

The Importance of Physical Games in the Moral Formation of the Personality of the Mature Generation

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Annotation: This article analyzes the importance of physical games in the moral formation of the personality of the mature generation.

Keywords: healthy generation, physical education, game, activity, mobile games, children.

In our country, measures aimed at forming a mature generation, educating young people to be spiritually, morally and physically healthy, and turning them into active participants of ongoing reforms are being implemented consistently.

One of the main activities of elementary school students is play. The main activity is the behavior of the child that is often noticeable at this age. The main activity is that due to this activity, serious changes occur in the mental growth of the child. Play is one of the main activities in a child's life. In the game, which is the main activity of the child, serious changes occur in the mental development. The game is so universal, so versatile and extremely powerful activity that it is difficult to imagine how to bring children of small school age to maturity in any other way than at home. Play activities of children from Russian psychologists L.S. Vygotsky, E.A. Arkin. In the works of D. B. Elkonin and others, they explained the essence of children's play activities from a scientific point of view. It is known that the world of things and events around him expands as the child's age increases and his ability to act independently increases. In the period of the child's primary school age, there are things that are beyond the scope of his activities, that is, the activities of adults, that is, they are not yet fully capable of them, and there are also things that they are not physically capable of. At this stage of mental development, it is impossible for children to have abstract theoretical activity, that is, the activity of knowing in a theoretical way. Children of this age are only aware of the things around them in the form of direct action. This is the reason why children of small school age are too active outside. A child of junior school age strives to have a direct and practical relationship with the things around him. In this case, it is characteristic that the child, due to his thirst for knowledge, strives to have a practical relationship not only with the things around him that are within his limits, but also with the things that are beyond his power, which belong to adults.

As a result of this, there is a sharp opposition between children's rapidly increasing various needs and their narrow capabilities. How to resolve the conflict between children's increasingly diverse needs and their limited opportunities? This contradiction can be solved only through one activity, that is, through the child's game activity. This can be explained by the fact that, first of all, a child's game activity is not an activity aimed at the production of some kind of material product, because the reason that invites children to play is not related to the result of the game, but to the content of various actions in the process of this game. Secondly, during the game, children are free to turn the things they have at their disposal into things that interest them but belong only to adults. Thus,

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through play, children learn many things that belong only to the adults around them and are beyond their control. The powerful role of the game in children's mental development has attracted the attention of famous pedagogues and psychologists as well as thinkers and writers. For example, one of the Russian writers, M. Gorky, said this about children's play and its essence. «The game is a tool for children to learn about the world they live in and to change it. Play is such a multifaceted activity in children's lives that it includes work, thinking about things, imagination, recreation, and sources of happiness.

All these processes are manifested in the game. The game is not only a means of learning about things and events in the external environment, but also a powerful means of education. All psychological characteristics of children are formed in creative and plot games. From this point of view, the game plays a central role in the development of educational activities for students of primary school age. During the game, all mental processes of the child can be developed. Because play activities show children's attention and memory, speech, imagination, emotions, skills and abilities related to work. The game of children of junior school age is diverse. They can be classified according to the types of houses. 1) houses with plot and role playing; 2) Didactic houses; 3) Mobile or fixed houses; 4) Mixed houses; 5) Building and crafting games. It is a game with a plot and played in roles, which is of great importance in the moral education of children of primary school age. For example, they play interesting games such as "bus-bus", "train-train". But even if the houses of children of different ages are the same, the plots are different. Didactic games play a big role in sensory education for children. Didactic houses are a great help in successfully conducting physical education classes based on special programs. Among the children's games of small school age, dynamic or rule-based games are also important. Because dynamic games train children physically, encourage them to be brave, fearless, and dexterous. It develops initiative, collectivism, and sense of duty in children. This includes the games "Who's the first" >, < "< Ball", "White Rabbit", "Get it". Mobile homes are mainly used for walking and physical training. Dramatized games are also loved by children In these games, various fairy tales and stories are put on the stage, and the roles are played directly by the children themselves. For example: "Red Hat", "Tormok". "Turnip" drama houses develop children's speech, imagination and abilities. Game activity allows children to learn individually. Some children like to play as a team, which affects the overall development of the psychological child. That's why educators should participate in collective games. Children's games of this age have the following psychological characteristics. 1) The content of children's games is extremely rich. The main reason for this is the richness of children's lives. 2) Children's games are always played by the team. 3) It is characterized by the manifestation of patriotic feelings during the game. Pupils of junior school age know the capital of Uzbekistan very well and love it, because of this they are very interested and proud of toys. In addition, they love dolls made for children of different nationalities, and they aspire to make such dolls from plasticine themselves.

