

Research Article

Teaching Primary School Children's Through Uzbek Folk Traditional Games for Improving Their Gross Motor Skills

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Abstract

The role and significance of Uzbek folk games in the process of physical education of junior schoolchildren is described. The possibilities of national games as one of the effective and significant factors in raising children are analyzed. A description is given of the complex use of outdoor games in the context of the formation of a harmoniously developed, physically healthy and socially active personality of primary school students in educational institutions. The conducted research is aimed at justifying the use of national games as a variable part of a physical education lesson, in the format of a national-regional component. The study revealed that Uzbek folk outdoor games have great opportunities not only for the development of motor abilities, education of physical and moral-volitional qualities, but also for the formation of a culture of interethnic communication. Children of different nationalities, participating in folk games and relay races, share their impressions, communicate with each other, complete game tasks and make joint efforts to achieve the goal of the game. Based on the results of an experimental study, conclusions were drawn about the practical significance of using folk games in physical education, with an emphasis on the dynamics of children's motor readiness.

Keywords

Folk Games, Physical Qualities, Primary School Age, Physical Education, Folk Pedagogy, Dynamics, Physical Culture, Pedagogical Means

1. Introduction

Folk games, which have a centuries-old history, have always been very effective, as they contributed to the development of a variety of motor skills and abilities necessary in all types of motor activity. The most important advantage of games is that in their totality they exhaust all types of natural human movements: walking, running, jumping, wrestling,

climbing, throwing, throwing and catching, exercises with objects and, therefore, are the most universal and indispensable means of physical education children. The games are based on physical exercises, during which the participants, unnoticed by themselves, master the basic motor qualities: speed, strength, endurance, dexterity, flexibility. Folk outdoor

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games are also of great importance for versatile education. Pedagogically correctly organized play gives the child joy, emotional pleasure from movement, a sense of camaraderie, friendship, mutual assistance and understanding, and success in achieving common gaming goals. The joy of creativity gives a unique feeling of relaxedness and freedom, self-confidence, self-esteem, which is so necessary in the future life. Using folk outdoor games in his work, the teacher instills in children citizenship, patriotism, and love for the Motherland. The game helps to develop self-control, endurance, determination, leadership qualities, responsibility for actions taken; the game develops honesty, discipline, justice, children learn to act in a team and obey common requirements.

The main objectives of physical education are: promoting health, promoting physical development, teaching the necessary motor skills, nurturing the physical and moral qualities of students. The game corresponds to the solution of these problems, acting as a means and method of physical education. The game is an effective means of mastering such areas as athletics, skiing, swimming, and sports games. The use of folk games in physical education lessons allows one to increase the level of physical fitness of students. It is difficult to overestimate the importance of folk games. The use of folk outdoor games in the educational process is a necessary condition for organizing the educational process in an effective, interesting lesson that ensures high motor density. The role of games in the system of physical and sports education is enormous. Games accompany a person throughout his life. Folk outdoor games not only improve health and develop the body, but are also a means of cultural and moral education and introducing a person to society. Thus, folk outdoor games act as an effective means of promoting the development of physical qualities and maintaining the health of schoolchildren. With the help of the same games you can cultivate different moral and physical qualities. The leading principle in learning is the principle of consciousness and activity. The purpose of which is to form in students a deeply meaningful attitude, sustainable interest and needs for physical activity, as well as to encourage them to be optimally active. When conducting the game, the leader must explain to the children its content and objectives, as well as the rules of behavior. Conscious behavior of the players makes it possible to improve the game and creatively enrich it; At the same time, the interest of the participants increases significantly, and the educational impact of the game increases.

2. Features of Folk Outdoor Games in Physical Education Lessons

It is well known that through folk games, children can reflect all their life experiences in a conditional play form, which contributes to their transformation into certain images, transfer to a specific time and to a specific place of action. All

game situations that arise during the game captivate and educate children, and the dialogues or monologues that are found in folk games indicate the characters' characters, their motives and actions, skillfully conveyed by children through the images that they try on for themselves in the game [1-3]. In folk games, much more than in any other physical exercises, students can use various kinds of motor actions the way they want, how they see them and how they can perform them based on their individual characteristics. Those folk games in which children are divided into teams have a much more competitive nature, because not each participant individually strives for victory, but the whole team as a whole. At the same time, in some folk outdoor games, motor actions are performed by the whole team at once (for example, in the game "Day and Night") and then the personal participation and personal result of each child does not become a priority and does not stand out from the crowd, whereas in other games (for example, "Ball for the captain") the overall result depends on the actions of each student individually. Thus, we can say that folk outdoor games, together with other elements of physical education that are inherent in educational institutions, act as a certain basis necessary for the development of a personality that combines not only physical qualities, but also moral standards and an understanding of the world. Also, due to the foundation laid in the lower grades, a physical education teacher in the middle grades of a school can further develop the physical qualities of children [4, 5].

The expediency, correctness and logic of introducing folk outdoor games into physical education lessons in primary school is based on the need:

- 1) intensifying physical activity during classes;
- 2) increasing the level of physical activity in lessons;
- 3) increasing emotionality and interest in lessons;
- 4) attraction to the values of folk culture, to the traditions and experience of ancestors;
- 5) inclusion of new tools in lessons that help increase the level of physical fitness of children;
- 6) strengthening children's health;
- 7) increasing the level of physical education of children.

Based on all of the above, we can conclude that if a certain people have a game in everyday life that has attracted their attention for a very long time, then, most likely, its introduction into the school physical education curriculum will carry some meaning. This follows from the fact that such a folk game will not only be interesting to children of any age, but will also be an excellent way to culturally enrich children. As you know, folk outdoor games have been a traditional means of pedagogy for a very long time. That is why it is important to consider the pedagogical experience of using such games in physical education lessons [7-10]. Folk outdoor games are very diverse in their structure and content. Some games, for example, have roles and rules that are directly related to the plot, and all game actions in them are built in full accordance with the requirements that are specified in the rules and which correspond to the chosen roles. In other games, the plot and

roles may be completely absent - they are replaced by certain motor tasks and exercises that are regulated by rules. Still other games may contain a plot and actions that are strictly regulated by text that determines the speed, time, speed of movements and the correctness of their order. When selecting folk outdoor games that have a direct impact on the physical education of primary schoolchildren, one should focus on the features of their content, first of all:

- 1) plot;
- 2) the theme of the game;
- 3) rules of the game;
- 4) motor actions of children during the game.

