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IMPROVEMENT OF ACTION BASED GAMES FOR YOUNG LEARNERS

Abstract: *It is natural that many fields of knowledge have long since learned the origins, content and importance of moving games. The theory and methodology of history, ethnopedagogics, anthropology, pedagogy and physical culture, as well as other disciplines are also of interest. In the Republic of Uzbekistan, a number of scientific and practical works on national folk games were published, and several manuals and books were published. A review of the aforementioned and published literature by current countries experts reveals that moving games are a conscious activity that is dedicated to their specific function.*

Key words: *game, player, communication technologies, imitation nature, start-up gaming, creative players, important point of game, anthropology, several manuals.*

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Introduction

The notion of a "game of motion" embraces many different forms of folkloric play, each of which contributes to the physiological and intellectual development of the most comprehensive children. It is a type of rhyme, the main content of which is more focused on improving the efficiency of movement. Raising children in the spirit of colonialism, diligence and community commitment is one of the most important issues of our day. From the first day a child enters school, it is necessary to instill in them a passion for work, organization, workmanship and ability to finish the job. For this purpose it is necessary to use all means of education, including children's games.

II. Literature review

N. Krupskaya repeatedly spoke about the importance of the games in the education of preschool children. "Play is very important for preschoolers: the game is a serious form of education for them."

N.K. Krupskaya's thoughts also speak of the importance of the game in physical development. There are many games that develop 'physical skills', improve eye skills, and increase thunder. It is particularly important to apply in the pre-school facilities such things that increase the speed of the target and gain a great deal of respect for the laborers. The importance of the role of moving games requires careful analysis of the content of their themes and, accordingly, selection for children of different ages. Every game is a unique tool for children to learn about the environment, as well as the creation of creative didactic music.

III. Analysis

Figurative emotional methodology plays an important role in improving children's mental processes. It provokes the imagination that arouses children. The house encourages creativity. Psychologists' research shows that a child's ability to master space and subject matter through homework. At the same time, the mechanism of space perception

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is greatly improved. As the activity improves, the physical abilities are developing and the heart and respiratory system improve. In addition, games are important not only for the physical development of children, but also for their mental and ethical education. They should be aware of a sense of responsibility not only for their own actions but also for the actions of their comrades. Match games are designed to improve and strengthen the skills learned in physical education lessons. When using games, it is important to take into account not only how fast they have been done, but also the quality of their performance.

This knowledge is also available for kindergarten coaches, elementary school and physical education teachers, extended group educators, educators of JEKs, students of physical education, students of the Physical Education Faculty of Pedagogical Institutes and College of Physical Education, will be useful. Whatever form of play the child is enjoying, the moving game helps to evoke different emotions, especially positive emotions. Great educational force is the source of these joyful emotions. In space, the perception of space is manifested in its assorted forms. Indirect emotion sensory (emotional) and indirect (logical thinking, understanding) independent behavior of the child, and the strictly defined behavior of the child in the rules of the house, on the one hand; understanding and visualizing their movements from the space game environment requires that they exhibit a reaction. The rules of the game developed by the teacher provide the necessary opportunity for pre-emptive activity in space for movement. At the same time, a sudden change in the game situation (initiation movement or alarms) disrupts the action plan. It requires fast reactions to complex children and skills in space. Games like "Ikki ayoz", "Sehrli tayoqcha", "Jasur bolalar", "Maymunlar va ovchilar" and so on.

This reaction is determined by the level of development in children's ability to adapt their activities to a particular environment. I have to help a child educator. In this case, the educator will gradually teach the child to find some more modes of action, given the state of the home and the need to achieve the task. While the issues were spurred on in a row and in space, the boy used a quick and farther escape from the beginner, showing him livelihood and agility near him. "Tuzoq", "Ayyor tulki" and so on.

The ambitions that have been created to fulfill the role of homework have also helped to get around in the environment. "Chambarakdan o'tib bayroqqa yugurish," "Bo'ri jo'rlikda," "Jasur bolalar" and so on. In these children, the ability to evaluate the optimal behavior with a well-developed autumn and to be able to choose the motions based on the timing of the movements and the performance of the movements.

It is important for a child to become a target among children who are moving fast. It was

complicated by the need to respond quickly to the ever-changing game situation. However, the older children in the group successfully acquire this skill during the repetition of games: "Tuzoq", "Ayyor tulki", "Quvlashmachoq" and so on.

In an interactive game, the child tries to determine the proximity of the subjects. For this reason, it has been described by eye assessment as well as spatial hearing. "Uzoq yaqin", "goh u yerda goh bu yerda", "ko'z bog'lash o'yini" and more.

The study of Y.Y.Stepanenkova shows games that clarify children's understanding of interpersonal space relations: front, back, middle, print, above, below, through, side, opposite, consecutive, and so on. (Tezroq yur), (to'qish) (kim tezroq), (chambarak orqali bayroqcha tomonga yugurish), (lochin va kurk tovuq) "to'pni kengliklar aro dumalatish" and so on.

