

PEDAGOGICAL MECHANISMS THAT PROVIDE PROFESSIONAL FORMATION OF FUTURE PHYSICAL EDUCATION TEACHERS THROUGH NATIONAL MOVEMENT GAMES

Alikulov Akmal Akramovich

Researcher at Kokand State University

Abstract

This article presents some thoughts on pedagogical mechanisms that provide professional formation of future physical education teachers through national movement games. The use of national games in educational processes and teaching them to perform them independently increases students' interest in the lesson. Students feel creative enthusiasm. At the same time, they get acquainted with our cultural heritage, learn our ancient terms and expressions.

Keywords: Physical education and sports, national active games, future physical education teachers, "Durra", "Otib qochar", "Uchtalik to'ptosh", "Xakkalakam sharti", "Otambaqala-qoqbosh", "Ikki tosh", "Chopiq kulol".

Introduction

Preparing students for a healthy lifestyle through national games in physical education and sports is one of the important tasks in this direction. After all, such games and sports have embodied the life of our people, its cultural, economic, social, and everyday aspects since ancient times. These games, passed down from century to century, in turn, serve as the main means of educating young people. Using national games in the educational process and teaching them to perform them independently increases students' interest in the lesson. Students feel creative enthusiasm. At the same time, they will get acquainted with our cultural heritage and learn our ancient terms and expressions. Including, "Durra", "Otib Kochar", "Uchtalik Toptosh", "Hakkalakam Sharti", "Otambakala-Koqbosh", "Ikki Tosh", "Chopyk Kulol", "Jon Topim", "Koylagim", "Aylanma Guv-Guv", "Torgay Chuldiraganda", "Konok Polvon" games are the criteria of mental, moral and aesthetic maturity, while traditional national sports ("Ball Race", "Hunters

and Ducks", "Chir Aylana", "Shooting", "Anik Nishonga Ol", "Rope in motion", "Grab the stick", "Catch the goose") and others are a guarantee of children's strength and maturity. The main goal of the National Games is to prepare students for sports. Because these games set many important tasks, such as restoring and strengthening the health of students, forming a healthy lifestyle, and educating our youth to defend the Motherland by physically strengthening them, and serve as an important factor in solving them.

Literature analysis and methodology

Sports activities are useful for the national games , and they are trained in the body and spirit . It serves as a social service . These games were first played :

- increased students ' interest in the values of our people , in relation to the real world ;
- nationalism , nationalism , nationalism , nationalism , nationalism ;
- the sense of duty to serve the community ;
- students ' physical education and sports activities

Organizing such national games in physical education lessons, as well as in extracurricular activities, will give the expected results. Depending on the characteristics of national games, one or several students can participate in them. It can be seen from this that national games can be played individually or in groups, and most importantly, they can be played independently at home, preparing for class exercises.

By teaching students active games, including national games, during the lesson, the teacher increases their interest in physical education and sports and prepares them for sports games ranging from simple to complex. Because students are interested in sports games yes They must be prepared physically , mentally , and spiritually .

Discussion and results

For our study, the characteristics of national games identified by V.M. Grigorev are important: “the widespread nature of the game, its widespread distribution among the people, the recognition of the game as “ours”, that is, characteristic of us”. At the same time, as V.M. Grigorev emphasizes, it is necessary to take into account that the same game can be “ours, ours” for several peoples at the same time, and that the concepts of “people” and “people-like” themselves change

historically. Thus, a sufficient number of facts must be taken into account to draw conclusions about the league of the game.[1;123]

First, it is necessary to confirm that the game has existed for at least three generations.

Secondly, the game must be found in at least three non-contiguous places or regions. The difficulty in classifying games is that, like any cultural phenomenon, they are seriously influenced by the dynamics of the historical process and the ideology of various social groups. Classification of games is understood as the unification of game sequences that are subordinate to their purpose and are based on the main, fundamental and common features and regular relationships between them. The pedagogical classification of games is intended not to be used in their diversity, but to be a source of information about them.

In our study, we used VMGrigorev's classification. Without denying other approaches, the researcher gives his own classification, taking as a basis the functions of games in the upbringing and development of the individual: movement, artistic, cognitive, subject-labor, self-determination, social and moral orientation, mass organization.

