

Conditions and Methods of Teaching the Theory of Movement Games and Sports Elements, Taking into Account the Development of Independence of Preschool Children

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Article Information

Received: January 08, 2022

Accepted: February 09, 2023

Published: March 10, 2023

Keywords: *open game, plot, variable content, rules, physical activity, motor game tasks, creativity, game situation, children's relations, sports exercises, sports games, spatial orientation, dust 'i, swimming, water resistance, simplified rules, technical elements games, playground.*

ABSTRACT

In this article, preschool children are encouraged to develop self-expression, independence, creativity, self-assertion, and acquire and improve various motor skills by engaging in active games and sports. proving that it increases physical fitness and has a positive effect on the qualitative and quantitative aspects of motor activity. It is explained on the basis of scientific facts that outdoor games activate the functional development of organs and systems of the body, stimulate the improvement of the functions of various analyzers, nervous processes, and help maintain the balance between excitation and inhibition processes.

Active play is an indispensable means of physical education in a preschool educational institution. Children enjoy the game and feel the "muscle joy". The emotional background of the game allows you to achieve great physical activity. It helps to acquire and improve various motor skills, increases the physical fitness of the participants and has a positive effect on the qualitative and quantitative aspects of motor activity. Outdoor games activate the functional development of the organs and systems of the body, stimulate the improvement of the functions of various analyzers, nervous processes, and help to maintain the balance between the processes of excitation and inhibition. Action games have great opportunities for the child's personal development. Open games with a purposeful pedagogical effect, along with training motor skills, self-expression encourages the development of independence, creativity, self-assertion. Shared play activities provide an initial orientation to value orientations that often become stable later in life and often predetermine the overall direction of the individual. The emergence of mobile games, and games in general, has its roots in the distant past. Historically, each nation has its own national games. They involved entire groups of players in active motor activities. As a rule,

they were carried on the street, as a result of which they became an important means of treatment. The gradual development of pedagogical thought made it possible to choose among people the most suitable games for education. In the pedagogical process, P.F. Lesgaft has scientifically based views on the use of outdoor games. He revealed the physiological and psychological importance of games, their role in ensuring conscious actions, developing the ability to control actions. The scientist considered games as exercises that prepare the child for life. E.A. Arkin considered outdoor play to be an indispensable tool for child development. He emphasized that the teacher should manage it: explain, distribute roles, participate in the game when you need to, and summarize. The works of scientists present various classifications of outdoor games for preschool children. Games are divided into individual and team games according to the principle of organizing children; According to the principle of age, games for junior, middle, and senior preschool age;

Action games with running, jumping, balance, throwing, climbing;

Games that develop speed-power skills, speed, endurance, dexterity on vehicle skills;

Games of high, medium, low mobility according to the level of intensity of movements;

Mobile games with rules according to the characteristics of the content: with a plot and without a plot;

Elements of sports games: basketball, football, hockey, badminton, etc.

The most important thing for the development of a child's motor skills is the classification based on the characteristics of the content of open games. Open games with rules (plot and plotless) are common in the practice of kindergartens. A characteristic feature of this type of games is that they are built on the basis of children's experience, their knowledge of life around them. The basis for the development of the plot is familiar images (rabbits, animals, birds, etc.), episodes from people's lives, natural phenomena. In the game, the child imitates them. Non-plot games have motor play tasks that are not related to playing the plot, they do not have game actions. Each child performs a specific tool task that requires independence, speed and dexterity. Complex use of open games with and without a plot ensures their skillful management. The professional training of the pedagogue and his pedagogical foresight are of particular importance in the organization of outdoor games. Arousing the child's interest in the game, the teacher should notice and emphasize the important factors in the development of children, real changes in knowledge, skills and habits. He pays great attention to the correct selection of the game: he takes into account the time and place of the game, the number of players, their motor experience. Pedagogical observation allows the teacher to control the game and choose the necessary methods for correcting the active behavior of children. In the first subgroup, games are played with a simple and convenient plot. Game characters are familiar to children (cat, mouse, birds).

Children met them in life or got acquainted with them through fairy tales and pictures. In the game, children are attracted by the action process: running, catching, shooting. Management of the development of actions is carried out here with the help of a plot, which depends entirely on the creativity of the educator. In the game, all children play the same roles, and each child moves individually according to his movement abilities. The same action is performed in different situations. During the game, adults try to interest children, show them a pattern of actions, teach them to act according to the signal, to obey simple rules. The teacher himself plays the main roles in the game, he does it emotionally and figuratively. Various attributes enliven the game: medallions with images of animals, caps, "wonderful" houses. With their help, children easily enter the image, imitate the hero. Children are very interested in text games. Words reveal the content of the game, help the child to follow its rules. Game exercises (we jump over the stream, throw the ball into the house) give children the opportunity to master some types of movements that are difficult for them (shooting, jumping, etc.). Here, along with indirect methods, direct