It directly follows from these rules that it is the content of the folk game that determines its purposefulness in educational and educational terms, as well as the game actions of students, because the order of organization and the nature of the performance of all motor tasks directly depends on the content and structure of the game. Also, folk outdoor games are not only a means of physical development, but also a means of introducing children to the traditions of their ancestors and the cultural foundations of other peoples and nationalities. By and large, the educational importance of folk outdoor games is difficult to overestimate, because playing children are required not only to make physical efforts, but also to demonstrate their skills, intelligence, cunning, reaction, and communication skills in rapidly changing conditions. Conducting classes in the open air contributes to additional hardening of children, accustoming them to far from the most pleasant environmental conditions [11]. In fact, to replace the usual physical education lesson for many, you can create a lesson in which, in addition to general educational and recreational tasks, a section dedicated to folk games will be introduced. Analysis of a large number of research works examining this problem allows us to assert that the success of introducing folk outdoor games into physical education lessons is largely determined by two key components, including:

- 1) development of the level of physical readiness and mental and emotional health of children 7-12 years old;
- 2) effectiveness of children's involvement in the social sphere.

The implementation of the first of these components is achieved in two ways:

through the creation of a special program for the development of physical activity and children through folk games.

The key sections of the strategy for managing the process of physical development of schoolchildren by introducing folk games into physical education lessons can be:

- 1) analysis of the essence and basic conditions for holding folk games;
- 2) planning, organizing and introducing folk games into physical education lessons;
- 3) determination of basic means, methods and forms of games implementation;
- 4) initial and subsequent distribution of roles that children try on during the game, taking into account the level of

their current readiness;

- 5) planning a rational game mode;
- 6) viewing, demonstration and analysis of held folk games;
- 7) planning of folk games in the physical education system;
- 8) working together with children on the tactics of playing games and the conditions for their conduct;
- 9) purchase, installation of auxiliary inventory and equipment;
- 10) analysis of the implementation of implemented games [12].

In fact, the introduction of folk outdoor games in physical education classes can only be effective in conditions where the following requirements are met in the educational institution:

- 1) a complete list of folk outdoor games has been compiled according to national and territorial characteristics (based on the region where they are held), according to the conditions of the event;
- 2) all selected games are distributed by type, taking into account their focus on the development of specific physical qualities (speed, agility, strength, and so on);
- 3) the possibility of using certain games is determined by the severity of positive personality traits that are formed during these games;
- 4) when selecting games, the geographical location of the region, as well as national policies in the field of tourism and recreation, are taken into account;
- 5) the role of games in the overall system of children's physical development is correctly defined;
- 6) holding folk outdoor games is considered as an addition to other means of physical education for children in the classroom [13]. It is important that in the process of organizing outdoor games of various types for children aged 6-10 years, it is necessary to be guided by all the basic requirements that apply to the comprehensive development of physical qualities and skills in students. For example, for children of this age it is necessary to select games in which the nature of total fatigue is clearly monitored [6]. Considering the issue of methodological recommendations in more depth, we can say that the key condition for the successful and effective implementation of folk outdoor games as a means of developing primary school children is the teacher's possession of an extensive gaming repertoire, understanding of the essence of games, as well as the methodology for using games in the classroom.

By and large, absolutely every teacher must be able to stimulate children's interest in the game, concentrate their attention on its content, and analyze the accuracy of movements, which, in turn, must comply with the rules of the game. He must also monitor physical activity, prompt, support children, regulate their emotional and mental state and conversations, teach them to correctly change their actions in

changing conditions, support each other, and strive to achieve the ultimate goal. Thus, the key task of a physical education teacher is to teach children to play correctly, independently and with pleasure. The organization of the play area should be carried out before the start of the lesson, together with the children. A gym or an outdoor field should be designed as close as possible to the content of the game (forest, houses, rivers, and so on). To hold folk games, special equipment must be purchased: balls, ribbons, stands, nets, flags, and so on. Before starting the game, the teacher must briefly but informatively and as clearly as possible explain to the students the conditions and rules of the game. First, the general rules are usually explained, after which the children try to play, and then the teacher adds new details to the game. Thus, when conducting most folk outdoor games, the principle of gradual complication is observed. The key aspect when organizing games is the identification of drivers, the division of children into teams, the appointment of judges, if any are required in the game, as well as the distribution of responsibilities among all participants in the game. It is best for the teacher to choose the children who drive them, because he can correctly select the most efficient and dexterous ones. Although sometimes the children themselves do it. Children who are either in poor health and cannot receive the same workload as other children, or who are the least active in general, are usually chosen as judges or assistant judges. After mastering all the rules of the game, drivers should be selected using "counting tables" or other selection methods. For example, the new driver can be chosen by the previous driver, or the winner/loser from the previous game becomes the new driver. The division of children into teams is most often done by calculation (first-second-first-second), because this is done impartially, randomly. Other methods (for example, by the choice of the children themselves) do not seem to be successful, because they can form very strong and weak teams. Also, in the process of conducting games, the role of the teacher is very important, because not only the choice of the game, not only the preparation and its organization, but also its entire course, as well as summing up the results, depends on him.

The physical education teacher should take the most active part in the games, lead them, observe and, sometimes, participate in them as a driver, judge or even a team member (if the game is not competitive). The teacher should be a motivator for those who are not doing well and a deterrent for those who demonstrate their dominance over others. In lessons in the first two grades of school, it is best to use no more than 1-2 games, and in the third and fourth grades - 1 game. Folk games, in general, can be included in any part of the lesson: at the beginning of the lesson they should be aimed at organizing the children; in the middle - on the education and development of physical qualities; at the end - for relaxation, for the transition to rest. Games that are aimed at developing any motor skills should be played after these skills have been mastered, because premature use of such games most often entails the development of the wrong skill. It is difficult to

regulate physical activity on children during folk games, but it is possible if you use techniques such as:

- 1) adjustment of game duration;
- 2) adjusting the size of the sports ground equipped for the game;
- 3) change in the weight of the used inventory and equipment;
- 4) changing the rules of the game;
- 5) regulation of the number of actions on the part of children;
- 6) control over the number of breaks in the game;
- 7) and so on.

The end of the game is also important, when the teacher must sum up the main results, note the winners, thank the losers, highlight positive and negative aspects of the game, and give recommendations. You can also involve the students themselves in summing up the results of the game, so that they can independently evaluate their own actions and skills, as well as the skills of their classmates [8].

The effectiveness of the influence of folk games on the physical development of children can be assessed using completely different parameters:

- 1) according to educational standards;
- 2) in relation to the results of children to their past results [5].

In fact, summarizing the above, we can say that one of the most important conditions for the successful conduct of outdoor games is their skillful conduct and organization. Games can be held at any time of the year, outdoors, in the gym, at the skating rink, in the pool, and so on [10]. Thus, we can summarize that children's play activities are tied to solving certain problems, fulfilling certain responsibilities, and overcoming various kinds of difficulties and obstacles. All of these developmental aspects are, to a certain extent, enhanced by the specifics of folk outdoor games, the key role of which is not only in the physical development of children, in strengthening their health, but also in the development and strengthening of the children's team, in the formation of creativity, imagination, attention, and in nurturing independence. For many years, folk outdoor games have been a traditional means of pedagogy, and that is why it is important for teachers to take into account not only their own, but also others' pedagogical experience of using such games in physical education lessons. The basic methodological recommendations for the use of folk outdoor games are most often: the correct selection of the games themselves, depending on the age of the children, their skills and physical condition; competent organization of games (choice of location and equipment, division into teams, choice of leader); familiarizing students with the options for selected games and their rules; participation of the teacher himself in the game process; correct assessment of the results of using folk outdoor games.

