
SELECTION AND ANALYSIS OF ACTION GAMES

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ABSTRACT: In the selection of action games - it is necessary to pay attention to fun and useful games that stimulate physical activity for children and adults. This article examines the importance of action games, their health benefits, as well as their impact on children's development. Through games, children develop physical skills, actively participate in social communication and learn teamwork. The article also provides recommendations on the organization of action games and how to get the maximum benefit from them. The impact of modern technology and electronic gaming on action games is also discussed. Overall, the article focuses on highlighting the place and importance of action games in our lives.

KEYWORDS: action games, physical activity, Child Development, Social Communication, teamwork, health benefits, games organization, Skill Development, modern technology, electronic games, competitiveness, game rules, children's sports, learning through play, useful activities.

INTRODUCTION

Selection of action games suitable for younger children. 3 the circle of knowledge of young children will be narrow, dikkati doymo is confused. Therefore, children should be taught simple and easy-to-tune games. In such games, it is better to use birds and ghosts or their pictures, toys, fairy tales. These games are necessarily meaningful and instructive.

When teaching children of this age to games, exercises will have great acumen. In such games there is no content, they are given simple tasks such as: bringing the flag, ringing the bell, reaching the ball. The movements are (walk, running, etc.) should be able to do without difficulty in the familiar Ham to children.

The games, the content of which is familiar to children and instilled in movements, are played by the little ones with great interest. This means that the development of the little ones' ability to move will have great acumen in teaching them to walk properly in an open space, helping to nurture activity and independence.

With the expansion of the knowledge circle of 4 young children and an increase in experiences in movement, the content of action games begins to be diverse. By attaching to the movement of birds and haunts, various objects to the types of transport, the actions performed form the main content of the games. In games, it is necessary to start giving tasks such as color separation of sounds, in which children remember the familiar shape of objects (Cube, circle, square shape).

Many action games should expand the content and put on conditional tasks. At this age, there will be an opinion in the perception of children with the conditions of the game put for the

development of actions. Gradually, the attitude of children to the task changes-for example, when children who have already stepped 3 years old do not often notice malaise in the game (for example, a wolf catches one rabbit, runs and plays with it after catching it, while other rabbits do not pay attention), now children will understand the task assigned to them (now the Wolf stops). The game often features a tutor starter.

It is very important that the content of the actions in the game is understandable and interesting. This increases their activity, gives the movements a sense of humor and enthusiasm.

In games with children who have already reached the age of four, it will be necessary to greatly complicate movements (climbing cubes, sitting on top of them, falling from it, crawling under a chair and hokazo) by juxtaposing various movements in the ham (jumping irgishly and hokazos to catch a ball). Children participating in such murakab action games will try to master each other.

Action games in this hill are not playable games in which hamisha Ham plays together. This is especially more pronounced in play - by-play. Many are widely used games that are played with chants and games that are played with rhyming words. In such games, it is possible to keep children alive and achieve joint execution of actions.

The content of the action games of 5 young children will be colorful, associated with an increase in their imagination and knowledge about the events that occur in the environment, in Khayat. The active movement of children during play will depend a lot on their skills and skills, knowledge of the environment, the ability to perform actions in lessons, agility perception and humility. Most games have a starter, but sometimes this task can be performed by 2-3 of the players. Some of the action games designed for the middle Gruppe will not have content and an executable task image. It is possible to include a competitive tone in such games. Often rhyming words reveal and complement the content of the game, serve as a national and gesture for action. If the words are said in the majority, Ham will be fine again.

The range of knowledge of 6 young children is increasingly expanded consequently, the content of action games becomes more complex.

Due to the fact that game coids become Ham murakbier, accuracy in their execution requires dictation-attention, patience, switching from signal to rapid exposure, limiting excessive movements (running in a specific direction, deviations of the caught, and hokazo). The game rule helps the discipline to find content.

It is known that in order to participate in national and action games, children will have to be divided into groups, in which girls, often with strong boys, strive to group only with girls. This affects the course and outcome of the game. Therefore, the educator makes stronger children with more nimble children, and boys with girls-gurukh.

In this, it will be great for boys and girls to have manners, to have a good upbringing. In addition, boys will be much more enterprising not to stay with girls, learn to honor girls.

Action games for children 7-10 years old are the basis of a physical education lesson. Therefore, in school programming, more space is allocated to games compared to other materials. This is due to the fact that children easily perceive and master the various physical exercises included in the saga through a variety of games.

In games, it is necessary to pay attention to the exercises of running, jumping and throwing or stroking. In addition to conducting simple and moderately complex games with children of this age, it is possible to conduct games that are played in teams in a much more complex way, if the children are sufficiently prepared. Children learn to play together in these games on the principle that "one winter is for everyone, all for one winter". Then the responsibility for their comrades playing with them Awakens hissy. The team games require to be agile, modern, intelligent and energetic enough. Physical education classes often consist of various games, and in addition, basketball, volleyball, handball and football are included in the lesson. The play of children aged 9-10 years is somewhat complicated.

