

THE ROLE OF MOVEMENT GAMES IN THE DEVELOPMENT OF THE PHYSICAL QUALITIES OF YOUNG FOOTBALL PLAYERS

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A person's endurance when performing an exercise is his or her ability to work for a long time without slowing down the pace of work. Endurance depends on the body's functional reserves, the level of physical fitness, the important conditions under which the work is performed. Regular exercise increases the body's resistance to these activities. Endurance is the body's ability to fight fatigue, which develops when the body engages in physical activity, which leads to a decrease in its ability to work. With increasing endurance, the duration of maintaining a high level of working capacity in the body is prolonged. Endurance is divided into several types: general endurance, special endurance, resistance to dynamic work, resistance to static stress, resistance to work under anaerobic conditions, resistance to hypoxia (reduction of oxygen in the blood), resistance to heat and cold, etc. occurs as a result of regular exercise in a work-related environment and dealing with them at a level that leads to fatigue.

As a child grows and develops, the content of games also changes: if play activities are of a simple nature in the early stages, then they become richer. P.F. Lesgaft describes games as a means of physical education in his exercise system. She focuses on preparing the child for life through play. His demands for action games have not lost their value to this day. For example, he should set clear goals for each game, match the strengths and abilities of the participants, have a positive impact on the player, conduct them systematically and regularly, engage students, had stressed the need to try to increase its independence. Age-appropriate games for children aged 7-10 years can be divided into the following groups according to the development of physical qualities:

1. Speed games;
2. Power-up games.
3. Agility development games.
4. Endurance games.
5. Flexibility games;

Some types of play can suit all joints of children, i.e. games aimed at cultivating physical qualities as a whole make up the majority, in which different physical qualities can develop in succession.

Such consistency in games is associated with the child's level of knowledge, the expansion of life experience, the deeper penetration into the lives of older people. Indeed, the growth of games from simple to complex is not limited to reflecting increasingly new aspects of life, but is due to the fact that a particular game is enriched with other unique aspects.

Speed training games

Exercises should be done as much as possible to train speed. Games that require speed response to a signal to perform many movements in a given unit of time, as well

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as the ability of the whole body or part of it to move rapidly in space, develop the quality of agility in the reader. The focus will be on holding games that will lead to more active competition between the two groups. Games that cultivate a reaction to a moving object give good results at this point. Such games include "Who wins when wearing a doppia?", "Four horns", "Space", "Who plays faster". For example, the game "Who wins when wearing a doppi" is one of the national movement games of the ancient Uzbek people, which teaches a child agility.

In the game, students are divided into two groups. A distance of 30 meters should be marked with two doppies. Two children from both groups should run the same distance and complete the game — the dope should not fall off the head. The game continues until all the children in the group have a skullcap on their head. The team that fulfills the condition the fastest is the winner.

Power development games. In doing so, the teacher should choose games that have a positive effect on the development of the desired muscle groups. In strength-building games, the student overcomes his or her own body weight, any external weight, or an opponent's weight (resistance). The following games are recommended to develop strength: "Rooster-rooster" game, "Capricorn", "Overturn from the horse", "Lame wolf and sheep", "Drop into the pit". For example, the more children in the game "Rooster-rooster", the more interesting the game will be. This game is mainly played by boys. The children play in pairs. On both sides, group leaders are elected. The teacher divides the class into two teams. They look at each other face to face. There will be one student from each of the two teams. They hold their hands behind their backs, jump on one leg, and begin to push each other with their shoulders. In this case, no child can put his foot on the ground first or play with his hand behind his back. The main purpose of the game is to test the strength of students, to increase endurance. There is another different look to this game. Two boys will take part in it. Initially, a circle is drawn on the ground. In this circle, both children are considered to have lost a child who is behind his arms, lifting one leg, jumping on the other leg, pushing each other with his shoulder, stepping out of the circle or placing his raised leg on the ground. helps.