In primary school, the most effective are physical education lessons, which systematically develop: speed, endurance, flexibility, balance through walking, running, jumping,

climbing. The most effective forms of exercise in physical education lessons include: lessons with didactic games; story lessons; various kinds of irregular forms; sports games (dancing, athletics, swimming, football, pioneer ball); various outdoor games on the street and in the hall. One of the most effective methods of physical development in primary school age is outdoor games that meet their limitless need for movement.

Children's play activities are always associated with solving specific problems, performing specific duties, and overcoming various kinds of difficulties and obstacles. One of the most effective means in the process of physical development of children of primary school age are folk outdoor games, which, according to the results of numerous studies, make it possible to achieve positive dynamics in the development of the child's personality. The main task of folk outdoor games is the physical development of children, but at the same time, strengthening children's health, improving their posture, developing a team and a sense of mutual responsibility, developing creativity, imagination, memory, attention, independence and other personal qualities is also important [6].

For many years, folk outdoor games have been a traditional means of pedagogy, and that is why today there is a huge accumulated pedagogical experience, without considering which it is impossible to determine the true potential of folk outdoor games as a method of physical development of children. Based on the experience of teachers and researchers considered in the work, it can be determined that many of them use in their work all types of folk outdoor games of the calendar cycle; More often they lean towards the most popular games among children, which force children to move a lot and require resourcefulness, ingenuity, dexterity and perseverance. Thus, folk outdoor games provide opportunities to increase the effectiveness of physical fitness and contribute to the construction of a more diverse physical education lesson. The basic methodological recommendations for the use of folk outdoor games are most often: the correct selection of the games themselves, depending on the age of the children, their skills and physical condition; competent organization of games (choice of location and equipment, division into teams, choice of leader); familiarizing students with the options for selected games and their rules; participation of the teacher himself in the game process; correct assessment of the results of using folk outdoor games.

3. Features of Motor Activity of Younger Schoolchildren

Modern educational activity is characterized by an increase in the volume of information, on the one hand, and, at the same time, a low level of physical activity and the monotony of statistical working postures. In this regard, many specialists are making interesting attempts to resolve the

issue of the need to balance increased loads in mental activity and optimal motor activity. The importance of physical activity in human life is confirmed by a number of specialists: physiologists, doctors, psychologists, teachers, etc. Physiologists consider physical activity to be an innate, vital human need. Satisfying the need for motor activity, in their opinion, is especially important in early and preschool age, when all the basic systems and functions of the body are formed.

Motor activity, according to their definition, can act as a preventative agent, when an active motor mode helps prevent various diseases, especially those associated with the cardiovascular, respiratory, and nervous systems. In addition, physical activity is widely used as an effective therapeutic and corrective remedy. According to psychologists, personality development is carried out through activity. The child's first ideas about the world, its objects and phenomena come through motor activity. The more varied the motor activity, the more information enters his brain, the more intense his mental development. The correspondence of indicators of development of basic motor activity to age norms is one of the evidence of the correct neuropsychic development of the child. Many teachers note that motor activity is an important means not only of development, but also of raising a child, contributing to the formation of him as an individual. The entire historical experience of the development of society shows that motor activity contains enormous opportunities for revealing a person's physical abilities. Motor activity has always been the most important link in the adaptation of living organisms to the environment, and in the process of evolution it was formed as a biological need of humans along with the needs for food, water, self-preservation, and reproduction. Muscular work stimulates the functional activity of all organs and tissues, which is purposefully coordinated by the nervous system, causing corresponding changes in the activity of the body as a whole.

Low physical activity, physical inactivity (lack of movement) negatively affects the functioning of the body's adaptive mechanisms in relation to physical and mental stress, changes in external living conditions and their consequences. Physical inactivity has a particularly adverse effect on the development of young and functioning of mature organisms. Physical activity is the most important component of a healthy lifestyle and behavior of children and adolescents. It depends on the socio-economic living conditions of society, its value guidelines, the organization of physical education, the individual characteristics of higher nervous activity, the physique and functional capabilities of the growing organism, the limit of free time and the nature of its use, the availability of sports facilities and recreation areas for children and adolescents. Habitual activity is considered to be an activity that consistently manifests itself in the process of life. The level of habitual physical activity may not correspond to the biological need of the body for physical activity and existing age norms that contribute to the favorable development, preservation and

strengthening of the health of children and adolescents. This discrepancy is often found in school-age children and leads to disharmonious development and health problems in children and adolescents. The level of habitual physical activity of children and adolescents is determined by biological and social factors. The leading biological factors that shape the body's need for movement are age and gender.

Average daily activity increases with age. In girls in the primary grades of general education schools, motor activity is practically no different from the same value in boys. However, with increasing age, differences in physical activity depending on gender become significant (less for girls). Physical activity is the lowest in children who do not engage in physical education and sports. It decreases especially sharply (up to 50%) with the start of school. The most acute problem that requires a prompt solution is the low physical fitness and physical development of students. The actual volume of physical activity of students does not ensure the full development and strengthening of the health of the younger generation. The number of students assigned to a special medical group for health reasons is increasing. The prevalence of physical inactivity among schoolchildren has reached 80% [12]. The organization of physical activity of students in general education institutions requires a scientifically based approach that takes into account the age characteristics of students, the state of their physical health, the capabilities of the general education institution for conducting recreational and sports activities, the distribution of the intensity and duration of physical activity during the day and week.

The motor activity of children is significantly influenced by unfavorable climatic conditions and seasons. During the winter period, the least activity is observed in both boys and girls. The biological needs of schoolchildren for physical activity for health and educational purposes can be realized through daily physical activity. This volume is achieved with the participation of schoolchildren in a complex of school day activities, in particular during gymnastics before school hours, physical education minutes in lessons, games during recess, sports hour in extended day groups, physical education lessons, extra-curricular sports activities, school-wide competitions and "health days.", independent physical education [14]. We can say that the required level of physical activity depends on the state of health, physical fitness and age of those involved. From this follows the idea that in the field of culture, the forms of various types of personal creativity, which include folk games, physical exercises, and dances, are the most stable and traditional. It follows that these forms are stable because their roots go back centuries, and that they are associated with national specifics, reflecting the totality of those phenomena that surround the life of a particular people.