teaching methods are used. The teacher shows the exercise, monitors its execution, if necessary, offers to repeat it again, encourages children for their efforts. In the second age group, open games are characterized by a simple plot and simple rules, but the actions included in them are more diverse (climbing a cube, jumping and picking up a toy, etc.). Children should be taught to play. An important moment affecting the course of the game is the teacher's explanation. It is given to children in an emotional, expressive way, a figurative plot story is used, which helps the child to better become a playful image. The teacher plays together with the children, plays primary and secondary roles, monitors the location of the players, their relationships, figurative execution of motor actions, teaches children to act together. It is important that the content of the game activities is understandable for children. This increases their motor activity. The same game is repeated 2-3 times without changes, then new rules and new actions are introduced into it, the conditions of the transfer are changed. The changing content of a familiar game increases its educational value. Gradually, the teacher teaches children to play responsible roles in the game. When assigning a role, it tries to execute the command. While the children are doing the game exercise, the teacher explains and demonstrates it, touching on the moments that are difficult for many. At this age, the child can repeat the game exercise only in a general sense.

Most preschool games have detailed plots that define the content of the actions and the nature of the relationships between the players. Games in which the actions of the characters correspond to reality occupy an important place. When conducting a mobile game with a plot, the teacher tells the children its name, emphasizes the rules of the game, defines the content, emphasizes the meaning and characteristics of the actions of each character, challenges the players shows. It is important to make sure that children understand the terms of the game, have a good idea of its motor content. Then the teacher distributes the roles among the players. The role of the leader is entrusted first to an active, energetic child who can overcome him, and then to all other children of the group. The choice of a child for the main role is motivated by the teacher. In the game, adults act equally with all players, give instructions on the correct execution of actions, evaluate children's motor actions and regulate physical activity. When a familiar game is repeated, its variants are created: actions performed by children change, rules requiring self-control are enabled, the form of organization of players is changed. In game exercises, conditions are created to achieve a certain result. Game tasks ("who is faster", "who throws later", "whose house is built faster") have a competitive nature. Such tasks encourage children to act quickly, teach them to be responsible for their actions in a team, and lead to the achievement of a common goal. In the outdoor games of older preschoolers, the entertainment of the plot is no longer so important, the number of non-visual games is increasing. The rules of the game become more complex, they form the ability to control the child's behavior. Children are charged with the task of immediately responding to changes in the game situation, courage, determination, endurance and acting in the interests of the team. All types of open games are used, including relay games with competitions without plots. When explaining the game, the teacher reveals its content from beginning to end, then determines the rules with the help of questions, reinforces poetic texts, invites one of the children to repeat the content if they are in the game. After that, using spatial terminology, the teacher shows the location of the players and distributes the roles. He appoints a leader on the basis of certain pedagogical tasks, encouraging a new child, showing how important it is to be brave on the example of an activist, invites children to choose a leader, the driver "magic wand", counting rhyme. During the game, he observes the children's actions and monitors their relationships, monitors their compliance with the rules of the game, increases physical activity using various methods: increases the distance for running, changes the duration of intensive actions in games with escape, uses the game text wisely (the text is only a game at the beginning it is completely repeated, in the future it will decrease and the children will only pronounce words that encourage action), appoint 2-3 drivers at the same time. This will increase not only the physical load, but also the emotional richness of the game. Summarizing the game, the teacher analyzes how the children succeeded, why the

"trap" caught some players quickly, and others did not. Children participate in the discussion of the results. It teaches them to analyze their actions. When the game is repeated, preschool children learn to independently create its variants: they come up with new plots, more complex game tasks and rules, create different combinations of actions. Relay games are widely used in older preschool age. Two or three teams equal to the number of participants are formed to participate in the relay games. The teacher clearly and consistently explains the content and rules of the game, the conditions for determining the winner. Before starting the competition, it is necessary to conduct a practice so that everyone understands what is required of him and adapts to the game. At first, children are offered simple relay races with various types of movements (running, jumping on two legs), then paired and approaching. They differ from a simple relay because children perform actions in pairs. However, only team games and relay games should not be played. Games with an interesting and interesting story for older preschoolers. By leading the game activity, the teacher shows the smallest manifestation of children's independence, which is present in the plan, the placement of complex joint game plots, the ability to perform a difficult and responsible task, task, and evaluate their own actions.

Conclusion.

Action games have great opportunities for the child's personal development. Open games with a purposeful pedagogical effect, along with training motor skills, self-expression encourages the development of independence, creativity, self-assertion. Shared play activities provide an initial orientation to value orientations that often become stable later in life and often predetermine the overall direction of the individual. The emergence of mobile games, and games in general, has its roots in the distant past. Historically, each nation has its own national games. They involved entire groups of players in active motor activities. As a rule, they were conducted on the street, as a result of which they became an important means of treatment.

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