

12-30-2020

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### Recommended Citation

Khanturaev, Nodir (2020) "THE ROLE OF NATIONAL ACTION AND MOVEMANT GAMES IN THE PHYSICAL DEVELOPMENT OF PRIMARY SCHOOL-AGE CHILDREN," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2020 : Iss. 2 , Article 5.

Available at: <https://uzjournals.edu.uz/tziuj/vol2020/iss2/5>

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# THE ROLE OF NATIONAL ACTION AND MOVEMENT GAMES IN THE PHYSICAL DEVELOPMENT OF PRIMARY SCHOOL-AGE CHILDREN

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**Abstract:** This article covers the role of national action and movement games in the healthy upbringing of primary school-age children, the joint formation of knowledge, morals and delicacy in them, as well as the development of their physical conditioning parameters in greater detail. The physical activity of children, that is the basis of this process, has a positive effect on physical development, the formation of motor skills and physical conditioning parameters, strengthening health by increasing the functional activity of the body and enhancing feelings of emotional joy. During the movement and action games, the children focus on not only how to perform the actions but also achieving the goal.

**Key words:** national action and movement games, physical conditioning parameters, speed, agility, strength, endurance and flexibility.

## **INTRODUCTION.**

It's clear that that action and movement games play a crucial role in the development of physical conditioning parameters of primary school-age children. "...Because almost all action and movement games require speed, agility, strength, endurance as well as flexibility from the children, physical conditioning parameters are developed gradually in a complex way through the games mentioned above. In this type of game, the ever-changing situation helps the participants to adapt quickly to changing conditions, to move quickly from one movement to another, as well as to form a fast and explosive force"<sup>1</sup>.

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<sup>1</sup> Abdumalikov R.A., Alibekov Sh., Norkulov Sh. "Issues of spirituality in the context of National Games". T. 1995 year. 9-page.

The playground is an escape route for primary school-age children from the confining world inside the walls. Here, they let themselves get carried away as they jump, run, scream, yell, and skip in utter happiness. “Movement games allow children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength as well as are important to healthy brain development”<sup>2</sup>. Playing outdoor forces children to use their fine motor skills and helps in developing muscle strength as well. The main purpose of childhood is to enjoy the years of being carefree. Children should have liberty to run and jump, shout and scream, whistle and hide. Playing outside in parks or grounds without any inhibitions offers just that. Creating a safe place for them where they can do as they wish is important in these growing years. With freedom, they also learn to take care of themselves. They dive into an unknown adventure. When children play outside, they learn about nature. They develop an insight into how flowers bloom, how butterflies fly, how trees grow, how sand gets its color and so on. This develops curiosity among them. They begin to take risks, try out different games, understand what they like and learn to get up after a fall and also help them understand the importance of rules.

### **THE MAIN PART.**

Even though playgrounds have swings, merry-go-rounds, slides and seesaws, they are also full of germs and bacteria. Children roll around in the mud, get hurt, climb trees, chase dogs and the likelihood of them contracting a disease increases. However, children also learn to build up their immunity and fight back the germs and bacteria. Moving games are considered as a complex educational process that is of paramount importance. The physical activity of children, that is the basis of this process, has a positive effect on physical development, the formation of motor skills and physical conditioning parameters, strengthening health by increasing the functional activity of the body and enhancing feelings of emotional joy. During the movement and action games, the children focus on not only how to perform the

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<sup>2</sup> Shonkoff JP, Phillips DA, eds. From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, DC: National Academy Press; 2000

actions but also achieving the goal. He moves according to the conditions of the game, showing agility and improving his movements. Movement and action games have certain special features: it requires children to respond quickly to signals and sudden changes in games, different situations and movements in the games make it necessary to change the level of muscle tension. For instance, in the « *High above the needle*» game, each child is required to carefully observe each other's movements, then one player says "high above the needle", the others have to quickly climb to a higher point than the needle, and another participant chases them. If someone is caught while falling to the ground, that child will chase the rest. It is crucial to keep in mind that the beauty and culture of movement when moving games, the use of music in moving games is of great aesthetic importance, it is a complex activity consisting of various emotional movements. This activity is carried out in accordance with the sudden situation and conditions. Movement and action games are characterized by the organization and management of participants` activities. "There are many movement and action games for primary school-age children that are considered the most interesting and done all the time. They are:

- \* Pull out the napkin;
- \* Take care of your feet;
- \* Touch the ball one another`s shoulders;
- \* Roosters battle;
- \* Fight for the ball;
- \* Struggle over the line”<sup>3</sup>

Each movement and action game can solve the following tasks that are faced by primary school-age children:

- Develop in them the ability to think independently, to solve without outside help the simplest tasks;

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<sup>3</sup> Uzbek state university of Physical education and Sport "Documents of pedagogical practice of students in school". 2019-2020 academic year, 43-44 pages.

- Achieve complete mastering of the material on the subject by each pupil in the school team;
- Save the physical and mental health of children during the educational process.