4. Characteristics of Children's Motor Readiness

The topic of the properties of a child's motor training is one of the most interesting and difficult issues in the concept and technology of physical training, the psychology of sports activities and sports metrology. Today, there are nineteen types of human endurance. In certain motor actions, approximately twenty special coordination capabilities are determined: balance, speed, terrain orientation, reaction, etc. This list is also complemented by such abilities as flexibility, strength, speed, agility. To develop the required physical characteristics, excellent physical training is required. After all, a physically developed child will work well, study, etc. In order to think productively in class, be attentive and diligent, sit at your desk for an entire lesson and keep your back straight, a physically developed organism is required [15]. During the scientific and technological revolution, the importance of motor abilities increases. Learning new types of motor abilities helps to adapt in work and at home. This is the reason for the development of motor abilities [12]. If a child has good endurance, strong muscles, and a flexible figure, then work, sports, and creative activities become successful. All this comes from physical activity. Thus, the main criterion of health is determined by the high degree of development of physical abilities. Therefore, it is very important to constantly monitor the continuous growth of the child's physical fitness [13]. All people have different physical and physiological abilities, but the term physiological capabilities reveals the essence more accurately, conveying the significance of the complex composition of components that enter into different groups of abilities. But still, the concepts of physical capabilities and motor properties should be used as equivalent. If the development of speed or muscle strength is discussed, then this process should be interpreted as the development of specific strength and speed abilities [13]. Physiological strength, endurance, pace and agility are considered among the main properties of motor problems in their diversity. A person's physical desire to actively move is determined by a set of emotional and biological qualities, which is determined by physiological capabilities [14]. Motor capabilities are the individual characteristics of children, which determine the level of motor abilities. But not all characteristics help to carry out motor activity. For example, such individual characteristics of children as hair color, eye color, and various habits are characteristic features and they do not play a big role in physical activity. And with such characteristics of the child as air consumption, mobility of nervous processes, intelligence, leg length, these are reflected in motor activity [5]. The basis of motor abilities is the ability to independently relax muscles, the ability to navigate and react quickly in difficult situations, vestibular stability, a sense of rhythm, etc. Endurance, strength and flexibility in their totality are also distinguished by a complex structure.

The properties of motor abilities are divided into absolute

and relative. Motor abilities in their development are characterized by the fact that they do not influence each other in any way. Taking into account this quality, motor abilities are characterized by relative properties. There are many distinctive features of motor abilities, which are divided into complete and conditional. Physical education teachers should know what the full and conditional properties of children's physical abilities are equal to. That is, when teaching their students, teachers can identify overt and covert motor abilities. In order to understand what physical capabilities a student may have, it is necessary to trace the dynamics of his development over several years. A child with a high potential for physical abilities can be identified by the following characteristics: maintaining the level of his abilities or improving; in the classroom significantly exceeds his peers in terms of physical capabilities [16]. Types of motor abilities can also be divided into specialized, peculiar and general. Identical groups of motor processes are specialized capabilities. These include: running, gymnastic and acrobatic exercises on apparatus, throwing, active game processes. When they talk about the endurance of a hockey player, they mean running short and long marathon distances. Manifestations of physical capabilities form the internal structure of their elements. The desire to remake the motor structure remains unsuccessful. Basic motor capabilities (strength, endurance, speed) are not the same in composition. On the contrary, the structure of strength, endurance, and speed is different [16]. The main components of coordination capabilities include:

- 1) orientation;
- 2) restructuring of motor processes;
- 3) voluntary muscle relaxation.

These abilities are special abilities. Speed capabilities according to the structure contain: response rate, movement speed, frequency of maneuvers and pace. They are expressed in constant motor activity [14]. Unified coordination, strength, speed, and motor capabilities can be synthesized into one definition - this is the result of the formation of specific, special and specific motor capabilities. When a person makes various efforts and they lead to a favorable result, and also determine the capabilities of the student, these are unified motor capabilities. And if he makes similar motor efforts and they lead to a favorable result, these are specialized motor capabilities. The level of maturity of specialized and specific motor abilities is given by research data [8]. The basis for the development of motor capabilities is fixed by the biological prerequisites of development, the inclination. This definition is traditional in psychology. If a person has inclinations for any type of activity, this in no way predetermines his ability to develop them favorably. Although the deposit influences the formation of abilities. The development of abilities is the result of genetics and the natural environment. This result is relevant to sports activity as a course of learning, theory and activity. The makings are multifunctional. They can develop various properties of the body. Various figures of interaction and different sets of qualities emerge [3].

The idea of the formation, development and established improvement of various aspects of children's motor functions provides an opportunity for a teacher or trainer to design educational material in the most effective way in practice with the aim of developing motor qualities and capabilities; more successfully plan and consistently competently implement the process of their formation in physical education lessons [17]. There is quite a lot of interest in the curriculum (planning) in the field of physical education for students in a secondary educational institution, for the development of children's motor abilities. In each sector depicted in the planning, intended for the successful development and promotion of motor properties and skills, a material base is provided for the formation of motor capabilities.

The result of children's physical activity, focused on the development of one or another motor property, will depend not only on the set of educational methods and the organization of the lesson, but also on how differently each child develops personally. If lessons are conducted at a time when children are experiencing accelerated physical development, then the teaching result turns out to be significantly greater than during a period of slow development. Therefore, it is advisable to teach children physical activity at the age when their most intensive age-related development is observed. In the process of physical training, it is necessary to take into account the personal characteristics of the development of motor abilities. Thus, the teacher will be able to clearly note for himself those stages of learning that require increased interest in the educational aspect of the formation of motor properties. The fact that every child of different ages develops the formation of his personal abilities, capabilities, etc. has long been known to everyone. Thus, the development and formation of motor capabilities contributes to the solution of specific social problems, representing an integral part of physiological learning. Children's bodies develop harmoniously in all physical directions. All the physiological qualities of the child's body adapt, he shows good, stable results in physical education lessons.

5. The Influence of Outdoor Games on the Physical Development of Children

The game has a colossal impact on the development of the individual: and it is such a meaningful work, in which the ability to study, compare, motivate the result and carry out decisions, drawing conclusions is manifested and created. The principles and motor effects of a mobile game develop in the players the correct definitions of behavior in real life, and consolidate in their minds ideas about the relationships between people existing in the world [7]. Mobile games, therefore, have every chance of having a positive impact on intellectual development. But still, this impact should not be overestimated, since when conducting mobile games, due to their distinctive features, first of all, they find a solution to the

problem of their own physical training. Types of entertainment are of educational importance, in accordance with the structure and nature of movements similar to motor influences, which are studied during lessons in gymnastics, athletics, sports games, ski training, swimming and other various types of sports. Simple motor skills acquired in games can be freely rearranged in further, more in-depth study of movement techniques and facilitate their mastery. The game method is especially recommended for use during the initial development of movements.

In the modern world, special attention is paid to the formation of a healthy lifestyle. Physical education occupies an essential place in the overall system of a child's comprehensive development.