Selection of action games suitable for middle and older children.

Action games for students aged 11-14, which are included in the lesson, begin to replace other means of physical education.

When the teacher conducts action games, it should be remembered that students of V-VII classes should develop in accordance with the age of the organism in which they are. Therefore, it is necessary to organize games in the lesson, conduct and gradually give the complete game materials to children during classes. It is important that a child is treated appropriately when looking at the fact that children do not move too sharply during the game.

The organizational turmoil of action games taught to students the content of the actions will be somewhat more complex than the humor. Games that incorporate sporting elements are also given more room for sports games.

In the V-VII classes, the maqul who played action games in the second and third parts of the lesson. In the main part of the lesson, some games can be included in order to prepare the ground for the mediation of a complex sports game, the purpose of which is to prepare students for sports games.

It is known that students in grades VIII-IX are engaged in social and production work. This point requires them to save time allotted for national and action games - they are more involved in sports.

What games are recommended for middle and older children

Conducting and analyzing action games taking into account the age characteristics of readers.

When conducting national and action games, it is first of all necessary to take into account the age characteristics of students, to take into account the age, gender and physiological characteristics of students. It is also important in what case, where, the games will be played. National and action games are divided into cognitive, wellness, healing, and recreational sections according to their mission. In the process of using national games, the following distinctive features of elementary school students should be taken into account:

1. The child is interested in the folly of people, their attitude and mutual treatment of objects, their attitude.
2. Children in folk games reflect the most externally expressive exuberant emotional aspects of the surrounding comfort.
3. At National Games, the child internalizes his desire to practice, feeling that he lives in the same conditions as an adult, on a single land.

4. Even if the introduction to the life and work of an adult is manifested as symbols of the child's imagination, in general it leaves an indelible mark on his truly personal life.

In conclusion, it can be said that when using national folk games, when applying them, it should be taken into account that children of this age are much more prone to broad, powerful movements than small ones that require accuracy. This is done by the great educator YA, who developed the age periods of children. N. Komensky had also noted in due course.

At this age in general, children are characterized by a lot of mobility. Mobility, on the other hand, requires a special, rational organization, the correctness of the gait patterns that move.

At this age of children, the systematicity of adult demand and habituation to self-control play a large role in creating an imbalance of braking and agitation processes.

National Uzbek games are loved and played with interest by young people, especially schoolchildren. Such games are played not only in physical education classes, but also during leisure hours in courtyards and gardens, parks. The material, which is described in terms of general developmental and special exercises designed to develop important qualities, is given in a more playful way, but to explain the exercises and actively relax, it is performed continuously in a small dose with brief pauses. After playing exercises, it is necessary to give exercises that relax, walk softly, or exercises that increase your attention.

A kind of methodology for games played with students of different classes.

Organizing and conducting action games with children of different school ages will have a different tone. The methodology for conducting national and action games directly depends on the mental and physiological characteristics of children, their general development and preparation. The practice of working with children shows that the methodology of conducting action games is considered in accordance with the four main age groups and is relatively close to all children's interest in the game according to the age characteristics of each. These groups are: 1st-2nd graders: 7th-9th graders; 3rd-4th graders: 9th-11th graders; 5th-9th graders: 12th-15th graders, and AL and KHK students: 16th-18th year olds.

Taxing the game

When announcing the results of the game, it is necessary to understand the game, indicate the error imposed by the participants in the game in their technical methods and techniques. It will be very useful for children of small school age to show the pros and cons in the development of the plot of the game, the participants of the game who performed the roles well in the plot. Students who take a positive initiative and follow the rules of the game should be shown for example in Aloxii.

In conclusion, it can be said that it is very complex in itself that it conducts the game process: it will depend not only on the age characteristics of children, the conditions of work, but also on the preparation of children to play as a team, their mood, the skill of the game leader himself. Conducting the game is a pedagogical process, which hardly can also be predicted.

Practical experience in dealing with children shows that knowing how to tax and correct the movement of the players in the game process, knowing how to correctly tax and pamper himself with his behavior as the leader of the game will help improve the skill of being guided into the game.

The one and only goal of all spheres and stages in the system of Physical Culture is to prepare a person to live correctly. The tasks of the physical education of Primary School students are determined taking into account the age-specific characteristics of children, but in this the general purpose of Physical Culture is not overlooked.

The school provides for the implementation of the tasks of wellness, education and upbringing in the physical education of elementary students. Through the people's National Games, the chances of completing these tasks in a holistic way are more visible.

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