



Use of Mobile Games in Teaching Basketball

Khurramov Urol Xushboq ougli

Master student of Termez State Pedagogical Institute

Abstract: The article presents material on the use of outdoor games in basketball classes to improve the effectiveness of the training process through the use of games as a means of physical and technical training, increasing the emotional state of students and interest in physical culture and sports.

Keywords: outdoor games, basketball, students, motivation, game method, training.

Introduction. The presence of specialized facilities, the improvement of the training of teaching staff create favorable conditions for the successful fulfillment of the tasks set for the higher school to improve the physical education of students. At the same time, long-term practice shows that many students attend classes irregularly or show low activity due to the monotony of the educational and training process [1]. One of the reasons for such a negative attitude towards physical education is the underestimation of the game method, due to which the attitude towards classes changes for the better [2].

Students are interested in sports games, especially in basketball, where it is necessary to simultaneously jump, run, perform complex movements with the ball and without the ball: stops, turns, feints, tricks, passes, dribbling [3, 4]. In this game, in addition to the development of physical qualities: speed, speed-strength and coordination abilities, flexibility and endurance, such character traits as courage, perseverance, determination, confidence, purposefulness, feelings of collectivism are brought up.

Basketball is considered one of the exciting sports with a complex impact on those involved, and is also the best means of educating morality and developing physical abilities in various age groups [5, 6]. To achieve high results in the training of tactical elements, to consolidate and improve the technical skills of performing exercises, it is necessary to create certain game conditions. Outdoor games are best suited for these purposes, during which students better master the elements of basketball, develop ball possession skills [7, 8, and 9].

Due to the use of outdoor games, the time of the initial period of education is reduced, which is very important in modern higher education with a reduction in the number of hours allocated to the subject of "physical culture" and in the absence of conditions for creating a stereotype of physical activity from an early age to a higher educational institution [10, 11].

Outdoor games also play an important role in motivating students to take physical education classes. Motivation can be considered as one of the tools to improve the performance of students currently studying, to focus on achieving appropriate results, to deepen their knowledge of the theory and methodology of the subject [12, 13, and 14].

Outdoor games are used in the preparatory, competitive and transitional periods of learning, but their volume, nature and method of use change in accordance with the goals of each stage of learning [15, 16].

In the first phase of the preparatory period, it is necessary to optimize the functionality. Therefore, the amount of time spent on outdoor games increases compared to special exercises. Often such games differ from the chosen sport and

Contribute to the development of speed, agility, coordination and other physical qualities [17, 18].

In the middle of the above period, there is an improvement in the motor skills required in the basic sport. The volume of games used is decreasing, but their influence on the development of special skills and abilities is increasing.

At the end of the preparatory period, outdoor games are held to create a favorable emotional mood for those involved with relatively weak physical and mental stress.

To increase psychological readiness during the competitive period, it is advisable to choose such games that consist in consolidating and improving special exercises, cultivating moral and volitional qualities, which helps the athlete to more easily endure tremendous pressure during the competition and develop the ability to control their feelings, endurance, self-control.

Games in training during the competitive period are aimed at maintaining and improving technical skills and are used as a means of active recreation and serve as an emotional release. We use various games with interesting and simple tasks, relay races and attractions, in which athletes perform the same techniques, but in conditions close to competitive ones, where you need to work out tactical tasks.

Outdoor games are one of the productive techniques that help relieve nervous tension and improve mood. For this, games are used not only in classes with beginners, but also with qualified athletes.

When using outdoor games, the leading role belongs to the trainer-teacher. The positive impact on the student depends on the level of pedagogical skills of teachers. The leader must skillfully choose games, taking into account the level of development of the players and their physical fitness. You also need to take into account the upcoming form of classes, the number of students and equipment.

Before the start of the game, the leader is obliged to check the serviceability of the equipment, arranging it so that during the game it would be possible to quickly give out to the participants, conduct a safety briefing, paying attention to the strict observance of the rules. It is necessary to explain the game briefly, accurately, preferably with a demonstration at the starting formation, when everyone sees and hears the leader. By distributing roles in a story game, and this can happen by appointment of the leader himself or by the choice of the players, by lot or by the results of previous games, the teacher can have a significant impact on the relationship of the players. With a favorable emotional microclimate in a group of students, which is created during the games, it is possible to teach basketball even to those who do not want or cannot play because of insufficiently developed physical and communicative abilities.