A traditional means of folk pedagogy is national games as a factor influencing the physical development of children. A characteristic feature of folk games is their accessibility, dynamism, practicality and ease of use [18]. Thanks to the traditions and customs of the Ossetian people, folk games were formed and enriched, which have been an integral part of people's lives for a long time. They were used both for the purpose of education and for the physical development of the younger generation. Folk games have a wide range of impacts on the upbringing, learning, and development of children [19]. Therefore, it is very difficult to overestimate the educational impact of folk games, since the formation of motor skills and abilities, basic physical qualities, is very closely connected with the development of moral-volitional personality traits of students. In the process of using games in physical education lessons, children of primary school age increase the intensity of various types of activity, develop basic physical qualities: speed, strength, endurance, dexterity and flexibility, strengthen their adaptive capabilities, and also cultivate the aesthetic and moral values of students. Games clearly demonstrate children's high cognitive activity and natural need for movement, so play activities always evoke joyful emotions in them. The importance of outdoor games in the physical education of children is especially great, since games contribute to the comprehensive improvement of motor skills. Consequently, this problem actualizes the search for new ways and forms of introducing and using folk games in the physical education of primary school students. And in this sense, it seems possible to us to carry out a theoretical and experimental substantiation of the effectiveness of the use of Ossetian folk games in the development of physical qualities of primary schoolchildren in the educational process of 3-6th grade students in physical education lessons.

6. Optimization of Physical Activity and Volume of Physical Activity

With all the variety of organizational forms and methods for optimizing motor behavior, it is necessary to ensure that the level and nature of motor activity corresponds to the age, gender, typological, and individual characteristics of the developing organism, its functional capabilities and state of physical health. Maintaining optimal physical activity throughout the life of every citizen is a factor determining the health status of the population. The volume of physical activity is an individual value, formed under the influence of the genetic program and environmental influences. The level of influence of external and internal factors on motor activity changes significantly with age. It is believed that in preschool age the volume of physical activity is determined mainly by biological factors, and at school age and in adults - mainly by social ones. According to WHO (World Health Organization), one of the characteristic features of the modern lifestyle is a reduction in the volume of physical activity in combination with neuropsychic overload, characteristic of both the adult and child population. According to monitoring data, among students, more than 80% of girls and 66% of boys are characterized by low physical activity [3]. Research has shown that schoolchildren with reduced adaptive capabilities need a more individualized mode of physical activity than children with a satisfactory level of adaptation. In recent years, in research devoted to finding ways of innovative development of the physical education system, much attention has been paid to the introduction of sports technologies into practice in grades 5-6 - the sportization of school physical education in order to form a sports culture for students [4].

As experience in optimizing motor activity in the practice of physical education shows, it can be achieved by a variety of means, but in each individual case it should be based on the results of comprehensive medical and physiological studies that reveal the features of morphofunctional development, physical performance, and the tension of the mechanisms of children's adaptation to diverse environmental factors. More expedient and scientifically sound is a person-oriented and maximally individualized approach to optimizing physical activity, which consists in ensuring its compliance with the age, gender, typological, individual characteristics of the developing body of children, its functionality and state of physical health. To study the indicators of the volume of physical activity among schoolchildren in the new socio-economic conditions that have developed in the domestic system of education and upbringing, a survey was conducted of 80 students of secondary schools in the city of Jizzax. Of these, 30 were in primary school, 25 in basic school and 25 in high school.

Table 1. Age dynamics of the average amount of time spent on physical activity.

Levels of training	Low activity		Average activity		High activity	
	Boy's	Girl's	Boy's	Girl's	Boy's	Girl's
Initial stage	38.0	31.8	28.2	37.5	27.4	22.0
Average stage	21.4	23.2	22.0	33.7	49.9	39.3
Senior stage	13.9	13.3	29.7	26.1	49.7	54.5

The questionnaire consisted of several blocks specifying the length of time modern schoolchildren engaged in various forms of physical exercise, which they perform during the day. The questions clarified the content of the volume of physical activity in a physical education lesson and the parameters of the volume of physical activity during classes in the additional education system and during independent physical exercises.

When calculating the weekly volumes of physical activity, we took into account morning exercises, physical education breaks in lessons, physical education lessons, visiting sections, independent exercise and sports, and walking. According to the results of our study, the total volume of physical activity in boys averages 18 hours per week. At the same time, the range of physical activity volumes is quite wide (from 1 to 64 hours per week). For girls, this volume is somewhat lower - on average 14 hours per week, the range of individual fluctuations in the volume of physical activity is narrower (from 1 to 45 hours per week). There are clear age-related dynamics in the weekly volume of physical activity. The difference between the weekly volume of physical activity in children in primary school and the same indicator for children in secondary school is statistically significant for both boys and girls. The significance of the differences was determined using the Student's test for independent samples. The structure of motor activity is quite stable in terms of age. Only a few trends can be noted. With age, the percentage of time spent on activities in sports sections decreases, mainly due to an increase in the time devoted to walks. The proportion of time spent on independent sports activities increases slightly. Correlation analysis of the data obtained in the study allows us to identify two options for students' motor activity. In Table 2 we show the age-related changes in the structure of students' physical activity (in % of time spent).

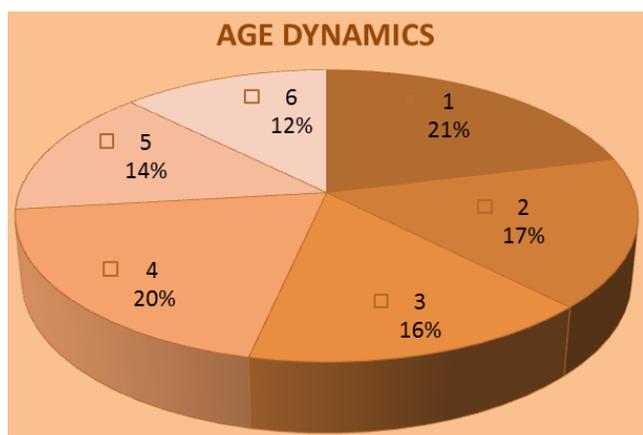


Figure 1. Age dynamics of the average amount of time spent on physical activity.

Table 2. Age-related changes in the structure of students' physical activity (in % of time spent).

Training form/Levels of training	Lessons physical education	Classes sections	Morn-ing charger	Physical educa-tion pauses	Walking
Initial step	12	24	2	1	54
Average step	10	16	2	2	63
Older step	10	12	2	1	68



Figure 2. Age-related changes in the structure of students' physical activity.

The first option is active physical education and sports (morning exercises, visiting sports sections, independent sports). The time spent in classes is associated with an average positive relationship with the time spent on morning exercises and independent studies. Time spent walking had a weak positive relationship with time spent on independent activities and a strong positive relationship with weekly volume. The age-related dynamics of weekly volumes of physical activity allows us to confirm a number of trends that negatively characterize the general situation. Children entering first grade are limited in meeting the need for physical activity. Apparently, this is due to the period of adaptation to new (educational) loads, and perhaps these loads are excessive. In grades 1-5, the time for active recreation increases, but in the absence of a targeted formation of a culture of health, the weekly volume of physical activity does not increase. Moreover, it was in primary school that the maximum percentage of students with extremely low and low levels of physical activity was recorded. Early adolescence is characterized by an increase in physical activity. But, perhaps due to the lack of opportunities to fulfill one's physiological needs during classes in sections or at sports facilities, walking becomes the main movement during this period (62% of the weekly volume). From this it follows that it is necessary to actively develop a system of additional sports-oriented education. In other words, modern children need stadiums, swimming pools, and sports grounds where they can engage in physical exercise.