VMGrigorev, actively studying the problem, introduces the concept of "Folk Game Pedagogy" and examines in detail the issues of its methodology and theory. Folk game pedagogy (FGP) is an integral part of folk pedagogy and covers traditional national games, holidays, game equipment and other game means, as well as game events that are spiritually close to the natives. This researcher broadly examines the issues of folk pedagogy, methodology, and theory of play. The researcher did not set the goal of using the national game as a means of forming a culture of communication, did not analyze it at the system level, and did not stop at pedagogical conditions.

In general, it can be considered sufficient to analyze the sphere of children's play activity and national games in the education of the younger generation, which interests us, since it is not our task to clarify many important details. For us, it is enough to determine the place and role of national games in the formation of a specialist in the process of higher education.

The use of games in pedagogy in a wide range, in connection with specific goals of the educational process, is also a very actively studied area. At the same time, one of the active forms of education is the didactic game.

Our research has made it possible to determine that the national game can also be considered as a didactic game in the process of solving its educational task. If we consider the question of the goals of the didactic game, then two types are usually distinguished: cognitive and game. Some authors prove that the didactic game has not only educational, but also educational goals. We are based on the psychological concept of game activity, developed in the works of A.N. Leontiev and D.B. Elkonin, one of whom emphasizes: “game activity is characterized by processes of reflection and active search aimed at determining the content of roles, game functions or plot, and the conscious organization of the method of its implementation based on actions. Reflexive, intellectual, search and organizational components of game activity forms the subject's research and creative attitude to reality. Learning in the game becomes not just a simple delivery of ready-made object examples, but a process of managing the development of the individual. Based on this, we believe that it is correct to talk about the presence of a developmental goal in the didactic game.

If we evaluate didactic games from the point of view of their significance in real educational and cognitive activity, then didactic games are a special method and form of organizing educational activity, characterized by the presence of pedagogical (educational and educational development of the individual) game goals and tasks. In addition, we emphasize that the goals of the didactic game determine its feature - duality.

The essence of the game's multifaceted nature is that in didactic games, various motivational systems of players are interconnected: motivation to achieve a certain game result and cognitive, which is reflected in the interest expressed in the process of educational activity in the game. The organizer of the didactic game must create a motivational system in which cognitive motives play a dominant role in the general system of motivation. When working with future teachers, we highlight one more aspect: in this case, students play on their own, at the same time getting acquainted with the rules of the game, mastering the methodology of organizing games, which will become the basis for their future professional activities.

The analysis of a didactic game includes a description of its objective structure (including the definition, principles, approaches to classification, characteristics, and properties of a didactic game) and technological (operational) structure.

The effectiveness of the use of didactic games is based on the following principles: the integrity of imitation of professional pedagogical activity, problem-solving, organization, reflection, psychological support, technical support. For the didactic game, it is necessary to highlight an additional principle - pedagogical management of the game, since in the didactic game the teacher implements all of the above principles without a team of game technicians. The main criteria for determining the principles are their practicality and comprehensive implementation in the specific practice of conducting games.

A distinctive feature of didactic games is their universality: they are used at all levels of the public education system, from teaching preschool children to the system of improving the skills of employees.

In recent years, many authors have addressed the issue of classifying didactic games. Often, didactic games are classified according to their functional and intended goals. However, it should be emphasized that even when classifying games on this basis, there are disagreements among authors. The difficulties in developing a single classification are related to the fact that didactic games combine the properties of two types of activity - educational and gaming. In our study, we apply the developed classification of didactic games, which is based on the division of games into levels of learning. This approach is similar to VMRozin's approach to classifying business games, which highlights such a basis for classification in terms of game level. He distinguishes 5 levels: "level zero (the game is not conditional), level one (the game is conditional), level two (the game is perceived only as a game, but has a set of known and fixed rules, a scenario, and an organization that the players follow), level three (competition and interaction between players are added), level four (the game, as it were, merges with life). goes away, becomes subjective)".[2;86]

Conclusion

Practice shows that the classification of didactic games by level is convenient for practical use, since it provides a holistic view of the use of didactic games at different levels of education in the continuous education system.

Classification can also be determined based on the characteristics of professional activity, the level of educational institution, and others.

In the field of physical education and sports, didactic games are used to prepare various contingents: students, trainees, and scientific researchers.

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