Characteristic - they reflect people's attitude to work during the home process. Children of the middle and senior groups imitate the types of adult work known to them in their games. They always play as friends and allies with each other. They help each other and their comrades. Its characteristic is to be humane and life-loving. In their games, children reflect the people of our nation, their confidence in the future, their upbeat spirit and their aspiration to a high goal. Thus, in their play activities, children of kindergarten age reflect all aspects of our productive life, which is progressing step by step. The first activity includes play, which plays a major role in personality formation. It is reflected in the experiences gathered in children's games, and strengthens and deepens their self-image about the events of life. Children, like adults, learn about the world in the process of their activities. The pedagogues of our country note the great educational value of mobile games in preparing the growing young generation for life, because the child develops in the

game. Playing the game enriches the participants' feelings, imagination, and understanding. The game helps the child develop in all aspects in the hands of our pedagogues. They expand his concepts of imagination, develop his observation, intelligence, sharpness of mind, analytical skills, comparison and popularization of what he sees, on the basis of which those around him draw conclusions from the phenomena observed among people. Some sports are similar in terms of movement structure (sports games, athletics, gymnastics, wrestling, swimming, etc.) and the game has educational value. Such games are aimed at consolidating and improving skills and previously learned technical and tactical methods in one or another sport.

In the action game, he develops the ability to correctly assess space (place) and time relations and quickly and correctly responds to the impact of the frequently changing situation in the game. Action games are very important to train the correct stereotyped action, because it is very difficult to correct it later. Action games held in places in summer and winter conditions have an educational value when they grow up: in children's camps, in places of rest, on trips, for walks. helps to form. Carrying out mobile games with small objects (small balls, bags, gymnastic sticks, flags) increases the sensitivity of the skin and muscles, helps to improve hand and finger motor functions, it is especially suitable for children of small school age. it is very necessary. In our country, introducing students to national games is of great educational and moral importance. They introduce children to the culture of our nation and their traditions. In active games, the participants of the game have to perform different roles (leader, scorer, referee, assistant referee, game organizer, etc.). It helps them to organize and develop the skills. This knowledge and skills help children to compete independently. If the pedagogue, educator, and leader pay enough attention to this, then the educational and moral side of the game will be sufficient.

If we look at the way of life and thinking of our forefathers, we will see that they paid a lot of attention to the purity of the genealogy, seven pinks, and the health of the offspring. As stated by the first President, personality is a product of social life, and it develops under the influence of the environment that surrounds the child. During a person's life, the environment can have a positive or negative effect on him, realize or destroy development opportunities. Movement games are very important in training physical qualities: speed, dexterity, strength, endurance, flexibility, at the same time, physical quality develops comprehensively in movement games. Most action games require speed from the players (quick escape, chase, sound, visual signal response). The constantly changing situation in the game, which requires players to move quickly from one action to another, helps to develop agility. Quick-strength games train strength. Games that require more effort and energy to perform vigorous movements develop endurance. Games help to develop flexibility, which is related to the frequent change of direction of movement. Action games are very important in the spiritual upbringing of a child. Action games are called team games, and at the same time, they teach children to work as a team. The game develops a sense of camaraderie in children, mutual support and responsibility for each other's actions. The child participates in the team game and sacrifices himself for the benefit of the team: giving the ball to a friend who is in a good position, trying to save the friend who was "captured" and so on. similar In the game, they gradually use each other's movements and bring up the feeling of friendship.. From preschool children to children of junior school age, in the game they only need to match their own movements with the movements of their friends. In the game, it is shown to help each other, and finally, at the end of the game, they show interest in their teams. The game appears with the actions of submission. A unique movement in the game is the movement of one player against another team against another team. In connection with this, in front of the players, there are various tasks that need to be solved in time.

For this, it is necessary to choose a different action and perform it while evaluating the situation. It helps the player to know his own strength. The clear interaction between the players is not only the competition, the struggle, the mutual cooperation, the psychological compatibility with the general character of most of the game actions, the nature of performing the actions with intensity and the general large and small of the tension, some experiences are different. defined by its sharpness. The rules of the game help to educate conscious discipline, self-restraint, knowing how to "catch oneself" after strong excitement, one's sudden impulse to take over. Action games also help to educate children in art and creativity. The first manifestation of creativity in children is accepted in the form of a game. In children's play, especially in children of small school age, creative imagination takes a large place: a simple stick can become a horse, a bicycle, a rifle and a sword. It encourages the imagination of games in the form of balls and action games organized with plot content.

The influence of the environment around the game, the role of individual people in children's understanding, the understanding of the performance of events with the distribution of roles, children include their creative imagination in its implementation. In the process of such games, creative imagination develops and improves. It helps them to develop perception and perception, teaches them to accept the surrounding objects and all their interactions, to know the surrounding environment and creates a new impression for children, to observation and logical thinking. teaches. Musical games develop children's musical ability. The teacher uses the game method to train children's musical ability: games with movement to the sound of music help to master musical forms and characters. In choir and music games, the child shows his first dance skills. The child reveals all his personal qualities and characteristics in the game. The manifestation of individual characteristics during the game helps to know each child well and influences us to develop in the right direction.

Only one activity, like a game, does not fully reveal the student's personal character lines. He finds out from his comprehensive character whether the child is addicted to the game or interested.

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