In grades 7-9, weekly volumes of physical activity continue to increase. The percentage of boys with very high physical activity is initially low and almost doubles in high school compared to primary school. Moreover, the redistribution occurs due to a decrease in the percentage of students with extremely low and low physical activity. Almost 55% of middle and high school students spend 17 to 30 hours a week on physical activity. Among girls, the percentage of people actively involved in sports is sharply decreasing. From the point of view of physical activity, the examined sample is heterogeneous. In addition to the average level, which is

typical for almost 50% of the sample, we can distinguish subgroups of students actively involved in physical education and sports, and subgroups that pay very little attention to movement. These subgroups are distinguished not only by the weekly volume of physical activity, but also by its structure. Active children are significantly more likely to attend classes in sections, and spend 2 times more time on this than passive ones. They start their day with exercise and actively use physical exercise for self-improvement.

Students who move little are also prone to independent study; they are allocated almost 65% of the total weekly activity. Moreover, it is these children who walk relatively little (on average 0.6 hours per week compared to 1.6 hours of active ones). There are two possible explanations for this distortion in the structure of physical activity: either the lack of opportunity to attend organized classes, primarily financial problems of the family, or a passion for computer games. In any case, first of all, the educational influences of physical education teachers should be directed at these students. The low level of health culture among modern students is evidenced by their underestimation of the impact of movement on health, shown in our study. In relation to physical fitness, students recognize the importance of classes in sections and slightly morning exercises, which in general also indicates a low level of their awareness. Our results confirm the fact that modern youth do not connect their health status with physical education, and the value of health fades into the background. Consequently, we can conclude that modern schoolchildren need more active promotion of the values of physical education. The task of improving the culture of health should be solved within the framework of physical education in secondary schools.

The results of studying the volume of physical activity of modern schoolchildren indicate a number of trends that have emerged in the modern system of physical education. Firstly, physical education lessons take up only 12% of a student's total motor activity. Taking into account the introduction of the third lesson of physical education and the possibility of increasing the density of the lesson, the volume of physical

activity can reach, according to literature, up to 45 percent of the volume of physical activity necessary for development [1]. This does not solve the overall problem. Probably, the most adequate in modern conditions will be the development of additional education programs, within the framework of which work is being done to develop sports schools, sports sections on the basis of secondary schools, and the development of activities in the community.

However, this requires the introduction of a new paradigm in understanding the modern younger generation, when physical culture is understood as the sum of three components - a culture of health, a culture of physical activity and a culture of physique. The amount of physical activity of a child can serve as an indicator of health culture and be included in the health passport, which has already been introduced in some educational institutions. It should be noted that health is largely determined by the level of habitual physical activity. Motor activity is a biological need of the body, the degree of satisfaction of which determines the health of children, not only physical, but also general development, in particular the development of speech, vocabulary, and thinking. Habitual activity is considered to be an activity that consistently manifests itself in the process of life. The formation of habitual motor activity is influenced by both biological and social factors. The leading biological factors that shape the body's need for movement are age and gender. An important social factor shaping habitual physical activity is the promotion of physical education and sports; family lifestyle, its motor mode; formation in children of a motive, a conscious need for active motor activity.

The level of habitual physical activity may not correspond to the body's biological need for movement and existing age standards that contribute to the favorable overall development, preservation and strengthening of students' health. This discrepancy is often found in school-age children and leads to disharmonious development and health problems in general. This is due, first of all, to the fact that physical activity decreases sharply with the start of school. A sedentary lifestyle leads to various ailments in adults, and in children at an early age, signs of physical inactivity are practically not found. However, with age, deviations in the formation of the musculoskeletal system, and, consequently, the most important autonomic systems can lead to serious disorders in the motor sphere and the function of internal organs. This is most often associated with a low level of physical activity during childhood. Age from 7 to 14 years is a period of active improvement of the muscular and skeletal system. The bones of children during prolonged stress and incorrect body positions during this age period are easily subject to change.

7. Criteria for Assessing Motor Activity

The criteria for assessing children's motor activity are its duration and volume in conventional steps over 24 hours (locomotion). Low levels of volume and duration of physical

activity should be considered as a risk factor for the health and development of the student. For health purposes, general education institutions must create conditions to satisfy the student's biological need for movement. This need can be realized through daily physical activity of students for at least 2 hours. This volume of physical activity consists of the participation of students in a set of daily activities at each institution: in the conduct of health-improving activities. Games are a treasure trove of human culture. The concept of "game" includes many different forms of gaming folklore, each of which ultimately contributes to the comprehensive development of children: physical, mental, mental. Every game is an activity that promotes the formation of certain types of behavior, teaches communication with others, serves as a means of non-violent education, voluntary acceptance of rules, rules of discipline, a means of self-expression and self-knowledge. The process of the game itself brings the player feelings of joy, satisfaction, and teaches the ability to empathize. In addition, the game has a creative character and serves as one of the means of developing the imagination, the individual's abilities for reflection, empathy, and creativity.

During the research process, we made a selection of folk games. All games selected for the pedagogical experiment provided for the development of motor skills and also contributed to the formation of children's social activity. At the ascertaining stage of the experiment, we used a methodology to determine the level of development of physical qualities and motor activity of children according to the following parameters: assessment of endurance, assessment of physical performance, assessment of speed, assessment of dexterity and flexibility. The dynamics of physical development are determined by comparing the indicators of students' motor qualities at the beginning of the year and at the end of the school year. As a result of the diagnostics, we determined the following levels of physical fitness of students:

The data obtained at the first stage of the experimental study showed an insufficient level of motor abilities of schoolchildren in both the control and experimental groups. At the second stage, a set of folk games was developed and tested to develop children's physical activity. The study involved classes with an equal number of children - 20 children in each class.

Table 3. Levels of students' motor abilities (at the initial stage of the experiment) (%).

Levels	Experimental Group (EG)	Control Group (CG)
High (B)	6	8
Medium (C)	58	56
Low (H)	36	36



Figure 3. Levels of students' motor abilities (at the initial stage of the experiment) (%).

