



Mobile Games and Their Classification in the System Preschool Physical Education

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Abstract: Of the variety of physical exercises used in the system of preschool physical education, outdoor games are the most effective and affordable means. Currently, a huge number of outdoor games are used, but there is still no unified classification, and therefore, the article discusses some division of games into various groups that are currently offered by specialists.

Keywords: preschool physical education, children, means, effect, outdoor games.

Introduction. Among the main means of physical education of preschool children are physical exercises that form motor skills and abilities and contribute to the development of the motor apparatus [1, 2]. With regard to the tasks of preschool physical education, the most widely used are three groups of physical exercises. These are the so-called basic gymnastics, outdoor games and simplified forms of sports exercises [3, 4].

Among these basic means, outdoor games occupy a special and even, one might say, central place in the system of means of preschool physical education. Their pedagogical significance is manifested in the fact that during the game there is not a selective, but a complex development of physical qualities, and, consequently, a comprehensive improvement of the entire motor apparatus, all body systems is carried out [5, 6, 7].

The undoubted advantage of each outdoor game over other physical exercises is the absence of monotony, a versatile effect on various systems and functions of the body, as well as the ability to continuously change both the intensity and type of movement in the process of changing the driver and introducing additional tasks [8, 9]. The game uses movements for the most part in an entertaining unobtrusive form and includes all types of natural movements inherent in a person: walking, jumping, running, fighting, climbing, throwing, catching, and therefore they are the most unique and indispensable means of physical education for children [10, 11, 12].

In addition, the "universality" of outdoor games as a means of preschool physical education is also manifested in the fact that there is no rigid dependence of their conduct on weather conditions, the availability of material and technical base, that is, it is possible to use them in the classroom all year round [13, 14].

The widespread use of outdoor games in practice often requires their classification, the creation of groupings, that is, their targeted selection according to certain characteristics to solve various pedagogical problems that are posed in the process of work [15, 16]. This helps to navigate in emerging situations, serves as the basis for observations, generalizing conclusions and forecasts. The signs by which outdoor games can be divided are different. Currently, there are a huge number of different outdoor games, but there is no single classification, and therefore many teachers and specialists, based on practical and scientific activities, offer various types of groupings of outdoor games [17, 18].

Basically, all outdoor games are divided into elementary and complex. Elementary, in turn, are divided into plot and plotless, fun games, attractions. Complex games include sports games: towns, football, basketball, tennis and others. In work with preschool children, they are used with simplified rules [19, 20].

Games are also grouped according to the predominant type of movement (running, jumping, throwing, and climbing) [21]. When selecting outdoor games for each type of basic movements, the priority between age groups is observed. This helps to plan games in connection with the formation of certain skills and physical qualities in children.

Ya. M. Abdullaev and D. Y. Turdimurodov [22], in addition to dividing outdoor games into age groups, distribute them according to the degree of muscle tension caused in the child: games of high, medium and low mobility. These games are determined by the type and nature of the movements. Such a classification helps to navigate the game material and use them most effectively in practice.

J. Ch. Amirkulov [1] bases a set of outdoor games on the aids used (flags, balls, hoops) and gymnastic equipment (gymnastic bench and wall), as well as on the principle of generally accepted physical activity:

- games that activate children, increase the overall vitality;
- games during which separate muscle groups develop;
- games that improve the skills of basic movements;
- Games that calm the child's breathing and work of the heart.

Some researchers [23, 24] offer the following grouping of outdoor games:

- ✓ according to the degree of complexity of their content;
- ✓ according to the age of the children;
- ✓ by types of movements, mainly manifested in the game;
- ✓ games, preparatory to certain sports;
- ✓ games selected depending on the relationship of the players.

Games are systematized according to learning tasks and presented in a sequence dictated by the patterns of development of a preschool child. Teaching him new things is based on the sensory-motor experience that the child has already received.

Despite such a wide variety of groupings of outdoor games in practical activities, they are used, as a rule, only at the end of the main part of the lesson, and in a special lesson (outdoor games for a walk) only 1-2 games are used, despite the fact that gaming activity in this age is the main and leading [25, 26].

Based on the analysis of scientific and methodological literature, we can say that this is primarily due to some methodological flaws in the classification of outdoor games and, in particular, to the flaw in the issue of dosing and managing physical activity in outdoor games. Indeed, many outdoor games include several types of movements and their various combinations, for example: running and jumping, jumping and climbing, which in fact is the reason for the inaccurate, non-specific definition of the proposed amount of physical activity. The practical regulation of physical activity occurs due to an increase in the segments run, the duration of stops in the game, and the complication of the rules of the game. In addition, outdoor games are selected mainly taking into account the interest of children, and not according to the amount of physical activity, which does not always correspond to the capabilities of the child's body and the objectives of the lesson.

Conclusion. Thus, despite the fact that outdoor games have unique opportunities to influence the child's body, they are not fully used in practice, which is due to the incomplete development of the

issue of their classification, and therefore at present this issue remains open and is of interest from a scientific and experimental point of view.

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