



## TECHNOLOGY OF USING OUTDOOR GAMES IN THE DEVELOPMENT OF PHYSICAL QUALITIES OF JUNIOR SCHOOLCHILDREN

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### Annotation

The article considers the technology of using outdoor games in the development of physical qualities of younger students. The pedagogical characteristics of outdoor games are proposed in connection with the age characteristics of younger schoolchildren. The health-improving effect of outdoor games on the body of children of primary school age is revealed.

**Keywords:** outdoor games, physical qualities, junior schoolchildren, age characteristics.

### Introduction

At the current stage of development of society, a more conscious approach to the choice of forms, means and methods of physical exercise is required in order to develop the physical qualities and abilities of schoolchildren and form the worldview of the younger generation. One of the components of solving this problem is the widespread use of outdoor games, which at all times have been one of the main means of educating young people, primarily physical education [1, 2, 3, 4].

Conducting outdoor games at any time of the year does not require gyms, specially equipped playgrounds, or specific equipment. At the same time, they facilitate the solution of the problem of insufficient number of physical education teachers, because outdoor games can be carried out by class teachers, parents and children [5, 6, 7].

An outdoor game is an educational and health-improving means of personality socialization that can intensify the educational process, provide a motivational basis for the formation of physical and spiritual qualities in a dialectical relationship, and personal self-realization [8, 9, 10].

With the help of outdoor games, children develop not only physical qualities and abilities, but also master the first elements of literacy, learning poems, tongue twisters, counters by heart, develop mathematical abilities and reveal the living history of their people, learn to love folk heroes [11, 12].

A variety of outdoor games are an effective means of active recreation after mental work. They affect the activity of the cardiovascular, respiratory, musculoskeletal systems of the body, stimulate appetite and promote sound sleep. At the same time, outdoor games play an important role in cultivating moral and volitional stability in actions and deeds, as well as communication and conscious discipline: on the one hand, the ability to subordinate one's behavior to the interests of the team, on the other hand, to manage one's comrades [13, 14, 15, sixteen].

The education of physical qualities in children and adolescents is an important pedagogical process, the effectiveness of which largely depends on the study of the patterns of age-related natural development of strength, endurance and speed. As scientific studies show, one of the patterns of age-related



development of physical abilities is its uneven nature, with clearly defined so-called "sensitive" periods - Periods of formation and effective improvement of body systems that affect the quantitative side of the motor apparatus. Knowledge of these periods makes it possible in practice to determine the amount of load for different age groups of children and adolescents [17, 18].

The education of physical qualities is a complex and lengthy pedagogical process, which is based on two interrelated factors: biological and social. Therefore, the successful formation of these abilities is possible only when the teacher is armed with scientific data on the age characteristics and patterns of development of the physical abilities of schoolchildren [19, 20].

One of the components of the structure of the human motor function is muscle strength, defined as the ability to overcome external resistance with the help of muscle efforts. A lot of research is devoted to the age-related development of the strength of different muscle groups. There are different opinions and interpretations regarding at what age it is more appropriate to increase the amount of power load, and at what age to reduce it.

Outdoor games contribute to strengthening the health of students, their proper physical development and formation of the body, mastering vital motor skills, educate children in positive volitional, moral and physical qualities, the desire to independently engage in physical education and sports. The choice of a game for classes is very important, so a leader plays a big role in planning and choosing the right game [21, 22].

The teacher should organize classes in such a way that the education of students takes place in the process of learning. The teacher monitors compliance with the rules of the game, their violations, promotes the development of courage, perseverance, a sense of society, collectivism, responsibility for the assigned task in children [23, 24].

The teacher must involve assistants in marking the site, distributing equipment and judging. However, it is not always possible to achieve a positive educational effect by choosing a game well. Much depends both on the age characteristics of children and their general development, and on the set learning process.

In every game there are difficulties in achieving the goal. Therefore, participants must overcome these problems and obstacles without violating the rules of the game. As soon as some difficulties are overcome, new ones should be put forward so that the participants can apply efforts to overcome them. This contributes to the education of will and diligence.

During the game, it is necessary to monitor the behavior of each participant and reduce the excessive excitability of individual participants. Unrestrained players should be entrusted with responsible roles (judges, leaders), passive participants should be involved in an active game, weak students should be assisted in performing certain tasks.

The teacher should be the organizer of the game, the judge, and only sometimes take a direct part in it. This is important, for example, in cases where it is necessary to interest the participants, show the performance of individual techniques, suggest to the participants how, by joint efforts, helping each other, they will be able to achieve the goal sooner. In this case, the behavior of the teacher during the game should be an example for students.



When choosing games for classes, the leader must accurately determine the main goal that he pursues when conducting this game. Along with achieving the main goal, he must use the game as a whole as a means of comprehensive education of schoolchildren.

Teaching children games, the teacher needs to bring to the consciousness of the children the content and purpose of the game and the rules of conduct. In addition, when conducting preparatory work, the teacher must provide for the conditions in which the game will take place (number of participants, place, inventory).

At the same time, the conscious behavior of the participants, who at the same time have the necessary motor skills for the game, allows you to improve the game, creatively enrich it. At the same time, the interest of the participants increases significantly and the educational impact of the game increases.

Mobile games at physical culture lessons are used to solve educational, educational and recreational tasks in accordance with the requirements of the program. Educational tasks include: improving and consolidating skills in running, jumping, throwing, as well as skills acquired in gymnastics, athletics, and sports games.

Educational tasks include the education of physical (speed, agility, strength, endurance) and moral-volitional qualities (courage, honesty, courage) in schoolchildren. Health-improving tasks include promoting the normal formation and development of the body and strengthening their health.

## **Conclusion**

Summarizing the results of the study, we can conclude that outdoor games should be used as an educational and recreational means of socialization of the individual. They are able to intensify the educational process, provide a motivational basis for the formation of physical and spiritual properties and personal self-regulation of schoolchildren. Vigorous activity of a motor nature, positive emotions enhance all physiological and psychological processes in the body, improving the functioning of all organs and systems. At the same time, the rules of the game regulate the behavior of the players, contribute to the education of mutual assistance, honesty, collectivism, discipline, responsibility, the ability to overcome difficulties, courage, and determination. Games teach children to overcome physical and mental stress, which positively affects the development of their physical qualities.

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