Based on the results of this study, conclusions were drawn indicating that students in the experimental group and the control group had almost the same level of physical development. The final stage of the study (this is a control experiment), which was aimed at testing the effectiveness of our proposed methodology for using folk games in the comprehensive development of physical qualities in children of primary school age [3]. A thoughtful combination, correct selection of games, as well as competent alternation of games with different contents is a condition for increasing the physical qualities of primary schoolchildren. Thus, the main form of increasing motor activity and developing the physical qualities of children is the use of folk games in physical education lessons. Analysis of the dynamics of indicators of physical fitness of schoolchildren provides the basis for conclusions about the positive impact of folk games on the physical development of children. This indicates the great educational and developmental potential of folk outdoor games used in the physical education of middle school stu-

dents. During the research, it was established that Uzbek folk outdoor games have enormous educational and developmental potential. Uzbek folk outdoor games, as the main type of motor activity and as an element of spiritual and moral culture, have a multifaceted impact on the education and development of the personality of a primary school student. They are the most important means of physical and moral education, an effective method of providing active recreation and part of leisure time. Under the elementary school program, children learn drill exercises for better organization and placement during a physical education lesson. This program material requires a high organization of children and a large number of repetitions of the same type of exercises. The program provides for a game form of conducting drill exercises. To do this, we propose to use sound and visual commands, "hall points". Each game has educational opportunities. We offer the following classification of folk outdoor games in accordance with the tasks of socialization of schoolchildren in physical education lessons in the second grade (Table 4).

Table 4. Classification of outdoor games aimed at the formation personal qualities.

Qualities	Games and game exercises
Education of motivation for physical education	The whole arsenal of outdoor games "Mergan", "Day and Night", "Alchiki", "Around the peg", "Olepna" etc. are used.
Formation of moral and volitional character traits	"Kuvlasmachok", "Defenders", "Horse polo", "Jumping", "Passing the ball", "Dog" etc. are used.
Development intellectual and creative abilities:	"The sea is worried", "Forbidden movement", "mirror", "Homeless rabbit", "Planting cards", "Collecting less" etc. are used.
The development of "social confidence" of physical qualities, the rhythm of movements, coordination skills, the skill of "dodging"	"Collecting less", "Turning the ball", "Shoot", "Drop the ball", "Jump over hurdles", "Talks with rubber circles", "Runners and jumpers", "Offensive", "Dodging catch-ups" etc. are used.
Education of active and conscious behavior of students in a team:	"Shootout", "challenge", "Running with tasks", "Bilyasha", "Bodyguard", "Magic balls" "Brook", "Cockfight" and other games

To increase the interest and concentration of attention of younger students, we included outdoor folk games in the educational process. We included game tasks in the preparatory part of the lesson:

- 1) line up in a line along a certain line in the hall;
- 2) perform various types of walking on any of the boundaries of the hall;
- 3) perform various types of running according to the agreed sound signal of the teacher;
- 4) general developmental exercises in a passing way on the indicated boundary of the hall.

The main part of the lesson includes: an obstacle course, and outdoor games of varying intensity. "Jumping", "Passing the ball", "Dog", "Homeless rabbit", "Planting cards", "Collecting less" refers to the national folk games, the course of the game: a circle with a diameter of 1 meter is indicated, 2 drivers are chosen by lot - chabalekey (swallow) and watchman. The swallow sits in the center, tucking her legs under him, the watchman walks around and protects her from the attack of the rest of the players, who try to touch her with their hands.

Game types and actions require the entire range of speed abilities from preschoolers due to the fact that in order to stimulate the development of speed, it is necessary to repeat movements many times at maximum speed, and also take into account the child's functional capabilities. The speed of movements, in turn, depends on the latter. It is also necessary to take into account and combine methods of relatively standard repetition of movements with maximum speed and methods of fairly wide variation in speed exercises. The level of development of motor qualities is currently at a low level, which cannot be satisfied with modern requirements for physical education in a preschool institution. Therefore, the problem of education of motor qualities is very relevant and requires its further improvement. A very effective means of comprehensively improving physical condition are outdoor games of various types, which allow improving such qualities as agility, speed, strength, coordination, etc. The use of outdoor games involves not only the use of any specific means, but can be carried out by incorporating the methodological features of the game into any physical exercise.

8. Diagnosis of the Physical Development of Children of the Middle Group

The purpose of the experimental work carried out with children of middle preschool age is to substantiate and experimentally test the possibility of physical development of children of middle preschool age through the system of out-

door games we propose. The experimental factor was the introduction of a system of outdoor games in the motor mode of kindergarten, which helps to increase the motor activity of children 4-5 years old. It should be noted that there are no reliable standardized methods for determining the level of physical development of children of middle preschool age. Taking this into account, standard and repeatedly tested methods were used, which made it possible to measure the parameters of interest to us using indirect indicators brought into line with direct indicators. Table 5 presents the results of physical fitness of children in the control and experimental groups at the beginning of the year.

Table 5. Initial level of physical fitness indicators of children at the beginning of the year (data from the ascertaining experiment).

Group / Levels	Low, %	Average, %	High, %
№	1	2	3
CG	16	76	8
(EG	12	78	10

Graphically, the initial level of children's physical fitness indicators at the beginning of the year is presented in Figure 4.

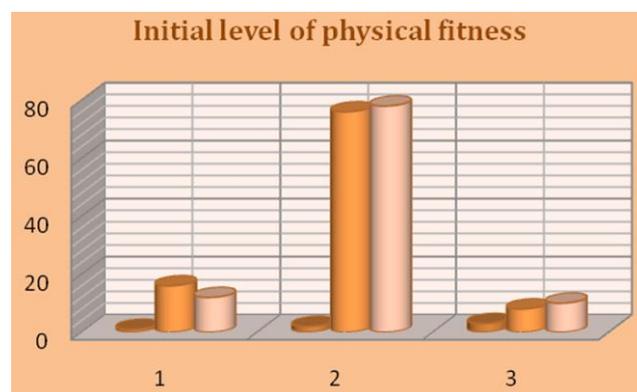


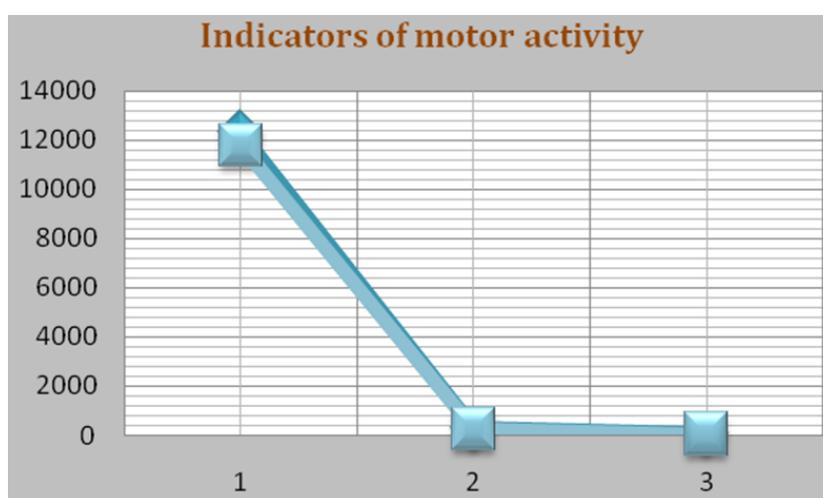
Figure 4. Graph of the initial level of physical fitness indicators of children at the beginning of the year (data from the ascertaining experiment).

The parameters of children's physical activity were determined at different moments using pedometer and individual timing techniques. Table 6 presents indicators of physical activity of children 4-5 years old at the beginning of the year.

