

## **Action Games and Their Role in the Development of Preschool Children**

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**Abstract:** In this article, taking into account the types, features, performance of movement games for the development of the physical qualities of preschool children, simple and complex movements in pairs or singles with creative, plot, sports elements are highlighted.

**Keywords:** physical qualities, action games, sports, fitness, gymnastics, children.

Pedagogue T. Usmanhodjaev puts forward the following points about the role and importance of the national and action games of the Uzbek people in preschool and primary education, and the effect of action games on a person in general: "What is a game? ?" or "Do you know what the game is?", "What games do you like?". [12; p. 47].

Play is not a result of a motive, but a type of activity that consists of this process itself. In the history of human society, the game has been combined with various rituals: sports, military and other exercises, and art (especially its performance forms). Children's upbringing and education are important in their development, as a means of preparing them psychologically for the future life.

"Who is he? What is this?" - about the game is described in the "Children's Encyclopedia" as follows: "Once upon a time, before going on a hunt or a battle, our ancestors organized martial dances and games, organized competitions in aiming, testing agility and strength. Such exercises also helped them to win over the enemy. [13; p. 185].

The game is a historical, social process and is a complex movement activity consisting of various actions. The game is one of the specific forms of human activity. The concept of "play" includes physical activities performed in sports (basketball, gymnastics, wrestling, etc.) [14; p. 250].

A game is an activity aimed at achieving a conditionally set goal. Some material resources are not produced in the game. The goal of the game is in itself. Because it has a general effect on the education and formation of a person. Therefore, the game has always attracted the attention of pedagogues, psychologists, philosophers, art historians, medical workers and others.

P.S. Lesgaft considers games as one of the most effective means of physical education and upbringing. He allocated a large part of the lessons of social education to games: for games for small classes he allocated half of the lesson, for middle classes - a third of the lesson. He believes that action games have important educational and educational value, and they involve more complex movements than individual gymnastic exercises. Action games as the most important means of physical and spiritual education are tried to be introduced into schools and kindergartens. [15; p. 124].

The importance of action games is that they are understandable and easy for children of different ages. Although there are many types of action games related to ethnic and other characteristics, they reflect the general descriptive aspects related to that particular activity, such as the interaction of the participants with the environment and the perception of real life. In order to achieve a set goal in connection with sudden and ever-changing conditions and a wide range of actions, goal-oriented and

goal-oriented actions require the manifestation of creative qualities, activity and initiative. Such a wide use of opportunities reflecting independent and relatively free actions combined with the subordination of personal interest to the general and fulfillment of voluntarily accepted or set conditions is associated with the vivid manifestation of emotions. All this, from a methodological point of view, action games are described as a pedagogical tool for the multifaceted, complex effect of education. Complexity is expressed in the formation of movement skills, development and improvement of vitally important physical, mental and moral-will qualities. In order to have such an all-round effect, it is recommended to take into account the physical capabilities of children and the size of the load in relation to the age of the children.

Therefore, children's outdoor games and recreational activities have health, educational and educational value, and are considered very convenient for physical training. They improve the physical development of children, have a positive effect on the nervous system, and strengthen health. Due to the fact that this is a very exciting sports activity that creates a great physical load for the child, it is necessary to take these loads into account when organizing training and games.

Almost every game has running, jumping, throwing, balance exercises, etc. In the games, all the basic physical qualities of the child, such as strength, quickness, are cultivated and various movement skills and abilities are improved.

Kindergarten children develop and improve various skills in basic movements (running, jumping, throwing, crawling, etc.) during play. The rapid change of situations during the game teaches the child to use actions known to him in accordance with this or that situation. All this has a positive effect on improving motor skills.

The game is the first activity, the main role of which belongs to the formation of the personality. In games, children reflect accumulated experiences, deepen and strengthen their ideas about the depicted events and life. A child understands the world in the process of activity, like adults. Engaging in games enriches participants with new emotions, imagination and understanding. Games expand the scope of imagination, develop quick understanding and analysis of observation, teach to compare and generalize what they see and to draw conclusions from the environmental phenomena observed by them. In action games, the qualities of correct assessment of the environment and time ratios, quick and correct attention to the situations that occur in the game with frequent changes of situations are developed. It requires the pedagogue to carefully guide the process when organizing and conducting mobile games in summer and winter conditions, seasonal changes.

Action games are also very important in training physical qualities: quickness, agility, strength, flexibility. Games also educate children in solidarity, solidarity and responsibility. The rule of the game educates the skill of conscious discipline, honesty, self-control, ability to "catch oneself" after strong influences, to control one's individuality. Therefore, it is appropriate to have a positive approach to physical education of children and, in necessary cases, to independently create game tasks that include the types of movements that the child needs especially at this time.

In action games and other games, a wide area should be chosen so that children can play freely without being cramped in the environment. The duration of the games is different: this is important when choosing them, because the excessive duration of the game causes symptoms of exhaustion in children, which should not be allowed, otherwise the benefit from the game will turn into a loss. it is inevitable to leave. When determining the game, it is necessary to maximize the neuromuscular strength that each child can develop without signs of fatigue.

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