforts over the entire previous time and was based on the perception of muscle sensation, so the movements of those involved here were distinguished by confidence and clarity. After strengthening motor skills in playing with a ball (objects), more complex tasks were included in the lessons. Observation data during training sessions show that outdoor games contribute to the successful formation of the skill of handling a ball (object). As observations during classes showed, while learning movements, students simultaneously revealed their creative abilities.

We are talking not only about the physical, but also about the mental abilities of those involved. For this purpose, creative, independent and complex tasks were offered. In the practice of educational classes, outdoor games are most often planned and used at the end of the main part of the lesson, but using outdoor games in various parts of the educational lesson, depending on the tasks, exercises were selected, the content, methods and methods of their implementation were determined

The creation of national outdoor games is not associated only with the activities of one person; they were created by the people, who enriched and supplemented them with their cultural heritage, traditions, and universal human qualities. National outdoor games are a source of unity on the path to healthy physical education and good goals for the youth of Uzbekistan.

When teaching national outdoor games to students: teachers need a deep study of the content of folk traditions and their relationship with the explanation of the material being studied. It is

necessary to find forms and means that influence their feelings and emotions, motivations that help them understand and master the concepts associated with folk games.

Family is a special social environment. It has rules and norms of behavior, it may have its own hierarchy, it is in the family that the child finds his first role models, sees the first reaction of people to his actions. A child, having neither social nor personal experience, cannot evaluate his own behavior, the manifestation of the personal qualities of other people.

The family is the first source of our national traditions and rituals. A person growing up in a family is brought up and absorbs these national values and traditions. Since they are precisely the social norms of our society. For the upbringing of the younger generation, the school, family and public are equally responsible to the people, which are called upon to instill in children a love of work, knowledge, and to form the younger generation in the spirit of patriotism, consciousness and morality. Each of these social institutions performs the functions of educating the younger generation through forms, methods and means, while they differ in certain specifics in urban and rural conditions. Family education must be put on a scientific basis.

It is these ancient and modern events held together with mahallas such as “Greening the mahalla”, “Navruz in our mahalla”, “Exemplary house”, “Football in our mahalla”, “Fertility Festival” that have their influencing power on the comprehensive education of the individual. Especially such new buildings as sports buildings, complexes for students, summer stadiums at mahallas are confirmation of the high level of educational impact on young people.

Sports events held under the auspices of the national heroes of Uzbekistan “Barchina”, “Pakhlavon Mahmud”, “Amir Temur”, “Jaloliddin Manguberdi”: sports competitions such as “Kurash”, “Kupkari”, “Ulok” create the opportunity to explain their life paths, unforgettable activities, as well as become closely acquainted with the history of national traditions that form patriotism, humanism, and devotion among the younger generation.

Based on the above, we can draw the following conclusions: education based on national values when teaching folk games forms in young people a sense of responsibility, patriotism, humanity and devotion to national origins. As well as national games used in the process of teaching physical education lessons increase the efficiency of the educational process and the activation of the students themselves.

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