Table 6. Indicators of motor activity of children at the beginning of the year.

Group/Level	Indicators of physical activity of children in one day		
	Volume (of movement)min	Durationmin	Volume (movement) dpm
ExperimentalGroup (EG)	12300	260	54
ControlGroup (CG)	11800	260	50
Norm	13000	270	60

According to the study, the volume of physical activity during one day of stay in a preschool institution for children in the experimental group was 12300 movements, for children in the control group it was 11800 movements, the intensity of movements averaged 50 - 54 movements per minute, which is significant below normal.

**Figure 5.** Indicators of motor activity of children at the beginning of the year (data from the ascertaining experiment).

It can be assumed that the insufficient physical development of children is primarily associated with the low daily level of their physical activity. Thus, we can summarize that children's play activities are tied to solving certain problems, fulfilling certain responsibilities, and overcoming various kinds of difficulties and obstacles. All of these developmental aspects are, to a certain extent, enhanced by the specifics of folk outdoor games, the key role of which is not only in the physical development of children, in strengthening their health, but also in the development and strengthening of the children's team, in the formation of creativity, imagination, attention, and in nurturing independence. For many years, folk outdoor games have been a traditional means of pedagogy, and that is why it is important for teachers to take into account not only their own, but also others' pedagogical experience of using such games in physical education lessons. The basic methodological recommendations for the use of folk outdoor games are most often: the correct selection of the games themselves, depending on the age of the children, their skills and physical condition; competent organization of games (choice of location and equipment, division into teams,

choice of leader); familiarizing students with the options for selected games and their rules; participation of the teacher himself in the game process; correct assessment of the results of using folk outdoor games. Games are also of great importance for moral education. Pedagogically correctly organized play gives the child joy, functional pleasure from motor activity, a sense of camaraderie, friendship, mutual assistance and understanding, and success in achieving common gaming goals. Using folk games in his work, the teacher instills in children citizenship, patriotism, and love for the Motherland. The game helps to develop self-control, endurance, determination, leadership qualities, responsibility for actions taken; the game develops honesty, discipline, justice, children learn to act in a team and obey the general requirements. Since the game serves as a carrier of traditions and culture, it is the most important form of continuity between generations. It is difficult to overestimate the importance of folk games. Application during lessons and outside of class time is a necessary condition for an effective, interesting, ensuring high motor density of the lesson, organization of the educational process. Thus, folk outdoor games act as an effective means of pro-

moting the development of physical qualities, maintaining and strengthening the health of schoolchildren. The rules of the games are determined by the participants themselves, depending on the conditions in which the games are played. The equipment used may also vary. So, Uzbek folk outdoor games represent a conscious initiative motor activity aimed at achieving a conditional goal established by the rules of the game, which is formed on the basis of Uzbek national traditions and customs, takes into account the original cultural, social and spiritual values of the Uzbek people in the physical education aspect of the activity. Thus, play is one of the most important means of physical education for schoolchildren. It promotes the physical, mental, moral and aesthetic development of the child. With the help of games, the comprehensive physical development of the child is ensured. In this regard, it is very important to study the education of motor qualities and activity of school-age children based on the use of folk outdoor games, taking into account their individual characteristics, since it is at this age that all functional systems of the body are more plastic and have significant reserve capabilities. When classifying folk outdoor games, some authors proceeded from what aids are used in the game, what motor activity is performed, others relied on the ways of organizing children in games and the nature of motor tasks, others took as a basis the content of the games, the degree of activity of children in them, and divided the games by season. Uzbek folk outdoor games and physical exercises are directly related to the history of the people, to the conditions of their life, and reflect their past and present. These, of course, include such norms, traditions, customs and established social orders, closely related to physical activity, determined by the practical needs of people in the process of producing material goods, as well as the natural desire for physical activity. It should be borne in mind that folk outdoor games and physical exercises, being pedagogical education, act in close interaction with many aspects of physical development, physical fitness and motor activity, and therefore bear the properties and qualities corresponding to them. As a result of such interactions, folk outdoor games and physical exercises acquire a number of additional capabilities.

The fundamental significance of studying the effectiveness of Uzbek folk outdoor games lies in the fact that it is these means of physical education that constitute the objective content of the entire diversity of the educational process, they are reflected in the system and nature of those specific practical tasks that are solved in a variety of forms of physical education classes. A balanced attitude towards folk outdoor games and the provision of wider opportunities for self-realization of students makes it possible to increase the level of motor activity through their systematic use. With a problematic approach to analyzing the results of using folk outdoor games and increasing physical activity, all pedagogical techniques and methods should be used in a wide variety of combinations. Uzbek folk outdoor games, as the main type of motor activity and as an element of spiritual and moral

culture, have a multifaceted impact on the education and development of the personality of a primary school student. They are the most important means of physical and moral education, an effective method of providing active recreation and part of leisure time. Uzbek folk outdoor games include not only the main types of motor activity: running, walking, jumping, throwing, climbing, but also varieties of gaming folklore, various work and everyday activities of people, elements of national culture, dances, songs, reflecting the traditions and customs of the Uzbek people. The study revealed that Uzbek folk outdoor games have great opportunities not only for the development of motor abilities, education of physical and moral-volitional qualities, but also for the formation of a culture of interethnic communication. Children of different nationalities, participating in folk games and relay races, share their impressions, communicate with each other, complete game tasks and make joint efforts to achieve the goal of the game. This promotes rapprochement, interpenetration of national cultures and the formation of a culture of interethnic communication among students of different nationalities studying in an Uzbek school. In this aspect, Uzbek folk outdoor games manifest themselves as an effective means of physical training and physical activity. Purposeful, methodologically well-structured management of folk outdoor games significantly improves and activates the activities of students. At the same time, it draws attention to the fact that this educational process should be built taking into account gender, age, individual characteristics, health status, physical development, physical fitness, physical activity and some other factors.

9. Conclusion

Thus, the leading role in increasing the volume and forms of physical activity is given to outdoor play, which contributes to the child's health, activates creative activity, independence, and the manifestation of looseness and freedom in solving gaming problems. It is here that children realize their innate desire to move. Only with properly organized physical activity, if all conditions are met, can children's natural need for movement be satisfied, thereby preventing illness. It is important to note the moral aspect of outdoor play, which contributes to the quantitative and qualitative improvement of physical activity parameters, because The physical and mental components of the game are closely interconnected. By obeying the rules of the game, children practice moral actions, learn to be friends, empathize, and help each other. An active game of a competitive collective nature contains opportunities to demonstrate purposefulness, perseverance, and determination on the way to achieving the result determined by the game. The desire of children to achieve a goal common to all is expressed in a clear understanding of the task, better coordination of movements, more accurate orientation in space and playing conditions, and an accelerated pace of completing tasks. With such enthusiasm in children and the joyful aspi-

ration that captures them to achieve a goal, the role of will increases, helping to overcome various obstacles.

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Conflicts of Interest

The authors declare no conflicts of interest.

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