Let's talk about each of movement and action games that mentioned above separately:

### **Pull out the napkin**

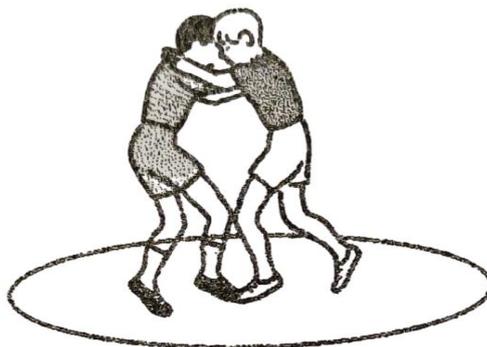


*1-picture*

**The concept of the game.** Participants are divided into pairs and each player has to pull the napkin out. The winner is the one who gets the napkin first.

**Rule.** It is restricted to grab hands or push the opponent.

### **Take care of your feet**

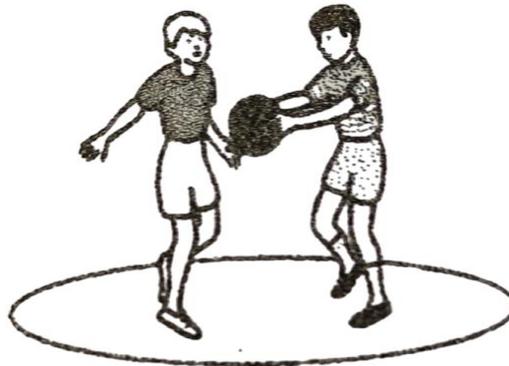


*2-picture*

**The concept of the game.** Participants are divided into pairs. Players put their hands on each other's shoulders. Players have to push quickly each other's foot.

**Rule.** It is important to prevent the opponent's feet from touching your feet and try not to lower the arms from the shoulders.

### **Touch the ball one another's shoulders**



*3-picture*

**The concept of the game.** One of the players in the circle has a ball. One player has to hit the ball on the opponent's shoulder. The second one has to prevent himself and try not to be touched.

**Rule.** It is important to touch the ball just to the opponent's shoulder.

### **Roosters battle**

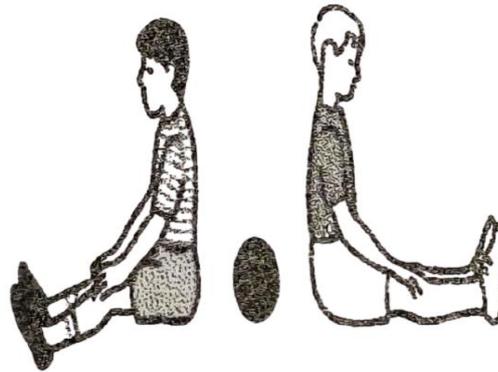


*4-picture*

***The concept of the game.*** In the middle of a circle 3-4 meters in diameter, two players stand on one leg. Each player has to lose each other's balance and push each other out of the circle. The player who does it first is considered the winner.

***Rule.*** Deliberately rude actions are strictly prohibited.

### **Fight for the ball**

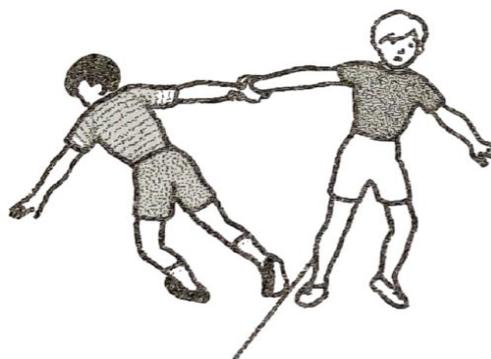


*5-picture*

***The concept of the game.*** Two players sit on the floor with their backs to each other at a distance of 2 meters and a ball is placed in the middle of them. When the physical education teacher blows the whistle, the players has to take possession of the ball. The one who owns the ball first is the winner.

***Rule.*** A ball has to be placed in the center between the two players.

### **Struggle over the line**



*6-picture*

***The concept of the game.*** Players are divided into two teams and line up at the edge of one line. Each player of the team forces his opponents to cross to the line.

The one who crosses the line first is the loser.

**Rule.** It is not allowed to pull the opponent's clothes during the contest.

### **CONCLUSION.**

A special feature of movement and action games is the movement of one player against another, one team against another. In this case, the players have a variety of tasks that need to be addressed in a timely manner. It is necessary to select and perform a variety of actions in assessing the situation that has arisen in a short period of time in order to do this. Movement and action games also help to educate primary school-age children in art, and the first appearance of creative art in children appears are a type of game. The selection and planning of action and movement games are done according to the teacher`s creativeness. It includes the general level of physical and mental development of each age group, the development of motor skills, their characteristics, seasons and daily life. Introducing a new game to children, explaining its content and rules requires careful preparation from the teacher. If you want to explain the role of games to children, it might depend on their types, but the activity that is highly recommended must be always emotionally fun, prepare children for interesting action and movement games, make them want to start a game faster, as well as encourage them to complete play tasks with enthusiasm.

In conclusion, it is crystal clear that the main physical activity of primary school-age children is shown through movement games, and we have an opportunity to cultivate good human qualities such as honesty, fairness, straightforwardness, dependability, cooperativeness, determination, imagination, courage, self-control and independence. Furthermore, if we take a look at their activities during the action games from the another side, we are able to notice that their abilities and willpower are clearly reflected in these games. Therefore, action and movement games constitute a crucial factor for individual learning of primary school-age children.

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