Agility training games. Agility should be well developed in national games where clear action is required and performance conditions are changing. Based on this, it is possible to recommend games such as "Swap steps", "Resurrection", "Urdu-kachdi", "Olacha chicken", "Who is quick" to cultivate agility. For example, consider the game "Swap steps". The game can be played by the whole class in pairs. The rule of the game: the children are lined up lengthwise, then, after being pulled in order, they step on the line, chilling (in a row). There are three types of games available:

1. Stretching his arms out to the side over the line.
2. With hands back.
3. Holding the back of the head with your hands.

Whoever plays this game quickly and without mistakes is the winner. Whoever breaks the balance while moving over the line is considered to have made a mistake and is out of the game. The game goes on like this. The game can be played both during class and during breaks. The educational value of this game is that it encourages the child to be spiritually sensitive. Physically develops agility (which means that the game should be completed within a certain period of time, ie which group should cross the line first,

taking into account the spirit, nature, character of children's games, etc.), to keep the body upright. teaches. Playing this game in groups increases the child's interest in physical education. This game was widely used by our ancestors in ancient times.

Endurance games. In many national folk movement games, physical qualities such as speed and endurance are nurtured as a result of extremely fast-paced exercises. In such games, the physical load (load) is also gradually increased. For example, enlarging the area; reducing the number of players without reducing the area; increase the number of play equipment (sticks, handkerchiefs, skullcaps, coats, balls, etc.) to extend the running distance; increase the number of obstacles; applying complex exercises and increasing their number, and so on. When these methods are used consistently, the goal is achieved faster. Examples of such games that cultivate physical quality are "Lame Crow", "Lanka", "Podachi". For example, "Lame Crow" is a relay-type action game. The number of players will be equal, with the two teams lined up facing each other. Each of the players in turn ties one of their legs with a tie (handkerchief or ribbon) from the ankle to the ankle. Players of both teams shouted "Get ready!" as soon as the command is given, they jump on one leg to the line of the opposing team, then remove the tie from their legs, run to their backs, and pass it to the next player on their team. The game continues in this way until the last player who brings the link to the teacher. The team that brings the tie to the teacher first wins.

Fostering resilience. Particular attention should be paid to fostering resilience in children aged 11–12 years, as, as noted above, the growth in resilience quality in children of this age is slowed. In order to cultivate flexibility, games that affect certain muscle groups and joints are selected. These games are held mainly with the help of special sports equipment. Instead of weights, the trainees themselves can also participate.

Active flexibility depends on muscle strength. The tensile properties of muscles change under the influence of the central nervous system. Therefore, flexibility is high when students participate in these games with pleasure. Appropriate light exercise should be performed before games that require flexibility.

Games such as "Knife under the knee", "Throwing a stick in a circle", "Jumping over an obstacle", "Stone game" are recommended to develop flexibility.

are given. For example, we recommend the "Stone Game" game for 11-12 year olds, which is fun and effectively enhances the quality of flexibility. The participants in the game stand in a circle. Each of them, except for one player, holds five stones in his hands. Rule of the game: At the first signal from the teacher, players throw their stones in front of them and turn their backs to the center of the circle. According to the second signal, they turn sharply to the first position and each player tries to get his stone. The player who does not have time to remove the stone is considered the loser and the game starts again. The winner is the player who is the most agile, agile and fast-moving, who gets his stone on time.

Players are not allowed to hide stones or occupy them. At the beginning of the game, the student who is not given a stone is determined by counting. Once the game starts, a player appears who does not have time to pick up the stone and is left without a stone. The game not only develops the quality of flexibility in children, but also encourages

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them to act in a cohesive way, which means that it also serves to educate them in the spirit of cohesiveness and solidarity.

The classification of folk national games according to the sex of the children is peculiar. There are reasons. Because there are some differences in the physical development of boys and girls of small school age. Boys are taller and heavier on average, have a wider chest, and larger lung activity. Boys develop muscle strength better. Depending on this, their motor skills differ. Boys run faster, jump longer and higher. The better they throw, the stronger and more durable they become. The legal features of physical development are not reflected in the choice of means of physical education for boys and girls in grades 1 and 2. From 3rd grade onwards, girls can be given more exercise than boys. These include lifting and moving the load from one place to another, overcoming resistance, running longer, increasing the jump height, as well as extending the distance between targets when throwing.

References.

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