Conclusions. Thanks to the game, a close-knit team is formed. A physical education teacher should have experience in refereeing games and, most importantly, he should not be afraid of a large number of signals to stop the game if the rules are violated. Leniency in refereeing any game often results in the wrong execution of technical and tactical elements.

References:

1. Sharipov, Kh. A. Training future teachers of elementary classes in the process of students students practice / Kh. A. Sharipov // *Theoretical & Applied Science*. – 2021. – No 12(104). – P. 1339-1343.
2. Abduqahhorovich, S. H. (2022). Interaction of school and family in education of school age children. *Modern Journal of Social Sciences and Humanities*, 4, 226-229.
3. Шарипов, Х. А. & Пирназаров, Ш. М. (2020). Бошланғич синф ўқувчилари жисмоний тарбиясида ўзбек миллий ўйинлардан фойдаланиш усуллари ва педагогик имкониятлари. *Интернаука*, (17-3), 81-82.

4. Шарипов, Х. А. & Пирназаров, Ш. М. (2020). Значение национальных и народных игр в воспитании и физическом воспитании детей. *Матрица научного познания*, (5), 352-356.
5. Maxkamovich, A. Y., & Abdukahorovich, S. K. (2019). Modern approaches to the content of physical education of schoolchildren in the continuing education system. *European Journal of Research and Reflection in Educational Sciences Vol*, 7(12).
6. Шарипов, Х. (2021). Применение подвижных игр как средство развития волевых качеств у детей дошкольного возраста. *Общество и инновации*, 2(9/S), 77-82.
7. Rashidov, K., & Daminov, I. (2020). Sport selection is a modern model of future sports. *Scientific research results in pandemic conditions (COVID-19)*, 1(04), 20-23.
8. Daminov, I. A. (2022). Umum ta'lim maktab o'quvchilarida sog'lom turmush tarzini shakllantirishning muhim tomonlari. *Academic research in educational sciences*, 3(7), 28-34.
9. Turaboyev, B. S., & Daminov, I. A. (2014). Dzyudo.
10. Ashiraliyevich, D. I. (2022). Solving situations in tactical training in martial arts on the example of judo. *Modern Journal of Social Sciences and Humanities*, 4, 160-163.
11. Ashiraliyevich, D. I. (2022). Judo as a Means of Developing Physical Qualities and Coordinating Abilities of Students. *International Journal of Discoveries and Innovations in Applied Sciences*, 2(2), 33-35.
12. Даминов, И. (2021). Совершенствование технико-тактической и психологической подготовки юных дзюдоистов. *Общество и инновации*, 2(11/S), 175-180.
13. Даминов, И. А. (2021). Спортивная деятельность-как фактор влияния на личность дзюдоистов. *Academic research in educational sciences*, 2(4), 1322-1329.
14. Alikulovich M. K. & Yuldashevich T. D. (2020). Development of physical training skills and formation of willpower qualities in extracurricular activities. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(3).
15. Абдуллаев Я. М. Турдимуродов Д. Й. Создание педагогических условий в формировании волевых качеств у учеников начальных классов / Я. М. Абдуллаев, Д. Ю. Турдимуродов // *Colloquium-journal*. - 2020. -№ 24-2(76). -С. 14-16.
16. Абдуллаев Я. М. & Турдимуродов Д. Й. (2020). Ўсмир ёшдаги ўқувчиларда иродавий сифатларни жисмоний тарбия воситалари орқали ривожлантириш. *Современное образование (Узбекистан)*, (9 (94)), 56-62.
17. Салимов Ў.Ш. (2021). Махсус мобил иловалар орқали талабаларнинг соғлом турмуш тарзига нисбатан ижобий мотивациясини шакллантириш. *Fan-Sportga*, (3), 52-54.
18. Utkir, S. (2019). Pedagogical ideas of the founder of scientific pedagogy Yan Amos Komensky. *Scientific Bulletin of Namangan State University*, (1), 2.