IV. Discussion

When choosing a moving game, first of all, it is important to know the physical and psychological effects of the games presented in the tutorials and manuals.

It is also important to remember that when a game is set, it is not only appropriate to act, but also to help each other develop a sense of support and support for children through the use of action games. To do this, he started using games such as "Qoch bolam sor keldi", "Pir-r etdi", "Ikki yaxob" "Mushuk keldi", and so on.

Children of pre-school age groups should consider their interest in choosing mobile games. Children of this age are not interested in what the game of wolf lambs, mice, cat images do, but their behavior, for example, catches a mouse with a squirrel. Movements become more complex in games. For example: "Bo'rilar zovurda" in which children run and stop, the mouse has to jump over and pass the joy without being caught by the wolf. For children of this age, as well as playing two parties, the presence of confrontation is more interesting, for example, in the game of "Ikki yaxob" one side is trying to "Yaxoblardir" children and the other party is "Yaxlatilib" tries to avoid staying.

It is not easy to run various races with kindergarten children. Carrying a game relay is easy at first sight, and the results of other children's games show that such games do not give children any idea of the impatience of the child's impatience may cause.

The team that loses and wins the game is very difficult to calm down after the game. Given that preschoolers are not behaving well yet, it is important to divide the groups into groups of 4-5 rather than two teams. These groups can be arranged so that they can look after each other without falling apart. Because they maintain the order of getting started with the queue. In these games, the children watch each other, and each member of the group demonstrates their ability to shoot accurately at speed and agility. The

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winning player will bring bitterness to his team. The game is considered a bitch after the game is over. The winner with the most points is the winner. The educational importance of the game has been growing with the proper consideration of all the conditions. The boots should be distributed during the game, including the lines, boundaries, distances, desired game objects, balls, flags, etc. Later, children should be accustomed to self-serving. Often, an educator teaches these organizational tasks to assign one or two children as an adjunct. Then the queue is changed every time. The facilitator should consider how to explain it before the game. The explanation should be very brief, clear and concise. The content of the game should be free from tricks when explaining rules. Then there is who to say which the players are. There is no need to explain every gallon when conducting a familiar game for children, but the rules of the game should be noted by the instructor. It is advisable to point out the child who is often mistaken in the rules of the game. The facilitator should not be the only observer at the time of the game. The game should be conducted in such a way that children can enjoy it, be content with it, and learn complex rules. The tutor should watch the participants during the game and take care of the individual children.

Some educators ignore some violators. The whistle must be played only at the appointed time, and the teacher should not forget the visible shades. That is, showing these situations nurtures the will and discipline in children, protects them from excessive behaviors, and being tolerant and disciplined creates an important quality. It is also important to teach children to stop immediately during the play. The general rule is to make sure that the characters or whistles stop at any point during the game. (Left or right). After that, it is very important to follow the teacher's words and explanations. However, the game should not be stopped for a long time, as it should be remembered that children are excited about the game. The instructor should also pay attention to the boundaries of the game. This is a very special time, because the game has little to no fun.

For example: it is more difficult to schedule a game than gymnastics. Children cannot be asked, but it can affect children who are excited and interested. Therefore, the educator should pay attention to the

appearance of the child's fatigue (frequent breathing, blushing) and behavior (frequent violations, roughness, sluggishness) and stop playing in a timely manner. The game can be completed in various ways. 6-7 year olds are interested not only in the game but also in the results. Therefore, it is necessary to analyze the results of each game. It is worth noting that any student in the game has shown the skill, skill and friendliness of the game. The result of each game should be explained by the educator in his or her own way, and a beautiful analysis for children.

Educators and teachers are the organizers and leaders of the games. Motivated games help children improve their physical wellbeing, improve their health, strengthen their body and their overall working abilities. They need to be able to give the children the knowledge and skills they need to be able to move freely in a variety of activities. They need to cultivate the mental and willpower qualities that will help them to survive. In addition, children need to have the necessary knowledge and skills to independently organize and play games, to stimulate interest in a variety of games, exercises and routines. Along with the implementation of such tasks in the educational process, it is necessary to achieve the formation of students' ethical norms, as well as to fulfill the aesthetic and labor education tasks beautiful.

V. Conclusion

The teacher sets out the specific objectives of the game before moving on to the game. These tasks must be appropriate for the child's age or ability to do so. Defines the game's specific objectives before analyzing and conducting the game. These tasks are important for encouraging children to take initiative and to participate. As children play the game creatively, they are brought up with the ability of organizers. An example of creative initiative is to help your partner in one end, to make decisions on their own or with their friends. If children have already mastered the game, their activity during the game may increase even further. The activeness of the children during the game depends on how well they are prepared for the game. It does not require a lot of effort, which is not related to stress or overcoming difficulties. Games are not fun for children.

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